

Movement with Character: Optimizing the Madrasah Implementation of P5RA Values through MI Teacher Mentoring

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Keywords: P5RA Implementation; Religious Moderation; Teacher Mentoring; Community Participation.		Abstract. The success of madrasahs can be measured through positive changes in student learning patterns that are enjoyable and aimed at producing intellectually, spiritually, and morally competent generations based on the values of Pancasila and Islam rahmatan lil 'alamin. The implementation of the Pancasila Student Profile Strengthening Project Rahmatan Lil Alamin (P5RA) in madrasahs under KKMI Paciran, Lamongan, was carried out through optimizing teacher mentoring programs. This mentoring aims to strengthen teachers' abilities in understanding, planning, and integrating P5RA values into the learning process. The Asset-Based Community Development (ABCD) approach was used to explore the human resources potential of each madrasah. Data collection techniques included observation, interviews, and documentation, with teachers as the primary data sources, and madrasah principals and the Head of KKMI as secondary sources. The results showed a significant increase in P5RA implementation, rising by 26%, from 68% to 94% of madrasahs. The success indicators include teachers' improved ability to integrate the values of religious moderation, tolerance, and social care into both classroom learning and school culture. Supporting factors include the commitment of school leadership, collaboration among teachers, and active community participation. However, challenges remain, particularly the limited human resources, requiring ongoing assistance and capacity building.	
Katakunci: Implementasi P5RA; Moderasi Beragama; Pendampingan Guru; Partisipasi Masyarakat.		Abstrak. Keberhasilan madrasah dapat diukur melalui perubahan pola belajar siswa yang menyenangkan dengan tujuan membentuk generasi cerdas secara intelektual, spiritual, dan moral sesuai nilai-nilai Pancasila dan Islam rahmatan lil 'alamin. Program penguatan implementasi nilai-nilai Proyek Penguatan Profil Pelajar Pancasila Rahmatan Lil Alamin (P5RA) di MI se-KKMI Paciran Lamongan dilakukan melalui optimalisasi pendampingan guru madrasah. Pendampingan ini bertujuan untuk meningkatkan pemahaman, perencanaan, dan penerapan P5RA dalam proses pembelajaran. Pendekatan Asset-Based Community Development (ABCD) digunakan untuk menggali potensi sumber daya manusia di madrasah. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi, dengan guru sebagai sumber data	

utama, serta kepala madrasah dan Ketua KKMI sebagai sumber data sekunder. Hasil program menunjukkan peningkatan jumlah madrasah pelaksana P5RA sebesar 26%, dari sebelumnya 68% menjadi 94%. Indikator keberhasilan terlihat dari kemampuan guru menerapkan nilai-nilai moderasi beragama, toleransi, dan kepedulian sosial dalam pembelajaran dan budaya sekolah. Faktor pendukung keberhasilan meliputi dukungan kepala madrasah, kolaborasi antar guru, serta partisipasi masyarakat. Meski demikian, keterbatasan sumber daya manusia guru MI masih menjadi tantangan yang memerlukan pendampingan berkelanjutan.

1 Introduction

The success of the independent curriculum in madrasahs can be measured through changes in classroom learning patterns that are more enjoyable to produce a generation that is intelligent and intellectual, as well as changes in student morality that are in line with the values of national character and Islam, Rahmatan Lil Alamin (Mukti et al., 2023). One of the approaches used by the Ministry of Religious Affairs in the Merdeka Curriculum is the Pancasila Student Profile Strengthening Project (P5) approach, which is integrated with the Rahmatan Lil 'Alamin (P5RA) values, namely character education innovation by combining Pancasila values and Islamic Rahmatan Lil 'Alamin values through project-based learning.

The government, through the Directorate of Madrasah KSKK, Directorate General of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia, issued guidelines for the Pancasila Student Profile Strengthening Project and the Rahmatan Lil 'Aamin Student Profile (P5RA) in 2022. This is to provide direction and inspiration for Madrasah at the RA, MI, MTs, MA, and MAK levels in developing their operational curriculum (Firmansyah et al., 2023).

Strengthening students' Pancasila character is crucial, and it is implemented by allocating special time to allow students to experience the process of character building (Wahyuni, Rahmawati, 2024). P5RA is in line with the objectives of education in Indonesia, emphasizing academic achievement and character, as well as solid moral values (Susanti, 2024). P5RA emphasizes the importance of moderation and

balance between daily life and religious teachings contained in the values of Pancasila and moderate Islam (Muzakki et al., 2024).

Based on data from the Lamongan District Ministry of Religious Affairs Office and field verification results in 2024, under the coordination of the Paciran Subdistrict KKMI, there are a total of 36 Madrasah Ibtidaiyah (MI) schools, with a total of 284 MI teachers, 86 of whom are civil servants and 198 of whom are non-civil servants, and a total of approximately 36 institutions, with a total of 284 MI teachers, including 86 civil servant teachers and 198 non-civil servant teachers, and a total of approximately 5,670 MI students (Kemenag Lamongan, 2024).

The Paciran subdistrict, as the object of assistance, is one of the areas with the highest concentration of MI in Lamongan Regency, dominated by private madrasahs, and most of the MI in this area have not yet gained maximum access to training and assistance related to the integration of the values of the Pancasila Student Profile in Islamic boarding schools. This presents a significant opportunity for the PKM team to guide on the authentic and contextual implementation of Islamic values as a source of mercy for all creation.

The implementation of P5RA values in Madrasah Ibtidaiyah is still not optimal. Many teachers do not fully understand the concept, have difficulty integrating it into their teaching, and receive minimal guidance. As a result, the desired religious, tolerant, and nationalistic character is not fully reflected in the madrasah culture or student behavior (Rochman et al., 2025).

There are some challenges in implementing this integrated character education program, especially when it comes to teachers' understanding and applying it. So, it is super important to help teachers understand, apply, and evaluate P5RA values to make sure the program works well (Marlina & Syafii, 2024).

In order for Madrasah Ibtidaiyah to be ready to implement the Merdeka Curriculum, teachers need to have a sufficient understanding of its differences from the 2013 Curriculum, the curriculum structure, and the steps involved in lesson planning. In addition, this readiness must

also be supported by facilities, infrastructure, and careful planning (Hakim et al., 2024).

Madrasah Ibtidaiyah (MI) under the coordination of KKMI Paciran Subdistrict, Lamongan Regency, has generally made efforts to implement the Pancasila Rahmatan lil Alamin Student Profile Strengthening Project (P5RA) as part of the Merdeka Curriculum integrated with Islamic values. However, its implementation still faces a number of challenges. First, many teachers still do not fully understand the philosophy and objectives of P5RA. Second, from a learning design perspective, some madrasahs have not been able to develop P5RA modules that are relevant to the local context and the needs of students. Third, limited supporting facilities and minimal external guidance have resulted in the implementation of P5RA merely fulfilling administrative requirements, without having a tangible impact on strengthening teacher capacity.

This situation shows that there is a mismatch between what's required and how ready teachers are in the field. So, special support is needed to help MI teachers understand, plan, and put into practice the values of P5 and P2 (Religious Education based on the One Almighty God) in a moderate and contextual way (Mallewai, 2023).

This community service activity aims to strengthen the capacity of Madrasah Ibtidaiyah (MI) teachers under KKMI Paciran in understanding, designing, and implementing P5RA values in the Merdeka Curriculum. Through mentoring and workshops, teachers are expected to develop innovative learning methods aligned with the principles of the Merdeka Curriculum, while contributing to the development of character education policies based on the integration of Islamic values and Pancasila, particularly at the elementary education level. This initiative also serves as a foundation for designing more effective learning models to instill P5RA character values.

2 Method

MI teachers understand, plan, and put into practice the values of P5 and P2 (Religious Education based on the One Almighty God) in a moderate and contextual way (Mallewai, 2023).

This community service activity aims to strengthen the capacity of Madrasah Ibtidaiyah (MI

This Community Development (PkM) method uses the ABCD (Asset-Based Community Development) approach. The aim is to explore the potential of madrasahs as assets to be developed to achieve objectives. The stages or flow of PkM activities can be seen in the following figure:

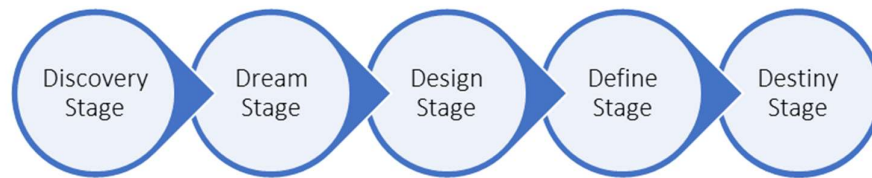


Figure 1. PkM Activity Flow

The image above illustrates the five key stages in the assistance provided by the PkM team using the ABCD approach, namely: the discovery stage, the dream stage, the design stage, the define stage, and the destiny stage (Aziz et al., 2020).

The discovery stage was carried out by the PkM team during initial observations and interviews with the participants to identify the assets and potential of MI KKMI Paciran. In the dream stage, the PkM team gathered data on the hopes and desires of the teachers, the head of the madrasah, and the chair of KKMI Paciran. Through interviews with teachers, the principal, and the chairperson of KKMI Paciran, the team sought to understand what and how the aspirations to be achieved in developing the madrasah. Design stage. At this stage, the PkM team conducted data identification and analysis together with teachers, the principal, and the KKMI Paciran committee to plan programs aligned with the madrasah's potential. Define stage. In this stage, the PkM team and the supporting partners discussed and determined the program to improve P5RA learning. Implementation stage. The PkM team, together with teachers, the school principal, and the KKMI Paciran committee, implemented the workshop program on the implementation of P5RA values for KKMI Paciran teachers.

At the end of each stage, the PkM team always conducts an evaluation to identify its strengths and weaknesses. The evaluation is carried out with guidance. To obtain the best results, a comprehensive evaluation is also conducted using the Kirkpatrick approach, which consists of four stages of evaluation: reaction, learning, behavior, and results (Asghar et al., 2022). The evaluation stage using the Kirkpatrick model only goes as far as the behavioral stage, because the results phase requires approximately one year. This stage must reveal the sustainability of the community service activities (Zahro et al., 2023). The following is an explanation of the three stages of Kirkpatrick's model evaluation in PkM;

The reaction stage was conducted to observe the reactions of the participants in optimizing the implementation of P5RA values after completing the five stages, especially after the P5RA value implementation workshop. This data was obtained through interviews with the participants, especially MI teachers. The learning stage was conducted to determine the level of success of MI teachers in implementing P5RA values. Data was collected through interviews and observations. The behavior stage was conducted to determine changes in MI teachers in optimizing the implementation of P5RA values during the mentoring process. Data collection was conducted through observation of the implementation of P5RA values at KKMI Paciran and interviews with teachers, the principal, and the head of KKMI Paciran.

3 Results

During the assistance period, the PKM team carried out five stages. First, a preliminary study was conducted a location survey and interviews with teachers, madrasah principals, and the head of KKMI Paciran to gather in-depth data. Second, a Focus Group Discussion (FGD) program was formulated together with representatives of MI teachers, madrasah principals, and KKMI Paciran administrators, who agreed to hold a workshop on the implementation of P5RA values. Third, the team coordinated and conducted an FGD workshop on the implementation of P5RA values at KKMI Paciran, which was attended by 72 teachers representing each MI KKMI Paciran. Fourth, conducting reflections and

evaluations of the workshop implementation both before and after. This was done to assess how well teachers understood the P5RA value implementation material, as well as to identify the strengths and weaknesses of the P5RA implementation. Fifth, guiding teachers in applying the P5RA learning assessment in each madrasah.

The results of observations at MI KKMI Paciran Lamongan, located in the northern coastal area with very strategic access, are as follows: to the west, access to the city of Tuban; to the east, access to the cities of Gresik and Surabaya; and to the south, access to Lamongan Regency. In terms of infrastructure, each madrasah has adequate facilities and equipment, and the learning process is active. However, the PKM team found that a small number of madrasahs implement the P5RA learning values.

Findings from interviews with MI teachers indicate that the implementation of P5RA at KKMI Paciran faces challenges, including an average lack of thorough understanding of the P5RA concept, insufficient support from school leadership, inadequate facilities, and limited opportunities to participate in training both within and outside the school. As a result, MI teachers are requesting a P5RA workshop. Meanwhile, Parnoto, the Chairman of KKMI Paciran, stated, "Out of 36 madrasahs, only 26% have implemented P5RA." According to him, this is influenced by the fact that teachers have not fully understood the P5RA concept due to limited opportunities to attend training and budget constraints.

The PKM team's findings revealed that 26 madrasahs (72%) had not yet implemented P5RA. However, after the FGD (Focus Group Discussion) through the P5RA workshop, this figure increased to 94%, with only 2 madrasahs (6%) not yet implementing it. The conditions before and after the workshop can be seen in the table below:

Table 1. Conditions for the Application of P5RA Values Before and After the Workshop

No	NAME OF INSTITUTION	Before		After	
		Yes	No	Yes	No
1.	MIS Muhammadiyah 12		√	√	

2.	MIS Mazraaul Ulum 02	√		√	
3.	MIS Muhammadiyah 16		√	√	
4.	MIS Mazra'atul Ulum 01		√	√	
5.	MIS Muhammadiyah 02 PP. Modern		√	√	
6.	MIS Muhammadiyah 20 PP Karang Asem	√		√	
7.	MIS Tarbiyatut Tholabah		√	√	
8.	MIS Muhammadiyah 13		√		
9.	MIS Maslahul Huda	√		√	
10.	MIS Muhammadiyah 08		√	√	
11.	MIS Muhammadiyah 01 PP. Modern	√		√	
12.	MIS Muhammadiyah 17		√	√	
13.	MIS Muhammadiyah 04		√	√	
14.	MIS Muhammadiyah 11 TPAY	√		√	
15.	MIS AL Muhtadi	√		√	
16.	MIS Tarbiyatul Huda		√	√	
17.	MIS AL Amin Muhammadiyah 06	√		√	
18.	MIS Tahdzibiyah		√	√	
19.	MIS Mu'awanah	√		√	
20.	MIS Muhammadiyah 15		√		
21.	MIS Malihatul Hikam		√	√	
22.	MIS Mamba'ul Ma'arif		√	√	

23.	MIS Muhammadiyah 09 Kranji		√	√	
24.	MIS Muhammadiyah 10		√	√	
25.	MIS Bahrul Ulum	√		√	
26.	MIS Muhammadiyah 18		√	√	
27.	MIS Muhammadiyah 07 Sidokelar		√	√	
28.	MIS Mathlabul Huda		√	√	
29.	MIS Muhammadiyah 05	√		√	
30.	MIS Tarbiyatul Atfal		√	√	
31.	MIS Islamiyah		√	√	
32.	MI Sabilun Najah		√	√	
33.	MI Mamba'ul Ulum		√	√	
34.	MI Aljihad		√	√	
35.	MI Al Fatah		√	√	
36.	MI Asy Syafi'iyah		√	√	
Number		10	26	2	4

More specifically, the table above can be illustrated in the graph below. It is known that before the mentoring program, there were 10 madrasahs that had already implemented the P5RA learning values, while 26 madrasahs had not. However, after the mentoring program through workshops on the implementation of P5RA learning values, there was an increase: the number of madrasahs that had implemented the values rose from 10 to 34, while the number of madrasahs that had not implemented them decreased from 26 to 2. For a clearer view, please refer to the graph.

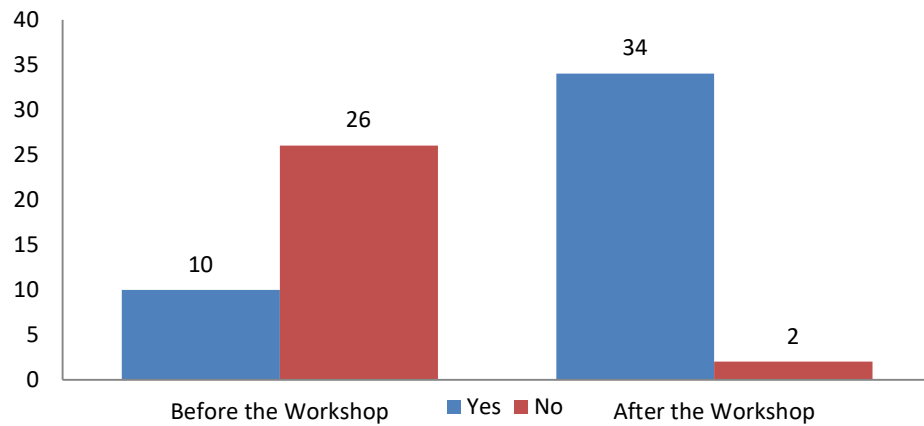


Figure 2. Graph conditions before and after the P5RA

The graph above shows a significant increase in the number of madrasahs that have implemented P5RA learning values compared to those that have not. Meanwhile, two madrasahs have not implemented P5RA, namely MI Muhammadiyah 13 and MI Muhammadiyah 15.

4 Discussion

Findings from observational data analysis and interviews indicate that some madrasahs have encountered obstacles in implementing P5RA due to teachers' limited understanding of the P5RA concept, including the concept of *rahmatan lil 'alamin*, the integration of Pancasila values and Islam, the selection of appropriate learning strategies and models, contextualizing needs, assessment, new terms in the curriculum, developing learning tools including teaching modules and selecting teaching materials and supporting tools. And new terms used, as well as the supporting tools needed.

Several studies and community service activities show that a lack of in-depth understanding can hinder the effective implementation of the curriculum. In addition, limited resources are also an obstacle to the implementation of this curriculum (Simon Paulus Olak Wuwur, 2023). Teachers play an important role in implementing P5RA values in Madrasah Ibtidaiyah as an effort to shape a generation with good character and morals. In addition to teaching, teachers also become agents of change who guide students to understand and apply P5RA

values in their daily lives (Sahab et al., 2023). Teachers are responsible for preparing quality learning materials, instilling Pancasila values, providing guidance and counseling, and organizing supportive extracurricular activities. With professionalism, teachers can produce students with Pancasila character and noble morals (Munawir, Pratiwi, Ain, 2024).

Teachers play a crucial role as the vanguard of the successful implementation of the values enshrined in the P5RA. Teachers are the key to students' success in applying the values of Pancasila and Islam as a source of mercy for all creation. Therefore, teachers must be well-prepared and have a deep understanding of the P5RA concept, including its application in designing instructional materials and selecting appropriate content tailored to students' needs.

The lack of optimism and support from the head of the madrasah as a leader is an obstacle for the madrasah in implementing P5RA learning values, such as the pessimistic and apathetic attitude of the head of the madrasah, who does not encourage teachers to develop themselves by participating in training or seminars.

The school leader in this case is the head of the madrasah as the main figure who has a significant role in encouraging all available resources, motivating, and providing adequate facilities and infrastructure to meet the needs as indicators of improving the quality of education (Ma & Banyuputih, 2025). The Pancasila Student Profile Strengthening Project and Rahmatan Lil 'Alamiin Students (P5RA) can be successful if the main components of learning, namely educators, students, and the educational environment, can optimize their respective roles (Kurniawati et al., 2024).

According to the author, madrasah leaders play a strategic role in mobilizing resources, motivating students, and providing facilities and infrastructure that support the improvement of educational quality. The implementation of the Merdeka Curriculum, including the success of the Pancasila Student Profile Strengthening Project and the Rahmatan lil 'Alamin Student Project (P5RA), depends on the synergy between educators, students, and the educational environment in optimizing their respective roles.

Another obstacle is that many MI teachers under KKMI Paciran do not yet understand the application of integrating Pancasila values with Rahmatan Lil 'Alamin Islamic values. "According to Susanti (2024) in her article, teachers' deep understanding of Pancasila values and the concept of Islam Rahmatan lil 'Alamin, can explain and integrate Pancasila values with Rahmatan Lil 'Alamin values, connect them to everyday life phenomena, and apply these values in daily life, thereby developing students' character with a high level of social awareness."

The P5RA development guide states that the values of Pancasila include: faith, devotion to God Almighty, noble character, global diversity, cooperation, independence, critical thinking, and creativity. Meanwhile, Islamic values include: Ta'adub, qudwah, muwatanah, tawassut, tawazun, 'Itidal, musawah, syura, tasamuh, and tatawur wal ibtibar. The principles of P5RA include holism, contextuality, learner-centeredness, exploration, togetherness, diversity, independence, usefulness, and religiosity (Wahyuni et al., 2025). The P5RA values can be seen in the following table:





Table 2. Values in P5RA

No	Pancasila Values	The Value of Rahmatan Lil 'Alamin
1	Believe in God Almighty, be devoted to Him, and have a noble character.	<i>(Ta'adub)</i>
2	Global diversity	Justice <i>(qudwah)</i>
3	Working together	Exemplary <i>(muwatanah)</i>
4	Independent	Citizenship and nationality <i>(tawassut)</i>
5	Critical and creative thinking	Balanced <i>(tawazun)</i>
6		Straight and firm <i>('Itidal)</i>

7		Equality (<i>Musawah</i>)
8		Deliberation (<i>Shura</i>)
9		Tolerance (<i>Tasamuh</i>)
10		Dynamic and innovative (<i>tatawur wal ibtibar</i>)

Teachers' lack of readiness in developing P5RA teaching modules will be a problem in itself because teaching modules are important for teachers. To ensure clarity and focus in developing modules, the KSKK Madrasah Directorate has published the 2022 P5RA development guidelines. Things to consider when developing P5RA include project module components, which should at least consist of objectives, activities, and assessments. Madrasahs determine development options, define theme dimensions, time locations, and P5RA objective details; develop assessment plans; design P5RA activity sequences; and optimize the use of P5RA media (Lil et al., 2025). The module serves as a structured guide designed to assist students and teachers in understanding, planning, and implementing project activities by the values of Pancasila and the principles of Islam Rahmatan Lil 'Alamin (Thoha, Kusumaningsih, 2025).

In the implementation of the Pancasila Rahmatan Lil 'Alamin Student Profile Strengthening Project (P5RA) learning values, which was carried out by MI teachers, 36 madrasahs in the Paciran District of Lamongan Regency experienced an increase in the application of P5RA learning values, both collectively and individually. The following are some examples of P5RA value application activities organized by madrasahs:

No	Figure 2. P5RA activities	Description
1		Student activities in implementing P5RA values through learning practices of arranging flowers from used cardboard to be used as wall decorations. Teachers give instructions to students, while students work in groups to complete the task according to the instructions.
2		The upper-grade MI students (grades 4, 5, and 6) are listening to the teacher's instructions in the P5RA lesson on how to make JASUKE (corn, milk, and cheese) using corn from the madrasah's garden.
3		The students are working together to carry out their P5RA practical learning assignment, which involves embroidering white cotton fabric using embroidery thread and needles to produce beautiful works of art. The activity is carried out in groups, and each participant is given their tasks.
4		Implementation of P5RA learning values through craft activities. Students are making handicrafts from simple materials, such as ice cream sticks, which are arranged into creative and aesthetically pleasing decorations to be used as wall hangings.

In P5RA activities, most madrasahs raise the themes of sustainable lifestyles, entrepreneurship, and local wisdom. This is in line with the P5RA Guidebook for Primary and Secondary Education (SD/MI, SMP/MTs, SMA/MA). According to the Ministry of Education and Culture (2021), the themes for each project implemented in educational institutions may vary annually. For the 2021/2022 academic year, there are five themes. These five topics include: 1. Sustainable Lifestyle, 2. Traditional Wisdom, 3. Unity in Diversity, 4. Creativity and Innovation for Building the Indonesian Nation, and 5. Entrepreneurship. From these five themes, at least two themes per year must be selected (Hakim et al., 2024).

Then, teachers can identify the elements and sub-elements in the Pancasila Student Profile and the values and sub-values in the Rahmatan Lil Alamin Student Profile by the abilities and needs of students in madrasah ibtidaiyah, as outlined in the P5RA Guidebook published by the Directorate of KSKK Madrasah, Directorate General of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia in 2022.

Most MI KKMI Paciran schools choose simple themes that require affordable materials and are efficient for students, so as not to burden them. Some of the proposed projects include craft skills, batik art, making traditional foods and products using seafood as the main ingredient, as most of the people in Paciran are seafood producers. Additionally, making pots and handicrafts from recycled materials such as fabric, bottles, and so on. According to interviews with the teachers, these topics were chosen to introduce culture to the students, thereby preserving local wisdom.

The concept applied by MI teachers is in line with that desired in P5RA. Madrasahs that mostly choose local wisdom as the theme for their project activities do so because this theme is highly relevant to the culturally rich environment around them and can strengthen students' cultural character so that they better understand and appreciate the local culture. The value of local wisdom stems from local cultural traditions or customs that are inseparable from the values of Pancasila (Ap & Halidin, 2025).

One of the steps to realize character building in line with Pancasila students is the Pancasila student profile strengthening project. This project serves as a learning activity in character development (Dewi Rahmadayani, 2022). The Ministry of Education and Culture has prepared five themes for the implementation of the Pancasila Student Profile Strengthening Project, namely: (1) Sustainable Lifestyle, (2) Local Wisdom, (3) Unity in Diversity, (4) Engineering and Technology for the Advancement of the Republic of Indonesia, and (5) Entrepreneurship. Teachers have the freedom to choose themes and adapt them, as they are expected to innovate and be creative in designing project activities so that students feel comfortable in their implementation (Rahmadayani et al, 2022).

The implementation of P5RA values in every madrasah, of course, requires support by involving the madrasah principal, leaders, teachers, and the surrounding community. Based on field observations, following the P5RA workshop, the leadership of partner MI institutions generally supports the implementation of the P5RA Student Profile Strengthening Project, and students consistently demonstrate enthusiasm and motivation in participating in the application of P5RA values, both collectively and individually, under the guidance of teachers.

With the support of madrasah leaders in each MI institution, the assistance of MI teachers in Paciran Regency in implementing P5RA values has achieved a 94% improvement. The improvement in mentoring results has produced several outputs, including teachers who have gained a deep understanding of the P5RA concept and its principles. This statement is in line with research theory that emphasizes the importance of understanding basic concepts in designing and implementing curricula (Kong & Lai, 2022). In addition, teachers can provide clear and comprehensive explanations to students through the learning process theory, so that their understanding can be optimally formed (Benton et al., 2021).

This MI teacher assistance program focuses on teachers' ability to implement P5RA values and their ability to design lesson plans that follow the principles of flexibility and contextuality, by contextual learning theory, especially in developing P5RA learning modules, as well

as implementing active learning approaches through practical activities. However, lesson plans must include activities that develop students' skills and knowledge by competency standards, in line with curriculum development principles (Fitriyah et al., 2020).

Professional development methods for teachers are very important, with the hope that teachers will gain increased knowledge and skills through various experiences and professional support. Overall, the expected results can be tailored to the specific needs and context of MI institutions in Paciran District, Lamongan, so that the dream of implementing P5RA values by its principles can be realized.

The PkM team hopes that after the mentoring, MI teachers will have a deeper understanding of the concepts, objectives, and implementation strategies of P5RA values in learning, be able to effectively integrate P5RA values into their subjects, and improve their skills in designing and implementing P5RA-based learning, including the use of creative and innovative methods.

The guidance on P5RA values at MI is not only temporary, but continuous and has a long-term impact. With the right guidance, MI students in Paciran Subdistrict can grow into a generation that is not only academically intelligent but also has noble character, Islamic values, and can face the challenges of the times by upholding the values of *rahmatan lil 'alamin*.

To maintain the sustainability of the program, strong collaboration between teachers, school principals, and related parties is necessary. This cooperation is important to strengthen the school environment that supports character building. In this way, Islamic values-based education can continue to develop and have a real impact on the character building of students and society.

5 Conclusion

Teacher mentoring in the implementation of the values of the *Rahmatan lil 'Alamin* Student Profile Strengthening (P5RA) at the KKMI in Paciran District, Lamongan, has had a positive impact on improving teachers' understanding of the concepts, methods, and strategies for

applying P5RA. The intervention has contributed to an increase in the number of MI schools implementing P5RA values, from 6% to 94%. Additionally, it has successfully enhanced teachers' pedagogical competencies, motivated students in their learning, and encouraged them to absorb and apply the values of Pancasila and the Islamic values of *Rahmatan lil 'Alamin* in their daily lives. Both values reinforce each other in shaping students who are intellectually intelligent, morally upright, and contribute positively to society and their surroundings. Pancasila, as the foundation of the state, provides direction for harmonious national life, while the values of *Rahmatan lil 'Alamin* instill a spirit of compassion, welfare, and respect for others. The success of mentoring depends on the synergy between teachers, school principals, and relevant parties, so a mentoring strategy tailored to teachers' needs and regular evaluations are necessary to ensure its effectiveness in building an education system aligned with the values of Islam *Rahmatan lil Alamin*.

6 Recognition

The PKM team acknowledges that the mentoring process has provided valuable insights and experiences for all parties involved. The dedication of MI teachers in understanding and implementing the values of the Strengthening the Profile of *Rahmatan lil 'Alamin* Students (P5RA) in learning. Therefore, the team is committed to supporting the capacity building of teachers and collaborating with various parties to ensure the sustainability of P5RA implementation in madrasahs. The PKM team hopes that the results of this service will serve as inspiration for the development of more meaningful and beneficial education for the community.

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