



EVALUATION OF THE INDEPENDENT CURRICULUM P5RA PROGRAM AT MADRASAH IBTIDAIYAH UNGGULAN AL FADEL, TAJURHALANG-BOGOR

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ABSTRACT

This study aims to evaluate the effectiveness of the implementation of the Pancasila and Rahmatan lil 'Alamin Student Profile Strengthening Program (P5RA) at Madrasah Ibtidaiyah Unggulan Al Fadel Bogor. The P5RA program, which has been running since the 2022/2023 school year as part of the Independent Curriculum, is designed to strengthen the values of Pancasila and the principles of Rahmatan lil 'Alamin in students. This study uses the CIPP (Context, Input, Process, Product) evaluation model to analyze four main aspects: the context of implementation, the availability of resources, the implementation process, and the results and impact of the program. The research method is qualitative with a descriptive approach, involving teachers, educators, and students as research subjects. Data were collected through observation, semi-structured interviews, and documentation studies, then analyzed using the Miles and Huberman model. The results showed that P5RA succeeded in increasing students' involvement in project-based learning and strengthening their character, such as independence, tolerance, and responsibility. A contextual evaluation revealed that the program not only met policy demands but also answered students' needs for holistic character education. From the input aspect, the availability of human resources and supporting facilities is the key to the success of the program. However, the study also identified challenges such as time constraints, lack of standardization of evaluations, and lack of socialization to parents. Overall, P5RA has proven to be effective in shaping student character, although improvements are needed in the evaluation and management aspects to ensure the sustainability of the program.

Keywords: Program Evaluation, P5RA, Independent Curriculum, Qualitative Method, CIPP Model

INTRODUCTION

The Merdeka curriculum was designed in response to the challenges of post-pandemic education by emphasizing flexibility and a student-centered approach. This curriculum gives teachers the freedom to choose various teaching tools that are tailored to students' needs and interests, while optimizing learning time so that students can explore concepts and build competencies in a more meaningful way (Abdul Fattah Nasution et al., 2023). This flexibility is reflected in three types of learning activities, namely differentiated intracurricular learning, project-based co-curricular activities to strengthen the Pancasila Student Profile, and extracurriculars that are tailored to the interests and resources of the educational unit.

One of the main characteristics of the Independent Curriculum is the focus on essential materials, especially strengthening literacy and numeracy, as well as developing students' character through collaborative projects. Learning is designed to be more in-depth, relevant, and fun, by utilizing projects that relate actual issues such as the environment, local wisdom, and entrepreneurship (Rahmadayanti & Hartoyo, 2022). The Pancasila Student Profile Strengthening Project is a key component that not only encourages cross-disciplinary understanding but also fosters values such as mutual cooperation, creativity, and global diversity.

The Pancasila and Rahmatan Lil 'Alamin Student Profile Strengthening Project (P5RA) is a strategic initiative born from the need to strengthen the character of students based on Pancasila values and moderate Islamic principles. As stated by Susanti, Kusen, and Sumarto (2024), "Pancasila character education in Indonesia is an integral part of the formation of quality and ethical student character". This program is specifically designed to respond to the challenges of the globalization era that demands the young generation to be not only academically intelligent but also have noble morals and be able to coexist in a pluralistic society.

The philosophical foundation of P5RA is reflected in the deep integration between the dimensions of the Pancasila Student Profile and the values of Rahmatan Lil 'Alamin. As explained by Muthoharoh (2024), "The Pancasila Student Profile and the Rahmatan lil Alamin Student Profile have a vision whose main goal is to strengthen each other". This integration creates a holistic value framework, with the dimension of faith and fear of God Almighty (Pancasila) combined with *tasāmuh* (tolerance) from Rahmatan Lil 'Alamin, while the ability to reason critically (Pancasila) is balanced with the principle of *tawassut* (middle way) as a form of religious moderation. This unification creates a uniquely Indonesian approach to character education, where national and religious values complement each other to form students who are not only intellectually intelligent but also have noble morals and an inclusive attitude in the face of diversity.

As part of the Independent Curriculum, P5RA applies an innovative project-based learning approach. Nur'aini (2023) explained that "Project activities are an investigative adventure with the assistance of teachers about something that interests them and students will experience the process of finding out". The real implementation of this approach can be seen in the research of Susanti et al. (2024) at MTsN 01 Kepahiang, where students are involved in "entrepreneurship projects in the form of Tofu Processing for grade 7 students" and local wisdom projects that aim to develop an attitude of appreciation for diversity.

The uniqueness of the Pancasila and Rahmatan Lil 'Alamin (P5RA) Student Profile Strengthening Project in the Merdeka Curriculum lies in its comprehensive implementation principles. Muthoharoh (2024) details these principles including: "Holistic, Contextual, Student-Centered, Exploratory, Collaborative, Diversity, Independence, Usefulness, and Religiosity." These principles are what make P5RA not only a conventional learning program, but a comprehensive cultural movement in the school environment. One of its main strengths lies in a holistic approach that integrates the values of Pancasila with Islamic principles in the formation of students' character. As Thoha et al. (2025) explained, the P5RA student profile includes multidimensional development—mindsets, attitudes, and behaviors—that reflect tolerance, unity, and world peace. This approach not only prevents fragmentation of learning, but also creates a close connection between spiritual, social, and environmental aspects.



Another peculiarity of P5RA appears in its strong contextual principles, where project-based learning is designed to bridge the gap between academic theory and the realities of life. Firmansyah et al. (2023) show how P5RA helps students relate Pancasila values to actual issues such as environmental conservation, entrepreneurship, and social interaction. This approach not only increases the relevance of learning, but also allows learners to directly apply knowledge in a real-world context. These principles complement each other with a learner-centered approach, which is the main axis of P5RA. Fauziah and Rohmawati (2023) revealed that students play an active role as subjects in investigation, problem-solving, and decision-making, thereby encouraging independence, creativity, and collaboration according to individual interests.

In addition, the exploratory aspect of P5RA provides a wide space for the development of students' potential. Thoha et al. (2025) note that through P5RA projects, students have the opportunity to conduct in-depth investigations, experiment, and create innovative solutions to real challenges. This approach not only enriches the learning experience, but also develops self-capacity more deeply. By combining these various principles, P5RA offers a transformative educational paradigm. As emphasized by Muthoharoh (2024), a combination of holistic, contextual, student-centered, and exploratory principles transforms P5RA into a cultural movement that forms a complete and characterful profile of Pancasila students.

In a broader context, P5RA is present as a solution to the challenges of character education in Indonesia. Bakari et al. (2024) revealed that "The social reality mentioned above is certainly one of the concrete proofs that human life is not in good condition," referring to the rampant intolerance and moral degradation. Through a holistic and integrative approach, P5RA is expected to create a generation that not only masters science but also has a strong character based on the noble values of the nation and religion. Thus, P5RA not only fulfills the objectives of the curriculum, but also becomes the foundation for the development of a harmonious and civilized society.

The strategic role of P5RA is even more obvious when it is associated with national education goals. As emphasized by Nur'aini (2023), "The Pancasila student profile is designed to answer one big question, namely what kind of students with a profile (competence) want to produce in the Indonesian education system." Thus, P5RA is not just an additional program, but an integral part of efforts to form a profile of future Indonesian students with Pancasila character and the insight of Rahmatan Lil 'Alamin. However, its implementation faces various obstacles, especially related to the readiness of teachers and schools in adapting the new curriculum. Research at MI Islamiyah Palangka Raya (Alimuninggar et al., 2025) shows that teachers still have difficulty designing learning designs that suit the needs of students and the school environment, and lack a understanding of the integration of Rahmatan Lil 'Alamin values into the project. As a result, activities tend to focus on technical aspects without deepening values. A similar thing was found in MTsN 2 West Pasaman (Anggita & Wati, 2024), where teachers experienced confusion in choosing themes that were relevant to the characteristics of grade VII students who were still in the stage of cognitive and emotional development.

Another obstacle is the incompatibility of the project theme with the dimensions of the Pancasila Student Profile. A study at MTsN 2 West Pasaman (Anggita & Wati, 2024) found that teachers often determine themes without an in-depth analysis of the school's vision or students' needs. For example, waste recycling projects are not balanced with the deepening of the dimension of "faith and noble character," so that the value of

environmental sustainability is less internalized. At RA Al Azhar Cebongan (Setyaningrum et al., 2025), although the theme of "Mrs.'s Day" has succeeded in sparking creativity, its relationship with the value of religious moderation has not been maximized. In addition, the implementation of P5RA is also hampered by the lack of supporting facilities. At MTs Islamiyah Kedungjambe (Burhanuddin & Imron, 2024), project activities such as group discussions are hampered by the lack of collaboration space and teaching materials, while at MTsN 2 West Pasaman (Anggita & Wati, 2024), students often do not bring the necessary tools due to a lack of socialization to parents. This condition shows the need for collaboration between schools, families, and communities to provide adequate resources.

The low participation of students is also a serious challenge. Research at MI Islamiyah Palangka Raya (Alimuninggar et al., 2025) revealed that students tend to be passive in caring for project results, such as compost plants that are left unmanaged. At MTsN 2 West Pasaman (Anggita & Wati, 2024), the absence of students during the collection of recycled materials interfered with the smooth running of the project. This requires a motivational approach from teachers, such as giving appreciation or integrating projects with attitude assessments. Evaluation constraints also arise because the P5RA assessment focuses on attitudes, not numbers. At RA Al Azhar Cebongan (Setyaningrum et al., 2025), teachers have difficulty objectively measuring the moral development of students after the "Mrs.'s Day" project, while at MTs Islamiyah Kedungjambe (Burhanuddin & Imron, 2024), the reflection of flag ceremony activities as a national project is often rushed so that nationalism values are not optimally embedded. As a solution, schools need to develop portfolio-based assessment rubrics and take special time for reflection with students.

The readiness of madrasahs in implementing P5RA varies greatly. Madrasahs in urban areas such as MTs Islamiyah Kedungjambe (Burhanuddin & Imron, 2024) are relatively easier to access guidance and training, while rural madrasahs such as MI Islamiyah Palangka Raya (Alimuninggar et al., 2025) face infrastructure and network constraints. Therefore, the Ministry of Religion needs to encourage tiered assistance and special funding for lagging madrasahs so that the implementation of P5RA can run evenly and effectively.

Madrasah Ibtidaiyah Unggulan Al Fadel Bogor is one of the pioneers in the implementation of the Pancasila and Rahmatan lil 'Alamin Student Profile Strengthening Project (P5RA) in the madrasah environment. Although P5RA has been implemented since the 2022/2023 school year as part of the Merdeka Curriculum, a thorough evaluation of this program has not been carried out, both in terms of learning impact, the achievement of student profiles, and the effectiveness of the methods used. This evaluation gap is the focus of this research, with the aim of analyzing the effectiveness of P5RA in strengthening the values of Pancasila and Rahmatan lil 'Alamin in students as well as identifying the challenges of its implementation in the field.

This study uses the CIPP (Context, Input, Process, Product) Evaluation Model developed by Daniel Stufflebeam to comprehensively assess the implementation of P5RA. This model was chosen because of its ability to provide a thorough evaluation from upstream to downstream while focusing on improving the quality of the program. Context evaluation is carried out by analyzing the educational environment, needs, and challenges that affect the implementation of P5RA. The input aspect evaluates the availability of resources such as curriculum, facilities, and competencies of educators, as well as strategies and program plans prepared. In the process stage, the research examined



the implementation of activities and the effectiveness of the P5RA learning method in the field. The product evaluation measures the results and impact of the program on the formation of students' character and its influence on the overall school environment.

Through this approach, the research specifically answers questions about the context of the implementation of P5RA in the madrasah, what resources are used to support the program, how the implementation process takes place, and the extent to which this program produces outputs that are in accordance with the purpose. The results of the evaluation are expected not only to provide a complete picture of the implementation of P5RA in this madrasah, but also to make a valuable contribution to improving the quality of P5RA implementation in similar educational institutions, especially in strengthening the internalization of the values of Pancasila and Rahmatan lil 'Alamin in students.

METHOD

This study uses a qualitative approach with a descriptive method to evaluate the implementation of the P5RA Program (Pancasila and Rahmatan Lil'alaamin Student Profile Strengthening Project) at Madrasah Ibtidaiyah Unggulan Al Fadel, Tajurhalang-Bogor. The objectives of the research include the evaluation of four main aspects based on the CIPP model (Context, Input, Process, Product), namely context (program needs and environment), inputs (resources and strategies), processes (implementation of activities), and products (program results and impacts). This research involves teachers, educators, and students at Madrasah Ibtidaiyah Unggulan Al Fadel as research subjects. The sample selection was carried out using the purposive sampling method, focusing on school principals and teachers who are directly involved in the P5RA program.

To obtain comprehensive data, this study uses three main data collection techniques. Observations are focused on direct observation of infrastructure facilities and the process of implementing P5RA in the field. Semi-structured interviews were conducted with question guides developed based on the CIPP model to dig into the in-depth perspectives of various interviewees. In addition, secondary data was obtained through a documentation study of official madrasah documents, journals, and supporting literature related to the Merdeka and P5RA curriculum. Data analysis is carried out following the Miles and Huberman model through three main stages: data reduction (including the process of selection and grouping of information), data presentation (in the form of narratives and tables), and conclusion drawing and verification. To ensure the validity of the data, this study applied a source triangulation technique by comparing and matching the results obtained from interviews, observations, and supporting documents.

RESULTS AND DISCUSSION

1. Context Evaluation in the Implementation of the P5RA Program at Madrasah Ibtidaiyah Unggulan Al Fadel, Tajurhalang-Bogor

Based on the results of in-depth interviews with the resource persons as well as observations and studies of supporting documents at Madrasah Ibtidaiyah Unggulan Al-Fadel, several findings were found that described the context, background, needs, program environment, as well as the goals and benefits of the implementation of the P5RA Program. The findings are presented in the form of a table below.

Table 1. Context Evaluation in the Implementation of the P5RA Program

Evaluation Aspects	Interview Data	Findings	Validation
Background	<ul style="list-style-type: none"> • "The implementation of P5RA in addition to instructions from the government is also a need for students in building character, both attitudes and morals." (Mrs. Enjumhari) • "Schools want to form students who are not only academically intelligent but also have the ability to collaborate, think critically, and care about the environment." (Mrs. Lala Marisa) 	<ul style="list-style-type: none"> • Government instruction and student character needs. • Holistic: academic and character. 	Observation of collaborative project activities of mutual cooperation and discussion of the value of tolerance
Necessity	<ul style="list-style-type: none"> • "Schools need an integrated student character development program." (Mrs. Feni Friska Amelia) • "It requires the development of students in various aspects, including the profile of Pancasila students." (Mrs. Ninda Lestari) • "Schools need programs that shape students' character from an early age, such as honesty, tolerance, and love for the homeland." (Mrs. Sekar) 	<ul style="list-style-type: none"> • The need for an integrated program for the student's character. • Development of Pancasila Student Profiles. • Early character formation. 	Study of student attitude report cards before and after the implementation of the P5RA program took place.
School Environment	<ul style="list-style-type: none"> • "The school environment is very supportive with adequate learning facilities and a conducive atmosphere." (Mrs. Feni Friska Amelia) • "The school provides enough supporting equipment such as projectors, air conditioning, and lighting." (Mrs. Lala Marisa) 	<ul style="list-style-type: none"> • Adequate facilities and conducive environment. • A complete infrastructure 	Classroom observation is convenient, projectors are used for student project presentation.
Purpose and Benefits	<ul style="list-style-type: none"> • "Forming students who are tolerant, patriotic, and dynamic in accordance with the Quran and Pancasila." (Mrs. Rismayanti) • "Students practice the values of Pancasila, such as responsibility for the environment." (Mrs. Lala Marisa) 	<ul style="list-style-type: none"> • Integration of religious and national values. • Application of values in real life. 	Document study of students' reflection notes and documentation of the achievement of the P5RA project plan through structured concrete activities.



The implementation of the P5RA program is not only based on government instructions but also a response to the needs of students in building good character, both in attitude and morality. The school recognizes the importance of forming students who not only excel academically but also have cooperative skills, critical thinking, and concern for the environment. Observations of collaborative project activities of mutual cooperation and discussion of tolerance values show that P5RA is an effective means of realizing holistic educational goals. With this approach, schools can ensure that students thrive in both intellectual and social aspects, creating a balanced and meaningful learning ecosystem for them.

The need for an integrated student character development program is also the main reason for the implementation of P5RA. The school emphasizes the importance of forming a profile of Pancasila students from an early age, including the values of honesty, tolerance, and love for the homeland. Document studies in the form of student attitude report cards before and after the implementation of the program showed positive changes in their behavior, indicating that this program had a real impact on the formation of students' character. Strengthening these values is not only done through academic activities but also through experiential projects, so that students can internalize these concepts in their daily lives more effectively.

A conducive school environment contributes to the successful implementation of P5RA. The facilities available, such as comfortable classrooms, projectors for presentations, air conditioning, and sufficient lighting, support the creation of a productive learning atmosphere. Observations of the classroom show how students utilize technology in the delivery of their project results, strengthening interaction and collaboration in the learning process. The availability of complete infrastructure is a supporting factor that not only increases the effectiveness of teaching but also provides comfort for students and teachers in developing project-based learning materials.

In addition, P5RA has a long-term goal in forming students who are tolerant, patriotic, and dynamic in accordance with the values of the Quran and Pancasila. The application of these values is seen in the way students are responsible for the environment and active in the social projects the school designs. The study of documents related to student reflection and documentation of project achievements confirmed that this program has succeeded in becoming a forum for students to practice Pancasila values in real life. With an experiential and action-based educational model, students gain not only theoretical understanding but also practical skills that shape their character in an ongoing manner.

2. Evaluation of Inputs in the Implementation of the P5RA Program at Madrasah Ibtidaiyah Unggulan Al Fadel, Tajurhalang-Bogor

Based on the results of in-depth interviews with the speakers, as well as observations and studies of supporting documents at Madrasah Ibtidaiyah Unggulan Al-Fadel, several findings were found that described inputs related to the availability of human resources, facilities and infrastructure, as well as strategies and program plans prepared in the implementation of the P5RA Program. The findings are presented in the table below,

Table 2. Evaluation of Inputs in the Implementation of the P5RA Program

Evaluation Aspects	Interview Data	Findings	Validation
Human Resources	<ul style="list-style-type: none"> • "The P5RA implementation team is tasked with analyzing the condition of students, compiling project modules, and introducing project themes to students." (Mrs. Lidya) • "Identify the needs and goals of the P5RA, form a team to develop the program, develop a curriculum that is in accordance with the goals of the P5RA program and the needs of the students." (Mrs. Vebby) 	There is a special team in charge of designing, implementing, and evaluating the P5RA program.	The study documents include the Decree on the formation of the P5RA team as well as the attendance list of the routine meeting of the P5RA team for project coordination.
Facilities and Infrastructure	"We have flexible classrooms, computers, and projectors to support project-based learning. We also use social media to publish students' work." (Mrs. Lidya)	Basic facilities and supporting technology are available and utilized optimally.	<ul style="list-style-type: none"> • Classroom observation during project presentation using a Projector. • Document study: Photos of project activities with ICT equipment.
Program Strategy	"We always adjust the theme of the P5RA project to the needs of students and school conditions. For example, the recycling project was born from observation of the waste problem in the madrasah environment." (Mrs. Tia Marantika)	Real and participatory context-based strategies.	Study Document project plan with the theme "Recycling".
Implementation Plan	"We prepare a schedule of P5RA activities in an integrated manner with regular class hours. For example, our market day project is planned to strengthen mathematics materials as well as entrepreneurship values." (Mrs. Vebby)	Integrated planning between academics and character projects.	Observation of the P5RA schedule displayed on the bulletin board. Study of P5RA integrated academic schedule documents.
Funds	"Market day activities and social service are completely self-sustaining. Students bring items from home, parents donate materials, and teachers coordinate. This builds independence as well as togetherness." (Mrs. Lala Marisa)	Participatory use of community resources.	Study of simple financial statement documents of market day activities, as well as minutes of fund coordination meetings.



The P5RA program is run with the support of a special team tasked with designing, implementing, and evaluating each stage. The process begins with an analysis of students' conditions and identification of program needs and objectives to ensure alignment with the curriculum. Project modules are designed to match students' levels of understanding and support inclusive learning. The introduction of the theme is carried out systematically so that students can understand its relevance and impact in daily life. Studies of documents such as the Decree on the formation of the team and the attendance list of regular meetings show that there is continuous coordination, underlining the importance of continuous evaluation to ensure the effectiveness of the program.

Facility support also plays a role in the smooth implementation of P5RA. Flexible classrooms create a dynamic environment, while technologies such as computers and projectors make it easier to present and document students' work. The use of social media as a publication platform expands the range of appreciation for their work. Direct observation shows that the use of technology helps to improve interaction and the quality of learning. Photos of project activities with ICT equipment reinforce evidence that the optimization of facilities has been carried out effectively, ensuring that project-based learning becomes more interactive and relevant for students.

The strategy in determining the project theme shows an approach based on student needs and school conditions. For example, the recycling project was born as a response to the waste problem in the madrasah environment, providing a meaningful problem-based learning experience. This approach encourages student involvement in every stage of the project, creating a participatory learning environment. In addition, the P5RA activity schedule is integrated with regular lesson hours, such as in market day projects that not only develop entrepreneurial skills but also strengthen mathematical understanding. Observations of the schedule displayed on the bulletin board show academic and character cohesion, while the study of the implementation plan document confirms the alignment between regular learning and character-based projects.

The sustainability of the program also depends on community participation in the management of the fund. Activities such as market days and social services rely on self-help, where students bring goods from home, parents donate materials, and teachers act as coordinators. This mechanism not only supports the sustainability of the program but also instills the spirit of independence and togetherness. Transparency and accountability in fund management are evident in simple financial statements as well as coordination meeting minutes, which show that a gotong-royong-based approach has been implemented effectively. With a financing system based on social care, P5RA not only functions as an educational vehicle but also as a means of forming the values of togetherness and social responsibility for students.

3. Process Evaluation in the Implementation of the P5RA Program at Madrasah Ibtidaiyah Unggulan Al Fadel, Tajurhalang-Bogor

Based on the results of in-depth interviews with the speakers, as well as observations and studies of supporting documents at Madrasah Ibtidaiyah Unggulan Al-Fadel, several findings were found that described the process of implementing P5RA Program activities and the effectiveness of the P5RA learning method in the field. The findings are presented in the table below,

Table 3. Process Evaluation in the Implementation of the P5RA Program

Evaluation Aspects	Interview Data	Findings	Validation
Implementation of Activities	"The implementation went quite well and was followed with high enthusiasm by the students." (Mrs. Enjum Hari)	The activity went according to plan with high enthusiasm from the students.	Document studies are in the form of project activity reports, as well as photo documentation of market day activities and social actions.
Learning Methods	"The materials and activities are designed to be simple and close to everyday life to be easy to understand." (Mrs. Lala Marisa)	Adaptive project-based learning with real context.	Observation Students make crafts from used goods.as part of a waste recycling project.
Evaluation & Reflection	<ul style="list-style-type: none"> • "After the activity takes place, the teacher conducts assessment and reflection." (Mrs. Lala Marisa) • "An unformatted assessment process." (Mrs. Enjum Hari) 	Assessment and reflection are carried out post-activity, but the assessment format is not yet standard.	Study Teacher reflection document, with the existing assessment format has not been standardized.
HR Involvement	"Teachers become facilitators in the implementation of projects, active in planning and assisting students." (Mrs. Lala Marisa)	The school's human resources are fully involved.	Study of the document list of the division of teachers' duties in the project, as well as the minutes of the coordination meeting.
Facilities & Infrastructure	"Some supporting tools are still limited, but the school is trying to maximize the existing facilities." (Mrs. Lala Marisa)	Teachers' creativity is needed to overcome the limitations of facilities.	Observation of the use of used goods for projects, and the use of classrooms for exhibition of results.
Supporting Factors	"Support from the principal and the cooperation of the students' parents." (Ms. Silva)	Internal-external collaboration in the implementation of P5RA.	Study of the certificate of cooperation with the student's guardian related to the parental participation budget.
Inhibiting Factors	"Limited time and lack of socialization to students' parents." (Mrs. Lala Marisa)	Time allocation solutions and intensive socialization are needed.	Study of the document of the presence of parents for socialization, as well as the existence of an unsigned socialization invitation.

The implementation of P5RA activities shows success in building student involvement with a high level of enthusiasm. The available documentation, including activity reports and photos from market days and social actions, confirms that the program not only went as planned but also provided a memorable experience for students. Active participation in a variety of projects reflects the effectiveness of the experiential approach applied, allowing students to learn directly from the context in which they are encountered. This success shows that the learning carried out does not only rely on theory,



but also emphasizes real practices that support the formation of students' character and social skills.

The learning method in P5RA emphasizes an adaptive and real-context approach. Materials that are designed in a simple way and relevant to everyday life facilitate students' understanding and increase their involvement in the learning process. In a recycling project, for example, students process second-hand items into crafts, which not only develop their creativity but also instill environmental awareness. Observations of the project show how hands-on practice contributes to building critical thinking and problem-solving skills. With this method, learning becomes more meaningful, allowing students to understand important concepts through hands-on experience, rather than just through theoretical approaches.

Evaluation and reflection were carried out after the activity ended to assess the effectiveness of learning, although the assessment format used was still not standardized. A study of the literature on teachers' reflections shows that they strive to evaluate and improve the quality of the project, but the need for a clearer assessment structure is a challenge that must be overcome. Teachers play a central role in P5RA, not only as teachers but also as active facilitators in student planning and mentoring. The list of assignments and the minutes of the coordination meeting show the overall involvement of educators, which serves to ensure the smooth implementation of the program and provide the necessary direction for students to develop their potential optimally.

Despite the limitations in facilities and infrastructure, teachers' creativity plays an important role in maximizing the available facilities. Observations of the use of used goods in the project and the use of classrooms for exhibitions show that resource constraints do not hinder the success of P5RA, but rather encourage innovation in its implementation. Other supporting factors that contribute to the sustainability of the program are the support of the principal and collaboration with the parents of the students. A study of collaborative documents with guardians confirms the community's involvement in supporting various aspects, including participation in funding. However, challenges such as time constraints and lack of socialization to parents are still obstacles. The lack of presence of students' parents in the socialization and unsigned invitations shows the need for a more intensive communication strategy so that parental participation can be more optimal, so that support for P5RA can be further strengthened.

4. Product Evaluation in the Implementation of the P5RA Program at Madrasah Ibtidaiyah Unggulan Al Fadel, Tajurhalang-Bogor.

Based on the results of in-depth interviews with the speakers, as well as observations and studies of supporting documents at Madrasah Ibtidaiyah Unggulan Al-Fadel, several findings were found that describe products that measure the results and impact of the P5RA program on the formation of students' character. The findings are presented in the table below,

Table 4. Product Evaluation in the Implementation of the P5RA Program

Evaluation Aspects	Interview Data	Findings	Validation
Program Outcomes	"Before P5RA, schools did not involve students in character development. After P5RA, there is an increase in student participation and appreciation for the school." (Mrs. Tia Marantika)	Increased student involvement in learning and character strengthening.	Observation in the field shows that students are active in group projects and discussions.
Positive Impact	"Producing students who are more independent and confident, as well as strengthening their character." (Mrs. Siti Salasatun)	Development of student independence, confidence, and character.	Observation of the tolerance poster project work shows the character of the students.
Negative Impact	"Difficulties in implementing P5RA effectively due to time and resource constraints." (Mrs. Tia Marantika)	Challenges in program implementation due to limited time and human resources.	Observation in the field showed that the teacher was busy preparing project materials outside of working hours.
Short-Term and Long-Term Impacts	<ul style="list-style-type: none"> "Changes in students' attitudes become more active and confident in learning." (Mrs. Ninda Lestari) "The long-term impacts, train students to appreciate the learning process, strengthen character, and be proud of the results of their efforts." (Mrs. Tia Marantika) 	<ul style="list-style-type: none"> Increased student activity and confidence. Sustainable character formation and awareness of Pancasila values. 	Observations in the field show the attitude of tolerance of students in daily activities.
Program Evaluation	"The program is effective in improving academic-non-academic achievement and forming character according to the profile of Pancasila Students." (Mrs. Ninda Lestari)	The program runs effectively with good planning.	Document study Monitoring and evaluation report on the implementation of the P5RA project.
Hope	"The hope is that P5RA helps students prepare for future challenges with communication and problem-solving skills." (Mrs. Tia Marantika)	The need for ongoing programs for holistic student development.	

The implementation of the P5RA program has had a significant impact on student involvement in learning as well as strengthening their character. Before this program was implemented, student participation in activities that supported character development was still minimal. However, after the P5RA was underway, observations in the field showed an increase in their involvement in group projects and discussions, indicating that the experiential approach was successful in creating a more interactive and meaningful learning atmosphere. Students begin to show appreciation for the school as an environment that not only focuses on the academic aspect, but also on the formation of social and moral values that support their development holistically.



The positive impact of P5RA can be seen in increasing student independence and confidence. The projects they run, such as the tolerance poster, show how they begin to internalize important values in everyday life. Observation of students' work illustrates the process of character formation that takes place in a real and measurable manner. However, the implementation of this program cannot be separated from challenges, especially in terms of limited time and human resources. Observations show that teachers should allocate additional time outside of working hours to prepare project materials, which signals the need for greater support for educators to make the program run more effectively without adding to the workload.

The impact of this program is not only seen in the short term, but also in the long-term influence on students. They are more active and confident in learning, and show tolerance in daily activities, as reflected in their interactions with fellow friends. In a long-term perspective, P5RA contributes to forming a sustainable character and increasing students' awareness of Pancasila values. In addition, the evaluation of the program shows its effectiveness in improving academic and non-academic achievement, with documentation of monitoring reports that corroborate the success of the implementation of this program.

The hope for P5RA in the future is that this program will continue and grow in preparing students to face future challenges. With communication and problem-solving skills acquired through collaborative projects, students are expected to be able to face various dynamics in the world of education and social life. To achieve this goal, better management strategies are needed, including optimizing time allocation and support for teachers and increasing school community engagement. By continuously evaluating and refining its implementation, P5RA can be a strong foundation for the formation of students' character and skills in the long run.

Discussion

1. Context in the Implementation of the P5RA Program at Madrasah Ibtidaiyah Unggulan Al Fadel, Tajurhalang-Bogor

The implementation of P5RA at Madrasah Ibtidaiyah Unggulan Al Fadel is not solely to meet policy demands, but is a strategic answer to the needs of students in forming a character that is morally and socially intact. Contextual evaluation shows that schools have carefully understood the importance of holistic education through the integration of the values of cooperation, tolerance, and environmental concern. This is in line with the view of Dewi Setyawati, et al. that "character education is a conscious and earnest effort of a teacher and affects students" (Setyawati, et. al., 2024). Through the observation of mutual cooperation activities and value discussions, it appears that this project-based approach is able to bridge cognitive and affective learning, creating a learning space that not only focuses on academics but also on the development of students' ethics and empathy.

In terms of program needs, the results of the document study showed a significant increase in student behavior after the implementation of P5RA, reflecting the urgency and effectiveness of the program in instilling the Pancasila Student profile from an early age. Yani Suryani in her research strengthens this by stating that "The Independent Curriculum has project-based learning characteristics for the development of soft skills and character" (Suryani, 2024). Schools consciously choose experiential methods so that the values of honesty, tolerance, and nationalism are not only taught, but are brought to life in students' daily lives. When character education is carried out through real practice, as shown in the

research of Rosyida Rahmatul Haq, et al. at Madrasah Adiwiyata MAN 1 Nganjuk carrying the theme "Sustainable Lifestyle" which is optimized in the project "Multimedia Campaign for Environmental Care" (Haq, et. al., 2023), then the internalization of values becomes stronger and has a long-term impact.

A supportive learning environment is also a key component in the successful implementation of P5RA. Evaluation of facilities and infrastructure such as air-conditioned classrooms, presentation facilities, and adequate technology shows how the physical environment plays a direct role in supporting the success of the project-based learning process. This is strengthened by Yani Suryani's statement that "facilities and infrastructure are very important in supporting character education in schools" (Suryani, 2024). The students' interaction in presenting their work shows an improvement in social and technological skills, reinforcing the overall impact of the program. Thus, the success of the program does not only depend on the content of the curriculum, but also on the readiness of a holistic and motivating learning environment.

2. Input in the implementation of the P5RA program at Madrasah Ibtidaiyah Unggulan Al Fadel, Tajurhalang-Bogor

Evaluation of inputs in the implementation of the P5RA Program shows that the availability of human resources is a crucial factor in the sustainability of the program. The specialized team tasked with designing and evaluating programs has a strategic role in ensuring alignment between student needs and curriculum objectives. The study of documents such as the Decree on the formation of the team and the attendance list of regular meetings underlines continuous coordination as a form of continuous evaluation. In line with Intan Irawati's findings, the implementation of P5RA involves two coordinators per level and project facilitators from maple teachers, showing the importance of the involvement of educators in supporting the program (Irawati, 2024). In addition, as emphasized by Lalu Sirajul Hadi, cooperation between students, teachers, and education staff has proven effective in ensuring the success of PSRA (Hadi, 2024). However, the effectiveness of the team depends heavily on the competence and involvement of educators. If the implementation of the program is not balanced with strengthening the capacity of teachers, then the harmony between the learning project and the needs of the students' character can be disturbed.

In terms of facilities and infrastructure, the availability of supporting facilities has a significant influence on the quality of project-based learning. The use of flexible classrooms and technologies such as computers and projectors accelerate student interaction and improve the documentation of their work. As mentioned in Intan Irawati's research, the advantages of project-based learning are also reflected in the approach to differentiating content, processes, and products (Irawati, 2024). This differentiation allows students to convey their understanding in a variety of ways, supporting more inclusive and meaningful learning. In addition, as conveyed by Lalu Sirajul Hadi, students can produce works in various forms, showing an increase in their creativity and skills (Hadi, 2024). Direct observation of the use of facilities shows that technology is able to increase the relevance of learning, but there is a need for an evaluation of the suitability of facilities with the specific needs of the project being carried out. Without regular maintenance and infrastructure development, the effectiveness of P5RA in supporting interactive learning can be hampered.

Program strategy and planning are important aspects in ensuring that P5RA runs well. Determination of student needs-based themes, such as recycling projects that



respond to waste problems in madrasas, demonstrates the effectiveness of problem-based approaches. The relevance of the project to the subject is also an added value, as mentioned by Intan Irawati that the Voice of Democracy project has a direct relationship with religious lessons in madrasas, including in the discussion of democracy from an Islamic perspective (Irawati, 2024). In addition, the integration of the P5RA activity schedule with regular lessons, such as in market day projects, strengthens academic cohesion and student character. A study of the document on the activity implementation plan shows that this strategy can create a participatory and skills-based learning environment. On the other hand, the sustainability of the program also depends on community participation and transparent financing mechanisms. Then Sirajul Hadi emphasized that the success of PSRA does not only depend on learning activities, but also on strengthening madrasah culture and collaboration between schools, parents, and the community (Hadi, 2024). With a mutual cooperation-based financing system, the sustainability and positive impact of the P5RA program can be maintained despite facing various challenges.

3. Process in the Implementation of the P5RA Program at Madrasah Ibtidaiyah Unggulan Al Fadel, Tajurhalang-Bogor

The implementation of the P5RA Program activities at Madrasah Ibtidaiyah Unggulan Al Fadel shows its effectiveness in building student involvement with a high level of enthusiasm. Documentation of activities, such as reports and photos from the market day and social action, confirms that the program not only went as planned but also provided a memorable experience for students. The experiential approach applied allows students to learn directly from the context they are exposed to, so that learning is not only theoretical but also emphasizes real practice. This success is in line with the findings of Rosyida Rahmatul Haq, et al. (2023) who stated that the implementation of P5RA at MAN 1 Nganjuk is effective in increasing students' awareness of the importance of harmonious coexistence through an expo of learning outcomes held at the end of the semester (Haq, et. al., 2023). In addition, Purwanti et al. emphasized that the project-based approach in P5RA increases student engagement, especially through events that involve parents in displaying their work (Purwanti, et. al., 2024).

The learning methods in P5RA emphasize an adaptive and real-context approach, which has been proven to improve students' understanding and involvement in the learning process. Materials that are designed simply and relevant to daily life make it easier for students to understand the concepts being taught. For example, the recycling projects that students undertake not only develop their creativity but also instill environmental awareness. Observations of the project show that hands-on practice contributes to building critical thinking and problem-solving skills. Rosyida Rahmatul Haq, et al. provided a similar example in the Environmental Care Multimedia Campaign project, where students created videos, posters, and murals as part of experiential learning (Haq, et. al., 2023). In addition, Purwanti, et al. highlight how teacher-facilitated group work encourages critical thinking and the application of values in daily life (Purwanti, et. al., 2024). With this method, learning becomes more meaningful because students can understand important concepts through hands-on experience, not just through theoretical approaches that are often less effective in building deep understanding.

Although the P5RA Program has shown success in increasing student engagement and understanding, there are still some challenges that need to be addressed to increase its effectiveness. One of the main obstacles is the lack of a standardized assessment format

in learning evaluation, so teachers' reflections on projects are still subjective. Rosyida Rahmatul Haq, et al. explained that evaluation in P5RA is carried out through three stages of input, process, and output, but challenges remain in standardizing assessments (Haq, et. al., 2023). In addition, the limitation of facilities and infrastructure is an obstacle that must be faced, although the creativity of teachers in utilizing the available facilities has helped overcome these obstacles. Purwanti, et al. noted that despite the limitations of infrastructure, teachers creatively use recycled materials for projects and adapt classrooms as exhibition venues (Purwanti, et. al., 2024). The support of the principal and collaboration with the parents of students are the main supporting factors in the sustainability of the program, but the lack of socialization to parents is still a challenge that needs to be improved. Ika Sundari, et al. emphasized that teachers play an active role as facilitators in cross-cultural projects, creating an inclusive environment through collaboration with students and parents (Sundari, et. al., 2024). However, Purwanti, et al. noted that the involvement of parents in socialization events is still limited, so a more intensive communication strategy is needed so that their participation can be more optimal (Purwanti, et. al., 2024). With improvements in evaluation and communication aspects, the P5RA Program can be further strengthened as an innovative and effective learning method in building students' character and skills.

4. Product in the Implementation of the P5RA Program at Madrasah Ibtidaiyah Unggulan Al Fadel, Tajurhalang-Bogor

The P5RA program makes a tangible contribution to increasing student engagement in learning while strengthening their character. The application of an experiential approach through collaborative projects has created a more participatory and meaningful learning environment. This is in line with the findings of Marlisa, et al. (2024, p. 916), who noted that "students showed high enthusiasm in participating in this project," as well as learning to think critically and work together in real situations of direct reflection of the goals of P5RA (Marlisa, et. al., 2024). The increase in student participation in group discussions at Madrasah Ibtidaiyah Unggulan Al Fadel is concrete evidence that Pancasila values are beginning to be internalized through a lively contextual approach.

In addition, the achievement of non-academic learning outcomes such as poster works and entrepreneurship projects showed an increase in students' independence and creativity. Field observations reveal that students not only carry out tasks, but begin to integrate with the values emphasized in the project, such as tolerance and social responsibility. This is also reflected in practice at MAN 1 Bandar Lampung, where entrepreneurship-themed projects and hydroponics provide space for students to develop practical skills relevant to real life (Marlisa, et. al., 2024). However, as emphasized by Surya & Nafi'ah, the limitations of facilities and distance between learning locations are technical challenges that need to be overcome with a more solid management strategy and institutional support (Surya & Nafi'ah, 2024).

In the long term, the positive effects of P5RA can be seen in the formation of sustainable characters, such as a tolerant, confident, and collaborative attitude that is now starting to dominate student interactions. Program evaluations even show an influence on improving academic and non-academic achievement. In addition, as noted by Surya & Nafi'ah, the use of social media and the optimization of infrastructure facilities are potential strategies to increase the effectiveness of project-based learning (Surya & Nafi'ah, 2024). With reference to this empirical evidence, it can be concluded that the

products of the P5RA program have strong relevance in building the character of the younger generation who are ready to face the complexity of future challenges.

CONCLUSION

Based on the results of the research, the implementation of the P5RA Program at Madrasah Ibtidaiyah Unggulan Al Fadel has shown significant success in increasing student involvement and holistic character building. The implementation process through the evaluation of CIPP indicates that this program not only meets policy demands but also responds to the real needs of students, by integrating the values of Pancasila and the principles of *Rahmatan lil 'Alamin* into project-based learning activities. Contextual approaches that prioritize real experiences, such as recycling projects and market days, allow students to internalize the values of honesty, tolerance, and independence directly, resulting in measurable positive behavioral changes in both academic and non-academic aspects.

However, the research also revealed some important challenges that need attention, such as limited resources, evaluation formats that are still subjective, and lack of intensive socialization to parents. Shortcomings in standardization of assessment and time management show that there are opportunities for more comprehensive improvement through teacher capacity building and optimization of facilities and infrastructure. With a strategy to improve communication and program management in a sustainable manner, P5RA has the potential to be a strong foundation to shape the character of the younger generation who are able to face the complexity of future challenges as a whole.

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