



# Implementation of the Learning Concept of Pancasila and *Rahmatan Lil Alamin* in Forming Ten Characteristics of Learners

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## Abstract

Learning Pancasila and *Rahmatan Lil Alamin* is character education in the independent curriculum in *madrasah*. The implementation of Pancasila and *Rahmatan Lil Alamin* in learning encourages students to explore entrepreneurial skills and creativity through approaches that are relevant to the local context. The purpose of this study is to analyze student collaboration in the implementation of Pancasila and *Rahmatan Lil Alamin* projects in Islamic school. The research method used is qualitative research, with multiple case designs. The informants of this research are the coordinator teacher and facilitator of the Pancasila and *Rahmatan Lil Alamin* project in four Islamic school in West Sumatra. Data collection used interview guidelines, observation, and documentation. The collected data were analyzed qualitatively by reducing the data according to the research objectives and presented in the form of narratives, tables, and pictures. Then to get research findings, the data were analyzed by open coding, axial coding, and selective coding. This study found that Pancasila and *Rahmatan Lil Alamin* activities develop the habit of collaboration between students through the theme of entrepreneurship and local wisdom. Students work in teams with various tasks and responsibilities to produce products that have creative and economic value. In addition, the acculturation of collaboration in Pancasila and *Rahmatan Lil Alamin* learning fosters the character of faith, devotion to God Almighty, noble character (*taabud*), cooperation (*qudwah*), independence, and creativity (*tathannur wa ibtikar*), and global diversity (*muwathanab* and *tasamuh*). Thus, PRA learning can be a forum for developing the habit of working in teams and developing the creativity and potential of students who are useful for personal and community life.

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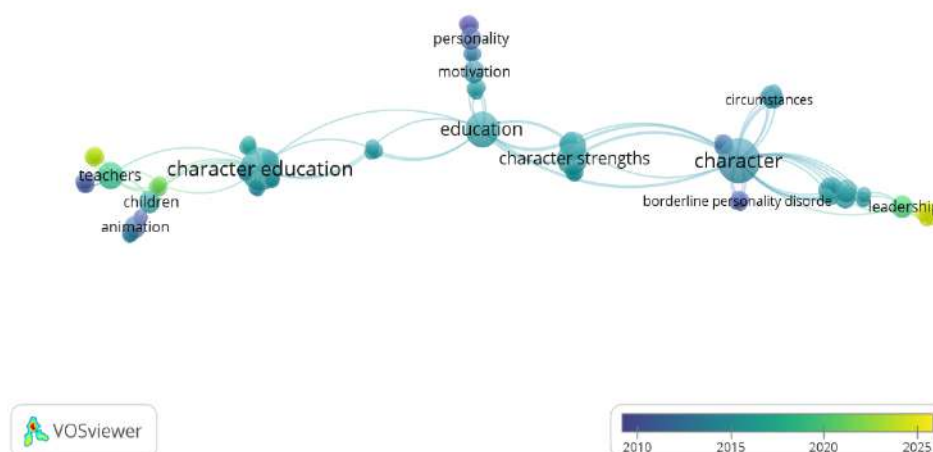
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## INTRODUCTION

Strengthening the character of Pancasila and *Rahmatan Lil Alamin* is an integral part of the Islamic school curriculum which aims to develop the character of students through national values and Islamic values (Hasanah, 2022; Nursalam et al., 2023; Mahira et al., 2024; Adel et al., 2024). The inclusion of the *rahmatan lil alamin* character in the Pancasila and *Rahmatan Lil Alamin* project emphasizes religious moderation which includes human values (Fatah et al., 2023). In detail, the value of religious moderation is more focused on the values of nationalism, diversity, and tolerance, which can be implemented through co-curricular activities, integrated into intracurricular learning, and extracurricular activities (Burhanuddin & Imron, 2023; Astriyani et al., 2023; mohamad et al., 2023). These values can be developed with a project-based learning strategy, which focuses on working methods in understanding, analyzing, and practicing (Nurdiyanto et al., 2024).

The project-based learning approach is supported by the constructivist learning theory proposed by Jean Piaget (Waite-Stupiansky, 2022). Construct theory understands learning as learning by doing (Rumayor et al., 2024; Eigruber & Wirl, 2024; Apetrei et al., 2024), providing opportunities for students to discover or apply their ideas in real life (Devi, 2019). Based on this understanding, learning options emphasize more on projects that can be used as learning objects. This is also because project-based learning can integrate institutional curriculum with real-world skill demands (Kuppuswamy & Mhakure, 2020), by the competencies planned in lesson study (Gomez-del Rio & Rodriguez, 2022). In addition, project learning can serve as an approach to foster student creativity that can adapt to various student learning styles, and improve learning outcomes (Rati et al., 2017; Alemneh & Gebrie, 2024; Yu, 2024). Therefore, by using the project learning approach, the character values expected in the Pancasila and *Rahmatan Lil Alamin* project theme can be realized in students.

Character development has been discussed in scientific studies. Previous researchers have discussed character in education since 2010, as shown in figure 1.



**Fig 1. Description of previous research on character**

As seen in figure 1, the dominant topics studied by previous researchers are related to character, character education, character strengthening, and education as a forum for character development. Discussions that look new from figure 1 are themes that discuss social dominance and power relations. These two themes are related to social interactions and relationships between individuals or groups. When summarized, these two themes lead to one big theme, namely collaboration between individuals or groups. Discussions about

individual (student) collaboration in education are still few in scientific studies. So, discussing the impact of collaboration coaching on student character is something new in character research. Fostering student collaboration can be done in the form of a Pancasila and *Rahmatan Lil Alamin* theme program organized in Islamic school. The discussion of student collaboration in Pancasila and *Rahmatan Lil Alamin* learning is in line with the learning theory proposed by UNESCO on learning to live together (Smith, 2018; Holm, 2018).

Pancasila and *Rahmatan Lil Alamin* learning is implemented in Islamic school in the form of projects, with seven themes, including sustainable lifestyle, local wisdom, *bhinneka tunggal ika*, build the soul and body, democratic voice, entrepreneurship, and engineering and technology. The use of project learning approaches can empirically improve teamwork skills (Dias-Oliveira et al., 2024), communication, creativity, organization, and competence (Parrado-Martínez & Sánchez-Andújar, 2020). Project-based learning conducted with the team formation method can improve interpersonal relationships and social skills, as well as positive interdependence and develop individual responsibility (Kasmar et al., 2019; Muswara & Zalnur, 2019). The team formation method in project learning encourages students to focus on group work skills (Aranzabal et al., 2022). Pancasila and *Rahmatan Lil Alamin* projects can develop students' creativity, and organized collaboratively can develop learning to live together.

An overview of student collaboration learning in Pancasila and *Rahmatan Lil Alamin* that can encourage learning to live together will be discussed through this research. In connection with that, this research aims to analyze the implementation of the Pancasila and *Rahmatan Lil Alamin* student profile project in developing the character of student collaboration in Islamic senior high school. The findings planned in the research are in the form of a pattern of developing the character of student collaboration in Islamic senior high school through the theme of local wisdom and entrepreneurship. This pattern of student collaboration becomes a guide in the implementation of other themes in Pancasila and *Rahmatan Lil Alamin*.

## METHODS

This research was conducted in the form of qualitative research, with a case study research design of multiple case designs (Novita et al., 2022; Rishan et al., 2018). The informants of this research were coordinator teachers and Pancasila and *Rahmatan Lil Alamin* project facilitators in four Islamic school in West Sumatra. Data collection used interview guidelines, observation, and documentation. This research procedure is shown in figure 2.

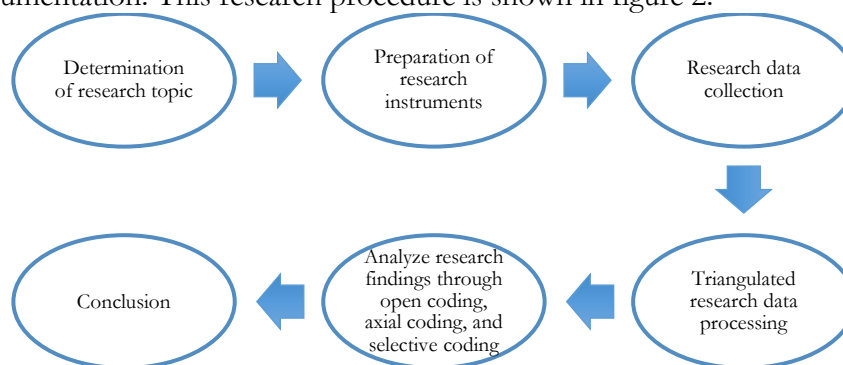


Fig 2. Research procedure

The collected data were analyzed using the model developed by Miles and Huberman (Nopriza et al., 2021; Putri et al., 2021). Reduction of data and information obtained through observation, interviews, and documentation

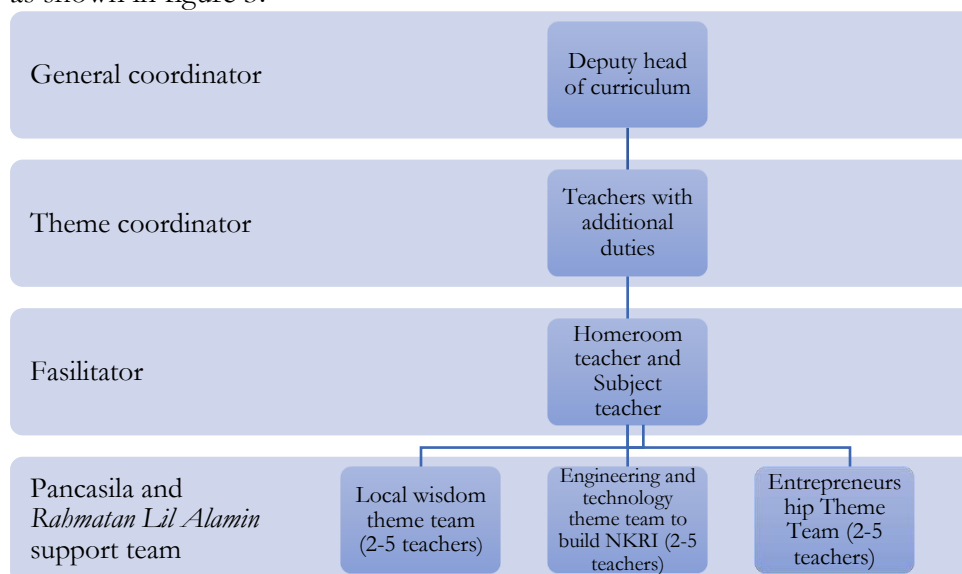
was carried out by selecting data according to the research objectives. Presentation of data is done by narrating data and information that is proportionally selected, tabulated, and reinforced by documentation. The next step is to conclude with open coding, axial coding, and selective coding. The results of selective coding were compared with the theory and results of previous research so that new findings were obtained related to the analysis of the implementation of Pancasila and *Rahmatan Lil Alamin* in Islamic senior high school.

## RESULT AND DISCUSSION

Based on the field study on the implementation of the Pancasila and *Rahmatan Lil Alamin* project in Islamic senior high school in West Sumatra, it can be expressed in the following three subthemes, namely the structure and implementation of Pancasila and *Rahmatan Lil Alamin*, the themes organized, and the development of collaborative characters.

### Pancasila and *Rahmatan Lil Alamin* structure and implementation

The implementation of Pancasila and *Rahmatan Lil Alamin* activities in Islamic school is carried out by teamwork formed by the Islamic school through a decree of the Islamic school head. Each Islamic school has the authority to determine its personnel to organize Pancasila and *Rahmatan Lil Alamin* activities. Based on the four Islamic senior high school studies, in general, the Pancasila and *Rahmatan Lil Alamin* teamwork has an organization as shown in figure 3.

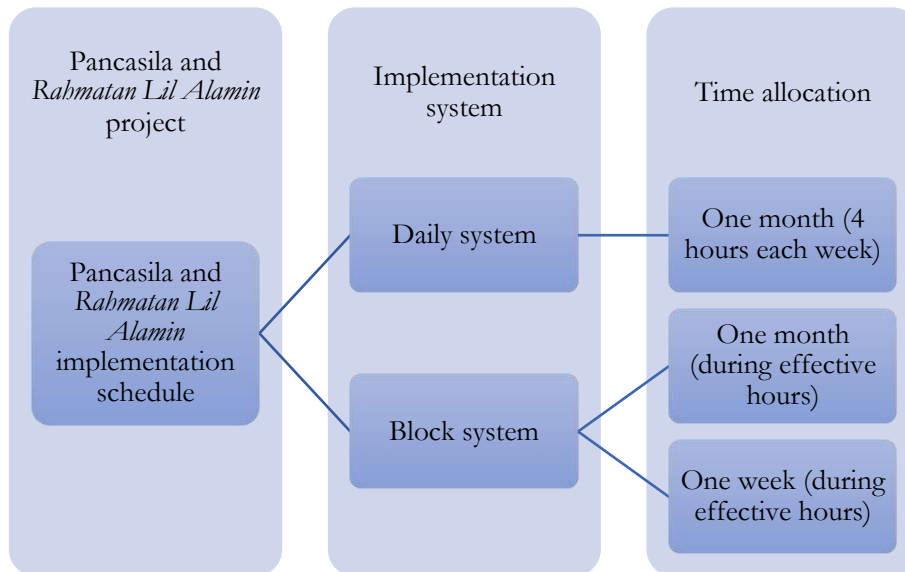


**Fig 3. Pancasila and *Rahmatan Lil Alamin* team work**

The Pancasila and *Rahmatan Lil Alamin* implementation teamwork in Islamic school the organizational form includes a general coordinator, which is directly held by the deputy head of curriculum. This general coordinator became the leading sector for the implementation of Pancasila and *Rahmatan Lil Alamin* activities in the Islamic school. Then under the general coordinator, one coordinator was also appointed, namely the theme coordinator. The theme coordinator is in charge of planning the theme that will be given to students, starting from the teaching module, the completeness of the learning media, determining the expert team (if needed), to the learning assessment. The theme coordinator is assisted by facilitators consisting of homeroom teachers, both in planning, implementing, and assessing. Especially in the implementation of Pancasila and *Rahmatan Lil Alamin* learning in the classroom or the field, facilitator teachers are assisted by subject teachers who teach in the class.

Subject teachers help socialize the themes discussed as well as guide students in working on their assignments. This is a teacher's professional duty, to have the ability to develop material creatively (Pebrina, 2020).

The implementation of Pancasila and *Rahmatan Lil Alamin* in Islamic school is organized on a scheduled basis every school year. The implementation schedule consists of a daily system and a blocking system. The daily system allocates 1 - 2 hours at the last hour of learning, while the blocking system is used for one period in the duration of one week to one month of activities. All school members collaborate in organizing Pancasila and *Rahmatan Lil Alamin* activities, and the Pancasila and *Rahmatan Lil Alamin* teamwork is the main organizer for the implementation of Pancasila and *Rahmatan Lil Alamin* activities.



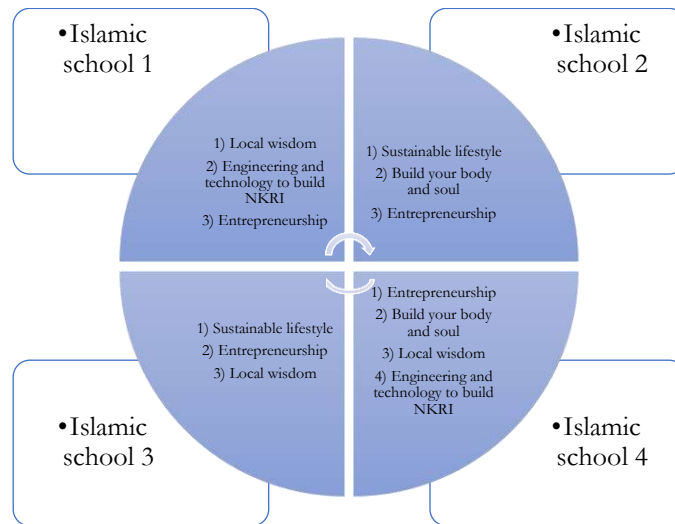
**Fig 4. Pancasila and *Rahmatan Lil Alamin* implementation system**

Islamic school conducts Pancasila and *Rahmatan Lil Alamin* with a daily system, the activities are carried out within one month with an allocation of 1 - 2 hours per meeting and are held twice a week. The implementation is on Wednesdays and Thursdays starting at 13.00 WIB until 15.30 WIB. While Islamic school organizes a block system, it is carried out in a duration of one month and some Islamic school organize one week. The implementation of Pancasila and *Rahmatan Lil Alamin* activities in a one-month or one-week block system is carried out every effective day. Entering at 07.00 WIB until 14.30 WIB.

#### **Pancasila and *Rahmatan Lil Alamin* theme in Islamic school**

Islamic school are free to determine the P5RA theme and activity program, according to the potential and needs of the Islamic school. Based on the four Islamic senior high school studied, there are many variants of Pancasila and *Rahmatan Lil Alamin* themes organized in Islamic school, as shown in figure 5.

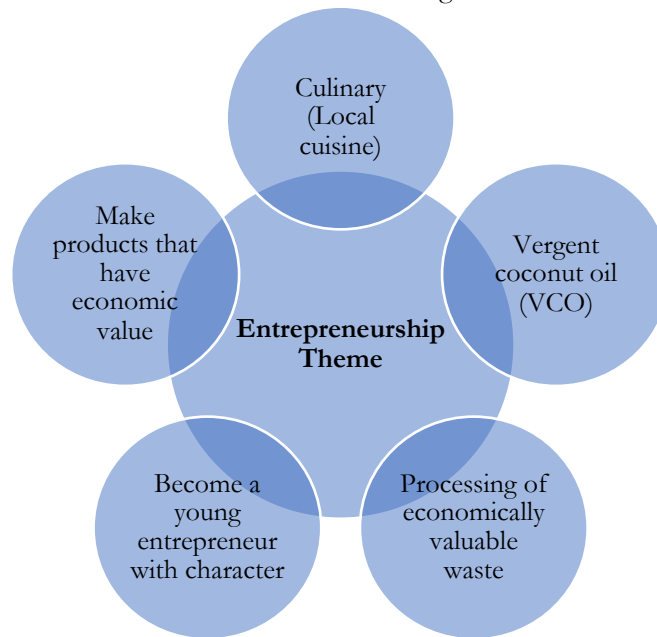




**Fig 5. Pancasila and *Rahmatan Lil Alamin* theme variants**

The interesting thing about this field study is that each Islamic senior high school sets the theme of entrepreneurship as an option in the Pancasila and *Rahmatan Lil Alamin* project. Islamic school 1 filled its entrepreneurial theme with local cuisine in the form of ikan bilih cuisine. Islamic school 2 city fills its entrepreneurial theme by marketing student-processed products. Islamic school 3 fills its entrepreneurial theme with activities; presenters, field trips, reports, making business, and harvesting work. Islamic school 4 fills the theme of entrepreneurship by making VCO (Vergent coconut oil). This entrepreneurial theme arises naturally from madrasas that have organized Pancasila and *Rahmatan Lil Alamin* projects. The selection of this theme is a forum for developing the entrepreneurial spirit of students in general and more specifically this is the local wisdom of the people of West Sumatra. So raising the theme of entrepreneurship with various variants of activity programs can develop the entrepreneurial spirit of students. An overview of the topic of the entrepreneurial theme organized above can be seen in figure 6.

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**Fig 6. Topic of entrepreneurship theme**

In addition, the theme of local wisdom also dominates in the choice of Pancasila and *Rahmatan Lil Alamin* themes organized by the madarasah. For example, Islamic school 1 filled the theme of local wisdom with local art activities in the form of *tari piring* and *tari pasambahan*, as well as *sumbang tigo baleh*. Islamic school 3 filled the theme of local wisdom with cultural exhibition activities of the archipelago. Islamic school 4 fills the theme of local wisdom with an activity program to sell local wisdom food made by students. This theme is a forum to provide students with an understanding of the function of education as a medium to pass on the noble values of the nation's culture. Organizing the theme of local wisdom in educational institutions, especially in the Pancasila and *Rahmatan Lil Alamin* project, means realizing the function of educational institutions as cultural inheritors from generation to generation so that the nation's culture as the wealth of Indonesia, as well as the nation's identity, can still be preserved until future generations.

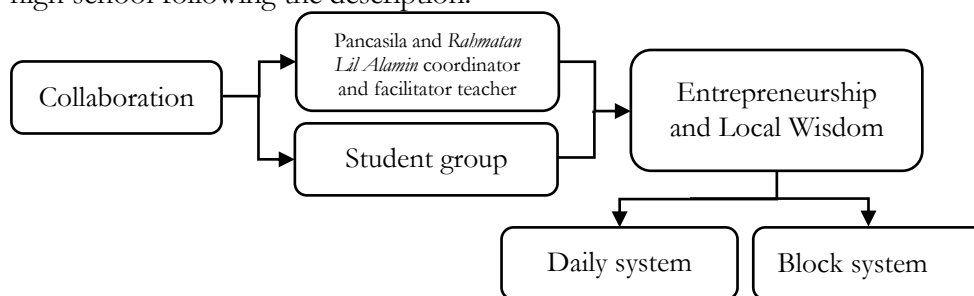
#### **Collaboration character development**

Pancasila and *Rahmatan Lil Alamin* activities organized at Islamic school West Sumatra are carried out in groups formed by the Pancasila and *Rahmatan Lil Alamin* supervising teacher. Each individual in the group has different tasks and responsibilities, according to the tasks they have arranged as a team. The mentor teacher receives a report on the distribution of each task in each group. This Pancasila and *Rahmatan Lil Alamin* learning pattern illustrates the collaborative relationship between individuals to create the products and projects they plan. This learning produces several character contents that can encourage students' character development. The theme of entrepreneurship fosters the character of faith, devotion to God Almighty, and noble character, collaboration, independence, and creativity. The *rahmatan lil alamin* characters contained in this theme are civilized (*taabud*), exemplary (*qudwah*), dynamic, and innovative (*tathawwur wa ibtikar*). While the theme of local wisdom, the characters instilled global diversity and collaboration. The *rahmatan lil alamin* characters instilled in the theme of local wisdom are citizenship and nationality (*muwathanah*) and tolerance (*tasamuh*). The achievements of each character are shown in table 1.

**Table 1. Pancasila and *Rahmatan Lil Alamin* character outcomes**

Character Profile Pancasila	<i>Rahmatan lil Alamin</i> Character	Outcomes at the End of Phase E (Class X - XII, age 16-18 years)	Theme
The character of faith, devotion to God Almighty, and noble character	Civilized ( <i>taabud</i> )	Understand the contribution of religion to world civilization	Entrepreneurship
Collaborate	Exemplary ( <i>qudwah</i> )	Team building and managing Cooperation	Entrepreneurship and Local Wisdom
Independent	Exemplary ( <i>qudwah</i> )	Take the initiative to seek and develop knowledge and skills	Entrepreneurship
Creative	Dynamic and innovative ( <i>tathanwur wa ibtikar</i> )	Expressing thoughts in the form of words and actions	Entrepreneurship
Global diversity	Citizenship and nationality ( <i>muwatbanah</i> )	Internalizing self-identify as part of the nation's culture	Local wisdom
	Tolerance ( <i>tasamuh</i> )	Understand and improve intercultural communication	Local wisdom

Table 1 above explains that the theme of entrepreneurship and local wisdom both contain the character of collaboration, with the target achievement of being able to build teamwork and manage cooperation to achieve common goals. Thus, this study found a pattern of fostering the character of collaboration resulting from the Pancasila and *Rahmatan Lil Alamin* project in Islamic senior high school following the description.



**Fig 7. Pancasila and *Rahmatan Lil Alamin* project pattern**

Based on figure 7, the structure and implementation of the Pancasila and *Rahmatan Lil Alamin* were organized by a team of Pancasila and *Rahmatan Lil Alamin* coordinators and facilitators. The coordinator is led directly by the deputy head of the curriculum, while the facilitator is held by the homeroom teacher of each study group. The themes organized are dominated by the themes of entrepreneurship and local wisdom, both of these themes are carried out with a collaboration system between students under the guidance of teachers.



Collaborative learning can also be called social learning practice (Rose et al., 2020), which is found in project learning. This learning has a great impact on student character building compared to learning that only contains knowledge transfer. Collaborative learning familiarizes students with different roles with the same goal so that different roles train students to live with mutual respect and help (Mehto et al., 2020; Purnama & Satriadi, 2023).

The work design in collaborative learning is organized managerially so that common goals are easy to achieve (Chan et al., 2021). The collaboration process requires students to manage tasks and work processes simultaneously so that they can produce quality products (Arora et al., 2020). The learning practice of student collaboration in the Pancasila and *Rahmatan Lil Alamin* project is a form of learning to live together developed by UNESCO in 2014, learning with the learning to live together system emphasizes harmony and harmony both within oneself, interactions with others, with society (Patel, 2022), even between cultures (Martins, 2008). The interesting thing about the practice of learning to live together in the Pancasila and *Rahmatan Lil Alamin* project is the participation of the government in determining the theme of the Pancasila and *Rahmatan Lil Alamin* curriculum as a foundation, as well as the integration of national cultural and religious values in the projects organized by students (Engkizar et al., 2021; Kasmar et al., 2019; Syafril et al., 2020).

## CONCLUSION

This research concludes that the implementation of Pancasila and *Rahmatan Lil Alamin* in Islamic senior high school West Sumatra is carried out holistically, which is dominated by the theme of entrepreneurship and the theme of local wisdom. The selection of this theme can develop the entrepreneurial character of students, and also be a description of the character of local wisdom of the people of West Sumatra. Then, the theme of local wisdom can realize the function of educational institutions as cultural inheritors from generation to generation so that the nation's culture which is the wealth of Indonesia, as well as the nation's identity can still be preserved until future generations. Learning designed with student collaboration in Pancasila and *Rahmatan Lil Alamin* successfully fosters national and religious character values. The theme of entrepreneurship and local wisdom organized with collaborative learning fosters ten Pancasila and *Rahmatan Lil Alamin* characters, namely faith, fear of God Almighty, noble character, collaboration, independence, creativity, and global diversity. The character values of *rahmatan lil alamin* include civilization (*taabud*), exemplary (*qudwah*), dynamic and innovative (*tathawwur wa ibtikar*), citizenship and nationality (*muwathanah*), and tolerance (*tasamuh*).

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