

## **Integration of Al-Qur'an Values in the Pancasila Student Profile Strengthening Project (P5)**

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### **ABSTRACT**

This study aims to analyze the integration of Al-Qur'an values in the Pancasila Student Profile Strengthening Project (P5), especially the theme of Local Wisdom. This research uses a qualitative approach, with a case study type. Data collection techniques use observation, interviews and documentation. Data analysis techniques use data reduction, data display, and drawing conclusions as well as checking the validity of the data using triangulation. The results of this research show that the application of Pancasila Student Profile Strengthening Project (P5) through understanding the values of the Al-Qur'an can develop the quality of Islamic Religious Education learning, because it can unite the values of Pancasila with the values contained in the Al-Qur'an. The relationship between the values in the Al-Qur'an is also an important point to unite the theme of local wisdom with the values in the Al-Qur'an, namely the value of diversity in Surah Al-Hujurat verse 13. The concept of the diversity theme discusses regarding cultural and religious tolerance, respecting values, traditions and cultural heritage, appreciating and respecting differences and establishing harmony among religious communities, these are the main points in building Pancasila values in the realm of Indonesian unity.

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### **INTRODUCTION**

Quality Islamic Religious Education (PAI) learning is very important considering the increasingly rapid world development process. The increasingly rapid development of education has an impact on all humans, especially in the school environment. The development of professional teaching staff needs to be carried out in schools, because it can

create quality, superior and accredited schools (Nisak et al., 2023). As times change, problems in the field of PAI often arise, both from its implementation and from the school's components (Syaiful et al., 2022). Therefore, all efforts by the Ministry of Education and Culture to solve this problem are by using project-based learning to create good learning.

PAI learning can begin with improving skills, mastery and understanding of the values of the Al-Qur'an as a provision for humans to reach the level of perfection in Allah SWT (Purba & Maturidi, 2019). Allah SWT likes his servants who can relate the Al-Qur'an to everyday life (Muthohharoh et al., 2023). It is very rare for learning and activities at school to be linked to an understanding of the values of the Al-Qur'an especially in learning in general (Hamid, 2018). With that, the role of PAI teachers is needed as an object to teach various kinds of creative and innovative knowledge and skills (Majid, 2020). Creating innovative learning, especially in following developments in the independent curriculum, is currently important for all teachers in schools (Zulihi et al., 2023).

In creating superior PAI learning, it can be applied through Pancasila Student Profile Strengthening Project (P5) (Septiani et al., 2022). P5 in this case is a program established by the minister of education in the form of Pancasila Student Profile Strengthening Project. The project can have many aspects such as themes and dimensions. P5 which is emphasized more in this research is about how PAI teachers can apply and relate P5 to the values of the Al-Qur'an for their students in order to create a good and unique learning process. With this, the main learning that a teacher can introduce to his students is related to understanding the values in the Al-Qur'an (Wahyudi & Widodo, 2020).

Understanding the values contained in the Al-Qur'an is an important part of the PAI learning process, especially in implementing its projects and educators are expected to master and be able to teach these values (Maulani, 2012). Among the applications of P5, which was applied at SD Muhammadiyah 4 Malang, there was 1 that was more dominant, so in this research there was only 1, namely related to the theme of local wisdom. The values of the Al-Qur'an on the theme of local wisdom that are more emphasized are the values of diversity found in surah Al-Hujurat verse 13 (Saihu, 2020). The surah explains that Indonesia consists of various tribes, nations and different cultures (Mustaqim, 2019), that mutual understanding and respect for the values, traditions, customs and local cultural heritage possessed by a society or group within a certain area is important (Nadlir, 2020). An example of an attitude of preserving local culture is by creating a project in the form of Malang masks and regional dance performances, the aim of which is not to eliminate the cultural heritage that was once popular in the Malang area.

Previous research conducted by Rifa'i (2016) shows that multicultural religious values are urgent values to be internalized in students because these values make students more tolerant and more religious and even always practice their religious teachings. Meanwhile, research conducted by Nur (2022) shows that religious education based on local wisdom is presented not only in school education, but also in the family environment. and society. This can be seen from the existence of the people of Fakfak West Papua who are very tolerant of each other, so that religious and social harmony is maintained. Putra & Aslan (2019) shows that the use of Teluk Belanga' clothing and Baju Kurung contributes to the

formation of Islamic behavior, social spirit, and attitudes of respect. on local culture. The difference between previous research and the research the researcher conducted lies in terms of the object especially the theme of local wisdom, while the similarities lie in the results.

The current reality is that there are still many students who are not able to apply religious values, so that damage often occurs within the students themselves. There are still many public schools, even Islamic schools, which only teach general lessons and universal things such as Pancasila values, but students have not been given an understanding of the values of the Al-Qur'an. So with that, the researcher wants to examine how P5 is implemented through understanding the values of the Al-Qur'an with the focus of discussion: implementation of P5 and implementation of P5 through understanding the values of the Al-Qur'an at SD Muhammadiyah 4 Malang. Therefore, this research is very important to do. It is hoped that with this research, schools can integrate the values of the Al-Qur'an in P5 as an effort to produce religious and characterful students.

## LITERATURE REVIEW

### Pancasila Student Profile Strengthening Project (P5)

The Pancasila student profile strengthening project is a collaborative learning across disciplines. The Pancasila student profile strengthening project aims to bring learning closer to real life, therefore its implementation must be contextual by paying attention to the availability of educational unit resources and students (Satria et al., 2024). Pancasila Student Profile Strengthening Project (P5) itself is defined as a program and activity designed by the Indonesian government to develop and strengthen the character and values contained in Pancasila in students at various levels of education. This aims to form a young generation that has the Pancasila character, namely having a cooperative, innovative, critical, independent and responsible attitude (Okpatrioka et al., 2023). Meanwhile, the implementation of the Pancasila Student Profile Strengthening Project (P5) can be interpreted as an effort or action that has been carefully planned and prepared by the school to strengthen student character and competence in accordance with Pancasila values through an approach that focuses on personal experiences, views and reflections. from each individual (Asiati & Hasanah, 2022). With P5, it will become the most important part of an educational institution in a school, because it can be implemented through various school activities. From these various opinions, this research defines the implementation of P5 with various appropriate actions to be able to develop good schools.

The Pancasila student profile strengthening project, as one of the means of achieving the Pancasila student profile, provides an opportunity for students to "experience knowledge" as a process of strengthening character as well as an opportunity to learn from their surroundings. In this activity, students have the opportunity to study important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life so that students can take real action in responding to these issues according to their learning stages and needs. The Pancasila student profile strengthening project is expected to inspire students to contribute to their surroundings. The

government determines the main themes to be formulated into topics by educational units according to the regional context and characteristics of students. The main themes of the Pancasila student profile strengthening project that can be chosen by educational units are as follows: Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Build Your Soul and Body, Voice of Democracy, Engineering and Technology, Entrepreneurship, and Employment (Satria et al., 2024)

### **Implementation of P5 Through Understanding the Values of the Al-Qur'an**

In implementing P5 in schools, especially in elementary schools in the Islamic realm, it is necessary to use the right methods in order to achieve what is desired. Implementing the Pancasila Student Profile Strengthening Project (P5) in elementary schools is important to implement because the government has established this policy, although the implementation process is still gradual. Through the P5, students are expected to be able to understand Pancasila values more deeply and be able to apply them in everyday life, both in interacting with others and contributing to the development of the nation and state. In line with that, education at school is not enough to just learn about general fields, but can be given learning that is directed towards religion. One example is understanding the Al-Qur'an, especially the values contained in the Al-Qur'an. Education is as balanced as possible between knowledge learned in the world and knowledge about religion (Az Zafi, 2020).

Understanding the values in the Al-Qur'an becomes an important part in the process of implementing Pancasila values in schools. One of the values of Pancasila is the unity of Indonesia (Ikhsan, 2017), meaning that this value can become a spirit of unity and oneness as well as guidance to always respect and appreciate fellow human beings. Pancasila is the basis of the Indonesian nation which has a function in social life. Pancasila is a tool to unify the nation, national personality, national outlook on life, the source of all sources of law and sources of knowledge in Indonesia. Diversity in society is something that is very important for social life in the Unitary State of the Republic of Indonesia. This can also be believed in the Al-Qur'an surah al-Hujurat verse 13 which discusses the meaning of the diversity of Pancasila values contained in it.

By implementing P5 through understanding the values of the Al-Qur'an, it can become something unique in the elementary school area. PAI learning efforts in schools are expected to be able to form personal piety in each individual and at the same time social piety, so that PAI is expected not to foster a spirit of fanaticism, intolerant attitudes among students (Saihu, 2022) and Indonesian society and weaken religious harmony and unity. and national unity (Rohmah, 2016). Schools that have carried out all the activities that should be carried out will easily reach the level of superior schools.

### **METHOD**

This research was conducted at SD Muhammadiyah 4 Malang, using a qualitative approach with a case study type. It is called qualitative research, because the data collected comes from observations. This approach presents directly the relationship between the

researcher and the informants, so that a lot of data can be collected about the conversations between both parties and this is not easily expressed in numbers, but rather in narratives. The informants needed for data collection are PAI teachers. The data was collected through 2 data sources, namely primary data sources and secondary data sources. First, primary data includes observation, interviews and documentation. Second, secondary data includes online journal articles.

The observation technique can be interpreted as an initial technique for researchers to go into the field by bringing a letter of introduction and this will be approved by the school, then the researcher can make eye contact with the surrounding environment, in order to get clear observations of an object to be studied. The interview technique is the second stage in conducting research, namely by communicating directly between the researcher and the respondent to get a picture of the object to be studied. Lastly, documentation techniques are also important to carry out, so that you can view data validly based on reports and real objects. The aim of this research is to find out how P5 is implemented through understanding the values of the Al-Qur'an at SD Muhammadiyah 4 Malang. Then the data analysis method uses the theory of Miles, Huberman and Saldana, namely reducing data, presenting data and drawing conclusions as well as checking the validity of the data using triangulation.

## **FINDINGS**

### **Implementation of Pancasila Student Profile Strengthening Project (P5)**

Pancasila Student Profile Strengthening Project (P5) is one of the activities that must be carried out if the school has used the independent curriculum. This activity can teach students about practice in learning, love the environment around them, can form students' attitudes that are tolerant towards others, have good character, have high creativity and so on. The existence of P5 learning can also have a positive impact on teachers, such as helping teachers increase understanding of students.

Quoted from Permendikbudristek No.56/M/2022, the Pancasila Student Profile Strengthening Project is a project-based co-curricular activity which aims to strengthen student competence and character in accordance with the Graduate Competency Standards (SKL) and the Pancasila Student Profile. The existence of P5 is designed to help students develop good character and competencies so they can contribute to the development of the nation and state. In its implementation, P5 involves students in project activities that are based on student experience and knowledge, as well as increasing students' understanding and skills in internalizing Pancasila values.

The P5 theme which is currently running or taking place at SD Muhammadiyah 4 Malang is the theme of local wisdom with a diversity dimension, such as regional dance performances which aim to foster students' curiosity about their own culture. The series of activities itself involves discussions between one teacher and another, for example making a project schedule which will then be filled in alternately by each teacher in the school, in order to get maximum results. The activities were carried out in a compact and united manner from the beginning of the implementation process until the end of the implementation of the

activities. The output resulting from this series of activities is that students are enthusiastic about carrying out all the series of activities that have been prepared by the teachers, because students feel happy about school activities which not only listen to lectures about the material in class, but also practice in the field. . With this, there are outputs that can be achieved by students. The resulting impact is that students have their own skills to learn to work together, are confident in public, have the courage to start and finish and have a high sense of responsibility.

Through the Project for Strengthening the Pancasila Student Profile (P5), students are expected to be able to understand the values of Pancasila more deeply and be able to apply them in everyday life, both in interacting with others and contributing to the development of the nation and state. Thus, this program is important for building student character and preparing the young generation of Indonesia with high character and integrity, and capable of advancing the nation and state in the future.

Because one of the problems in the world of education is the attitude of students which is the concern of all parties. In the current reality, there are still many students who are not able to apply religious values, so that damage often occurs within the students themselves. It's not just students from public schools who don't understand the understanding of PAI learning, but students who attend Islamic schools sometimes also have inappropriate personal attitudes. Therefore, the implementation of P5 in elementary schools can form attitudes of tolerance, mutual cooperation and high social awareness in each student. Apart from that, the implementation of P5 can also increase students' awareness of the values of Pancasila and serve as a guide in making decisions in everyday life.

With the presence of P5, it can provide opportunities for students to develop knowledge, skills, and strengthen the 6 dimensions of the Pancasila student profile, namely sustainable lifestyle, tolerance, mental health, culture, entrepreneurship, technology, and democratic life. Students are required to learn and acquire all these dimensions by continuing to hone and teach them at school and then be able to apply them in their daily lives.

### **Understanding Al-Qur'an Values**

Education in schools is not only taught about learning that focuses on general subjects, but is also taught in relation to understanding the Al-Qur'an, especially the values contained in the Al-Qur'an, and is not only oriented towards the formation of good academic abilities. The orientation is to gain experience and work when you graduate. Education is as balanced as possible between knowledge learned in the world and knowledge about religion. With that, education in elementary schools needs to balance and provide general teaching as well as teaching the Al-Qur'an.

Understanding the values in the Al-Qur'an becomes an important part in the process of implementing Pancasila values in schools. One of the Pancasila values is Indonesian unity, meaning that this value can become a spirit of unity and oneness as well as guidance to always respect and appreciate fellow human beings. Pancasila is the basis of the Indonesian nation which has a function in social life. Pancasila is a tool for unifying the nation, national personality, national outlook on life, the source of all sources of law and sources of

knowledge in Indonesia. Diversity in society is something that is very important for social life in the Unitary State of the Republic of Indonesia. This can also be believed in the Al-Qur'an surah al-Hujurat verse 13 which discusses the meaning of the diversity of Pancasila values contained in it.

In line with that, the explanation of Surah Al-Hujurat verse 13 which means: "O people, indeed, we created you from a man and a woman and made you into nations and tribes so that you might know each other. Indeed, the noblest among you in the sight of Allah is the most pious among you. Indeed, Allah is All-Knowing, All-Knowing". This verse emphasizes the importance of tolerance, cooperation between nations, respect for ethnic and cultural diversity, and rejection of prejudice and discrimination. This is one of the clearest examples of thinking about diversity in the Al-Qur'an.

The application of Al-Qur'an values in schools can begin with teachers providing intense learning to students regarding the importance of learning Al-Qur'an values. The Al-Qur'an contains a lot of content about understanding, appreciating and respecting the values, traditions, customs and knowledge possessed by a society or group in a particular area. Then teachers can describe the spirit of unity in diversity and recognize that Indonesia consists of various different tribes, religions, cultures and traditions. Emphasizes the importance of unity and unity amidst existing diversity. One example that can be implemented at the Muhammadiyah 4 Malang elementary school is preserving the cultural heritage of our ancestors by creating projects in the form of Malang masks and regional dance performances so as not to eliminate the cultural heritage that was once popular in the Malang area. Teachers and students can work together to carry out the project as an example that understanding is not only obtained when listening to the teacher's explanation, but understanding can also be obtained from direct involvement such as learning by practicing.

### **Implementation of P5 through Understanding Al-Qur'an Values**

The observation results show that the implementation of PAI learning at SD Muhammadiyah 4 Malang is quite good and effective. The school implements all policies and regulations set by the government, one example is the implementation of Pancasila Student Profile Strengthening Project (P5) which is still an important part of the independent curriculum. P5 is cross-disciplinary learning to observe and think about solving problems in the surrounding environment, especially schools, where this learning is based on Project Based Learning (PjBL).

At SD Muhammadiyah 4 Malang, P5 has been implemented. By carrying out P5 activities, PAI teachers have prepared as well as possible regarding the matters that must be carried out. From the results of interviews with PAI teachers, they said that the reason the school has implemented a series of P5 activities, although it is still gradual, is to teach students that the values in Pancasila must be known together, because they have a positive impact on daily life and later life. With P5, character, a high social spirit, an independent spirit, self-confidence and mutual cooperation will be formed in students. This can be proven by the existence of activities that can support it, such as a project in the form of Malang masks, so as not to eliminate cultural heritage that was once popular. Teachers are not only

obliged to teach about Pancasila values in various P5 themes, but teachers also have to teach the values in the Al-Qur'an, such as uniting local wisdom themes with the values in the Al-Qur'an. an is the value of diversity in surah Al-Hujurat verse 13.

The concept of the diversity theme discusses cultural and religious tolerance, respecting values, traditions and cultural heritage, appreciating and respecting differences and establishing harmony among religious communities, these are the main points in building Pancasila values in the realm of Indonesian unity. By integrating understanding of Al-Qur'an values in PAI learning, it is hoped that the quality of PAI learning can improve. Students will be more interested and motivated in studying PAI material because they can see the relevance of Islamic teachings to the values of Pancasila and everyday life such as the values in Pancasila.

The statement in the Constitution of the Republic of Indonesia focuses on "intelligent life of the nation". This is in line with efforts to improve human resources that have been mandated by the Indonesian constitution. Pancasila reflects local wisdom that exists throughout Indonesian society. Although Pancasila was officially ratified on 18 August 1945, elements of Pancasila have long existed in culture, customs, writing, language, slogans, art, beliefs, religion and culture which have existed for a long time, Pancasila is the result of a proven combination of local community wisdom successfully faced various challenges throughout history. The unique values found in the lives of Indonesian people, such as spiritual life, cooperation in mutual cooperation, solidarity, deliberation, and love for a sense of justice, are inseparable elements from Pancasila noble teaching values which contain local regional wisdom, culture, ethnicity, customs and religion in Indonesia. The Pancasila student profile is designed to answer one big question, namely students with what kind of profile (competency) the Indonesian education system wants to produce.

The basic values of Pancasila are belief in one almighty god, just and civilized humanity, Indonesian unity, democracy led by wisdom in deliberation/representation, and social justice for all Indonesian people. PAI teachers can connect the values of Pancasila with concepts in the Islamic sphere such as the values in the Al-Qur'an, for example the value of belief in the almighty god which can be connected with the concept of monotheism in Islam, the value of just humanity and civilized can be explained through teachings about morals, morals, spirituality and religiosity, the value of diversity (Indonesian unity) which can be linked to local wisdom (respecting various tribes, religions, cultures, heritages and traditions in the local sphere) and the value of social justice which can be linked with the concepts of zakat and *shodaqoh* and justice in Islam.

By implementing P5 through understanding the values of the Al-Qur'an, it can become something unique in the elementary school area. PAI learning efforts in schools are expected to be able to form personal piety in each individual and at the same time social piety, so that PAI is expected not to foster a spirit of fanaticism, intolerant attitudes among students and Indonesian society and weaken religious harmony and national unity. Schools that have carried out all the activities that should be carried out will easily reach the level of superior schools. Even though this school is still in the P5 implementation stage, the output produced from its PAI learning has produced adequate achievements and it can be

acknowledged that its learning seems different from others, because it can unite the values of Pancasila with the values in the Al-Qur'an.

## DISCUSSION

Schools as a place for the search for knowledge can develop all aspects for future changes as much as possible, be able to adapt to developments in science and technology and become a place of superior education (Zahroh, 2013). Along with current world developments, it is necessary to address various issues that occur in the scope of Islamic education. Islamic schools in Indonesia have innovations to create creative, innovative learning and become good examples for other public schools. For this reason, the role of educators is needed to be able to prepare and implement government policy patterns as well as possible.

As long as they follow current curriculum developments, all schools in Indonesia can follow and implement the latest government policies, for example by using a project-based curriculum. The learning process in schools is expected to create new innovations to form creative learning and students have lots of time to search for and obtain their competencies, this is called an independent curriculum. The independent curriculum is an internal part of educational units in both public and private schools, because it is a benchmark for schools that want to achieve a level of perfection in educational institutions.

With the establishment of an independent curriculum in schools, it is important to know the framework and structure within it. One of the elements in the independent curriculum is Pancasila Student Profile Strengthening Project (P5) (Maryani & Sayekti, 2023) therefore teachers need to know the direction that will be achieved in the P5 program and activities. In general, Pancasila Student Profile Strengthening Project (P5) is one of the activities that must be carried out if the school has used the independent curriculum. This activity can teach students about practice in learning, love the environment around them, can form students' attitudes that are tolerant towards others, have good character, have high creativity and so on. The existence of P5 learning can also have a positive impact on teachers, such as helping teachers increase students' understanding.

According to Awaliyah, P5 is part of the independent curriculum structure which is implemented in order to strengthen the character of Pancasila students, which will later be able to form lifelong student competencies that are competent, have character and behave according to Pancasila values (Septiani et al., 2022). In accordance with the theory put forward by Zuriah & Sunaryo (2016), the Pancasila student profile can be interpreted as a description of the character abilities of students in Indonesia. The Pancasila student profile can be defined as a new idea taken by the government in instilling character in students. The Pancasila student profile contains the moral basis of Pancasila to be used as a basic foundation in instilling students' character so that it is in harmony with the values stated in Pancasila.

The implementation of P5 can be embedded in lessons, but not tied to subjects, or can also be implemented separately in blocks. Before implementing P5, the school appointed several educators as coordinators, facilitators and accompanying teachers. The next stage is

to gather to form a work program, including determining the P5 theme. The choice of P5 theme can be flexible, meaning schools are free to choose which theme will be implemented first.

The presence of a series of P5 activities in schools is the main point for the school to develop all activities in order to achieve a superior school, but not forgetting the Islamic basics, so that from there learning in schools is not only taught about learning that focuses on general subjects, but is also taught related to understanding the Al-Qur'an, especially the values contained in the Al-Qur'an, and not only oriented towards the formation of academic abilities whose orientation is to gain experience and work when you graduate. Education is as balanced as possible between knowledge learned in the world and knowledge about religion (Az Zafi, 2020). With that, education in elementary schools needs to balance and provide general teaching as well as teaching the Al-Qur'an.

The Al-Qur'an is believed to be the word of Allah SWT. which is used as a guide to life by Muslims and as the main source of Islamic law throughout the world (Rohman & Hairudin, 2018). Imam Sayuti agrees that teaching the Al-Qur'an to children is one of the pillars of Islam, so that they can grow and develop according to the nature of life. Likewise, the rays of wisdom will first enter each individual's heart before being controlled by lust and polluted by immoral things. With this expression, Al-Qur'an education becomes the most important basis for humans to know everything in it, especially those that provide valuable lessons in life. On another occasion, Anisyah & Siswanto (2018) explained that the revitalization of Al-Quran values in the Islamic education system is a solution to maintain the rapid flow of globalization and shifting values. If Al-Quran education continues to be developed, then the values of the Al-Qur'an will become spiritual capital to protect ourselves from future problems. Several of these studies strengthen the researchers' findings that the implementation of P5 also needs to be balanced with the values of the Al-Qur'an.

In Kaelan's opinion, he explains that value is defined as a price, which can be integrated with someone or something. Values can be believed to be good and bad, because they are adjusted to how a person acts both in society and at school. Agree with Mustafida (2020), that by knowing the various types of values that exist, it will be easier to implement them in the real world. According to Toshihiko Izutsu, the values of the Al-Qur'an include the values of monotheism, justice, humanity, social justice, exemplary, tolerance/ diversity, independence and courage, progress and education, perseverance and sincerity as well as the value of environmental awareness.

Understanding the values in the Al-Qur'an becomes an important part in the process of implementing Pancasila values in schools. One of the values of Pancasila is the unity of Indonesia (Ikhsan, 2017), meaning that this value can become a spirit of unity and oneness as well as guidance to always respect and respect fellow human beings. In line with research conducted by Indria Nur (2022), that tolerant attitudes are not only carried out in schools but are more widespread in society, as can be seen from the existence of the people of Fakfak West Papua who are very tolerant of each other in various ways. culture, so that religious and social harmony is maintained.

Diversity in society is something that is very important for social life in the Unitary State of the Republic of Indonesia. This can also be believed in surah al-Hujurat verse 13 which discusses the meaning of the diversity of Pancasila values contained in it. In line with Asep Kusnadi and Ibrohim Saefudi, the content of surah Al-Hujurat: 13 talks about a life that Allah has created in various ways. Being a consequence of the existence of ethnic and national differences, this is a provision from Allah SWT when humans were created. It is explained that he made you into nations and tribes so that you might know each other. This verse emphasizes that there are gender differences between men and women, and that there is diversity in nations, ethnicities, including culture, language, religion, race, and so on.

The concept of the diversity dimension discusses cultural and religious tolerance, respecting values, traditions and cultural heritage, appreciating and respecting differences and establishing harmony among religious communities (M. Nur, 2019), these are the main points in building Pancasila values in the realm of the unity of Indonesia. Supporting the findings of these researchers Putra & Aslan (2019), that there are many ways to contribute to the formation of Islamic behavior, social spirit, and attitudes of respect for local culture, one example is respecting other customs and cultures, both in one's own area and in outside the area. Therefore, by integrating an understanding of Al-Qur'an values in PAI learning, it is hoped that the quality of PAI learning can improve. Students will be more interested and motivated in studying PAI material because they can see the relevance of Islamic teachings to the values of Pancasila and everyday life such as the values in Pancasila.

## CONCLUSION

The results of this research indicate that the implementation of Pancasila Student Profile Strengthening Project (P5) at SD Muhamamadiyah 4 Malang is the main focus in implementing PAI learning. The implementation of PAI learning at SD Muhammadiyah 4 Malang is quite good and effective. The school implements all policies and regulations set by the government, one example is the implementation of the P5 program which is still an important part of the independent curriculum. P5 is cross-disciplinary learning to observe and think about solving problems in the surrounding environment, especially schools, where this learning is project-based (PjBL).

The relationship between the values in the Al-Qur'an is also an important point to unite the theme of local wisdom with the values in the Al-Qur'an, namely the value of diversity in Surah Al-Hujurat verse 13. The concept of the diversity theme discusses regarding cultural and religious tolerance, respecting values, traditions and cultural heritage, appreciating and respecting differences and establishing harmony among religious communities, these are the main points in building Pancasila values in the realm of Indonesian unity. By integrating understanding of Al-Qur'an values in PAI learning, it is hoped that the implementation of PAI learning will increase and experience rapid development in the realm of education. Students will be more interested and motivated in studying PAI material because they can see the relevance of Islamic teachings in the Al-Qur'an and Pancasila values in everyday life. The limitations of the study are the focus on

the theme of local wisdom and values of diversity. It is hoped that further research can examine the integration of Al-Qur'an values in all P5 themes.

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