

Implementing P5RA through Managerial and Pedagogical Strategies to Strengthen Student Character at MTs Negeri 3 Klaten

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ABSTRACT

The implementation of the Merdeka Curriculum in Indonesian madrasahs emphasizes character education through the *Projek Penguatan Profil Pelajar Pancasila dan Rahmatan Lil Alamin* (P5RA). This study examines the synergy between managerial and pedagogical strategies in implementing P5RA at MTs Negeri 3 Klaten during the 2024/2025 academic year. This research employed a qualitative case study approach. Data were collected through interviews, observations, and documentation involving the principal, vice principals, the P5RA coordinator, administrative staff, school committee representatives, students, and parents. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, while data validity was ensured through source and method triangulation. The findings reveal that the successful implementation of P5RA was supported by the integration of managerial leadership and pedagogical practices. The principal played a strategic role in project planning, team organization, resource allocation, teacher capacity development, and stakeholder collaboration. Teachers implemented project-based learning, guided reflection, collaborative learning, and role modeling to facilitate the internalization of character values among students. The implementation of P5RA contributed to strengthening students' religious moderation, responsibility, tolerance, social awareness, and collaborative skills. Furthermore, the inclusive and religious culture of the madrasah reinforced the internalization of values such as *tawassuth* (moderation) and *tasamuh* (tolerance) in students' daily lives. This study contributes to the literature by proposing an integrative model that links managerial leadership and pedagogical practices in the implementation of P5RA to strengthen character education within Islamic secondary education institutions.

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Introduction

The transformation of Indonesia's national education system through the implementation of the Merdeka Curriculum represents a response to the challenges of moral degradation, global disruption, and the demand for twenty-first-century competencies (Fauzi & Lestari, 2024; Hasanah & Karim, 2023). In the context of madrasahs, this policy is implemented through the *Projek Penguatan Profil Pelajar Pancasila dan Rahmatan Lil Alamin* (P5RA), which aims to develop students who are religious, moderate, inclusive, and socially responsible. The Ministry of Religious Affairs of the Republic of Indonesia positions the values of *Rahmatan Lil Alamin* as the foundation for strengthening character education based on religious moderation within madrasah education (Hidayati & Rahman, 2023; Rahmawati & Hidayat, 2024). The implementation of this policy requires

systematic institutional governance to ensure that the internalization of values extends beyond the conceptual level and is reflected in students' social behavior in a sustainable manner (Jatmiko, 2020; Ministry of Religious Affairs of the Republic of Indonesia, 2022).

Despite its potential, the implementation of P5RA across Indonesian madrasahs continues to face several substantial challenges. Previous studies have identified a gap between policy regulations and their practical implementation, particularly regarding limited managerial commitment, fragmented institutional policies, and teachers' insufficient pedagogical capacity to develop project-based learning effectively (Faozan, 2023; Nurhaliza, 2024; Sulaiman, 2023; Wibowo & Ningsih, 2024). As a result, P5RA implementation often tends to be administrative and ceremonial in nature, rather than focusing on the substantive development of students' character. Preliminary findings at MTs Negeri 3 Klaten similarly indicate that the success of P5RA implementation is strongly influenced by the principal's ability to foster a collaborative school culture and by teachers' readiness to integrate character values into contextual learning practices.

From a theoretical perspective, character education requires the integration of moral knowing, moral feeling, and moral action, as proposed by Lickona (2013). Therefore, character development cannot be achieved solely through the transmission of moral knowledge but must be supported by reflective and contextual learning experiences. Within the framework of twenty-first-century education, the principal serves as an instructional leader who is responsible for developing an adaptive organizational culture and promoting continuous educational innovation (Fullan, 2020; Hallinger, 2011; Leithwood & Louis, 2012). At the same time, teachers are expected to employ project-based pedagogical approaches that actively engage students in addressing social and religious issues within their communities (Bell, 2010; Rahman, 2022; Hadi & Putri, 2022). Consequently, the synergy between managerial leadership and pedagogical practice becomes a critical factor in ensuring the successful implementation of P5RA and the effective internalization of character values among students.

Furthermore, the rapid advancement of digital technology and ongoing social transformation have significantly influenced students' behavioral patterns within educational settings. The declining level of social sensitivity, the growing tendency toward individualism, and the increasing prevalence of intolerance in digital spaces present new challenges for madrasahs in fostering students who are moderate, ethical, and socially responsible. In this context, P5RA should not be viewed merely as a curricular requirement but as a strategic framework for character education that responds to contemporary social realities. Madrasahs are therefore expected to create adaptive, collaborative, and value-oriented learning ecosystems that promote universal humanitarian values while strengthening students' religious identity and social responsibility (Azra, 2021; Suharto, 2022; Darling-Hammond et al., 2020).

The strengthening of character education through P5RA also requires the active participation of all members of the madrasah community, including teachers, educational staff, students, parents, and community stakeholders. Such collaboration is essential to ensure consistency between the values taught in school and their application in students' daily lives. Lickona (2013) argues that effective character education depends on the involvement of the entire educational community, enabling moral values to be internalized through role modeling, habituation, and authentic experiences. Similarly, Epstein (2018) emphasizes that strong school–family–community partnerships contribute significantly to students' moral and social development. Therefore, the success of P5RA implementation

is closely linked to the institution's ability to establish synergy among managerial leadership, pedagogical practices, and the socio-religious culture of the madrasah.

Within the context of Islamic education, strengthening religious moderation requires an inclusive, participatory, and culturally responsive educational environment. Hargreaves and Fullan (2019) argue that successful educational reform is strongly influenced by the development of professional capital through collaborative relationships among school leaders and teachers. Likewise, Hallinger and Heck (2010) highlight that collaborative leadership contributes to school capacity building and sustainable educational improvement. Consequently, the implementation of P5RA cannot rely solely on administrative policies; it must be supported by humanistic, reflective, and student-centered pedagogical practices that align with the characteristics and developmental needs of madrasah students. Such an approach is essential to ensure that the values of Rahmatan Lil Alamin are not merely understood conceptually but are manifested in students' attitudes, behaviors, and social interactions.

Recent studies have further demonstrated that character education programs are more effective when institutional leadership, pedagogical innovation, and community engagement operate in an integrated manner rather than as separate initiatives (Darling-Hammond et al., 2020; Fullan et al., 2018). This perspective reinforces the argument that the implementation of P5RA should be understood as a comprehensive educational ecosystem in which leadership practices, classroom instruction, school culture, and stakeholder collaboration collectively contribute to the development of students' character and religious moderation.

Recent developments in character education studies over the past decade have demonstrated that the successful development of students' character is determined not only by the curriculum implemented but also by the capacity of educational institutions to integrate character values into organizational culture and everyday teaching practices. Previous studies have shown that students' character develops more effectively when there is alignment among educational leadership, learning environments, and meaningful learning experiences (Darling-Hammond et al., 2020). Therefore, the implementation of P5RA in madrasahs should be understood as a systemic process involving all components of the educational organization rather than merely a project-based learning program with administrative objectives.

From the perspective of instructional leadership, the principal plays a strategic role in establishing a vision for character education, fostering a collaborative culture, and supporting teachers' professional development on a continuous basis. Hallinger (2011) argues that effective instructional leadership contributes to improving the quality of teaching and learning by creating a school environment conducive to innovation and capacity building. Similarly, Hallinger and Heck (2010) emphasize that the influence of leadership on student outcomes is often mediated by school organizational capacity and professional collaboration among educators. In the context of P5RA implementation, the principal's leadership becomes a critical factor in ensuring the successful integration of character values throughout all educational activities.

At the same time, project-based learning, which constitutes a core component of P5RA, offers considerable potential for strengthening students' character development. Bell (2010) explains that project-based learning enables students to develop critical thinking, collaboration, communication, and responsibility through active engagement in solving real-world problems. Likewise, Thomas (2000) argues that project-based learning

promotes deeper learning because students gain authentic experiences that connect academic knowledge with their social realities. Within the context of Islamic education, such learning experiences serve as an important medium for internalizing the values of religious moderation, social responsibility, moral accountability, and the principles of *Rahmatan Lil Alamin* in students' daily lives.

In addition to internal school factors, the involvement of families and communities also plays a crucial role in the success of character education. Epstein (2018) maintains that school–family–community partnerships create an educational ecosystem that strengthens the consistency of character formation across different spheres of students' lives. In the implementation of P5RA, such collaboration becomes increasingly important because many student projects are directly related to social issues and community life. Consequently, the success of P5RA depends not only on the quality of classroom instruction but also on the ability of madrasahs to establish collaborative networks that support the sustainable internalization of *Rahmatan Lil Alamin* values.

Nevertheless, previous studies have generally examined P5RA implementation from either pedagogical or managerial perspectives in isolation. Some studies have focused on the effectiveness of project-based learning in strengthening students' character, while others have emphasized the role of principal leadership and institutional management in implementing the Merdeka Curriculum (Faozan, 2023; Majid, 2023; Wibowo & Ningsih, 2024). To date, limited research has explored how principals' managerial strategies interact with teachers' pedagogical practices in creating a character education ecosystem grounded in religious moderation through P5RA. This gap highlights the need for an integrative analysis of leadership and pedagogy within the implementation of P5RA. Therefore, this study focuses on examining such interactions in a state madrasah that has implemented P5RA sustainably through organizational culture development, professional collaboration, and project-based learning.

Previous studies have examined the implementation of the Merdeka Curriculum, character education, and P5RA in madrasahs from various perspectives. Hidayatullah (2022) reported that project-based learning within the Merdeka Curriculum enhances student engagement through contextual and experiential learning activities. Similarly, Majid (2023) found that P5RA contributes to strengthening students' character and religious moderation. Other studies have highlighted the importance of teachers' pedagogical competencies in supporting project-based learning and character education (Bell, 2010; Darling-Hammond et al., 2020). Meanwhile, research on educational leadership has emphasized that instructional leadership significantly influences teaching quality, teacher development, and the establishment of a school culture that supports meaningful learning experiences (Hallinger, 2011; Leithwood & Louis, 2012).

Despite these contributions, existing studies tend to examine managerial leadership and pedagogical practices as separate dimensions. Limited attention has been given to how principals' managerial strategies and teachers' pedagogical actions interact to create a comprehensive character education ecosystem within the implementation of P5RA. Consequently, there remains a research gap concerning the synergistic relationship between institutional leadership and pedagogical practice in fostering character education based on religious moderation in madrasahs.

Based on this gap, the present study aims to analyze the managerial strategies of the principal and the pedagogical practices of teachers in the implementation of P5RA at MTs Negeri 3 Klaten during the 2024/2025 academic year. The novelty of this study lies in

its integrative examination of leadership and pedagogy as interconnected dimensions of character education. Unlike previous studies that focused primarily on either project-based learning or educational leadership, this research proposes an integrative managerial–pedagogical framework for strengthening students’ character through the values of religious moderation and Rahmatan Lil Alamin. The findings are expected to contribute both theoretically and practically by enriching the discourse on character education in Islamic educational institutions and providing insights for the implementation of the Merdeka Curriculum in madrasahs.

Nevertheless, most previous studies have examined P5RA implementation, madrasah leadership, or teachers’ pedagogical strategies as separate areas of inquiry. Research specifically investigating the interaction between principals’ managerial strategies and teachers’ pedagogical practices within the implementation of P5RA remains limited. Even in the context of MTs Negeri 3 Klaten, previous research has primarily focused on the implementation of P5RA and its contribution to students’ character development without providing an in-depth analysis of how institutional leadership and pedagogical practices interact to create a sustainable character education ecosystem (Sari, 2026). This condition indicates a research gap concerning the integration of managerial and pedagogical dimensions in the implementation of P5RA within madrasah education.

Furthermore, existing studies have tended to emphasize program outcomes rather than the organizational processes that enable such outcomes to be achieved. Yet, the success of character education is influenced not only by the quality of classroom instruction but also by leadership support, organizational culture, teacher professional development, and partnerships with families and communities (Epstein, 2018; Fullan et al., 2018; Hallinger & Heck, 2010). Consequently, there is a need for research that provides a more comprehensive understanding of how these interrelated factors contribute to the successful implementation of P5RA in madrasahs.

In response to this gap, the present study aims to analyze the managerial strategies of the principal and the pedagogical practices of teachers in implementing P5RA at MTs Negeri 3 Klaten during the 2024/2025 academic year. The novelty of this study lies in its integrative perspective, which examines the relationship between managerial leadership and pedagogical practice in strengthening students’ character through the values of religious moderation. This study proposes a conceptual understanding that the effectiveness of P5RA implementation is not solely determined by project-based learning activities but also by the synergy among institutional leadership, organizational culture, teacher capacity, and community participation in fostering a sustainable character education ecosystem within madrasahs.

Research Methods

This study employed a qualitative approach using a case study design to explore the implementation of the *Projek Penguatan Profil Pelajar Pancasila dan Rahmatan Lil Alamin* (P5RA) at MTs Negeri 3 Klaten. A case study design was selected because it enables researchers to investigate a phenomenon in depth within its real-life context and to obtain a comprehensive understanding of the educational and social processes occurring within the madrasah (Creswell, 2018; Yin, 2018).

The study was conducted during the 2024/2025 academic year at MTs Negeri 3 Klaten, Central Java, Indonesia. The research site was selected purposively because the madrasah has actively implemented the Merdeka Curriculum and integrated P5RA into its character education programs. Participants were selected using purposive sampling, a technique commonly employed in qualitative research to identify individuals who possess relevant knowledge and direct involvement in the phenomenon under investigation (Lincoln & Guba, 1985).

The key informants consisted of the Principal, Mukarom Faisal Rosidin, S.Pd.I., M.S.I. (I-01); Vice Principal for Curriculum Affairs, Ismargiyanta, S.Pd. (I-02); Vice Principal for Student Affairs, Masruri, S.Ag. (I-03); P5RA Project Coordinator, Evi Martiningsih (I-04); Head of Administration, Nur (I-05); School Committee Representative, Umi Wijayanti (I-06); four students (S-1 to S-4); and three parents (O-1 to O-3). The inclusion of multiple stakeholder groups was intended to obtain a comprehensive understanding of P5RA implementation from managerial, pedagogical, administrative, student, and parental perspectives.

Code	Participant	Position/Status
I-01	Mukarom Faisal Rosidin, S.Pd.I., M.S.I.	Principal
I-02	Ismargiyanta, S.Pd.	Vice Principal for Curriculum Affairs
I-03	Masruri, S.Ag.	Vice Principal for Student Affairs
I-04	Evi Martiningsih	P5RA Project Coordinator
I-05	Nur	Head of Administration
I-06	Umi Wijayanti	School Committee Representative
I-07	S-1 to S-4	Students
I-08	O-1 to O-3	Parents

Data were collected through semi-structured interviews, participant observation, and document analysis. Semi-structured interviews were conducted to explore participants' experiences and perspectives regarding managerial strategies, pedagogical practices, and challenges encountered during P5RA implementation. Participant observation focused on project-based learning activities, student engagement, teacher–student interactions, and the internalization of character values within classroom and school activities. Document analysis involved reviewing the Madrasah Operational Curriculum (Kurikulum Operasional Madrasah/KOM) for the 2024/2025 academic year, P5RA modules, project reports, supervision records, meeting minutes, photographs, and other supporting documents. These documents were used to corroborate findings obtained from interviews and observations through data triangulation. The analysis of the KOM document indicated that P5RA had been systematically integrated into the madrasah curriculum, including project themes, learning structures, and implementation mechanisms aligned with the Ministry of Religious Affairs Regulation (KMA) No. 450 of 2024.

Data were analyzed using the interactive model developed by Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing/verification. The analysis process was conducted iteratively throughout the study to identify emerging patterns and themes related to managerial and pedagogical strategies in P5RA implementation.

To ensure the trustworthiness of the findings, the study employed source triangulation, method triangulation, member checking, and prolonged engagement in the field (Lincoln & Guba, 1985). Source triangulation was conducted by comparing information obtained from principals, teachers, administrative staff, students, parents, and school committee representatives. Method triangulation involved comparing data from interviews, observations, and document analysis. Member checking was conducted by confirming key findings with several participants to enhance the credibility and accuracy of data interpretation.

In qualitative research, the researcher served as the primary instrument, supported by interview guides, observation protocols, and document analysis forms. As the primary research instrument, the researcher was directly involved in data collection, interpretation, and verification processes, enabling an in-depth understanding of the phenomenon under investigation (Creswell, 2018).

Data analysis employed the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three interconnected stages: data condensation, data display, and conclusion drawing/verification. During the data condensation stage, interview transcripts, observation notes, and documentary evidence were coded, categorized, and organized into emerging themes related to managerial and pedagogical strategies in P5RA implementation. The data were subsequently displayed through descriptive narratives, thematic matrices, and analytical comparisons to facilitate interpretation. Finally, conclusions were drawn and continuously verified through iterative comparisons across multiple data sources to ensure consistency and trustworthiness of the findings.

To ensure the rigor and trustworthiness of the study, several validation techniques were employed, including source triangulation, method triangulation, member checking, and prolonged engagement in the research setting (Lincoln & Guba, 1985). Source triangulation was conducted by comparing information obtained from the principal, vice principals, the P5RA coordinator, administrative staff, school committee representatives, students, and parents. Method triangulation involved cross-checking findings derived from interviews, observations, and document analysis. In addition, member checking was undertaken by returning interview summaries and preliminary interpretations to selected participants to confirm the accuracy of the researcher's interpretations. These procedures were intended to enhance the credibility, dependability, confirmability, and transferability of the research findings.

Ethical considerations were carefully observed throughout the study. Prior to data collection, all participants were informed about the objectives and procedures of the research and voluntarily agreed to participate. Participants' confidentiality and anonymity were protected through the use of identification codes and pseudonyms in all research records and publications. Furthermore, all collected data were used solely for academic purposes and stored securely to protect participants' privacy.

Results and Discussion

1. Principal's Managerial Strategies in the Implementation of P5RA

The findings revealed that the principal of MTs Negeri 3 Klaten organized the implementation of the *Projek Penguatan Profil Pelajar Pancasila dan Rahmatan Lil Alamin* (P5RA) through the establishment of a Project Facilitation Team and the systematic allocation of school resources at the beginning of the 2024/2025 academic year. The principal viewed P5RA not merely as an administrative program but as an integral part of fostering a sustainable culture of character development among students. This commitment was reflected in the clear distribution of roles and responsibilities among teachers involved in project implementation.

As stated by the Principal:

"At the beginning of each academic year, we conduct a meeting to determine the themes of the P5RA projects. During the meeting, we also decide who will be responsible for each project, establish the implementation schedule, estimate the

budget, and discuss other technical matters to ensure that the program runs effectively.”(Interview I-01, Mukarom Faisal Rosidin, 2025)

This statement indicates that the implementation of P5RA begins with a comprehensive planning process involving coordination among all stakeholders within the madrasah. Systematic planning serves as a crucial foundation for ensuring that the program is implemented effectively and aligned with its intended objectives.

The study further found that the principal adopted a participatory leadership approach in the implementation of P5RA. This leadership pattern was evident in the active involvement of teachers throughout the planning, implementation, and evaluation stages of the program. The principal functioned not only as a policy maker but also as a facilitator who encouraged the development of a collaborative working culture within the madrasah. This strategy contributed to strengthening teachers’ commitment to project-based learning oriented toward character development.

These findings suggest that the principal exercised planning and organizational functions as part of instructional leadership. Hallinger (2011) argues that effective instructional leadership is characterized by a leader’s ability to establish program direction, coordinate resources, and ensure the participation of all school members in achieving educational goals. In the context of this study, the establishment of the Project Facilitation Team and the clear distribution of responsibilities demonstrate a systematic effort to strengthen the organizational capacity of the madrasah in supporting P5RA implementation. These findings are consistent with Wahyudi (2024), who reported that transformational leadership contributes significantly to the successful implementation of the Merdeka Curriculum through enhanced coordination, collaboration, and participatory work culture.

This finding was further supported by the statement of the Vice Principal for Curriculum Affairs:

“The implementation of the Merdeka Curriculum at MTs Negeri 3 Klaten has been running well because we already have a project coordinator who oversees P5RA activities. Teachers creatively develop learning modules according to instructional needs. Students are enthusiastic about participating in project activities, and the outcomes are showcased through a project exhibition at the end of the academic year.”(Interview I-02, Ismargiyanta, 2025)

The presence of a project coordinator and teachers’ creativity in developing project modules indicate that the implementation of P5RA does not solely depend on formal policies but also on teachers’ professional capacity to translate curriculum objectives into meaningful learning practices. Hargreaves and Fullan (2019) refer to this condition as professional capital, which encompasses the collective capacity of teachers developed through collaboration, trust, and continuous professional learning. This finding also reinforces the study conducted by Sulaiman (2023), which emphasizes that teacher readiness is one of the key determinants of the successful implementation of the Merdeka Curriculum in madrasahs.

These findings suggest that the successful implementation of P5RA is strongly supported by a well-organized curriculum system, the presence of a project coordinator who functions as a bridge among teachers, and teachers’ creativity in developing project-based learning modules.

Furthermore, the implementation of P5RA at MTs Negeri 3 Klaten is supported by a conducive and religious organizational culture. The principal integrates religious

moderation values into various school activities, including the habituation of tolerant attitudes, social service programs, and religious reflection activities. The inclusive madrasah environment helps students understand the importance of *tawassuth* (moderation), *tasamuh* (tolerance), and social responsibility in their daily lives. These findings indicate that the success of P5RA implementation is influenced not only by administrative aspects but also by the strengthening of institutional culture that supports character education.

The study also revealed the existence of open organizational communication through regular coordination among the principal, teachers, and the project facilitation team. Teachers are actively involved in decision-making processes, project module development, program evaluation, and the design of learning innovations. Such open communication fosters a collaborative culture that supports the successful implementation of the program.

The religious and inclusive culture of the madrasah functions as a social environment that reinforces the internalization of character values among students. From the perspective of character education, moral values are more likely to be internalized when students gain authentic experiences through consistent habituation and social interactions (Lickona, 2013). These findings demonstrate that the implementation of P5RA at MTs Negeri 3 Klaten is carried out not only through project activities but also through an institutional culture that promotes the practice of religious moderation in everyday life. This result is consistent with the findings of Rahmawati and Hidayat (2024), who reported that integrating Rahmatan Lil Alamin values into school culture strengthens students' tolerance, social awareness, and sense of responsibility.

The P5RA Coordinator explained:

"In implementing P5RA, subject teachers work collaboratively. Before a project is carried out, we conduct meetings to agree on the objectives, task distribution, and the types of activities to be implemented." (Interview I-04, Evi Martiningsih, 2025)

Cross-subject collaboration in project implementation reflects an integrative and multidisciplinary learning approach. According to Fullan, Quinn, and McEachen (2018), deep learning is more effective when teachers collaborate in designing learning experiences that are relevant to students' lives. Therefore, teacher collaboration in implementing P5RA becomes a crucial factor that enables the simultaneous integration of academic competencies and character values.

This statement indicates that P5RA implementation is not carried out separately by individual teachers but through interdisciplinary collaboration that allows the integration of diverse competencies and character values into a comprehensive project activity.

To strengthen teacher capacity, the madrasah regularly organizes in-house training programs, curriculum workshops, reflective learning forums, and internal professional learning communities. These activities aim to enhance teachers' understanding of project-based learning and character education strategies. Observational findings reveal that teacher capacity development contributes to more contextual and participatory learning practices. Teachers have begun designing projects that connect subject content with social issues and students' real-life experiences. Learning activities are no longer focused solely on content delivery but are directed

toward developing students' critical thinking, collaboration, creativity, and social awareness.

The enhancement of teacher capacity through training programs, workshops, and professional learning communities demonstrates the madrasah's commitment to building a culture of professional learning. Hallinger and Heck (2010) argue that the influence of leadership on student outcomes is often mediated by teacher capacity building and organizational effectiveness. In this study, teacher professional development contributed to the emergence of learning practices that are more contextual, participatory, and character-oriented. These findings support the perspective of Darling-Hammond et al. (2020), who emphasize that the quality of pedagogy is a key factor in fostering twenty-first-century competencies and character development among students.

The supervisory function was carried out through academic supervision and periodic evaluations of all project stages, ranging from planning to the project expo. The evaluation system assessed not only academic aspects but also students' character development through behavioral observations, reflective journals, project portfolios, and presentations of project outcomes.

Supporting data were also obtained from the Head of Administration, who explained that the implementation of P5RA requires administrative data, including the number of classes, student enrollment figures, and homeroom teacher assignments as the basis for program planning and mentoring distribution.

"We provide data on the number of classes, student enrollment, and homeroom teacher assignments, which serve as the basis for planning and implementing P5RA activities." (Interview I-05, Nur, 2025)

In addition, the findings revealed the involvement of the school committee, parents, community leaders, and religious leaders in supporting the implementation of P5RA. Such involvement provided strong social support and strengthened the sustainability of the program.

These findings demonstrate that the principal's managerial strategies play a crucial role in ensuring the successful implementation of P5RA. Collaborative leadership, organizational culture development, teacher capacity building, and a sustainable evaluation system emerged as key factors in fostering character education based on religious moderation values within the madrasah. This finding is consistent with the concept of instructional leadership, which emphasizes the importance of leadership in improving educational processes and student learning outcomes (Hallinger, 2011; Robinson, 2011).

Table 2. Principal's Managerial Strategies in the Implementation of P5RA

Managerial Aspect	Implementation at MTs Negeri 3 Klaten	Contribution to P5RA
Program Planning	Establishment of a project facilitation	Ensures systematic and goal-

Managerial Aspect	Implementation at MTs Negeri 3 Klaten	Contribution to P5RA
	team and development of P5RA modules	oriented implementation
Organizing	Teacher task allocation and regular coordination meetings	Enhances collaboration and accountability
Human Resource Development	In-house training, workshops, and professional learning communities	Improves teachers' pedagogical competencies
Supervision and Evaluation	Academic supervision and periodic project evaluation	Monitors students' character development
Strengthening Madrasah Culture	Integration of religious moderation values into school activities	Fosters a religious and inclusive school culture
Partnerships	Involvement of parents, school committees, and community leaders	Strengthens social support for the program

The table above illustrates that the implementation of P5RA at MTs Negeri 3 Klaten is supported by integrated managerial strategies encompassing planning, organizing, human resource development, supervision, and the strengthening of madrasah culture. The integration of these managerial dimensions constitutes an essential factor in supporting character education based on Rahmatan Lil Alamin values within the madrasah environment.

Interestingly, the findings indicate that the principal's leadership extends beyond administrative responsibilities, which are commonly highlighted in curriculum implementation studies. Instead, the principal acts as a catalyst for organizational culture that facilitates the internalization of character values among students. Through coordination forums, reflective discussions, and teacher professional development activities, the principal actively creates collaborative spaces that encourage continuous improvement and shared commitment among educators.

This finding broadens the concept of instructional leadership, which has traditionally focused on improving teaching quality and student academic achievement, by highlighting its role in character formation through the strengthening of organizational culture. In the context of P5RA implementation, instructional leadership functions not only as a mechanism for managing educational programs but also as a strategic approach to fostering a value-based educational ecosystem that promotes religious moderation, social responsibility, and inclusive citizenship among students.

Furthermore, the findings suggest that the success of P5RA is not merely the result of effective curriculum implementation but also of the principal's ability to align institutional vision, organizational culture, teacher professionalism, and stakeholder participation. This integrative leadership model demonstrates that character education in madrasahs requires a holistic approach in which managerial effectiveness and pedagogical innovation operate synergistically to create meaningful and sustainable learning experiences. Such a perspective contributes to the growing body of literature on educational leadership by emphasizing the interconnected relationship between organizational management and character development within Islamic educational institutions.

Moreover, the successful implementation of P5RA at MTs Negeri 3 Klaten demonstrates that character education based on religious moderation requires systemic support at the institutional level. Character-building programs cannot achieve

optimal outcomes when the responsibility is placed solely on classroom teachers without adequate policy support, resource allocation, and continuous supervision from school leadership. Therefore, the implementation of P5RA should be understood as an organizational change process that involves the integrated participation of all components of the madrasah.

This finding supports the perspective of educational change proposed by Fullan (2016), who argues that sustainable educational reform depends not only on curriculum innovation but also on the organizational capacity of educational institutions to manage change effectively. In the context of P5RA, the principal's managerial leadership serves as a driving force that aligns institutional policies, teacher practices, and stakeholder participation toward shared character education goals. Such alignment creates organizational coherence that enables character values to be consistently integrated into both formal learning activities and the broader school culture.

Furthermore, the findings suggest that religious moderation values are more effectively internalized when they are embedded within institutional structures and daily practices rather than delivered solely through instructional content. The integration of *tawassuth* (moderation), *tasamuh* (tolerance), and social responsibility into school routines, project activities, and interpersonal interactions provides students with authentic opportunities to experience and practice these values in real-life contexts. This observation is consistent with the view of Lickona (2013) that character development occurs most effectively when moral values are reinforced through a combination of knowledge acquisition, emotional engagement, and repeated behavioral practice.

From a broader perspective, the implementation of P5RA at MTs Negeri 3 Klaten illustrates how managerial leadership can function as a catalyst for creating a character-oriented educational ecosystem. The principal's role extends beyond administrative management to encompass the cultivation of organizational culture, professional collaboration, and stakeholder engagement. This integrative approach highlights the interconnected relationship between leadership, pedagogy, and institutional culture in fostering sustainable character education. Consequently, the findings contribute to the growing discourse on Islamic educational leadership by demonstrating that the success of character education initiatives depends on the synergy between organizational management and pedagogical innovation within a supportive educational environment.

2. Teachers' Pedagogical Actions in Character Internalization

The findings reveal that teachers implemented both project-based learning (PBL) and problem-based learning approaches in the execution of P5RA. Learning activities were conducted through group discussions, project presentations, social observations, and explorations of the surrounding community environment. These instructional strategies were designed to provide meaningful learning experiences while simultaneously strengthening the internalization of character values among students. Project-based learning enables students to construct knowledge through authentic and collaborative experiences, thereby fostering both cognitive and affective development (Bell, 2010; Thomas, 2000).

The Vice Principal for Curriculum Affairs explained:

"Teachers develop project modules creatively according to learning needs. Students are highly enthusiastic in participating in project activities, and their work is

showcased through an exhibition at the end of the academic year.” (Interview I-02, Ismargiyanta, 2025)

This statement indicates that the implementation of P5RA is not merely oriented toward content delivery but also provides opportunities for students to learn through authentic experiences and produce meaningful outputs that can be presented to the wider school community. Such learning experiences encourage students to become active participants in the learning process rather than passive recipients of information.

The findings further demonstrate that the pedagogical strategies employed by teachers create a more active, participatory, and reflective learning environment. Students are not limited to receiving theoretical knowledge but are directly involved in identifying and addressing social and religious issues within their surrounding communities. This approach enables students to develop a deeper understanding of character values through direct experience and reflection during project implementation.

These findings are consistent with the principles of experiential learning, which emphasize that meaningful learning occurs when students actively engage in real-life situations and reflect on their experiences. According to Bell (2010), project-based learning promotes critical thinking, collaboration, communication, and problem-solving skills while simultaneously fostering personal responsibility and social awareness. In the context of P5RA, such learning experiences provide opportunities for students to practice character values in authentic social settings.

Teachers integrated the dimensions of moral knowing, moral feeling, and moral action into learning activities. Character internalization was facilitated through contextual learning approaches that connected project themes with students’ social realities. Students participated in social observations, collaborative group work, community-based activities, and reflective discussions designed to encourage ethical awareness and responsible behavior.

The P5RA Coordinator explained:

“In implementing P5RA, subject teachers work collaboratively. Before a project is carried out, we conduct meetings to agree on the objectives, task distribution, and the types of activities to be implemented.” (Interview I-04, Evi Martiningsih, 2025)

This finding indicates that character internalization is not carried out by a single teacher or a specific subject area but rather through interdisciplinary collaboration that allows students to experience character education in a more comprehensive manner. Such collaboration enables the integration of academic competencies, social skills, and moral values within a unified learning framework.

The interdisciplinary nature of project implementation reflects the principles of deep learning proposed by Fullan, Quinn, and McEachen (2018), who argue that meaningful learning occurs when students engage in authentic tasks that connect knowledge with real-world challenges. Through collaborative project activities, students are encouraged not only to acquire knowledge but also to develop empathy, responsibility, and social engagement.

The study also found that teachers implemented collaborative learning strategies by organizing heterogeneous student groups consisting of individuals with different academic abilities and social backgrounds. Such activities provided opportunities for students to appreciate diversity, strengthen communication skills, and resolve conflicts through dialogue and mutual understanding. These experiences are

particularly relevant to the objectives of P5RA, which emphasize the development of tolerance, inclusivity, and social harmony.

Furthermore, teachers sought to establish a humanistic learning environment through open and dialogical interactions with students. Students were encouraged to express their opinions, share personal experiences, and engage in reflective discussions throughout project activities. This approach fostered positive emotional relationships between teachers and students, thereby creating a supportive environment for character development.

Character internalization was reinforced through structured habituation, guided reflection, and teacher role modeling. Teachers consistently provided positive reinforcement for students' behaviors during project activities and encouraged self-reflection regarding the values learned through the projects. This finding supports Lickona's (2013) argument that effective character education requires the integration of moral understanding, emotional engagement, and consistent behavioral practice.

In addition, teachers utilized various digital media, including educational videos, digital reflective journals, and interactive presentations, to support the learning process. Observational data indicate that the use of digital technology enhanced student engagement and participation. Students appeared more enthusiastic because learning materials were presented in visual, interactive, and contextually relevant formats. Digital technology also assisted teachers in documenting students' learning progress and facilitating reflective activities throughout project implementation.

The integration of digital technology into character education reflects the growing importance of digital pedagogy in contemporary learning environments. Darling-Hammond et al. (2020) emphasize that effective twenty-first-century learning requires instructional approaches that combine cognitive, social, emotional, and technological dimensions. In this study, digital media served not only as instructional tools but also as instruments for strengthening reflection, collaboration, and character development.

Overall, the findings demonstrate that teachers' pedagogical actions make a substantial contribution to the successful internalization of character values among students. Contextual, collaborative, reflective, and humanistic learning strategies enable students to experience meaningful learning processes through which values such as religious moderation, tolerance, responsibility, cooperation, and social awareness are internalized in their daily lives. The findings further suggest that the effectiveness of P5RA is not solely determined by project activities themselves but by the quality of pedagogical practices that transform those activities into opportunities for character formation.

From a theoretical perspective, these findings extend the literature on character education by demonstrating that character internalization in Islamic secondary schools is most effective when project-based learning is combined with reflective pedagogy, interdisciplinary collaboration, and supportive teacher-student relationships. Consequently, teachers function not only as facilitators of learning but also as moral agents who mediate the transformation of educational experiences into enduring character development.

Table 3. Teachers' Pedagogical Practices in Character Internalization through P5RA

Pedagogical Aspect	Learning Implementation	Impact on Students' Character Development
Project-Based Learning	Social projects and environmental exploration	Enhances responsibility and creativity
Problem-Based Learning	Solving socio-religious issues	Develops critical and reflective thinking
Collaborative Learning	Heterogeneous groups with diverse abilities and backgrounds	Promotes tolerance and communication skills
Guided Reflection	Reflective journals and evaluative discussions	Strengthens students' moral awareness
Teacher Role Modeling	Positive reinforcement and humanistic approaches	Fosters discipline and empathy
Digital Media Integration	Educational videos and interactive presentations	Increases participation and learning motivation

Table 3 illustrates that teachers' pedagogical practices in the implementation of P5RA were carried out through an integrated approach employing various learning strategies oriented toward character development. Contextual, collaborative, and reflective learning emerged as important factors in helping students understand and apply character values in their daily lives.

The findings indicate that teachers' pedagogical practices played a significant role in the character internalization process. The implementation of Project-Based Learning (PjBL) and Problem-Based Learning (PBL) provided students with opportunities to engage in authentic learning experiences through direct involvement in solving real-life problems within their communities. This finding is consistent with Bell (2010), who argues that project-based learning enhances student engagement, critical thinking, collaboration, and problem-solving skills through contextualized learning experiences.

Furthermore, the findings reveal that teachers functioned not merely as knowledge transmitters but also as facilitators, mentors, and role models in the character formation process. The integration of moral knowing, moral feeling, and moral action within classroom activities demonstrates that character internalization was conducted comprehensively across cognitive, affective, and behavioral dimensions. This finding aligns with Lickona's (2013) character education theory, which emphasizes that effective character education should simultaneously develop moral knowledge, moral emotions, and moral behavior through meaningful learning experiences.

The study also found that collaborative learning and humanistic approaches contributed to the development of students' tolerance, responsibility, empathy, and communication skills. Participation in heterogeneous groups encouraged students to appreciate diversity and resolve conflicts through dialogue. These findings support the study of Hidayati and Rahman (2023), which reported that project-based learning within the P5RA framework effectively promotes character development through collaborative, reflective, and participatory activities. Therefore, the success of character internalization in P5RA implementation is influenced not only by the content being taught but also by the quality of pedagogical interactions, teacher role modeling, and meaningful learning experiences provided to students.

The integration of digital media further strengthened the character internalization process by presenting learning materials in more engaging, interactive, and contextually relevant ways. The use of educational videos, digital reflective journals, and interactive presentations enabled students to reflect more deeply on their learning experiences throughout project activities. These findings suggest that digital technology functions not only as an instructional tool but also as a medium for fostering character development through continuous reflection. Consequently, the integration of contextual, collaborative, reflective, and technology-enhanced pedagogical strategies emerged as a critical factor in the successful implementation of P5RA at MTs Negeri 3 Klaten.

The findings also demonstrate that character internalization becomes more effective when students engage directly in project activities and real-world problem-solving experiences. Character is not merely understood as a set of values conveyed verbally but is constructed through social experiences that allow students to practice these values in everyday life. This finding reinforces the constructivist perspective, which views learning as a process of meaning-making through experience and social interaction.

Unlike traditional character education approaches that rely primarily on lectures and habituation, the implementation of P5RA at MTs Negeri 3 Klaten provides broader opportunities for students to develop reflective, collaborative, and participatory competencies. Therefore, the effectiveness of character education is determined not only by the content of instruction but also by the quality of learning experiences intentionally designed by teachers throughout the educational process.

3. Synergy between Managerial and Pedagogical Strategies in P5RA Implementation

The findings reveal that the implementation of P5RA at MTs Negeri 3 Klaten was supported by a strong synergy between the principal's managerial strategies and teachers' pedagogical practices. The principal provided structural support through internal regulations, team organization, resource allocation, and systematic program supervision. This institutional support served as a foundation for teachers to develop project-based learning activities aimed at strengthening students' character development.

The principal stated:

"At the beginning of each academic year, we conduct a joint meeting to determine the themes of P5RA projects. During the meeting, we also decide who will be responsible, establish implementation schedules, allocate budgets, and discuss various technical aspects to ensure that the program runs effectively."

(Interview I-01, Mukarom Faisal Rosidin, 2025)

This statement indicates that the successful implementation of P5RA was supported by systematic institutional planning, enabling teachers to receive clear direction and adequate support in carrying out project activities.

The findings further demonstrate that the success of P5RA implementation cannot be separated from the integration of institutional leadership and classroom pedagogical practices. The principal played a strategic role in creating an organizational system that supported instructional innovation, while teachers translated institutional policies into contextual learning activities oriented toward character development. This

synergy created continuity between institutional policies and students' learning experiences in their daily school life.

The Vice Principal for Curriculum Affairs explained:

"The implementation of the Merdeka Curriculum at MTs Negeri 3 Klaten has run effectively because a project coordinator has been appointed to oversee P5RA activities. Teachers creatively design learning modules according to instructional needs. Students actively participate in project activities, and their work is showcased through an exhibition at the end of the academic year." (Interview I-02, Ismargiyanta, 2025)

These findings indicate that the managerial support provided by the madrasah encouraged teachers' creativity in developing contextual and meaningful learning experiences for students.

The study also identified the existence of a collaborative culture fostered through discussion forums, collective reflection sessions, and the sharing of experiences among teachers during project implementation. These reflection forums were used to evaluate learning activities, discuss challenges encountered during project execution, and formulate improvements for subsequent implementation cycles.

The P5RA Coordinator stated:

"In implementing P5RA, subject teachers work collaboratively. Before a project begins, we hold meetings to agree on the objectives, divide responsibilities, and determine the types of activities that will be conducted."

(Interview I-04, Evi Martiningsih, 2025)

This collaborative culture strengthened teacher professionalism and enhanced the effectiveness of P5RA implementation within the madrasah. Teachers did not work individually; rather, they supported one another in designing projects, evaluating learning outcomes, and developing strategies for strengthening students' character.

Furthermore, the principal's support for instructional innovation created a positive working climate for teachers and increased student engagement in project activities. The implementation of P5RA was also reinforced by social support through collaboration among the madrasah, families, and the wider community. The involvement of parents and community members emerged as an important factor in the internalization of character values. Parents contributed by reinforcing character-building habits at home, while community members provided social spaces where students could apply the outcomes of project-based learning in real-life situations.

From a theoretical perspective, these findings suggest that the success of character education is not solely determined by pedagogical practices in the classroom but also by organizational conditions that support learning innovation. The synergy between managerial leadership and pedagogical practices reflects the concept of instructional leadership, which emphasizes the role of school leaders in creating conditions that enhance teaching quality and student learning outcomes (Hallinger, 2011; Robinson, 2011). In this study, instructional leadership extended beyond improving academic achievement to fostering a school-wide culture that supports character development and religious moderation.

Moreover, the findings support Hallinger and Heck's (2010) argument that leadership influences student outcomes indirectly through its impact on organizational capacity and teacher collaboration. The establishment of collaborative structures, professional learning communities, and ongoing reflection forums enabled teachers to implement P5RA more effectively and consistently. Consequently, character

development was not merely the result of individual teacher efforts but emerged from a collective organizational process involving leadership, collaboration, and shared commitment.

The findings also reinforce Epstein's (2018) framework on school–family–community partnerships, which highlights the importance of stakeholder collaboration in supporting student development. In the context of P5RA, the involvement of parents and community members expanded the learning environment beyond the classroom, allowing students to practice values such as responsibility, tolerance, social awareness, and cooperation in authentic social settings.

A notable contribution of this study is its demonstration that the successful implementation of P5RA is best understood as an integrated process linking managerial leadership, pedagogical practices, organizational culture, and community participation. Unlike previous studies that examined these dimensions separately, this study reveals that character strengthening in madrasahs is most effective when institutional leadership and pedagogical innovation operate synergistically. Therefore, the implementation of P5RA can be conceptualized as a holistic model of character education in which managerial support functions as an enabling condition, while pedagogical practices serve as the primary mechanism for internalizing character values among students.

The findings of the study indicate that the synergy between madrasah leadership, teacher professionalism, and social environmental support is capable of creating a more comprehensive and sustainable character education ecosystem. The implementation of P5RA at MTs Negeri 3 Klaten does not only occur at the level of classroom learning but has developed into a character education movement involving all members of the madrasah community and educational stakeholders. The success of character education implementation requires the integration of school leadership, organizational culture, and student-centered learning practices (Day et al., 2016; Darling-Hammond et al., 2020).

Table 4. Synergy of Managerial and Pedagogical Strategies in the Implementation of P5RA

Aspect of Synergy	Managerial Strategy	Pedagogical Action	Impact on P5RA
Educational Vision	Establishment of moderation in religion policy	Integration of character values into learning	Formation of a religious character culture
Organizational Support	Team organization and supervision	Implementation of collaborative projects	Learning runs systematically
Teacher Development	Workshops and reflective forums	Contextual learning innovation	Improvement of pedagogical competence
Collaborative Culture	Coordination and open communication	Inter-teacher discussions and reflection	Strengthening teacher professionalism
Social Engagement	Partnerships with parents and the community	Social actions and field observations	Strengthening students' social responsibility
Innovation Support	Facilitation of media and learning resources	Use of interactive digital media	Increasing student participation

The table above shows that the implementation of P5RA at MTs Negeri 3 Klaten is carried out through the integration of institutional support and complementary pedagogical practices. This synergy creates a learning environment that supports the holistic strengthening of students' character through collaboration between the madrasah principal, teachers, families, and the community.

The research findings indicate that the success of P5RA implementation is strongly influenced by the synergy between the principal's managerial strategies and teachers' pedagogical actions. The principal plays a role in providing structural support through program planning, resource organization, teacher competency development, and learning supervision. Meanwhile, teachers translate these policies into contextual learning experiences oriented toward strengthening students' character. This finding is consistent with instructional leadership theory, which positions educational leaders as the main drivers in creating conditions that support improved learning quality (Hallinger, 2011).

Collaboration between the principal and teachers also demonstrates an integration between managerial and pedagogical dimensions in educational innovation implementation. According to Fullan (2016), educational reform is effective when there is alignment between organizational leadership, teacher professional capacity, and collaborative culture within the school. The findings of this study show that continuous coordination through reflective forums, professional discussions, and cross-subject collaboration can enhance the effectiveness of P5RA implementation in the madrasah environment.

In addition, the involvement of parents, the school committee, and the wider community indicates that the implementation of P5RA is not limited to classroom learning activities but also builds broader educational partnerships. This finding supports the concept of school-family-community partnership proposed by Epstein (2018), which emphasizes that successful character education requires collaboration between schools, families, and communities as the primary environments for student development.

Thus, the implementation of P5RA at MTs Negeri 3 Klaten shows that strengthening students' character is more effective when supported by visionary leadership, innovative pedagogical practices, and active involvement of various educational stakeholders. The synergy between managerial and pedagogical strategies is a key factor in building a madrasah culture that supports the sustainable realization of the Profile of Pancasila Students and the Profile of Rahmatan lil Alamin Students.

This study further indicates that the success of P5RA implementation cannot be explained solely from either an educational leadership perspective or a pedagogical perspective in isolation. Both aspects interact and form a complementary relationship. The principal's managerial strategy provides structural support, while teachers' pedagogical actions serve as the primary instrument for translating policy into students' learning experiences. In other words, the success of P5RA implementation is the result of the interconnectedness between the organizational level and the instructional level.

The main contribution of this study lies in the finding that the synergy between institutional leadership and pedagogical practice produces a more sustainable character education ecosystem. This finding extends the study of Merdeka Curriculum implementation in madrasahs, which has so far focused more on curricular or instructional aspects alone. Therefore, the P5RA implementation model identified in

this study can be considered a best practice in strengthening students' character based on Rahmatan lil Alamin values within madrasah settings.

Here is the English translation of your Conclusion section, written in an academic journal style suitable for At-Turots:

Conclusion

This study concludes that the success of implementing the *Projek Penguatan Profil Pelajar Pancasila dan Rahmatan lil Alamin (P5RA)* at MTs Negeri 3 Klaten is determined by the strong synergy between the principal's managerial strategies and teachers' pedagogical actions. The managerial strategies are realized through systematic program planning, the establishment of a Project Facilitator Team, resource organization, strengthening teacher competencies, academic supervision, and the development of a madrasah culture that is religious, collaborative, and oriented toward character strengthening. The participatory leadership of the madrasah principal functions not only as a policymaker but also as a facilitator who is able to create institutional support for the sustainability of P5RA implementation.

At the pedagogical level, teachers implement project-based learning and problem-based learning that are contextual, collaborative, reflective, and student-centered. Character internalization is carried out through the integration of values of religious moderation, tolerance, responsibility, social care, cooperation, and reflective attitudes into various learning activities. The findings show that active student engagement in project activities, guided reflection, social observation, and the use of interactive digital media strengthens the process of character formation in a more meaningful and sustainable way.

These findings reinforce previous studies indicating that the implementation of the Merdeka Curriculum and P5RA requires strong leadership support, a collaborative school culture, and contextual learning practices (Rachmawati et al., 2022; Mulyana & Nurhayati, 2023). This study shows that P5RA implementation does not solely depend on the quality of classroom instruction, but is also influenced by the effectiveness of educational leadership, madrasah organizational culture, teacher professionalism, as well as support from families and the wider community. The synergy among these elements forms a holistic character education ecosystem that enables the values of the Profile of Pancasila Students and the Profile of Rahmatan lil Alamin Students to be internalized in learners' lives more concretely.

Theoretically, this study offers an integrative model of P5RA implementation that positions managerial strategies and pedagogical actions as two complementary components in strengthening character education based on religious moderation in madrasahs. This model demonstrates that the success of character education is not sufficiently supported by instructional innovation alone, but also requires institutional leadership support, a conducive organizational culture, and collaboration among educational stakeholders.

Practically, the findings of this study may serve as a reference for madrasah principals, teachers, and Islamic education managers in developing the implementation of the Merdeka Curriculum through strengthening collaborative leadership, enhancing teacher capacity, and creating an inclusive and humanistic madrasah culture. However, this study is limited to a single research site using a case study approach; therefore, the findings cannot be generalized to all madrasah contexts. Future research is recommended to examine the implementation of P5RA across different types of madrasahs and educational

levels, as well as to combine qualitative and quantitative approaches to obtain a more comprehensive understanding of the program's effectiveness in shaping students' character.

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