

Management of Strengthening Pancasila Values within the Merdeka Curriculum to Foster Civic Disposition in Madrasah Ibtidaiyah

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Abstract

This study aims to analyze the implementation of the Merdeka Curriculum in strengthening Pancasila values to develop students' civic disposition at MI Muhammadiyah Klaseman Gatak Sukoharjo. This study employed a qualitative approach with a descriptive research design. Data were collected through observation, interviews, and documentation involving the head of the madrasah, teachers, the coordinator of the Pancasila Student Profile and Rahmatan lil 'Alamin Student Profile Project (P5 P2RA), and students as research information sources. The analysis focused on the integration of Pancasila values through intracurricular learning, madrasah culture, character-building activities, and P5 P2RA projects within the implementation of the Merdeka Curriculum. The findings reveal that the strengthening of Pancasila values at MI Muhammadiyah Klaseman Gatak Sukoharjo is carried out through an educational ecosystem involving madrasah leadership, teacher roles, student participation, and school environmental support. The implementation process is managed through the management functions of Planning, Organizing, Actuating, and Controlling (POAC), which are reflected in aligning the madrasah vision, organizing collaboration among school members, implementing learning activities and madrasah culture, and conducting continuous evaluation of students' character development. Values such as responsibility, mutual cooperation, tolerance, social awareness, and respect for diversity develop through contextual learning experiences embedded in students' daily activities at the madrasah. This study concludes that the implementation of the Merdeka Curriculum provides a strategic opportunity for Islamic-based madrasahs to integrate national values and religious values in developing students' civic disposition. The contribution of this study lies in understanding how the management of the madrasah ecosystem through the POAC perspective can support the systematic and sustainable implementation of Pancasila values in Islamic elementary education

Keywords

Merdeka Curriculum, Pancasila Values, Civic Disposition, Madrasah Ibtidaiyah, P5 P2RA, Educational Management



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INTRODUCTION

The implementation of the Independent Curriculum has brought about a paradigm shift in education delivery in Indonesia, shifting from learning oriented toward mastery of material to one that positions students as active participants in developing knowledge, skills, and character. At the madrasah (Islamic school) level, the implementation of this policy is enhanced through the Pancasila Student Profile Strengthening Project and the Rahmatan lil 'Alamin (Rahmatan lil 'Alamin) Student Profile (P5 P2RA), which integrates national values with Islamic values. This approach demonstrates that educational success is no longer solely determined by academic achievement, but also by the ability of educational institutions to develop students who are religious, have character, are socially conscious, and are able to live harmoniously in a pluralistic society.

However, the implementation of the Independent Curriculum still faces various challenges in character development. Developments in digital technology, changing patterns of social interaction, and the rapid flow of information have influenced student behavior. The phenomenon of declining social awareness, low discipline, increasing bullying, and a diminished spirit of mutual cooperation demonstrates that character education remains a significant undertaking for educational institutions (UNESCO, 2021; Mazid et al., 2024). This situation emphasizes that character building requires a systematic strategy so that the values taught in schools can be embodied in students' actual behavior.

One of the character traits emphasized in the implementation of the Independent Curriculum is civic disposition, a set of attitudes reflecting responsibility, tolerance, concern for the common good, respect for diversity, and a willingness to participate in community life. Civic disposition is a crucial foundation for developing democratic citizens with integrity (Branson, 1998). In the madrasah context, the development of civic disposition has a broader meaning because it relates not only to the formation of national character but also to the development of noble morals grounded in Islamic teachings, enabling students to implement religious and national values in a balanced manner in their daily lives.

Efforts to cultivate a civic disposition cannot be achieved solely through classroom learning activities. Strengthening Pancasila values requires the support of a school culture, teacher role models, positive habits, co-curricular activities, and learning experiences that enable students to internalize and practice these values directly. Thus, schools serve not only as a place to transfer knowledge but also as a space for character formation through various activities designed in a planned,

integrated, and sustainable manner. This perspective places school management as a crucial factor in the success of character education

In implementing the Independent Curriculum, character strengthening depends not only on the program's existence but also on the madrasah's ability to build an integrated educational system through resource management, school culture, and the involvement of all members of the madrasah community. Management functions, including Planning, Organizing, Actuating, and Controlling (POAC), provide a systematic framework to ensure that value-strengthening programs do not stop at ceremonial activities but become part of the school's organizational culture. Thorough planning, clear division of tasks, consistent program implementation, and ongoing evaluation are prerequisites for the concrete implementation of Pancasila values in the lives of the school community.

MI Muhammadiyah Klaseman, Gatak, Sukoharjo, is one of the elementary madrasahs that has implemented the Independent Curriculum and developed various character-strengthening programs through learning activities, religious habits, school culture, and the Pancasila Student Profile and Rahmatan lil 'Alamin Student Profile (P5 P2RA) Strengthening Project. Various activities, such as fostering religious practices, a culture of discipline, inter-student cooperation, social awareness, and environmental-based projects, are part of madrasahs' strategies for instilling Pancasila values in students. The diversity of these programs merits further study to understand how they are managed to support the development of students' civic dispositions.

Several previous studies have examined character education, the implementation of the Independent Curriculum, and the strengthening of the Pancasila Student Profile. However, most research focuses on program implementation, learning effectiveness, or student character development. Studies specifically analyzing how educational management functions are used to manage the reinforcement of Pancasila values within the Independent Curriculum at the elementary madrasah level are still relatively limited. However, the success of character strengthening is determined not only by the type of program implemented, but also by how the program is planned, organized, implemented, and evaluated on an ongoing basis.

Based on these gaps, this study aims to analyze the management of Pancasila value reinforcement in the implementation of the Independent Curriculum at MI Muhammadiyah Klaseman, Gatak, Sukoharjo through the perspective of the POAC management function and identify its contribution to the formation of students' civic

disposition. This research is expected to enrich the study of Islamic education management, particularly in the management of character education in the Independent Curriculum era, while also providing practical recommendations for madrasahs in developing effective, systematic, and sustainable strategies for strengthening Pancasila values..

METHODS

This research employed a qualitative approach with a descriptive study design to gain a comprehensive understanding of the management of Pancasila value reinforcement in the implementation of the Independent Curriculum and its contribution to the formation of students' civic dispositions at MI Muhammadiyah Klaseman, Gatak, Sukoharjo. The qualitative approach was chosen because it allowed researchers to examine phenomena in depth based on the experiences, perceptions, and practices of educational practitioners in a natural context without manipulating the research conditions (Creswell & Poth, 2018). A case study design was used because it enabled researchers to understand phenomena in depth within the real-life context of a specific educational institution (Yin, 2023).

The research was conducted at MI Muhammadiyah Klaseman, Gatak District, Sukoharjo Regency, Central Java. This madrasah was selected purposively because it has implemented the Independent Curriculum while integrating the Pancasila Student Profile Strengthening Project and the Rahmatan lil 'Alamin Student Profile (P5 P2RA) into various learning activities and school culture. Data collection took place from September 2024 to February 2025, allowing researchers to continuously observe the implementation of the character development program.

Research participants were selected using a purposive sampling technique based on their level of involvement in the planning, implementation, and evaluation of the character development program. The primary participants consisted of the madrasah principal, fourth-grade teachers, and the P5 P2RA coordinator. Fourth-grade students were involved as supporting participants to provide information about their experiences participating in various Pancasila values strengthening activities. Participants were selected based on their knowledge and experience relevant to the research focus (Patton, 2015).

The primary instrument in this study was the researcher (human instrument), who played a role in designing the research, collecting data, interpreting it, and drawing conclusions. To support this process, a semi-structured interview guide, observation sheets, and documentation format were used. The interview guidelines were developed based on the four POAC management functions (Planning,

Organizing, Actuating, and Controlling), the implementation of Pancasila values in the Merdeka Curriculum, and civic disposition indicators, including responsibility, tolerance, social awareness, cooperation, and student participation in school life.

Research data was obtained through observation, interviews, and documentation studies involving the madrasah principal, teachers, the P5 P2RA coordinator, and students as sources of information. Observations were conducted non-participatory to identify various learning activities, school culture, religious practices, the implementation of the P5 P2RA project, and interactions between students and teachers that reflect the strengthening of Pancasila values. Semi-structured interviews were conducted with all participants to obtain information on character program management strategies, implementation challenges, and their impact on the formation of civic disposition. Meanwhile, documentation studies were used to supplement the data through analysis of documents such as the Madrasah Operational Curriculum (KOM), teaching modules, P5 P2RA project modules, madrasah work programs, activity reports, photo documentation, and program evaluation documents.

Data validity was maintained through the application of trustworthiness criteria, including credibility, dependability, confirmability, and transferability (Lincoln & Guba, 1985). Credibility was achieved through technical and source triangulation by comparing observations, interviews, and documentation from various participants. Member checking was also conducted to ensure the researcher's interpretations aligned with the information provided by the participants, while peer debriefing was used to obtain input from colleagues throughout the data analysis process.

Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2014), which occurred simultaneously from the beginning of data collection. The first stage was data condensation through a process of selecting, coding, and grouping information according to the research focus. The second stage involved presenting the data in narrative descriptions, matrices, and relationships between themes to facilitate interpretation. The final stage involved repeatedly drawing and verifying conclusions by comparing all empirical evidence obtained during the research until consistent and accountable findings were achieved.

FINDINGS AND DISCUSSION

Implementation of the Independent Curriculum to Strengthen Pancasila Values and Develop Students' Civic Disposition

The implementation of the Independent Curriculum at MI Muhammadiyah Klaseman Gatak Sukoharjo demonstrates that strengthening Pancasila values is not implemented as a stand-alone program, but rather as an integrated part of the overall madrasah education process. Based on observations, interviews, and documentation studies, it was found that strengthening Pancasila values is carried out through intracurricular learning, co-curricular activities, madrasah cultural familiarization, and the Pancasila Student Profile and Rahmatan lil 'Alamin Student Profile Strengthening Project (P5 P2RA).

In implementing the Independent Curriculum, MI Muhammadiyah Klaseman Gatak Sukoharjo not only focuses on achieving student academic competencies but also pays attention to character development as part of its educational goals. Pancasila values such as responsibility, mutual cooperation, social awareness, tolerance, discipline, and respect for diversity are developed through various learning activities and madrasah life. The formation of civic dispositions through the school environment is linked to the development of a democratic culture that encourages students to be responsible, respect the opinions of others, and participate in communal life (Maesaroh et al., 2023).

The research results show that the reinforcement of Pancasila values occurs through an educational process involving the entire madrasah community. The principal plays a role in directing policy, teachers play a role in integrating values into learning, and students gain direct experience through various madrasah social and cultural activities. Thus, the formation of students' civic dispositions occurs not only through understanding the concept of citizenship but also through concrete practices in daily life. The process of strengthening these values is then analyzed based on four management functions: planning, organizing, actuating, and controlling. These four functions illustrate how MI Muhammadiyah Klaseman Gatak Sukoharjo manages the implementation of the Independent Curriculum so that Pancasila values can develop into students' attitudes and behaviors.

Planning to Strengthen Pancasila Values through Alignment of the Madrasah Vision

Planning to strengthen Pancasila values at MI Muhammadiyah Klaseman Gatak Sukoharjo began with aligning the madrasah's vision and mission with the implementation of the Independent Curriculum. The madrasah principal, along with the curriculum development team, identified students' character needs and the madrasah's environmental conditions as a basis for determining priority values for development. The results of this identification formed the basis for developing the

Madrasah Operational Curriculum (KOM), learning materials, character development programs, and the P5 P2RA activity plan. This planning demonstrates that Pancasila values are not only understood as part of Pancasila Education learning, but as fundamental values that must be present in all educational activities.

The core values developed include responsibility, mutual cooperation, social awareness, tolerance, discipline, and respect for differences. These values are then translated into behavioral indicators that can be observed through student activities, both in learning and in daily activities at the madrasah. Interviews with madrasah principals indicate that character building needs to be designed through clear planning so that all educational activities have the same direction. Character building is not only achieved through specific activities, but also through consistent madrasah policies and culture. The role of the madrasah principal in directing character policies demonstrates the importance of collaborative leadership in educational change. School leadership that involves various educational elements can strengthen the institution's capacity to achieve learning goals and develop student character (Hallinger & Heck, 2022).

These findings demonstrate that the planning function is a crucial step in ensuring that the implementation of the Independent Curriculum not only produces academic achievements but also builds student character in accordance with the values of Pancasila and the Rahmatan lil 'Alamin Student Profile.

Organizing a Madrasah Ecosystem to Support the Strengthening of Pancasila Values

Organizing the strengthening of Pancasila values at MI Muhammadiyah Klaseman Gatak Sukoharjo is carried out through the development of a madrasah ecosystem involving the principal, teachers, educational staff, students, and parents. Strengthening character is not positioned as the responsibility of a specific individual, but rather a shared responsibility of the entire madrasah community. The madrasah principal plays a role in providing policy direction and ensuring that character values become part of the institution's culture. Teachers play a crucial role as learning facilitators and role models for students. Through daily interactions, teachers exemplify how the values of responsibility, caring, discipline, and respect for others are applied in real life. This demonstrates that the madrasah functions as a social space that allows students to learn to appreciate diversity through daily interactions. This approach aligns with the perspective of multicultural education, which positions schools as environments that play a role in fostering respect for differences and living together (Banks & Banks, 2019).

Observations show that students are given the opportunity to actively participate in various activities that support character development. Students not only receive theoretical grades but also engage in activities that foster cooperation, communication, caring, and social responsibility. In addition to the madrasah environment, parental involvement is also a supporting factor in successfully reinforcing Pancasila values. Collaboration between the madrasah and families helps ensure that the values developed in school are reinforced in students' lives outside the madrasah environment. The involvement of various educational elements in building shared values demonstrates that schools play a role in shaping students' social capital through ongoing social relationships and experiences (Wong et al., 2022).

In the implementation of the Independent Curriculum/P5 P2RA, the organization of Pancasila values is not only related to role allocation but also to building a social educational system that allows students to experience a continuous process of character formation.

Implementing Pancasila Value Reinforcement through Learning, Madrasah Culture, and P5 P2RA

The implementation of Pancasila value reinforcement at MI Muhammadiyah Klaseman Gatak Sukoharjo takes place through three main forms: intracurricular learning, madrasah culture, and P5 P2RA activities. In intracurricular learning, teachers integrate Pancasila values into various learning activities. The learning process is not only directed at mastering the material but also provides opportunities for students to develop social attitudes. The value of responsibility is reinforced through completing assignments, the value of mutual cooperation through group activities, and the value of tolerance through interaction and discussion with peers.

Teachers act as guides and concrete examples in the process of internalizing values. Teachers' attitudes in communicating, providing direction, solving problems, and building relationships with students are part of the indirect character learning. In addition to formal learning, madrasah culture is an important space for developing positive student habits. Based on research findings, character building is carried out through various habits such as greeting teachers, praying together, performing the Dhuha prayer, murojaah (religious gatherings), Friday Blessings, almsgiving, class duty, and maintaining cleanliness in the madrasah environment. These findings demonstrate that Pancasila values can develop through a consistently developed madrasah culture. Internalizing values within the school culture allows

students to gain direct experience in applying character values in their daily lives (Khoirurrijal, 2022).

These habits demonstrate that Pancasila values are not merely taught as concepts but are built through students' real-life experiences. Through madrasah culture, students learn about personal responsibility, caring for others, and the importance of living together in a social environment. Meanwhile, P5 P2RA activities provide students with opportunities to apply Pancasila values through project-based activities. Through these activities, students learn to collaborate, solve problems, develop creativity, and contribute to their surroundings. Project activities provide students with hands-on experience, helping them understand that Pancasila values are not only learned as concepts but also practiced in real life.

The implementation of the Pancasila Student Profile Strengthening Project and the Rahmatan lil 'Alamin Student Profile in madrasahs is aimed at developing student competencies and character through contextual, project-based learning experiences (Directorate of Madrasah KSKK, 2022). This demonstrates that the implementation of P5 P2RA is one of the strategies within the Independent Curriculum to connect learning to real-world issues in students' environments. Reinforcing values through project-based learning experiences demonstrates that civic education is not merely delivered through conceptualization, but through activities that enable students to experience and practice these values in their daily lives (Tarrant et al., 2021). Thus, the P5 P2RA activities at MI Muhammadiyah Klaseman Gatak Sukoharjo provide a contextual learning space that supports the development of students' responsibility, cooperation, social awareness, and participatory attitudes as part of their civic disposition.

Monitoring and Evaluation as a Sustainable Program Effort

Monitoring of the strengthening of Pancasila values at MI Muhammadiyah Klaseman Gatak Sukoharjo is carried out through a process of monitoring, reflection, evaluation, and follow-up. Supervision is not only conducted to assess the implementation of activities, but also to determine the extent to which the values developed are reflected in student behavior. Monitoring is carried out through teacher observations of student behavior during learning and madrasah activities. Teachers note the development of attitudes of responsibility, cooperation skills, social awareness, discipline, and respect for others.

The monitoring results are then used as material for teacher reflection in evaluating the learning strategies and character building that have been implemented. Reflection helps teachers understand the successes and challenges in

the process of strengthening Pancasila values. Evaluation is conducted through discussions between educators, student progress notes, activity documentation, and observations of changes in student behavior. These evaluation results then serve as the basis for follow-up actions, including strengthening ongoing activities and improving aspects that still need development.

Research findings indicate that the monitoring process plays a role in maintaining the sustainability of the strengthening of Pancasila values. Student character is not formed through momentary activities, but through a consistent, purposeful, and ongoing process. Overall, the implementation of the Independent Curriculum at MI Muhammadiyah Klaseman Gatak Sukoharjo demonstrates that strengthening Pancasila values can occur through integrated educational management. Planning based on the madrasah's vision, organizing the educational ecosystem, implementing it through learning and madrasah culture, and ongoing evaluation are crucial factors in shaping students' civic dispositions. Through this process, Pancasila values do not remain merely knowledge but develop into attitudes and behaviors reflected in students' daily lives.

CONCLUSION

This study concludes that the implementation of the Independent Curriculum (Curriculum Merdeka) in strengthening Pancasila values at MI Muhammadiyah Klaseman Gatak Sukoharjo takes place through an integrated educational process that encompasses learning, madrasah culture, character building, and the Pancasila Student Profile and Rahmatan lil 'Alamin Student Profile (P5 P2RA) Project. Pancasila value reinforcement is not a separate program, but rather an integral part of the madrasah education system, aimed at developing students' civic dispositions. The process of strengthening Pancasila values is managed through four management functions: planning, organizing, actuating, and controlling. During the planning stage, the madrasah aligns its educational vision and programs with the direction of the Independent Curriculum by developing the Madrasah Operational Curriculum (KOM), learning tools, and character-building activity plans. This planning serves as the foundation for developing the values of responsibility, mutual cooperation, tolerance, social awareness, discipline, and respect for diversity.

In the organizational stage, the strengthening of Pancasila values is carried out through the development of a madrasa ecosystem involving the principal, teachers, students, education staff, and parents. Collaboration between these elements creates an educational environment that supports the internalization of values through social interactions and student learning experiences. The implementation of

Pancasila value reinforcement is carried out through intracurricular learning, madrasa culture, and P5 P2RA activities. Learning provides a space for students to understand values through academic activities, while madrasa culture, such as the habit of greeting, religious activities, Friday Blessings, almsgiving, class duty, and environmental awareness, serves as a means of character development in daily life. Through P5 P2RA activities, students gain direct experience to develop their skills in collaboration, responsibility, and participation in solving social problems.

The oversight process is carried out through monitoring, teacher reflection, evaluation of student progress, and program follow-up. Evaluation is not only oriented towards the implementation of activities but also pays attention to changes in student attitudes and behaviors in applying Pancasila values within the madrasa environment. The primary contribution of this research lies in the understanding that the implementation of the Independent Curriculum in Islamic-based madrasas can provide a strategic space for integrating national and religious values through educational management based on madrasa culture. This research strengthens studies on the implementation of the Independent Curriculum in Islamic elementary education by demonstrating that the formation of civic disposition is influenced by the integration of learning, madrasa culture, leadership, and involvement of the educational community.

Practically, the results of this study provide implications for other madrasas to develop character-building strategies that align with the local context and student needs. Furthermore, mentoring and training are needed for madrasa administrators in designing the implementation of the Independent Curriculum that integrates Pancasila values, Islamic values, and the sustainable development of civic character..

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