INTERNATIONAL CONFERENCE ON MANAGEMENT OF ISLAMIC EDUCATION (ICMIE)
e-ISSN : 3090-7713



IMPLEMENTATION OF RELIGIOUS MODERATION IN ISLAMIC RELIGIOUS EDUCATION THROUGH PANCASILA STUDENT PROFILE STRENGTHENING PROJECT (P5)

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DOI : http://dx.doi.org/10.30983/icmie/

ABSTRACT

This study aims to provide examples of the application of religious moderation values in Islamic religious education subjects through the Pancasila Student Profile Strengthening Project and its impact on students' understanding and attitudes at Vocational School.. The results of the study provide several examples of the implementation of religious moderation through the Pancasila student profile strengthening project in Islamic Religious Education subjects. This plays a role as a strategic instrument in strengthening the understanding of religious moderation in society. With principles that are in line with this concept, the implementation of Islamic Religious Education in the Merdeka Curriculum requires a moderate and contextual conceptual foundation so that it can be applied effectively in the learning process.

Keywords: *Religious Moderation, Islamic Religious Education, Pancasila Student Profile Strengthening Project.*

INTRODUCTION

The increasingly rapid wave of globalization has had a major impact on various aspects of life, from the social, political, and religious realms to the education and economic sectors (Pertiwi, 2023). In this era, globalization driven by the industrial revolution 4.0 and towards civilization 5.0 brings new challenges that are complex and multidimensional. According to (Kushariyadi et al., 2024). Advances in information and communication technology have revolutionized the way humans interact, work, and think around the world at an extraordinary speed. The development of increasingly sophisticated technology that is not limited by space and time creates dynamics of rapid and profound change. This phenomenon demands a responsive response and adaptation in various sectors of life, including education, in order to face and utilize these changes optimally.

Education plays a major role in determining the future direction of the nation and its society, especially amidst the increasingly intense flow of globalization. More than

Received: May 2025 / Revised June 2025 / Accepted July 2025

just a means of transferring knowledge, education functions as a vehicle for the formation of character, attitudes, and values that are in line with the demands of the times (Harbes, Afrinaldi, et al., 2024). An education system that is adaptive and responsive to the dynamics of the times is key to preparing a competitive future generation at the global level. As stated by (Sriyanta, 2023), education must transform along with technological developments, social change, and the demands of global competition. Therefore, education does not only focus on academic intelligence, but must also form individuals who have a deep understanding of cultural values, morals, and national identity as the foundation of life.

Indonesia, as a country rich in ethnicity, religion, culture, and customs, is faced with challenges as well as opportunities in building an education system and religious life. This diversity is not only a cultural heritage, but also a valuable asset that needs to be managed wisely so that it can contribute positively to the progress of the nation. More than just a challenge, this diversity is a great potential that can be preserved and optimized through education. Therefore, the education system in Indonesia needs to reflect and respect diversity, while internalizing the values of religious moderation that are deeply rooted in the history and culture of the nation (Luthfiah, 2024). Religious moderation plays a fundamental role in strengthening diversity and building harmony in a pluralistic society (Amtiran & Kriswibowo, 2024).

Strengthening egalitarian, humanist, and tolerant religious values is the main foundation in maintaining and supporting diversity. The values of religious moderation include an attitude of tolerance towards differences, respect for plurality of beliefs, and a balance between rights and obligations in religion Septa Miftakul Jannah, "Nilai-Nilai Moderasi Beragama Dalam Buku Ajar Mata Pelajaran Pendidikan Agama Islam Dan Budi Pekerti SMK Kelas Ii Kurikulum 2013" (IAIN Ponorogo, 2021).. In line with the views of Taufiq & Alkholid (Darmawi et al., 2024) Religious moderation instills an inclusive attitude, suppresses radicalism, and encourages interfaith dialogue. This approach plays a crucial role in building a harmonious society, where diversity is seen as a cultural wealth that enriches, not as a trigger for division. In addition, religious moderation also contributes to reducing the potential for radicalization and strengthening interfaith cooperation, which ultimately supports the goals of national education in forming citizens who are noble, democratic, and responsible (Azis, 2024).

The goal of national education is to form individuals who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens(Harbes, Karim, et al., 2024). In this context, religious moderation which is part of the 2020-2024 National Medium-Term Development Plan (RPJMN) reflects the state's commitment to developing the values of tolerance, balance, and mutual respect in diversity(Harbes, Syam, et al., 2023). By integrating the values of religious moderation into the education system, it is hoped that students will not only have adequate academic competence and skills, but also characters that support peace and social harmony.

RESEARCH METHOD

Received: May 2025 / Revised June 2025 / Accepted July 2025

This study uses a qualitative method with an observation approach and literature analysis related to the implementation of religious moderation in Islamic religious education through P5. Primary data were obtained through observation and interviews with stakeholders and Islamic religious education teachers at SMK Negeri 1 Batipuh, while secondary data came from various studies that discussed the implementation of the Pancasila student profile strengthening project (Harbes, Sesmiarni, et al., 2023). Data analysis used the Miles and Huberman model. Data analysis was carried out in a structured manner, starting with the selection and collection stage of information in accordance with the study. The collected data was then described to highlight important aspects. After that, data interpretation was carried out to explore how the values of religious moderation were internalized in the Pancasila student profile strengthening project by referring to relevant theories (Harbes, Sesmiarni, et al., 2024). The analysis was carried out to identify various challenges, opportunities, and gaps that might arise in the internalization process. The results of the analysis are systematically summarized in order to build solid arguments related to the subject matter, draw conclusions, and formulate recommendations for the implementation of religious moderation in the Independent Curriculum in Islamic Religious Education subjects through a P5.

RESULTS AND DISCUSSION

Based on the interview, it can be concluded that The explanation above demonstrates how positively teachers view Wordwall.net's user-friendliness. Most of the respondents said they agreed with every statement made. This is consistent with what Rahmawati & Wijayanti (2022) found. They came to the conclusion that one benefit of using Wordwall.net is that it makes it simple for teachers to organize, design, and implement lesson plans.

1. Implementation of P5 in Islamic Religious Education Subjects: Building Islamic Moderation in Students' Characters

Islamic Moderation emerged as a new perspective in understanding Islamic teachings that prioritize tolerance, diversity, and brotherhood. This concept serves as a middle ground that balances extreme conservative and liberal thinking. Not only focusing on the unity of the people, Islamic Moderation also contributes to building a civilization that is in line with the development of the times. This approach provides adaptive and constructive solutions in facing the dynamics and challenges of modern society (Hidayat, 2023).

The implementation of P5 in the Islamic Religious Education subject is a strategic step in instilling the values of Islamic Moderation to students. P5, which focuses on aspects of religiosity, global diversity, mutual cooperation, independence, and creativity, provides space for students to understand Islam inclusively and contextually according to the needs of the times.

A. Global Tolerance and Diversity in Learning

Through P5-based learning, students are invited to understand that Islam teaches tolerance and respect for differences. In practice, students are given

Received: May 2025 / Revised June 2025 / Accepted July 2025

projects that encourage them to dialogue with followers of other religions, learn about different religious traditions, and learn about Islam's contribution to building social harmony. This approach aims to shape the character of students who are open, inclusive, and able to live side by side in a pluralistic society.

B. Mutual Cooperation as an Implementation of Islamic Brotherhood Values

The concept of ukhuwah in Islam includes *ukhuwah Islamiyah* (brotherhood among Muslims), *ukhuwah wathaniyah* (brotherhood among nations), and ukhuwah basyariyah (brotherhood among humans). In P5 projects, students are involved in social activities such as mutual cooperation in cleaning mosques, sharing with others through charity and social service programs, and activities based on Islamic philanthropy such as *waqf* or productive zakat. Thus, they not only understand the concept of *ukhuwah* theoretically but also practice it in real life.

C. Independence in Responding to Religious Information

In the digital era, students can easily access religious information from various sources. However, without critical thinking skills, they are vulnerable to biased or even extreme teachings. Therefore, P5-based learning also emphasizes strengthening digital religious literacy, where students are taught how to sort and analyze Islamic information rationally. Group discussions, studies of classical and contemporary books, and mentoring by teachers and religious figures are part of the effort to build an independent attitude in religion.

D. Creativity and Innovation in Islamic Moderation Preaching

In order for the values of Islamic moderation to be more easily accepted by the younger generation, students are encouraged to convey Islamic messages in creative and innovative ways. In the P5 project, they can create digital-based educational content, such as short videos, Islamic podcasts, or infographics that discuss the theme of *Islam rahmatan lil 'alamin*. With this approach, students not only understand the concept of Islamic moderation but are also able to become agents of change in spreading peaceful and inclusive Islamic teachings.

2. Implementation of Religious Moderation Values in Islamic Religious Education Subjects Through P5.

A. Sustainable Lifestyle Theme

The project "Protecting Nature as a Form of Religious Moderation and Amanah as a Caliph on Earth" aims to instill the value of balance (*wasathiyyah*) in protecting the environment as part of Islamic teachings, where students are invited to understand that religious moderation is not only related to tolerance in religion, but also includes concern for the preservation of nature as a form of shared responsibility(Ramdhani et al., 2022). In this project, students are encouraged to build an attitude of tolerance and work together with individuals from various religious backgrounds in maintaining environmental sustainability. Activities carried out include studying verses of the Qur'an and hadith about balance in managing natural resources, discussions on the role of religion in protecting the environment, and reflections on the importance of interfaith

Received: May 2025 / Revised June 2025 / Accepted July 2025

e-ISSN : 3090-7713

collaboration in preserving nature. In addition, students participate in real actions such as greening the school environment, collecting used goods that are still usable to be donated as a form of usefulness in social life, as well as digital campaigns to raise awareness of the importance of protecting the environment as part of the value of religious moderation.

As a form of direct implementation, this project also involves energy and water saving programs based on the principle of i'tidal (proportionality), one of which is the practice of "Environmentally Friendly Ablution" which teaches efficiency in water use without reducing the sanctity of worship. Students are also invited to hold deliberations (shura) to find solutions to environmental problems around them, which are then manifested in real actions such as recycling-based waste management or the creation of biopores as an effort to maintain ecosystem balance(Nashir, 2024). Through this project, students not only understand the concept of religious moderation theoretically, but also apply it in real actions that reflect Islamic values in protecting the environment. Thus, this project is expected to form individuals who are not only religious, but also moderate, tolerant, and responsible in preserving nature and contributing to sustainable social development.

B. Local Wisdom

The "Exploring Local Wisdom as a Form of Religious Moderation and Social Harmony" project aims to instill an understanding that Islamic teachings teach balance *(wasathiyyah*) in respecting local culture that is in line with religious values. Students are invited to explore local wisdom in their environment that reflects attitudes of moderation, tolerance, and togetherness, such as the traditions of mutual cooperation, deliberation, or traditional ceremonies that contain Islamic values (Ramdhani et al., 2022). The activities of this project include a study of how Islam accommodates local culture as long as it does not conflict with religious teachings, group discussions on local wisdom practices that reflect religious moderation, and reflections on how local wisdom can strengthen social harmony in a diverse society.

As a form of direct application, students are involved in various activities such as collecting and documenting local wisdom practices that reflect the values of *tasamuh* (tolerance) and deliberation (shura), for example the tradition of helping each other in social activities or traditional ceremonies involving various religious groups. In addition, they can hold cultural arts performances that display local elements that contain messages of togetherness and values of religious moderation, and create digital campaigns that promote how local wisdom can be a means of maintaining diversity and peace (Agustiningsih et al., 2024). Through this project, students not only understand that Islam respects local culture, but also learn how local wisdom can be a tool to strengthen the values of moderation in community life, so that sustainable social harmony is created.

C. Bhinneka Tunggal Ika

Received: May 2025 / Revised June 2025 / Accepted July 2025

The "Strengthening Unity in Diversity as a Form of Religious Moderation" project aims to instill the value of Bhinneka Tunggal Ika in the lives of students through a religious moderation approach that emphasizes balance (wasathiyyah), tolerance (tasamuh), and justice (i'tidal). Students are invited to understand that the diversity of religions, cultures, and traditions is a gift that must be maintained with an attitude of mutual respect and cooperation in community life (Ramdhani et al., 2022). The activities of this project include the study of verses of the Qur'an and hadith about brotherhood and unity in diversity, group discussions on the importance of religious moderation in strengthening social harmony, and reflections on experiences of diversity in everyday life. In addition, students are involved in various activities such as interfaith dialogues that discuss the values of unity in diversity, joint arts and cultural activities to strengthen togetherness, and digital campaigns that promote messages of peace and tolerance in society.

As a form of real implementation, this project invites students to conduct deliberations (shura) in resolving differences of opinion fairly and wisely, and to apply the results of the deliberations in concrete actions such as interfaith social service activities or mutual cooperation in the school and community environment (Tabo 2023. Through this project, students not only understand the concept of Bhinneka Tunggal Ika as the nation's motto, but also live it in real actions that reflect Islamic values in maintaining unity amidst diversity. Thus, this project is expected to form individuals who are moderate, tolerant, and able to contribute to building a harmonious and peaceful society.

D. Build the Soul and Body

The "Balancing Soul and Body Health as an Implementation of Religious Moderation" project aims to instill awareness that maintaining physical and mental health is part of human responsibility as caliphs on earth. From the perspective of religious moderation, balance (*wasathiyyah*) is not only applied in worship, but also in a healthy lifestyle, emotional management, and harmonious social interactions. Students are invited to understand Islamic teachings that emphasize the importance of maintaining health through studying the verses of the Qur'an and hadith about cleanliness, healthy eating patterns, exercise, and the balance between worship, physical activity, and peace of mind (Ramdhani et al., 2022). The activities of this project include discussions on healthy lifestyles in Islam, relaxation practices based on spiritual values such as dhikr and meditation, and reflections on how physical and mental balance can improve the quality of worship and social life. In addition, students are involved in various activities such as morning exercise together, cross-class sports that strengthen togetherness, and digital campaigns about the importance of halal and *thayyib* diets to maintain body health.

As a form of real implementation, this project invites students to implement a healthy lifestyle based on moderation, such as limiting excessive food consumption (i'tidal), maintaining the cleanliness of the school

Received: May 2025 / Revised June 2025 / Accepted July 2025

e-ISSN : 3090-7713

environment as a form of social concern, and building good communication in resolving conflicts (syura) (Bulkhani et al. 2024. With this project, students are expected to not only understand the importance of building mental and physical health from a religious perspective, but also apply it in their daily lives as a form of religious moderation. Thus, they can grow into individuals who are physically healthy, mentally strong, and able to contribute to creating a harmonious, productive, and blessed environment.

E. Voice of Democracy

The project "Cultivating Democratic Attitudes as a Form of Religious Moderation" aims to instill an understanding that democracy and Islamic values are closely related in building a harmonious and just life. From the perspective of religious moderation, democratic attitudes reflect the principles of balance (wasathiyyah), deliberation (shura), justice (i'tidal), and equality (musawah) in community life. Students are invited to study the verses of the Qur'an and hadith that emphasize the importance of openness, justice, and decision-making involving various parties (Ramdhani et al., 2022). The activities of this project include discussions on democratic values in Islam, simulations of deliberation to solve problems at school, and reflections on how democratic principles can be applied in everyday life without conflicting with religious teachings. In addition, students are involved in various activities such as electing class leaders based on the principle of deliberation, debates between groups with a polite approach, and digital campaigns on the importance of tolerance and responsible freedom of expression.

As a form of real application, this project invites students to practice discussing with logical and ethical arguments, get used to making decisions that involve shared aspirations, and build a culture of mutual respect in differences of opinion (Rahman & Abdulkarim, 2024). With this project, students are expected to understand that democracy is not just freedom of speech, but also reflects a responsible attitude, respects differences, and is committed to the values of justice and togetherness. Thus, they can grow into individuals who are not only religious, but also moderate, open, and ready to contribute to a democratic and harmonious social life.

F. Engineering and Technology

The "Religious Moderation in Engineering and Technology: Innovation Based on Ethics and Benefit" project aims to instill the values of religious moderation in the use and development of technology so that it remains in line with the principles of balance (*wasathiyyah*), justice *(i'tidal*), and benefit to society. Students are invited to understand that Islam encourages innovation and technological progress as long as it is based on ethical values, social responsibility, and sustainability. In this project, students will study verses of the Qur'an and hadith that emphasize the importance of science and technology in human life, such as the concept of humans as caliphs on earth who are responsible for the wise use of technology (Ramdhani et al., 2022). The project

Received: May 2025 / Revised June 2025 / Accepted July 2025

activities include discussions on ethics in the use of technology, the impact of technology on social life and the environment, and how religious moderation can be a guide in developing inclusive and non-discriminatory technology.

As a form of real application, students will be involved in various activities such as designing simple innovations based on environmentally friendly technology, creating digital campaigns about the importance of using technology responsibly, and conducting debate simulations on ethical dilemmas in technology, for example in the use of artificial intelligence or social media. In addition, they will also reflect on the impact of technology on religious life, such as how technology can strengthen the values of moderation in the dissemination of religious information and prevent the spread of hoaxes and hate speech (Redhana, 2024). With this project, students are expected to be able to understand that technological developments must be in line with the principles of justice, balance, and common good. Thus, they will not only become technologically literate individuals, but also have moral and religious awareness in utilizing technology for the common good, and are able to adapt in the digital era while still upholding the values of religious moderation.

G. Entrepreneurship

The "Religious Moderation in Entrepreneurship: Building Ethical and Just Businesses" project aims to instill the values of religious moderation in the business world so that students can develop an entrepreneurial spirit based on the principles of balance (*wasathiyyah*), honesty (*shiddiq*), justice *(i'tidal),* and usefulness (maslahah). Students are invited to understand that Islam not only encourages economic and entrepreneurial activities, but also emphasizes the importance of business ethics, justice in trade, and the balance between profit and social welfare (Ramdhani et al., 2022). In this project, students will study the verses of the Qur'an and hadith related to the principles of Islamic economics, such as the prohibition of usury, the recommendation to trade honestly, and the importance of blessings in business.

As a form of implementation, students will develop business ideas that are not only profit-oriented, but also based on ethical values and benefits for society, such as social justice-based businesses, environmentally friendly businesses, or products that support common welfare. They will also conduct buying and selling simulations by applying the principles of fair and transparent transactions, and create digital campaigns about the importance of entrepreneurship with the values of honesty and blessings. In addition, students will discuss and deliberate (shura) to design business strategies that are not only materially profitable, but also bring benefits to the surrounding environment, for example by applying the concept of zakat in business or providing business training to underprivileged community groups (Rustya, 2023). With this project, students are expected to not only become economically successful entrepreneurs, but also have moral and religious awareness in running a business fairly, honestly, and beneficial to many people. Thus, they will be able to

Received: May 2025 / Revised June 2025 / Accepted July 2025

become a generation that is not only competent in the business world, but also upholds the values of religious moderation in every aspect of economic life.

H. Employment

The "Religious Moderation in the Workplace: Building a Fair and Integrity Work Ethic" project aims to instill the values of religious moderation in the professional world so that students can become workers who are not only technically competent, but also have a balanced character (*wasathiyyah*), fair (*i'tidal*), disciplined, and respect diversity in the work environment. Students are invited to understand that in Islam, work is not just about earning a living, but also part of worship that must be carried out with full responsibility, honesty (*shiddiq*), and professionalism (Ramdhani et al., 2022). In this project, students will study verses of the Qur'an and hadith related to work ethic, such as the importance of working hard, keeping promises, and upholding the values of justice and honesty in the workplace.

As an implementation, students will conduct a simulation of the world of work by applying the principles of professionalism based on the values of religious moderation, such as respecting differences in beliefs in the work environment, building effective communication, and implementing honesty in every task given. They will also create a reflection project on how religious moderation can help create a harmonious and discrimination-free work environment. In addition, students will be invited to discuss and deliberate *(shura*) on the challenges of work in the modern era, including how to deal with conflicts in the workplace in a fair and solution-oriented manner(Nurhakim & Rizki, 2024). Through this project, students are expected to not only be ready to face the world of work technically, but also have a strong character, respect differences, and be able to uphold the values of religious moderation in every aspect of their work. Thus, they will become a workforce that is not only superior in skills, but also has high integrity and social concern in the world of work.

In various Islamic studies, the concept of *wasathiyyah* has various meanings and interpretations. This word comes from *wasth*, which means "between," and *wasatha*, which has several meanings, such as the middle position between two points, something superior or main, and the principle of justice. *Wasathiyyah* can also be interpreted as a balance between good and bad. According to *Al-Sallabi*, this term is closely related to justice, namely taking a moderate attitude and avoiding all forms of extremism. On the other hand, this concept is the opposite of tatarruf, which describes an excessive, radical, or extreme attitude in religion. In the context of religious moderation, *wasathiyyah* becomes the main principle that emphasizes balance in beliefs, practices, and social interactions. Religious moderation does not mean ignoring religious teachings, but avoiding excessive fanaticism and negligence that can weaken spiritual and social values. This attitude encourages people to prioritize tolerance, respect differences, and uphold the values of justice and humanity, so that Islamic teachings can be carried out with peace and harmony in community life (Baroka et al., 2025).

Received: May 2025 / Revised June 2025 / Accepted July 2025

Understanding religious moderation is a fundamental element in designing the Islamic Religious Education curriculum so that its principles can be implemented in the Independent Curriculum. As a basis for understanding religious teachings and values, religious moderation instills awareness and beliefs that are reflected in the attitudes and behavior of students. Thus, religious moderation becomes the main pillar in developing a curriculum that aims to hone the potential of students so that they can contribute positively to social life (Suharto, 2021).

The Islamic Religious Education Curriculum is a set of plans and arrangements regarding objectives, materials, and learning methods used as guidelines in achieving educational goals. This curriculum covers various aspects such as the Qur'an, Hadith, Aqidah, Morals, Fiqh, Islamic History, and Islamic Culture. The Independent Curriculum emphasizes flexibility, effectiveness, efficiency, and continuity in the learning process, thus allowing the development of more adaptive teaching materials and methods (Irawan, 2024).

Balance in Islam is reflected in various aspects of religious life, including in the fields of theology, worship, morality, and the formation of Islamic law (Achmad, 2024). This principle needs to be maintained by every individual, because inequality can trigger various problems. Islam emphasizes the importance of balance in all aspects of life, by avoiding excessive or deficient attitudes (Harahap et al., 2024)

In the Independent Curriculum, Islamic Religious Education aims to shape the intelligence of students by emulating the character of the Prophet Muhammad Shallallahu Alaihi Wasallam, namely siddiq (honest), amanah (trustworthy), tabligh (communicating Islamic Religious Education truth), and fathonah (intelligent). Character education in Islam focuses on the formation of noble morals that reflect these values. One of the implementation strategies in schools is through collaboration with religious communities, which play a role in fostering spiritual awareness, understanding of authentic Islamic teachings, as well as tolerant, humanistic, and inclusive attitudes (Harbes, Aprison, et al., 2024).

Referring to the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for the Implementation of Curriculum in Learning Recovery, the Independent Curriculum determines a number of main themes that can be developed into learning topics by educational units. This adjustment is made based on regional conditions and student characteristics (Budiono, 2023).

The themes in the Pancasila Student Profile strengthening project that can be selected and implemented by educational units include (Sufyadi et al., 2021):

A. Sustainable Lifestyle

   Students understand the impact of human activities on the sustainability of life in the world and the surrounding environment, build awareness to act and behave in an environmentally friendly manner, learn about potential sustainability crises in the surrounding environment and develop readiness to face and mitigate them.

B. Local Wisdom

Received: May 2025 / Revised June 2025 / Accepted July 2025

Students build curiosity and inquiry skills through exploration of the culture and local wisdom of the surrounding community or area.

C. Bhinneka Tunggal Ika

Students learn about and promote a culture of peace and anti-violence, learn to build respectful dialogue about diversity and the values of their teachings. Learn the perspectives of various religions and beliefs, critically and reflectively examine various negative stereotypes and their impact on the occurrence of conflict and violence.

D. Build the Soul and Body

Students build awareness and skills to maintain physical and mental health, both for themselves and those around them, conduct research and discuss issues related to wellbeing, bullying, and try to find solutions, and also examine issues related to physical and mental health and wellbeing, including issues of drugs, pornography, and reproductive health.

E. Voice of Democracy

Students use systems thinking skills, explaining the relationship between the role of individuals in the sustainability of Pancasila democracy. Through this learning, students reflect on the meaning of democracy and understand the implementation of democracy and its challenges in different contexts, including in school organizations and/or in the world of work.

F. Engineering and Technology

Students train their critical, creative, innovative thinking skills, as well as their empathy skills to engineer technological products that facilitate their own and their surrounding activities. Students can build a smart society culture by solving problems in the surrounding community through innovation and application of technology, synergizing social and technological aspects.

G. Entrepreneurship

Students identify economic potential at the local level and problems in developing this potential, as well as its relationship to environmental, social and community welfare aspects. Students also open their insights about future opportunities, are sensitive to community needs, become skilled problem solvers, and are ready to become professional workers with integrity.

H. Employment

Students connect various knowledge that has been understood with real experiences in everyday life and the world of work. Students build an understanding of employment, job opportunities, and work readiness to improve capabilities that are in accordance with their expertise, referring to the needs of the current world of work. In their projects, students will also hone their awareness of attitudes and behaviors in accordance with the standards required in the world of work.

The policies implemented by the Ministry of Education show a close relationship with the principles of religious moderation. This regulation reflects social and individual responsibility as part of worship. Strengthening the values of religious moderation is not only a necessity, but also a necessity of the times in

Received: May 2025 / Revised June 2025 / Accepted July 2025

building an education system that produces superior generations in terms of attitude, knowledge, morals, and integrity. The challenges faced by the current and future generations not only require intellectual intelligence, but also spiritual and social intelligence as crucial elements in forming people with character and quality (Yanti et al., 2023).

The implementation of P5 in Islamic Religious Education subjects is an effective strategy in building moderate, tolerant, and national-minded student characters. Through a project-based approach, students not only understand Islam from a normative perspective but are also able to implement it in their daily lives (Harmi, 2022). Thus, Islamic Moderation is not just a concept, but becomes part of the character inherent in every student as the next generation of the nation who uphold the values of Islam which are peaceful and rahmatan *lil 'alamin*.

CONCLUSIONS AND SUGGESTIONS

Islamic Religious Education not only instills the values of moderation that originate from the Qur'an, such as justice, equality, and an attitude of mutual respect and maintaining balance, but also plays a role in shaping the character of students in accordance with the Pancasila Student Profile. Educational institutions are a strategic forum for internalizing these values, so that students are able to apply them in their daily lives. The Pancasila Student Profile Strengthening Project in Islamic Religious Education is an effective means of building awareness of religious moderation, where students are invited to understand and practice Islamic values that are in line with the spirit of nationalism, tolerance, and social concern. Instilling religious moderation through P5 is an important step in maintaining national unity, strengthening social stability, and preventing divisions between religious communities. The Merdeka Curriculum, which emphasizes project-based learning, allows students to experience firsthand how the values of religious moderation can be applied in their lives. With a more contextual and applicable approach, students not only understand Islam as a religion that is rahmatan lil 'alamin, but also learn to apply the principles of moderation in social interactions, protect the environment, and contribute to national development. Therefore, the integration of religious moderation values in the Pancasila Student Profile Strengthening Project in Islamic Religious Education is a strategic step in forming a generation that is religious, inclusive, and has a strong national character.

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Received: May 2025 / Revised June 2025 / Accepted July 2025

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Received: May 2025 / Revised June 2025 / Accepted July 2025

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Received: May 2025 / Revised June 2025 / Accepted July 2025