

**IMPLEMENTATION OF P5 PPRA (PROJEK PENGUATAN PROFIL
PELAJAR PANCASILA DAN PROFIL PELAJAR RAHMATAN LIL
ALAMIN) IN ENGLISH LESSONS**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan in English Education



By

Selena Sukma Nisa'

2520120

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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SURAT PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya

Nama : Selena Sukma Nisa'

NIM : 2520120

Program Studi : Tadris Bahasa Inggris

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NIM. 2520120

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UIN K.H. Abdurrahman Wahid Pekalongan

c/q. Ketua Program Studi Tadris Bahasa Inggris

di Pekalongan

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Nama : Selena Sukma Nisa'
NIM : 2520120
Program Studi : Tadris Bahasa Inggris
Judul : **Implementation of P5 PPRA (Proyek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan Lil Alamin) in English Lessons**

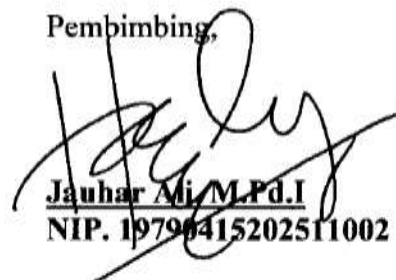
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

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Pekalongan, 24 Juni 2025

Pembimbing,



Jauhar Ali, M.Pd.I
NIP. 19790415202511002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Pahlawan KM. 5 Rowolaku, Kajen, Kabupaten Pekalongan
Website : ftik.uingusdur.ac.id Email : ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : SELENA SUKMA NISA'
NIM : 2520120
Judul : IMPLEMENTATION OF P5 PPRA (PROJEK PENGUATAN PROFIL PELAJAR PANCASILA DAN PELAJAR RAHMATAN LIL ALAMIN) IN ENGLISH LESSONS

Has been examined and approved by the panel of examiners on Tuesday, 8 July 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Isriani Hardini, S.S., M.A., Ph.D.

NIP. 19810530 200901 2 007

Examiner II

H. Mutammam, M.Ed.

NIP. 19651006 199903 1 003

Pekalongan, 14 Juli 2025

Assigned by

Erol Dr. H. Muhlisin, M.Ag.
NIP. 19700706 199803 1 001

MOTTO

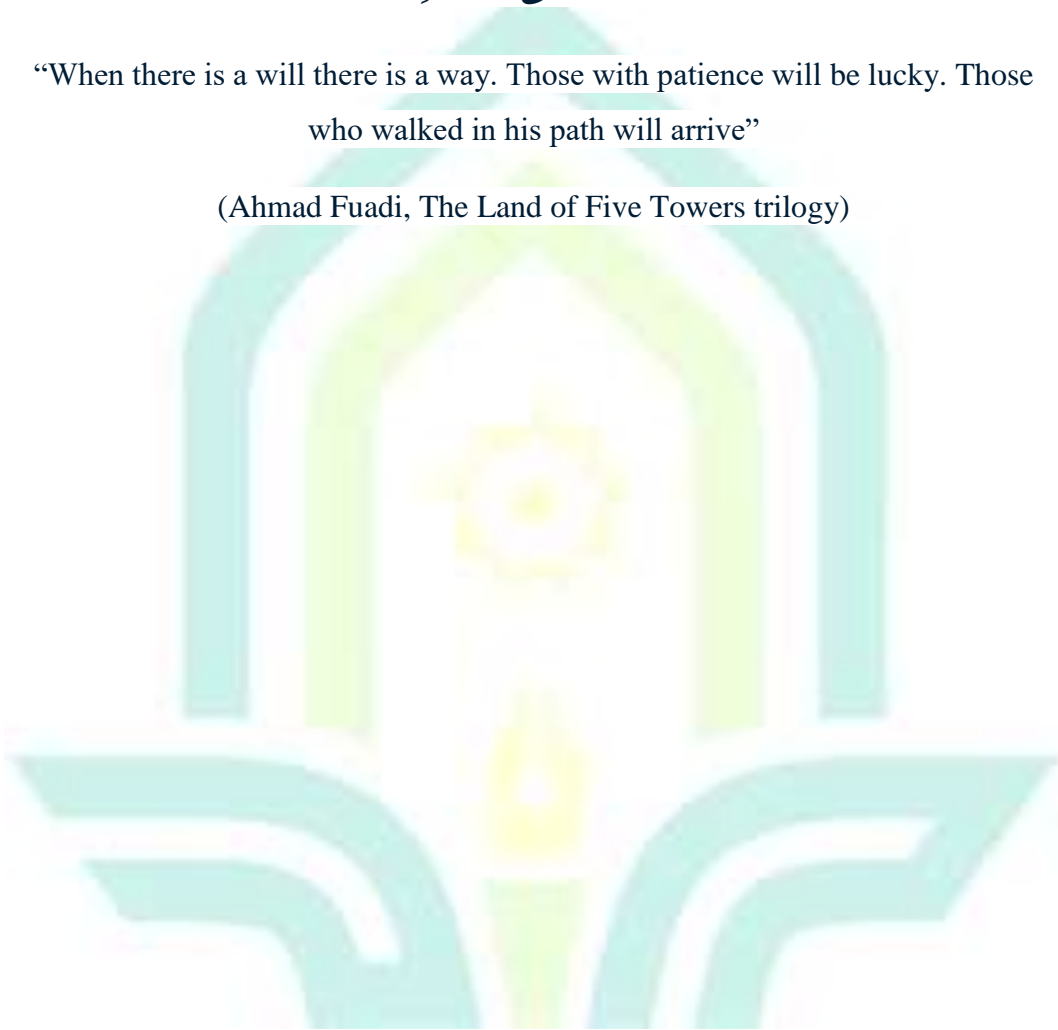
مَنْ جَدَّ وَجَدَ

مَنْ صَبَرَ ظَفِرَ

”مَنْ سَارَ عَلَى الدَّرَبِ وَصَلَ

“When there is a will there is a way. Those with patience will be lucky. Those who walked in his path will arrive”

(Ahmad Fuadi, The Land of Five Towers trilogy)



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ABSTRAK

Penelitian ini berjudul Implementasi P5 PPRA (Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan Lil Alamin) dalam Pembelajaran Bahasa Inggris, menginvestigasi implementasinya pada pembelajaran bahasa Inggris untuk siswa Fase B di MIS Wonoyoso, khususnya berfokus pada membaca dan menanggapi teks pendek. Latar belakangnya menekankan peran pendidikan dalam kemajuan nasional dan tujuan P5 PPRA untuk mengembangkan siswa dengan kecerdasan akademik dan karakter berdasarkan nilai-nilai Pancasila dan rahmatan lil alamin. Pembelajaran bahasa Inggris mendorong pengembangan kognitif dan karakter melalui pemikiran kritis dalam menanggapi teks. Penelitian ini bertujuan untuk menganalisis implementasi P5 PPRA dalam pelajaran bahasa Inggris untuk membaca dan menanggapi teks pendek di Fase B, serta mengidentifikasi kekurangannya. Pendekatan kualitatif dengan studi kasus digunakan di MIS Wonoyoso, melibatkan siswa kelas empat dan guru bahasa Inggris mereka. Data dikumpulkan melalui wawancara terstruktur, observasi partisipan, dan dokumentasi. Hasil menunjukkan implementasi P5 PPRA melibatkan perencanaan, pelaksanaan, dan evaluasi. Perencanaan meliputi modul ajar yang berfokus pada kolaborasi dan kreativitas, hasil pembelajaran membaca dan menanggapi, serta rubrik penilaian. Implementasi menggunakan Project-Based Learning (PjBL) dengan media audio-visual dan kartu teks untuk aktivitas yang menarik. Kekurangannya meliputi kendala waktu, keterbatasan observasi setiap siswa secara individu, dan keterbatasan media serta sumber belajar.

Kata kunci: *P5 PPRA, pembelajaran Bahasa Inggris, Fase B, membaca dan menanggapi teks pendek*

ABSTRACT

This research, titled Implementation of P5 PPRA (Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan Lil Alamin) in English Lessons investigates the implementation in English language learning for Phase B students at MIS Wonoyoso, specifically focusing on reading and responding to short texts. The background emphasizes education's role in national progress and P5 PPRA's aim to develop students with academic intelligence and character based on Pancasila and rahmatan lil alamin values. English learning fosters cognitive and character development through critical thinking in text response. The study aims to analyze the implementation of P5 PPRA in English lessons for reading and responding to short texts in Phase B, and identify shortcomings. A qualitative case study approach was used at MIS Wonoyoso, involving fourth-grade students and their English teacher. Data was collected via structured interviews, participant observation, and documentation. Results show P5 PPRA implementation involves planning, execution, and evaluation. Planning includes teaching modules focusing on collaboration and creativity, learning outcomes for reading and responding, and assessment rubrics. Implementation uses Project-Based Learning (PjBL) with audio-visuals and text cards for engaging activities. Shortcomings include time constraints, limited individual student observation, and insufficient learning media and resources.

Keywords: P5 PPRA, English learning, Phase B, reading and responding to short texts

PREFACE

All praise and thanks belong to Allah, the Most Gracious, the Most Merciful, for His endless blessings and guidance. It is by His will that I was able to complete this thesis, titled **"Implementation of P5 PPRA (Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan Lil Alamin) in English Lessons"**

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TABLE OF CONTENTS

| | |
|--|-------------|
| SURAT PERNYATAAN KEASLIAN SKRIPSI | ii |
| NOTA PEMBIMBING | iii |
| APPROVAL SHEET | iv |
| MOTTO | v |
| ACKNOWLEDGEMENT | vi |
| ABSTRAK | vii |
| ABSTRACT | viii |
| PREFACE..... | ix |
| TABLE OF CONTENTS..... | x |
| FIGURE LIST | xi |
| CHAPTER I INTRODUCTION..... | 12 |
| 1.1 Background of the Research..... | 12 |
| 1.2 Formulations of the Problem | 15 |
| 1.3 Operational Definition | 15 |
| 1.4 Aims of the Study | 16 |
| 1.5 Significances of the Research..... | 17 |
| CHAPTER V CONCLUSION | 19 |
| 5.1 Conclusion..... | 19 |
| 5.2 Recommendation | 20 |
| REFERENCES..... | 22 |

FIGURE LIST

| | |
|---|----|
| Figure 1. The Conceptual Design of the Study..... | 24 |
|---|----|



CHAPTER I

INTRODUCTION

1.1 Background of the Research

Education is the most important factor in determining the progress of a nation. A great nation certainly possesses an excellent concept of education and how to prepare for the educational needs of its future leaders. As Nelson Mandela stated, "Education is the most powerful weapon which you can use to change the world." This aligns with the teachings of Islam, which emphasize the obligation to seek knowledge and disseminate it as part of righteous deeds (Kusumawati, 2022). One such initiative is the *Projek Penguatan Profil Pelajar Pancasila* and *Profil Pelajar Rahmatan Lil Alamin*. This project aims to develop students who are not only academically intelligent but also possess character grounded in the values of Pancasila and the teachings of Islam that promote *rahmatan lil alamin*.

English language lessons, as one of the subjects taught in schools, have great potential in developing students' cognitive abilities and character. Through language learning, students not only study grammar and vocabulary but also explore culture, ethics, and universal values that can enrich their perspectives and personalities (Sutrisna, 2021). One important learning outcome in the English subject is the ability to read and respond to short texts. This skill not

only enhances students' literacy but also teaches them to think critically and reflectively about the various information they receive.

Indonesia is a country that does not use English as its official language. This results in minimal exposure to English outside of formal lessons, making students unaccustomed to using the language in everyday contexts. Furthermore, teaching methods that emphasize rote memorization of vocabulary rather than practical language use lead to a lack of motivation among students (Adhikararaksaka, 2020). This situation is evident at MIS Wonoyoso 02, particularly in Phase B, where students are becoming more active; thus, passive learning methods are perceived as boring by the students. Learning methods that fully engage students are more appealing to them, as they require greater interaction and participation in the learning process. The P5 PPRA framework implemented in the curriculum actively engages students while applying some dimensions and values that shape their character. These dimensions are: 1) Faithful, devoted to God Almighty, and possessing noble character; 2) Global diversity; 3) Cooperation; 4) Independence; 5) Critical thinking; 6) Creativity (Kemendikbud RI, 2021). In addition to the six dimensions, students also practice moderate religious values, both as Indonesian learners and as global citizens. The values of religious moderation include: 1) Decency (*ta'addub*); 2) Exemplarity (*qudwah*); 3) Citizenship and nationalism (*muwatanah*); 4) Taking the middle path (*tawassut*); 5) Balance (*tawazun*); 6) Straightforwardness and firmness (*i'tidal*); 7) Equality (*musawah*); 8) Deliberation (*syura*); 9) Tolerance (*tasamuh*); 10) Dynamism and innovation

(*tatawwur wa ibtikar*) (Kementerian Agama RI, 2022). Through these dimensions and values, students not only receive lessons that actively involve them but also effectively shape their character.

The integration of the *Projek Penguatan Profil Pelajar Pancasila* and *Profil Pelajar Rahmatan Lil Alamin* into English language learning, particularly in the learning outcomes of reading and responding to short texts in Phase B, is a strategic step toward achieving holistic educational goals. Thus, students are expected not only to master language competencies but also to instill the values of Pancasila and the teachings of Islam in their daily lives. This aligns with the national education goals aimed at shaping an Indonesia that is faithful, devout, morally upright, intelligent, and possesses a strong character.

MIS Wonoyoso is a *Sekolah Penggerak* that has implemented the Merdeka Curriculum in its teaching and learning activities. As a *Sekolah Penggerak*, MIS Wonoyoso serves as a model for other schools on how to apply the Merdeka Curriculum, including the P5 PPRA framework. According to an interview conducted by the researcher with an English teacher in Phase B, it was stated that at MIS Wonoyoso, the implementation of P5 PPRA goes beyond the weekly P5 PPRA lesson hours. In fact, at MIS Wonoyoso, particularly in English lessons, P5 PPRA is a primary focus for the subject matter, allowing students to apply the values of P5 PPRA not only during their specific lessons but also when engaging with other subjects. The teacher also added that this approach is expected to strengthen students' character, as they become accustomed to recognizing and embracing the values of P5 PPRA.

Therefore, this research aims to examine the implementation of the *Projek Penguatan Profil Pelajar Pancasila* and *Profil Pelajar Rahmatan Lil Alamin* in English language learning in Phase B, focusing on the learning outcomes of reading and responding to short texts.

1.2 Formulations of the Problem

The objective of this study is to address the following inquiries:

- 1.2.1 How is P5 PPRA implemented in English Lessons for phase B mainly in the learning outcomes of reading and responding to short texts?
- 1.2.2 What are the shortcomings of the implementation of P5 PPRA in English Lessons for phase B mainly in the learning outcomes of reading and responding to short texts?

1.3 Operational Definition

- 1.3.1 Implementation: Implementation directly involves actions by both private and public individuals/groups aimed at continuously achieving a set of ongoing objectives within pre-established policy decisions (Ekawati, 2013).
- 1.3.2 P5: P5 (*Projek Penguatan Profil Pelajar Pancasila*) Referring to a professional development program designed to enhance teachers' competencies in teaching and managing classroom learning. This program includes training, workshops, and evaluations to ensure that teachers can apply effective teaching methods (Kemendikbud RI, 2021).

- 1.3.3 PPRA: PPRA (Profil Pelajar Rahmatan Lil Alamin) is an educational framework developed by the Ministry of Religious Affairs of the Republic of Indonesia (Kemenag RI). This framework aims to cultivate a holistic profile of students that aligns with the values of Rahmatan Lil Alamin, which translates to "blessing for the universe." The concept emphasizes the importance of nurturing students who are not only academically competent but also possess strong moral and ethical values, social awareness, and a sense of responsibility towards their community and the environment (Kemenag RI, 2022).
- 1.3.4 Phase B: Phase B refers to the second stage in a program or curriculum designed to develop specific skills after students have completed the initial phase. In this context, Phase B pertains to students in grades 3 and 4 of elementary school. At this stage, students are expected to apply the knowledge they have learned in more complex contexts (Kemendikbud RI, 2020).

1.4 Aims of the Study

- 1.4.1 To analyze and describe the implementation of P5 PPRA in English lessons for phase B, specifically regarding the learning outcomes of reading and responding to short texts.
- 1.4.2 To identify and evaluate the shortcomings in the implementation of P5 PPRA in English lessons for phase B, particularly concerning the learning outcomes of reading and responding to short texts.

1.5 Significances of the Research

1.5.1 Theoretical:

1.5.1.1 Contribution to the Development of Learning Models: This research is expected to contribute to the development of learning models that integrate the values of Pancasila and Rahmatan Lil'alamin into English language learning. The findings of this research can serve as a foundation for developing a more comprehensive framework on how these values can be implemented in the context of language learning.

1.5.1.2 Enrichment of Literature on P5 PPRA: This research will enrich the literature on the implementation of P5 PPRA, particularly in the context of English language learning. The findings of this research can serve as a reference for future studies that aim to explore the same topic in greater depth.

1.5.2 Empirical:

1.5.2.1 Testing a New Learning Model: This research is an effort to test a learning model that integrates P5 PPRA into English language learning. The results of this research can provide empirical evidence regarding the effectiveness of this learning model in enhancing students' abilities to read and respond to short texts.

1.5.2.2 Empirical Data on the Impact of P5 PPRA: This research will generate specific empirical data regarding the impact of P5 PPRA on students' learning outcomes. This data can be used to

compare the effectiveness of P5 PPRA with conventional learning models.

1.5.3 Practical:

1.5.3.1 Improvement of Learning Quality: The results of this research can be utilized by English teachers to enhance the quality of classroom learning. Teachers can adopt effective strategies and teaching methods based on the findings of this research.

1.5.3.2 Curriculum Development: The findings of this research can provide input for the development of an English curriculum that is more relevant to students' needs and the demands of the times. The curriculum can be better designed to integrate the values of Pancasila and Rahmatan Lil'alam.

1.5.3.3 Character Development of Students: This research is expected to contribute to the formation of students' character, fostering individuals who are morally upright, possess global competencies, and are capable of coexisting harmoniously with others.

CHAPTER V

CONCLUSION

5.1 Conclusion

5.2.1 Implementation of P5 PPRA in English lesson for phase B at grade 4 MIS Wonoyoso, particularly in the aspects of reading and responding to short texts, is carried out through the stages of planning, implementation, and evaluation. In the planning stage, the teacher prepares a teaching module that includes learning achievements, objectives, facilities, and assessment rubrics aligned with the values of P5 (cooperation, independence, creativity). During the execution stage, the teacher employs the Project-Based Learning (PjBL) model and various supporting media to facilitate engaging activities for reading and responding to short texts through collaborative projects. The implementation begins with introductory activities, including greetings, prayers, checking students' readiness, and aperception, followed by core activities that involve vocabulary learning, the "Arrange Me!" game, and group projects to create vocabulary flashcards. The closing activities include reflection, where students recall the vocabulary learned, followed by a closing prayer and farewell. Evaluation is conducted by the teacher through reflection, feedback, assessment rubrics, and formative tests. Overall, the implementation of P5 PPRA in English learning Phase B at Grade 4 MIS Wonoyoso, particularly in

reading and responding to short texts, is in line with the principles of Piaget's constructivism and the applicable learning achievement documents.

5.2.2 The shortcomings in the implementation of P5 PPRA in English lesson for phase B at grade 4 MIS Wononyoso, particularly in the aspects of reading and responding to short texts, include time constraints, limitations in observing each student, and limitations in resources and learning media. These challenges can hinder the effectiveness of the learning process and the ability of teachers to provide individualized attention and support to each student. Addressing these limitations is essential for enhancing the overall quality of education and ensuring that all students achieve the desired learning outcomes.

5.2 Recommendation

Based on the findings of the research regarding the implementation of P5 PPRA in English learning Phase B at Grade 4 MIS Wonoyoso, particularly in the aspects of reading and responding to short texts, the researcher provides the following recommendations to the relevant parties:

5.2.1 To the school, it is recommended to optimize the provision of learning facilities and infrastructure, such as projectors and technology-based teaching materials, to support the maximal implementation of P5 PPRA and facilitate teachers in conducting more creative and innovative learning. Additionally, the school could organize regular training programs for teachers to strengthen their pedagogical competencies,

particularly in developing Project-Based Learning (PjBL) methods and assessment techniques that align with the characteristics of the students.

5.2.2 To the teacher, it is advised to continuously develop creativity and professionalism in designing English learning within the context of P5 PPRA. Teachers are also expected to utilize various relevant media and adjust their teaching methods to align with the characteristics and interests of the students. Furthermore, teachers can develop strategies to observe students' learning progress individually, even when facing time constraints.



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