

Innovative Learning Planning in the Pancasila Student Profile Strengthening Project in Islamic Religious Education in Madrasah Ibtidaiyah and Elementary Schools

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Abstract

This research aims to examine innovations in lesson planning within the context of the Project to Strengthen the Students Profile of Pancasila in Islamic Education at Madrasah Ibtidaiyah and Elementary Schools. Through a literature review method, the study identifies innovative strategies that can be applied to enhance the Pancasila student profile. The analysis includes educational theories, previous research, and the concept of the Pancasila student profile, along with its relevance to Islamic education at the elementary level. The findings indicate that innovations in lesson planning – such as using educational technology, project-based learning approaches, and integrating Pancasila values into the curriculum – can improve the effectiveness of teaching and learning. These findings have practical implications for educators in designing and implementing innovative teaching strategies to support strengthening the Pancasila student profile.

Keywords: Innovation; Lesson Planning; Project to Strengthen Students Profile of Pancasila; Subject of Islamic Religion Education

INTRODUCTION

The world of education continues to experience rapid development along with technological advances and social changes that occur in society. In the 21st century, students' needs are no longer limited to mastering academic material alone, but also include critical skills such as critical thinking, creativity, collaboration, and communication. Therefore, traditional approaches to learning are often no longer adequate to meet these needs. Innovation in learning planning is very important to create a dynamic and relevant learning environment, which can motivate students and prepare them to face future challenges. New approaches such as project-based learning, the use of digital technology, and other interactive methods can help students develop the skills needed to succeed in this changing world. This requires educators to develop academic and non-academic skills in students in the learning process at school, so that they are ready to enter the workforce and are able to compete with other countries.¹ Thus, innovation in education is not just an option, but a necessity to ensure that students can reach their full potential.

Innovation plays a crucial role in responding to the ever-evolving social, technological and economic changes. In this digital era, technological advances have changed the way we communicate, work and learn. Social changes, such as increasing awareness of diversity and inclusion, also demand new approaches in various aspects of life, including education. In addition, the increasingly complex dynamics of the global economy require new skills that are relevant to the needs of the current job market. The 2014 ASEAN Business Outlook Survey report revealed that Indonesia is seen as a major destination for foreign investment, even becoming one of the leading investment destinations in the ASEAN region.² Therefore, innovation in various fields, including education, is very important to

ensure adaptation to these changes. By adopting an innovative approach, more effective and efficient solutions can be created, as well as preparing future generations to better face future challenges. Innovation not only helps to stay relevant, but also opens up new opportunities for sustainable growth and development.

In line with the importance of innovation, identifying the challenges faced in teaching Islamic Religious Education at the elementary level is essential to understanding the context and needs of innovation in education. These challenges include limited resources, such as the lack of relevant and interesting teaching materials, and limitations in the use of educational technology. In addition, the variety of student backgrounds and differences in their level of understanding of religious material are also obstacles that must be overcome by educators. Rigid and inflexible curricula often do not provide space for creative and innovative learning approaches. These challenges require new strategies that can accommodate students' needs more effectively and efficiently.

By identifying and understanding these challenges, educators can design more innovative and relevant learning plans, thereby improving the quality of teaching of Islamic Religious Education at the elementary level. Both schools and madrasahs in Indonesia must be responsive to the challenges of the 21st century.³ Innovation in responding to social, technological, and economic changes is key to overcoming these challenges and ensuring that religious education remains relevant and effective in shaping students' character.

According to Rahayu et al.⁴ realizing the character of the Indonesian nation in the 21st century is a challenge for this country, and innovation in Islamic Religious Education learning in Madrasah Ibtidaiyah and Elementary Schools is one effective solution to answer this challenge. With a more creative and contextual approach, educators can insert Pancasila values in every aspect of learning, so that students not only understand religious material, but also apply it in their daily lives. For example, the use of technology in learning can encourage students to collaborate and interact positively, which is in line with the values of mutual cooperation and tolerance. In addition, the development of a curriculum that is responsive to social change and the needs of society will equip students with the skills needed to become individuals with character, wisdom, and responsibility, in accordance with the spirit of Pancasila. Thus, innovation in Islamic Religious Education in Madrasah Ibtidaiyah and Elementary Schools is an important means of forming a generation that is not only academically intelligent, but also strong in national values.

Therefore, innovative learning planning in the project to strengthen the Pancasila Student Profile in Islamic Religious Education in Madrasah Ibtidaiyah and Elementary Schools is very important to ensure that students can internalize the values of Pancasila effectively. By designing learning that focuses not only on knowledge transfer, but also on character development, educators can create relevant and engaging learning experiences. For example, through collaborative projects involving the community, students can learn about values such as justice and social responsibility in real contexts. This not only improves their understanding of religious material, but also forms positive attitudes and essential social skills in the 21st century. Thus, mature and innovative planning is needed to create a generation that is not only intelligent, but also has integrity and character in accordance with the ideals of the nation.

LITERATURE REVIEW

Learning Planning

Learning planning is a crucial activity carried out by teachers to design a comprehensive learning process, including determining objectives, selecting materials, and identifying sources, tools, and media to be used. Each of these elements is interrelated and functions as the main guide, allowing teachers to apply effective approaches and strategies and conduct appropriate evaluations, in order to achieve optimal learning outcomes for students.⁵

In the context of education, lesson planning is not just a routine, but is a foundation that supports the success of the teaching and learning process. By setting clear goals, teachers can determine relevant and appropriate material according to students' needs, and choose the right sources and media to support understanding. The approach and strategy chosen will affect the interaction

between students and the material, so it is important to consider different learning styles. In addition, evaluations carried out after the learning process takes place will provide useful feedback, both for teachers and students, to improve the quality of learning in the future. Thus, careful planning can create a more effective and productive learning environment.

Lesson planning is something that is very important and cannot be missed by a teacher before starting learning. This is needed to be a controller of individual achievement of the learning objectives that have been formulated.⁶ With a clear plan, teachers can organize teaching materials and methods effectively. In addition, planning also helps in identifying the right tools and media to support the learning process. Ultimately, the lesson plan allows teachers to conduct systematic evaluations to measure the achievement of goals.

Lesson planning not only facilitates teaching but also creates a structured learning experience for students. With a plan, teachers can set priorities in delivering material, so that learning time is more efficient. In addition, planning allows teachers to adjust the approach according to the needs and characteristics of students. A thorough plan can also reduce the risk of confusion in the teaching and learning process. Finally, good planning supports teacher reflection and professional development to improve the quality of learning in the future.

The basic elements in learning planning, such as objectives, materials, methods, and assessments, interact with each other to build an effective structure for students' learning experiences.⁷ Clear objectives serve as a guide for teachers to determine the right material, ensuring relevance and depth that are appropriate to students' abilities. The method chosen, whether it is discussion, project, or problem-based learning, will affect how students interact with the material and each other. Assessment, on the other hand, serves to evaluate student understanding and provide constructive feedback, allowing teachers to adjust the approach if necessary. By considering all these elements, learning planning can be optimized to support larger educational goals.

Learning planning is a very important foundation in the educational process, which not only defines objectives and materials, but also ensures that the right methods and tools are used to support students' learning experiences. With a systematic approach, teachers can create a learning environment that is structured and responsive to the needs and characteristics of students. Interrelated planning elements, such as objectives, methods, and assessments, work together to optimize the learning experience and achieve maximum results. Therefore, investing time and effort in learning planning will contribute significantly to the success of education and the professional development of teachers in the future.

In planning learning activities in the Merdeka curriculum, in general there are several aspects that need to be prepared, namely the annual program; semester program; learning objective flow, and; teaching modules. The annual program functions as a basic framework for learning plans for one academic year. In this program, the time allocation for each topic is clearly determined, so that teachers can plan the right time for each material to be taught. In addition, this program also includes the learning strategies to be used, helping teachers choose the most effective method to deliver material to students. Thus, the annual program provides a comprehensive guide for the entire learning process.⁸

Semester program is an important document in the world of education that summarizes all teaching and learning activities for one semester.⁹ In its preparation, time allocation is the main factor considered so that each topic can be taught effectively and not rushed. In addition, the number of topics that must be delivered during the semester also affects how this plan is formulated. By considering these two aspects, teachers can determine the priority of the material and create a schedule that allows students to understand each topic well.

In addition to time allocation and number of topics, the frequency of exams is also a crucial component in the semester program. Exams that are adjusted to the educational calendar help ensure that evaluations are carried out regularly and in accordance with student learning progress. With planned exams, students can be better prepared and motivated to learn, while teachers can evaluate student understanding periodically. The overall structure of this semester program aims to create an organized learning environment, so that students can achieve optimal learning outcomes.

The flow of learning objectives is an important element in educational planning that aims to provide a clear structure and direction for the teaching and learning process (Rindayati et al., 2022). By systematically and logically structuring learning objectives, the Learning Objective Flow helps educators identify the steps that must be taken to achieve the desired learning outcomes. Each phase in this flow is designed to build students' understanding gradually, from the introduction of basic concepts to mastery of more complex material. This ensures that students not only obtain information but can also relate the knowledge they have learned in a broader context.

In addition, the Learning Objective Flow also plays a role in facilitating evaluation and reflection on the learning process. With a clear flow, teachers can more easily assess whether students have achieved the goals set at each phase. If there is a mismatch between the objectives and the results obtained, teachers can make adjustments to the methods or materials taught. Thus, the Learning Objective Flow is not only a guide for teachers but also provides benefits for students to understand their progress in the learning process, so that they can be more motivated and involved in learning.

The teaching module is a tool that is systematically developed to support the implementation of the Learning Objective Flow by referring to the Learning Achievements and the Pancasila Student Profile.¹⁰ In its preparation, this module aims to create a structured and comprehensive learning experience, so that students can understand the material better. By considering the characteristics of students, the teaching module is designed to meet their needs, ensuring that each element included is relevant and interesting, and able to motivate students in the learning process. In addition, the teaching module is arranged based on the developmental stage of the students, which means that the materials and learning methods used will be adjusted to their abilities and needs at each learning phase. Focusing on long-term learning objectives is key in the development of this module, so that students not only gain temporary knowledge, but also develop skills and deep understanding that will benefit them in the future. Thus, the teaching module functions as a comprehensive guide that supports a sustainable and effective learning process.

Innovative learning

Innovative learning, etymologically, consists of two words, namely "learning" and "innovative." The word "learning" refers to the process by which individuals or groups acquire knowledge, skills, and attitudes through various experiences, both through formal and informal teaching. Meanwhile, "innovative" comes from the word "innovation," which means a new or creative way of doing something. By combining these two concepts, innovative learning seeks to create a more interesting and effective learning environment, and is able to answer the challenges of the times and the needs of students.

In terms of terminology, innovative learning can be understood as a learning process that integrates new, creative methods and approaches, with the aim of improving students' learning experiences and outcomes. This process not only emphasizes traditional delivery of materials, but also involves the use of technology, collaboration between students, and the application of project-based and problem-based learning. Thus, innovative learning focuses on creating an interactive and dynamic learning atmosphere, where students are encouraged to think critically and participate actively. This approach aims to answer the challenges of education in the modern era, prepare students with relevant skills, and increase their motivation in learning.

Innovative learning has different characteristics from conventional learning. The characteristics of innovative learning include, (1) building interactivity, collaboration, and student involvement and (2) having flexibility and adaptability in learning methods.

The first characteristic of innovative learning is building interactivity, collaboration, and student involvement in learning. Interactivity in innovative learning refers to the active involvement of students, including active dialogue, use of technology, and instant feedback that enriches understanding. On the other hand, collaboration emphasizes student cooperation in achieving learning goals, through group projects, peer-to-peer learning, and creating a supportive social environment. Meanwhile, student engagement refers to the level of participation and motivation, which is demonstrated through intrinsic motivation, practical activities, and responsibility in managing the learning process. These three elements complement each other to create a dynamic and effective

learning experience. According to Nurdyasnyah and Andiek,¹¹ the main characteristic of innovative learning lies in the student-centered approach, which is a learning approach that provides opportunities for students to understand and build knowledge independently with the help of peers. In addition, innovative learning also emphasizes flexibility and adaptability in learning methods that allow teachers to adjust teaching strategies according to students' needs, learning styles, and contexts. This flexibility includes the use of various approaches, such as project-based learning, online learning, or collaborative learning, which can be changed according to class dynamics and student development. Adaptability also means the ability to respond to changing conditions, such as shifts in technology or new learning needs, so that the learning process remains relevant and effective. In this way, students can experience a more personal and relevant learning experience, which in turn increases their motivation and learning outcomes. This character is in line with the principles of the Active, Innovative, Creative, Effective, and Enjoyable Learning (AICEEL) model, where learning with this approach needs to pay attention to the talents, interests, and learning styles of students, not just their academic potential.¹²

Based on the explanation above, it can be understood that innovative learning requires active involvement of students during the learning process. Therefore, learning must use an approach that provides many opportunities for students to carry out various activities. In other words, the approach used must be Student Centered.

One approach that can be applied in the Student Centered approach is the Project Based Learning (PjBL) Learning Model, or project-based learning. According to Santoso,¹³ this model is an innovative learning model in teaching concepts in the material. This model is designed to involve students directly in projects that are relevant to everyday life. Thus, students can not only apply the knowledge they have learned in real contexts, but also actively participate in the learning process.

In addition to teaching concepts in teaching materials, project-based learning also teaches various strategies for achieving success in the 21st century. This learning model helps students develop the necessary skills, increase their sense of responsibility, and train their abilities in problem-solving, self-management, communication, and creativity.¹⁴

Project-based learning naturally facilitates the integration of technology, which is increasingly important in enriching students' learning experiences. Innovative learning can balance the functions of the left and right brain by managing technology-based media in the process, so that it can build students' self-confidence.¹⁵ The integration of technology in project-based learning plays an important role in increasing interaction between students and supporting a more dynamic learning process.

By using digital tools such as collaboration platforms, discussion forums, and project management applications, students can communicate more effectively and work together to complete assignments. This technology allows them to share ideas and resources in real-time, thereby strengthening communication and collaboration skills that are much needed in the 21st century. In addition, the use of technology also helps student's access wider information, supporting the development of problem-solving skills and creativity. In this way, technology integration not only enriches the learning experience but also prepares students to adapt to the challenges and opportunities in an increasingly connected world.

Innovative learning with a Student-Centered approach and a project-based model also emphasizes the importance of student collaboration. Collaborative learning involves students working in groups to seek understanding, solve problems, or create products.¹⁶ In this context, students do not only function as individuals who learn separately, but as team members who support each other and share knowledge. This collaboration allows them to combine different perspectives, skills, and ideas, resulting in more creative and effective solutions. Through these interactions, students learn to communicate effectively, resolve conflicts, and manage tasks together, all of which are essential skills in the real world. In this way, collaborative learning not only improves conceptual understanding but also prepares students to function well in an increasingly complex and connected work environment.

Innovative learning that integrates a Student-Centered approach and a project-based model offers an effective solution to the challenges of education in the modern era. By focusing on collaboration and interaction between students, this method not only improves conceptual

understanding but also strengthens social skills and problem-solving abilities that are much needed in the real world. The integration of technology into the learning process further enriches the learning experience, allowing students to adapt to ever-evolving changes and innovations. With this approach, students are prepared to become creative, responsible individuals who are ready to face various challenges in the future. Therefore, it is important for educators to continue to implement and develop innovative learning methods to create a more dynamic and enjoyable learning environment.

Pancasila student profile strengthening project

In the independence curriculum, there is a program designed to improve the quality of education through character development activities known as the Pancasila Student Profile.¹⁷ This program focuses on the formation of attitudes and values that reflect the spirit of Pancasila, such as tolerance, mutual cooperation, and love for the country. By integrating character education into learning, it is hoped that students will not only gain academic knowledge, but also develop a strong personality with integrity. Through various innovative learning activities and experiences, the Pancasila Student Profile seeks to create a young generation that is ready to face the challenges of the times and contribute positively to society.

Ki Hajar Dewantara stated that education has an important role in developing students' potential to become Indonesian people with noble character through strengthening the values of character and students' thinking.¹⁸ Education does not only aim to transfer knowledge, but also to form good character and personality. By integrating character into the learning process, students are taught to appreciate human values, empathize with others, and be responsible for the social environment. This is important to create a generation that is not only academically intelligent, but also has high morality and is able to contribute positively to society. Thus, character education is a strong foundation for building a civilized and dignified nation.

The Pancasila Student Profile is realized through the Pancasila Student Profile Strengthening Project program which involves cross-disciplinary learning with the Project-Based Learning model.¹⁹ This program is designed to provide practical experience for students, so that they can observe and analyze various problems that exist in the surrounding environment. In this way, students are invited to think critically and creatively in finding solutions, as well as applying Pancasila values in real action. The Project-Based Learning model not only improves academic understanding, but also develops collaboration and communication skills, which are very important in everyday life. Through these projects, it is hoped that the younger generation can grow into individuals who are responsive, have integrity, and are able to contribute positively to society.

The Pancasila student profile strengthening project aims to strengthen students' character through a holistic approach. This initiative involves various dimensions, such as Pancasila values, social skills, and environmental awareness. The Pancasila student profile strengthening project is an initiative that involves various dimensions in strengthening students' character, with the main focus on strengthening character, not on its results or products.²⁰ Thus, it is hoped that students will not only be academically intelligent, but also have attitudes and behaviors that reflect Pancasila values in everyday life.

There are six indicators in the Pancasila student profile, as follows Badan Standar, Kurikulum, dan Asesmen Pendidikan.²¹ First, Faith and Devotion to God Almighty and Noble Morals: This indicator refers to the importance of faith and devotion to God and noble morals. Students who have good morals will have a good relationship with God and understand the teachings of their religion, and apply this knowledge in their daily lives. This also includes an understanding of morality, social justice, and love for religion, humanity, and nature. There are five aspects of faith and devotion, namely morals in religion, personal morals, morals towards fellow human beings, morals towards nature, and morals towards the nation and state. Second, Global Diversity: This indicator emphasizes the importance of maintaining and respecting existing cultures, including national, local, and identity cultures. Students are encouraged to be open and build relationships with other cultures, which reflects respect for ancestral culture. Global diversity means respecting diversity and differences, without feeling forced or judging others based on ethnocentrism. This principle also applies in a cross-cultural context. Third, Mutual Cooperation: This reflects students' skills in collaborating sincerely and

wholeheartedly, so that activities can run well. In the context of industry 4.0, cooperation is becoming increasingly important. The elements of mutual cooperation include collaboration, mutual care, and a desire to share. Fourth, Independence: Independence here means that students have responsibility for their learning process and outcomes. This includes self-understanding and the ability to manage them in dealing with various situations. Fifth, Critical Reasoning: Students are expected to be able to think critically and objectively in processing information, both qualitatively and quantitatively. They must be able to study, evaluate, and draw conclusions from the information received. Elements in critical reasoning include receiving and processing information, as well as reflecting on the thinking process. The sixth indicator is Creative: Students' creativity is demonstrated through the ability to create original and useful ideas. Pancasila students are expected to be able to solve problems and produce innovative methods. The elements of creativity include the creation of new ideas and original works and activities.

As an effort to strengthen student character, the six indicators in the Pancasila student profile are an important foundation that supports the objectives of this project. These indicators not only describe the ideal character that is expected, but also reflect the values that must be applied in everyday life.

METHOD

A literature study collects theoretical references related to existing cases or problems.²² The literature study identifies and explains innovative strategies in learning planning that can be applied in the Pancasila Student Profile Strengthening Project in Islamic Religious Education in Madrasah Ibtidaiyah and Elementary Schools. The study focuses on analyzing various sources related to innovative learning planning, identifying key elements that can improve students' learning experiences. Researchers document various innovative practices that have been applied in Islamic religious education in Madrasah Ibtidaiyah and Elementary Schools (ES). The study also highlights the integration of Pancasila values in learning planning to enrich teaching materials and shape students' characters. The study will present an understanding of innovative learning planning that can be implemented to support broader educational goals. The study explores various creative approaches that can be applied in curriculum design to meet academic standards and be relevant to students' social and cultural backgrounds. The results of the study will provide practical insights for educators in designing interesting learning experiences that have a positive impact on students' character development.

DISCUSSION

The learning method of Islamic religious education in the era of the industrial revolution 4.0 must be able to adapt to the ongoing changes of the times, especially in the context of innovative learning planning.²³ In the project to strengthen the profile of Pancasila students, an adaptive and creative learning approach is needed to shape students' character and competence. By integrating relevant technology and methods, Islamic religious education can create interesting and relevant learning experiences, so that students not only understand religious values, but can also apply them in their daily lives in accordance with the principles of Pancasila.

Innovative learning planning in the Project to Strengthen the Profile of Pancasila Students in Islamic Religious Education in Madrasah Ibtidaiyah and Elementary Schools, it is important to integrate elements that support student characteristics according to the six indicators set. Learning planning must include clear objectives that focus not only on academic aspects, but also on developing student character. By designing activities that emphasize Pancasila values, such as tolerance and mutual cooperation, teachers can create a learning environment that supports the formation of positive attitudes and behaviors.

One approach that can be applied is project-based learning, which allows students to be directly involved in activities that are relevant to everyday life. Through this project, students not only learn religious concepts, but also practice critical and creative thinking in dealing with problems. For example, students can do a project on environmental awareness that integrates Pancasila values, where

they work together to find solutions to environmental issues around them. This approach is in line with the objectives of the Pancasila Student Profile Strengthening Project, which emphasizes collaboration and student involvement in the learning process.

In addition, the use of technology in innovative learning planning is also very important. By utilizing digital tools, students can collaborate effectively, share ideas, and present their projects online. Technology integration not only enriches the learning experience but also prepares students to face challenges in the digital era. In this context, teachers need to design learning plans that prioritize the use of digital media to support interaction and collaboration between students, as well as provide constructive feedback.

Thus, innovative learning planning in the project to strengthen the profile of Pancasila students in Islamic religious education in Madrasah Ibtidaiyah and Elementary Schools must involve various approaches that focus on students. Through the integration of Pancasila values, project-based learning, and the use of technology, it is hoped that students will not only gain in-depth academic knowledge, but also develop the character and social skills needed to become a responsible and integrated generation. This approach will create a fun and effective learning experience, which in turn will support the broader educational goals of forming individuals who are ready to face the challenges of the times.

In addition, innovative learning planning also needs to prioritize differentiation in teaching methods to meet the diverse needs and learning styles in the classroom. By recognizing the characteristics of each student, teachers can design a variety of activities, such as group discussions, presentations, and hands-on activities, that support the development of creativity and problem solving. For example, in a project that raises the theme of tolerance, students can be asked to make videos or posters that illustrate these values, so that they not only learn in theory, but also practice applying them in creative forms.

Furthermore, evaluation must also be designed comprehensively to cover cognitive, affective, and psychomotor aspects. Through continuous formative assessment, teachers can provide constructive feedback and support students' learning processes. For example, in addition to exam assessments, teachers can use assessment rubrics for group projects that assess cooperation, creativity, and understanding of Pancasila values. In this way, students are expected to feel the benefits of the learning process, and are motivated to continue to develop.

Overall, innovative learning planning in the context of the Pancasila Student Profile Strengthening Project is not only about achieving academic results, but also about shaping students' character and social skills that are relevant to the needs of the times. With a student-focused approach, integration of Pancasila values, and application of varied learning methods, Islamic religious education in Madrasah Ibtidaiyah and Elementary Schools can be an effective medium for creating a generation that is intelligent, has character, and is ready to face future challenges.

Innovative learning planning in the context of the Pancasila Student Profile Strengthening Project must also pay attention to the local context and cultural relevance. By linking subject matter to students' daily lives and the values that exist in society, teachers can make learning more meaningful. For example, in Islamic religious learning, students can be invited to identify and analyze tolerance practices in the context of cultural diversity in their environment. This not only strengthens their understanding of Pancasila values, but also develops critical and reflective thinking skills.

In addition, collaboration between students must be strengthened through organizing projects that involve cross-class or inter-school collaboration. Such projects can create a more dynamic learning atmosphere and encourage students to share ideas and learn from each other. For example, in a project that focuses on community service, students can work together in groups to design social activities that contribute to their community. This not only teaches them about social awareness, but also trains communication and collaboration skills which are very important in the real world.

The use of technology in learning planning is also a crucial aspect. By utilizing digital tools and collaborative platforms, students can connect with a wider source of information and collaborate in real-time. For example, using a project management application to plan and implement their

projects, or using social media to discuss their ideas with friends. Technology can enrich the learning experience and make learning more interactive and fun, thereby increasing student motivation.

Finally, it is important to ensure that all elements of the learning plan are integrated. Objectives, materials, methods, and assessments must be designed synergistically to create a holistic learning experience. For example, learning objectives must be clear and measurable, materials must be relevant to students' lives, methods must be engaging and interactive, and assessments must be diverse and support student growth. With this integrated approach, Islamic religious education in Madrasah Ibtidaiyah and Elementary Schools can not only achieve academic goals, but also shape the character and values of Pancasila in students, making them individuals who are ready to face global challenges in the future.

CONCLUSION

Innovative learning planning in the Pancasila Student Profile Strengthening Project in Islamic Religious Education in Madrasah Ibtidaiyah and Elementary Schools must integrate elements that support student character development according to the six dimensions set. Through a project-based learning approach, the use of technology, and differentiation of teaching methods, teachers can create relevant and meaningful learning experiences. This approach focuses not only on academic achievement, but also on character building and social skills, which are important to prepare students to face future challenges. By designing interesting and collaborative activities, it is hoped that students can internalize the values of Pancasila and become a responsible, intelligent, and integrated generation.

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