

Integration of Multicultural Values and Religious Moderation in the Pancasila Student Profile Strengthening Project (P5)

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ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489	Education in Indonesia not only serves as a means of transferring knowledge, but also as a medium for shaping the character of the nation based on the values of Pancasila. Amidst cultural and religious diversity, there is an urgent need to integrate multicultural values and religious moderation into the education system, especially in the implementation of the Pancasila Student Profile Strengthening Project (P5). This article aims to answer three main questions: (1) the concept of multicultural values in education, (2) the concept of religious moderation in the context of education in Indonesia, and (3) strategies for integrating multicultural values and religious moderation in P5. Through a literature review of various journals and books, this study found that multicultural education emphasizes respect for differences and social justice, while religious moderation emphasizes balance, tolerance, and respect for differences in beliefs. The integration of these two concepts in P5 can be realized through a contextual, collaborative, and experience-based approach to learning that is humanistic and participatory.
KEYWORD Multiculturalism, Religious Moderation, P5, Character Education, Pancasila.	

1. Introduction

Indonesia is known as a diverse nation with a variety of ethnic groups, religions, languages, and cultures spread from Sabang to Merauke. This diversity is a national treasure that forms part of the country's identity, but it can also be a source of conflict if not managed properly through education that instills values of tolerance and multiculturalism from an early age. (H.A.R Tilaar, 2004) Education plays an important role in shaping students' characters so that they are able to respect differences, live together peacefully, and have a moderate attitude towards religious and cultural diversity in society. (Banks, James A, 2010).

The implementation of the Pancasila Student Profile Strengthening Project (P5) in the Merdeka Curriculum is one of the strategic innovations of the Ministry of Education, Culture, Research, and Technology to instill character values in line with the spirit of Pancasila. (Kemendikbudristek, 2021) Through P5, students are guided to not only be cognitively intelligent, but also to have strong character, be adaptive, and have a spirit of mutual cooperation. One of the main themes in P5 is "Global Diversity," which aims to build multicultural awareness and the ability to live in a diverse society.

The integration of multicultural values in P5 cannot be separated from the principle of religious moderation, especially in the context of education in Indonesia, which has a diversity of beliefs. Religious moderation emphasizes a balance between a strong understanding of religion and tolerance towards other religions (Kemenag RI, 2019) This is in line with the national education goal of shaping Indonesians who are faithful, pious, have noble character, and respect the nation's diversity.

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The presence of multicultural values and religious moderation in P5 is very important as a preventive strategy against symptoms of intolerance, radicalism, and social disintegration that may arise among the younger generation (Ngainun Naim and Achmad Syauqi, 2008). Through a project-based educational approach, students are invited to directly experience the process of collaboration, dialogue, and reflection on differences. Thus, the integration of these two values is not merely a conceptual discourse, but rather a practical application in learning that is oriented towards the formation of Pancasila character (Zainuddin M, 2021).

Against this backdrop, a study on the Integration of Multicultural Values and Religious Moderation in the Pancasila Student Profile Strengthening Project (P5) is relevant and urgent to be studied in depth, especially in an effort to strengthen the character of a tolerant, inclusive, and civilized nation amid globalization and rapid social change.

2. Literature Review

The integration of multicultural values and religious moderation in education is a strategic approach to strengthening the national character and tolerance of students in the era of globalization. Multicultural education, as explained by James A. Banks, is not merely the addition of cultural elements to the curriculum, but rather a systematic process of changing the structure of education to reflect justice, equality, and appreciation for the cultural diversity of students (James A. Banks, 2019). This approach emphasizes that every individual, regardless of social, cultural, or religious background, has the same opportunity to develop in an inclusive educational environment (Geneva Gay, 2018).

Meanwhile, religious moderation in the context of education is an effort to instill a balanced, non-extreme attitude towards religion and uphold universal human values (Muhammad Amin Abdullah, 2020). The Ministry of Religious Affairs of the Republic of Indonesia emphasizes that religious moderation encompasses four main indicators, namely: commitment to nationality, tolerance, anti-violence, and acceptance of local traditions (Kemenag RI, 2019). Thus, education that integrates the values of religious moderation will shape students who are faithful, but also open to differences and diversity within the nation.

The Pancasila Student Profile Strengthening Project (P5) in the Merdeka Curriculum provides space for schools to implement these values contextually (Kemendikbudristek, 2022). P5 aims to shape students who are characterful, noble, cooperative, critical thinkers, independent, and creative. The integration of multicultural values and religious moderation in P5 can be done through project themes such as “Global Diversity” and “Build Your Soul and Body,” which foster awareness of diversity and the importance of living together in harmony (N. W. Wardani, 2023).

Various studies show that the integrated application of multicultural education and religious moderation can strengthen social cohesion in schools and foster tolerant and fair-minded character in students (Lestari D, 2022). Therefore, integrating these two values into P5 is a strategic step toward preparing a Pancasila generation that is religious, moderate, and nationalistic (Sutrisno H, 2023).

3. Methodology

The research method used in this study is library research, which focuses on examining various written sources relevant to the topic. The data sources in this study include scientific books, journal articles, and educational policy documents such as the Merdeka Curriculum, the Pancasila Student Profile Strengthening Project (P5), and the Guidelines for Religious Moderation published by the Ministry of Religious Affairs. Data collection techniques were carried out through literature and document analysis to obtain a comprehensive understanding of the integration of multicultural values and religious moderation in the context of education. The collected data was then analyzed using content analysis methods with a qualitative descriptive approach to identify patterns, themes, and key concepts that support the research objectives.

4. Results and Discussion

4.1 Implementation of Multicultural Values in P5

The results of the study show that multicultural values have become an important element in the implementation of the Pancasila Student Profile Strengthening Project (P5), particularly in themes such as “Bhinneka Tunggal Ika” (Unity in

Diversity), “Local Wisdom,” and “Build Your Spirit and Body.” Multicultural values include respect for differences in ethnicity, religion, language, and culture in Indonesia. Through P5, students are encouraged to develop mutual respect, social empathy, and openness to diversity in their environment.

Banks asserts that multicultural education is not limited to introducing different cultures, but also fosters critical awareness of social justice and equality in the educational environment (James A. Banks, 2019). This application is evident in P5 activities such as community-based projects that highlight local traditions and intercultural dialogue in schools. Thus, multicultural values help students understand that diversity is not a threat, but rather a national treasure that must be preserved together.

In addition, research by Rahayu and Sulastri (2023) shows that integrating multicultural values into P5 improves students' social and collaborative competencies in dealing with differences (Dwi Rahayu and N. Sulastri, 2023). This is in line with the objective of P5, which is to shape students with global character, faith, and noble morals through contextual and reflective learning experiences.

4.2 Religious Moderation in the Context of P5

The integration of religious moderation in P5 is reflected in the formation of tolerant, fair, and balanced attitudes towards differences in beliefs. Religious moderation in education does not mean standardizing religious teachings, but rather instilling universal values such as compassion, justice, and humanity (Azyumardi Azra, 2021). The Indonesian Ministry of Religious Affairs (2021) emphasizes that religious moderation is an effort to place religious teachings in proportion, avoid extremism, and make religion a social glue in national life (Kemenag RI, 2021).

In practice, P5 activities with themes such as “Build Your Spirit and Body” or “The Voice of Democracy” often become learning spaces for students to engage in discussions across religions and cultures. Through experiential learning approaches, students learn to understand the values of togetherness in diversity without negating their religious identities.

Research by Suriadi and Hidayat (2022) shows that the application of religious moderation in schools can reduce the potential for intolerance and strengthen social harmony among students (Ahmad Suriadi and Hidayat, 2022). This integration is in line with the P5 principle, which emphasizes the character building of Indonesian students to be faithful, globally diverse, and cooperative.

4.3 Synergy between Multicultural Values and Religious Moderation

The literature review indicates that multicultural values and religious moderation have a mutually reinforcing relationship in the implementation of P5. Multiculturalism provides a social framework that accepts differences as part of a shared identity, while religious moderation provides a moral and spiritual foundation for maintaining balance amid those differences.

Both are important strategies for instilling the values of the Pancasila Student Profile: faith and devotion to God Almighty, global diversity, independence, cooperation, critical thinking, and creativity (Kemendikbudristek, 2022). Through this synergy, students not only understand the concept of diversity in theory, but also practice it in their social lives through project activities, value reflection, and cross-cultural collaboration.

As stated by Tilaar (2004), multicultural education integrated with religious values will produce students with high humanistic and social awareness (H.A.R. Tilaar, 2004). Thus, P5 becomes a strategic vehicle for shaping Indonesian students who are inclusive, moderate, and adaptive to global changes.

4.4 challenges and Implementation Strategies

Although the integration of multicultural values and religious moderation has shown positive results, there are several challenges in its implementation, including: limited understanding among teachers of the concept of religious moderation, a lack of contextual learning resources, and the persistence of stereotypes regarding cultural differences. To overcome this,

teacher training based on a multicultural and religiously moderate approach is needed, as well as the development of P5 modules that are relevant to the local context of the school (Rahmawati and Wulandari, 2023).

In addition, collaboration between educational institutions, religious leaders, and local communities is essential to build an educational ecosystem that supports the values of diversity. Strengthening an inclusive school culture is key to the long-term success of this integration.

5. Conclusion

The integration of multicultural values and religious moderation in the Pancasila Student Profile Strengthening Project plays a strategic role in shaping Indonesian students with a national character, faith, and global perspective. The synergy between the two not only enriches students' cognitive dimensions, but also fosters balanced social and spiritual attitudes. In this context, P5 becomes a forum for contextual learning to instill a spirit of diversity and religious tolerance among students.

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Conflicts of Interest:

The author declares no financial, institutional, or personal conflicts of interest that could influence the results or integrity of this study.

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