

The Influence Of *Rahmatan Lil 'Alamin* Learner Profile On Students' Religious Character

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ARTICLE INFO	ABSTRACT
Article history: Received, October 29 th , 2025 Revised, November 11 th , 2025 Accepted, November 20 th , 2025	<i>This study aims to examine the influence of the Rahmatan Lil 'Alamin Student Profile (PPRA) values on the religious character of students at MAN 3 Padang Pariaman. There are still students who lack discipline in prayer and are less active in religious activities. The PPRA values are internalized through real activities such as Adat Bajamba, Student Council Elections, Friday Blessings, and Ecobricks, which foster religious attitudes, social responsibility, and empathy. The research sample consisted of 99 students in grades X and XI, with data collected through a Likert scale questionnaire and analyzed using simple linear regression. The results showed that the religious character of students was reflected in positive habits such as praying in congregation, praying regularly, giving Friday alms, and being active in religious activities. Regression analysis showed a significance value of 0.000 (<0.05) and an R Square of 0.743, meaning that PPRA values had a significant effect on students' religious character by 74.3%. In conclusion, PPRA values make a strong and significant contribution to shaping the religious character of students at MAN 3 Padang Pariaman.</i>
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1. Introduction

Education is an important strategy in creating quality and character human resources. Law of the Republic of Indonesia Number 20 of 2003 Article 3 on the National Education System emphasizes that education aims to shape character and develop the potential of students so that they become individuals who are faithful, pious, noble, and responsible (Article 3 of Law No. 20/2003 on the National Education System). One of the main characters that is expected to grow is the

religious character, which becomes the basis of students' moral behavior in everyday life (Kamila 2023).

Religious character plays an important role in shaping the personality of moral students. However, various studies show that the loss of religious character can lead to deviant behavior, such as violence, drug abuse, and a low sense of community (Ansori 2020). Internal and external factors, such as family, school, and social environments, also influence the development of students' religious character (Hendayani 2019). The results of the preliminary study at MAN 3 Padang Pariaman show that this madrasah has implemented religious habituation programs and project activities, such as Bajamba Adat Minangkabau, election simulation, and Ecobrick, but not all students have shown optimal internalization of religious characters. There are still students who are less orderly in congregational prayers and less active in religious activities.

To address these issues, the government has implemented the Merdeka Curriculum, which focuses on project-based learning. One of its components is the Project for Strengthening the Profile of Students *Rahmatan lil 'Alamin* (PPRA), which is specially adapted for madrasah (Kementerian Agama RI 2022). The program aims to instill moderate Islamic values through interdisciplinary projects with a contextual approach. Unlike the universal Pancasila Student Profile Project (P5), PPRA emphasizes the integration of Islamic values, such as akhlakul karimah, religious moderation, and love for the country (Dewi 2024). Thus, PPRA is not just a technical adaptation of P5, but an ideological strengthening of Islamic character education in madrasah. Despite its noble goals, the implementation of PPRA still faces obstacles. Previous research mentioned funding constraints and a lack of assistance from related agencies (Hasanah et al. 2024). Abdul Kohar also found that the implementation of P5-PPRA requires adequate resource support to run effectively. This is a challenge for madrasahs in ensuring that students' religious characters are truly internalized.

Based on these problems, it is necessary to conduct an in-depth study of the effect of PPRA implementation on the religious character of students. This research was conducted at MAN 3 Padang Pariaman to provide a real picture of the extent to which PPRA contributes to the formation of religious character. By raising the title "The Effect of the *Rahmatan Lil 'Alamin* Student Profile (PPRA) on the Religious Character of Students at MAN 3 Padang Pariaman", this research is expected to be taken into consideration in developing a more effective religious character education strategy in madrasah.

Although many studies have discussed religious character building in madrasahs, most of them still focus on curricular approaches and worship activities, without reviewing in depth the effectiveness of the implementation of the *Rahmatan lil 'Alamin* Student Profile Strengthening Program (PPRA) as an integrative model of character education. For example, research by Hasanah et al. (2024) highlights the

limitations of resource support and the lack of monitoring of program implementation, but does not examine its direct impact on the religious character dimensions of students. Meanwhile, a study conducted by Kamila (2023) focuses more on the theoretical aspects of strengthening Islamic values, rather than on the empirical evaluation of the implementation of project-based curricula such as PPRA.

In addition, most of the previous studies are still descriptive in nature and have not touched on the causal relationship between the implementation of PPRA and the internalization of religious values in students. In fact, to assess the success of project-based character education, an evaluative approach is needed that is able to measure concrete changes in religious behavior and attitudes. This condition indicates a research gap in understanding the extent to which PPRA truly influences the holistic formation of religious character in the madrasah environment.

Furthermore, there are still differences in the context of PPRA implementation between public and private madrasahs, which are influenced by variations in school culture, availability of funds, and stakeholder support. In the context of MAN 3 Padang Pariaman, this research is important because the madrasah has implemented various contextual activities such as Bajamba Adat Minangkabau and the Ecobrick Project, but there has been no study measuring the extent to which these activities directly contribute to the formation of students' religious character. Thus, this study has novelty value in providing an empirical picture of the effectiveness of PPRA in the context of madrasahs based on local culture.

2. Literature Review

A. Profile of Rahmatan Lil 'Alamin Students (PPRA)

Profil Pelajar *Rahmatan Lil 'Alamin* (PPRA) is a program adapted from the Pancasila Student Profile Strengthening Project (P5) contained in the Merdeka Curriculum. In the Kementerian Agama RI (2022), it is explained that a madrasah as a school with Islamic characteristics, integrates Islamic values in its curriculum to foster the identity and distinctiveness of madrasah. This is the background of the additional value of *rahmatan lil 'alamin* in P5, so that it is known as PPRA. This program is designed to provide contextual and meaningful learning experiences for students through the implementation of thematic projects based on moderate, tolerant, and contextual Islamic values.

PPRA aims to form learners who have religious characters, have good character, love the country, care for the environment, and can practice the values of religious teachings moderately (El Hasbi and Hasanah 2024). In its implementation, PPRA is based on ten important values, including being civilized (*ta'addub*), exemplary (*qudwah*), taking the middle way (*tawassut*), balanced (*tawazun*), straight and firm (*i'tidal*), equality (*musawah*), deliberation (*shura*), tolerance (*tasamuh*), and dynamic and innovative (*tathawwur wa ibtikar*) (dyah 2024). The projects carried out in PPRA include concrete activities such as

Bajamba of Minangkabau customs, Student Elections, Friday Blessings, and Ecobricks, which not only aim to produce work, but also to raise awareness of the importance of the work of the student.

B. Religious character

Religious character is one of the important aspects that is the basis for the formation of students' personalities. According to Arfani (2025), religious character is related to an individual's relationship with God, which is reflected in thoughts, words, and actions based on divine values and religious teachings. Religious character education focuses on creating a school environment that supports students in developing ethics, familiarizing good religious practices, and instilling responsibility through exemplary. Glock, C. Y., & Stark, R (1978) explain that religiosity describes a person's level of understanding and commitment to the teachings of his religion. This commitment is not only limited to theoretical understanding, but also manifested in the form of real behavior in accordance with religious teachings. In the context of education, understanding religious character includes the ability to recognize, understand, and believe in religious values as a basis for behavior and action. Factors that influence the development of religious character can come from within, such as religious feelings and spiritual needs, as well as from the environment such as family, school, and society (Rosikum 2018). Individuals with high religious character will show positive habits such as performing worship on time, honesty, courtesy, and care for others (Shodiq and Kuswanto 2024).

3. Methods

This research method uses a quantitative approach with an ex post facto research design. This research does not provide special treatment to the subject, but analyzes the effect of existing variables on the religious character of students. The study population was all X and XI grade students at MAN 3 Padang Pariaman, totaling 130 people. The sampling technique used proportional random sampling, so that 99 students were obtained as research samples. Data collection was carried out using a questionnaire instrument with a Likert scale that had been developed based on indicators of *Rahmatan Lil 'Alamin* Student Profile (PPRA) values and religious character.

Before use, the research questionnaire was tested for validity and reliability to ensure the feasibility of the instrument. The validity test was carried out through content validity by consulting the questionnaire items with experts (expert judgment) and through trials to students outside the research sample. While the reliability test was carried out using the Cronbach Alpha formula, because the questionnaire was in the form of a Likert scale. The data obtained were analyzed using inferential statistical tests. Data analysis begins with a prerequisite test in the form of a normality test to determine the distribution of data and a homogeneity test to test the similarity of variances between data. Furthermore, to test the research hypothesis, a

simple linear regression test was used with the help of the SPSS program to find out how much influence PPRA values have on the religious character of students.

To ensure the validity of the data, the data collection process is carried out according to predetermined procedures, both in terms of time, instructions for filling out the questionnaire, and supervision of students during questionnaire filling. Thus, the results of the data obtained can reflect the actual conditions related to the influence of the values of the *Rahmatan Lil 'Alamin* Student Profile on the religious character of students at MAN 3 Padang Pariaman.

4. Results and Discussion

This research was conducted on class X and XI students at MAN 3 Padang Pariaman in the even semester of the 2024/2025 school year with a total sample of 99 people. This section presents the results of research and discussion regarding the influence of the values in the *Rahmatan Lil 'Alamin* Student Profile (PPRA) on the religious character of students at MAN 3 Padang Pariaman. This research is motivated by the importance of strengthening religious character in madrasah, considering that there are still students who have not prayed on time and are less active in religious activities such as commemorating Islamic holidays. To answer these problems, an analysis was conducted on the extent to which the internalization of PPRA values was able to contribute to the formation of students' religious character.

The data presented in this chapter were obtained from a Likert scale questionnaire given to all research samples. Data analysis includes normality test, linearity test, and simple linear regression test, which aims to determine the influence of PPRA values on students' religious character. In addition, the discussion in this chapter not only focuses on the relationship and influence found between the two variables, but also relates the research findings to the theory of religious character education, the concept of PPRA, and the results of previous relevant research. Thus, it is hoped that this chapter can provide a complete understanding of the effectiveness of the internalization of PPRA values in shaping the religious character of students in madrasah comprehensively, both from the aspects of belief, religious practice, appreciation, knowledge, and religious behavior.

a. Data Description of *Rahmatan lil 'Alamin* Student Profile

To get a clear picture of the descriptive statistics of the *Rahmatan lil 'alamin* learner profile of students, as seen in the following table:

Table 1. Data Description of *Rahmatan lil 'Alamin* Student Profile

<i>Rahmatan lil 'Alamin</i> Student Profile		
N	Valid	99
	Missing	0
Mean		113,02
Median		110,00
Modus		109,00
Minimum		74,00
Maximum		138,00
Std. deviation		12,384
Sum		11189

Based on table 1 above, the range of respondents' answer scores on the rahmatan lil 'alamin student profile variable is obtained based on the results of distributing questionnaires to 99 respondent participants with 35 statement items. interpretation and categorization of rahmatan lil 'alamin student profile data can be seen in Table 2 below:

Table 2. Data Description Analysis of *Rahmatan lil 'Alamin* Student Profile

No	Interval	Frekuensi	Interpretation	Presentase (%)
1	119 – 140	29	Very Good	29, 29 %
2	98 – 118	62	Good	62, 63 %
3	77 – 97	7	Fair	7, 07 %
4	56 – 76	1	Low	1, 01 %
5	35 – 55	0	Very Low	0 %
	Total	99		100 %

Based on the data in Table 2 above, the subjects are obtained which consist of very good, good, sufficient, low and very low categories. The number of students who have a very good category is 29 people with a percentage level of 29.29%, a good category is 62 people with a percentage level of 62.63%, a sufficient category is 7 people with a percentage level of 7.07%, a low category is 1 with a percentage level of 1, 01% and a very low category is 0 people. To make it easier to compare the results of the frequency distribution can be seen in the histogram in Figure 1:

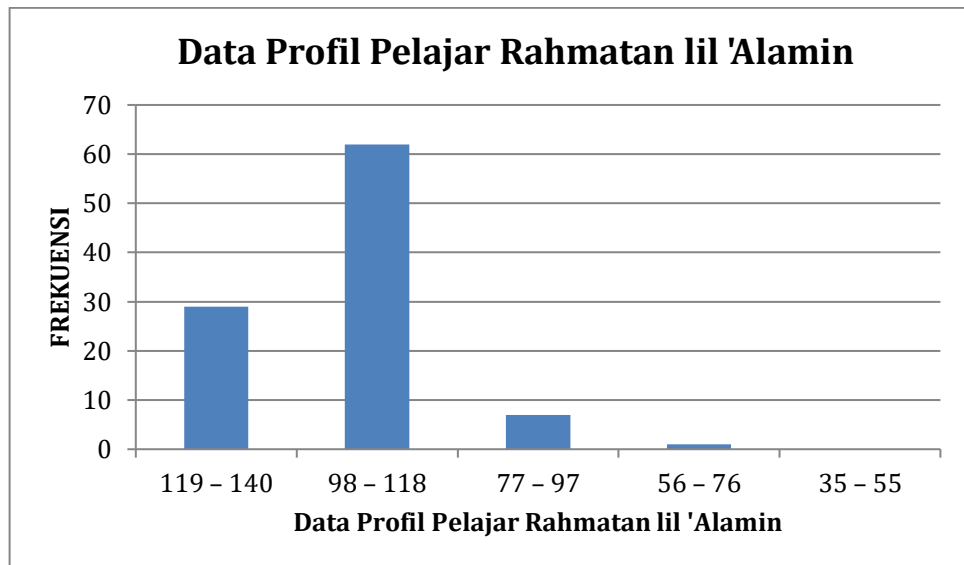


Figure 1. Histogram of *Rahmatan lil 'Alamin* Student Profile

b. Data Description of Religious Character

To get a clear picture of the descriptive statistics of the *rahmatan lil 'alamin* learner profile of students can be seen in the following table:

Table 3. Statistical description of Religious Character

		Religious Character
N	Valid	99
	Missing	0
Mean		98,111
Median		98,00
Modus		93,00
Range		21,00
Minimum		61,00
Maximum		128,00
Std. deviation		14,314
Sum		9713

Based on table 3 above, the range of respondents' answer scores on the *rahmatan lil 'alamin* student profile variable is obtained based on the results of distributing questionnaires to 99 respondent participants with 35 statement items. interpretation and categorization of *rahmatan lil 'alamin* student profile data can be seen in Table 2 below:

Table 4. Data Description Analysis of Religious Character

No	Interval	Frekuensi	Interpretation	Presentase (%)
1	119 - 140	8	Very Good	8,08 %
2	98 - 118	44	Good	44,44 %
3	77 - 97	40	Fair	40,40 %
4	56 - 76	7	Low	7,07 %
5	35 - 55	0	Very Low	0 %
	Total	99		100 %

Based on the data in table 4 above, subjects consisting of very good, good, sufficient, low and very low categories were obtained. The number of students who have a very good category is 8 people with a percentage level of 8.08%, a good category is 44 people with a percentage level of 44.44%, a sufficient category is 40 people with a percentage level of 40, 40%, a low category is 7 with a percentage level of 7, 07% and a very low category is 0 people. To make it easier to compare the results of the frequency distribution can be seen in the histogram in Figure 2:

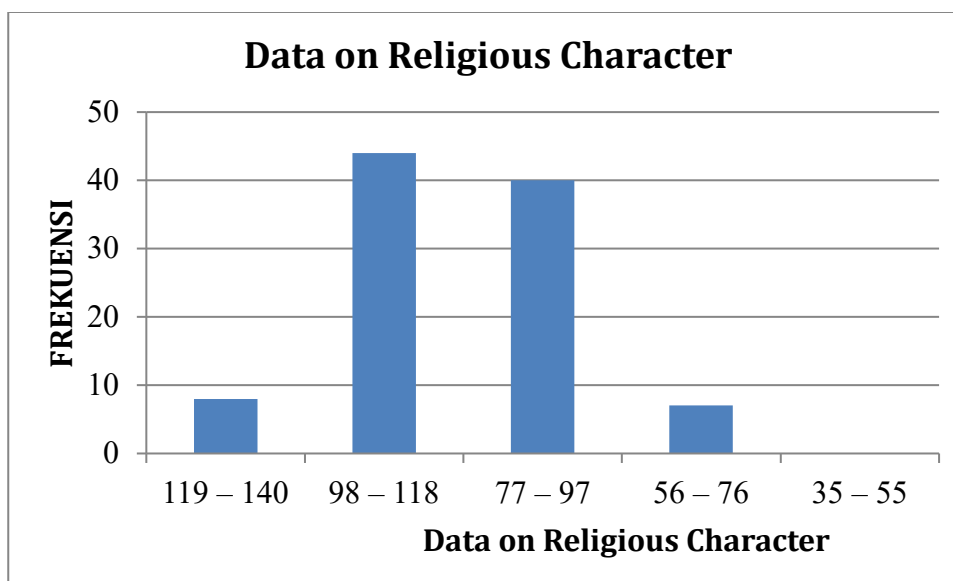


Figure 2. Histogram of Religious Character

c. Normality Test

The normality test of student learning outcomes is carried out with SPSS with the provisions that if the significance value < 0.05 then the data has an abnormal distribution and if the significance value > 0.05 then the data is normally distributed. The normality test is carried out to see whether the data is normally distributed or not. The results of the normality test with Kolmogorov Smirnov can be seen in Table 5 below.

Table 5. Normality Test Results

N		99
Normal	Mean	0
Parameters ^{a,b}	Std. Deviation	10.035
Most	Absolute	0.063
Extreme	Positive	0.036
Differences	Negative	-0.063
Test Statistic		0.063
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

It can be seen from the normality test table above that the sig value is $0.200 > 0.05$. This shows that the student profile variable rahmatan lil 'Alamin (X) on religious character (Y) is normally distributed.

d. Homogeneity test

This homogeneity test is carried out to determine whether the sample data obtained from a population that varies homogeneously or not on the basis of decision making in the homogeneity test is still by looking at its significance. If the sig value > 0.05 then the variable is homogeneous, otherwise if sig < 0.05 then the variable is not the same or not homogeneous. Homogeneity test calculation using statistical analysis contained in the SPSS 26 for Windows program as follows:

Table 6. Homogeneity Test Results

Test of Homogeneity of Variances					
		Level Statistic	df1	df2	Sig.
PPRA	Based on Mean	2.854	1	196	0.093
	Based on Median	2.824	1	196	0.094
	Based on Median and with adjusted df	2.824	1	193.7	0.094
	Based on trimmed mean	2.813	1	196	0.095

From the table above, it can be seen that the sig value is 0.095 which means greater than 0.05, so it can be said that the student profile variable rahmatan lil 'alamin (x) on religious character is declared homogeneous.

e. Linearity test

Linearity testing between the variable values of the *Rahmatan Lil 'Alamin* Student Profile (PPRA) (X) and the religious character of students (Y) was carried out using the ANOVA test. Based on the results of the analysis, the significance value of deviation from linearity is 0.112 (> 0.05). Because the significance value > 0.05 , it can be concluded that there is a linear relationship between the PPRA values variable and the religious character of students.

f. Hypothesis Test

Hypothesis testing of the influence of the values of the *Rahmatan Lil 'Alamin* Student Profile (PPRA) on the religious character of students was carried out with a simple linear regression test. Based on the results of the analysis, the significance value is 0.000 (< 0.05) and the R Square value is 0.743. Because the significance value < 0.05 , H_a is accepted and H_o is rejected. Thus it can be concluded that PPRA values have a significant effect on the religious character of students at MAN 3 Padang Pariaman, with a contribution of 74.3%.

This research was conducted on class X and XI students at MAN 3 Padang Pariaman with a total sample of 99 people involved in the study. This section presents the results of research and discussion regarding the effect of internalizing the values of the Rahmatan Lil 'Alamin Student Profile (PPRA) on the religious character of students. This research is motivated by the fact that there are still students who have not prayed on time and are less active in religious activities in madrasah. To answer these problems, this study analyzes the extent to which PPRA values that are internalized through various activities in madrasah affect the religious character of students.

The regression analysis results show that the significance value is 0.000 (<0.05) with an R Square value of 0.743. This means that the internalization of PPRA values has a significant effect on the religious character of students by 74.3%. This value shows that PPRA has a strong contribution in shaping the religious character of students, while the remaining 25.7% is influenced by other factors outside the study. The formed religious character is reflected in the positive habits of students such as praying in congregation, reading daily prayers, giving alms, and actively participating in religious activities in madrasah.

The findings of this study are in line with other studies that show that the habituation of religious activities in schools or madrasahs can strengthen the religiosity dimension of students. Asrofi et al. (2025), hat value-based activities can encourage students to be more responsible and have higher spiritual awareness. The same thing was also found by Khairani and Rosyidi (2022) who explained that the implementation of religious habituation activities was able to improve the understanding and practice of religion through the active involvement of students. In addition, the results of this study also support research conducted by Lubis (2022) which concluded that religious value-based activities have a significant influence on the character building of students. Learners' involvement in PPRA activities such as Adat Bajamba, Friday Blessing, Student Election, and Ecobrick provides space for them to practice religious attitudes, social responsibility, and empathy. This is in line with the theory of religious character building proposed by Glock, C. Y., & Stark, R (1978) that the dimensions of belief, practice, appreciation, knowledge, and behavior can only develop if students are involved in activities that are applicable and sustainable. Through PPRA, learners not only understand religious values conceptually, but also internalize them through real experiences. PPRA activities are designed thematically and contextually.

5. Conclusion

The religious character of students internalized through the Rahmatan Lil 'Alamin Student Profile (PPRA) is proven to have a significant effect. This is evidenced by the results of regression analysis, which show a significance value of 0.000 (<0.05) with an R Square value of 0.743. This figure shows that PPRA affects the religious

character of students by 74.3%. In other words, the better the internalization of PPRA, the higher the religious character of students at MAN 3 Padang Pariaman.

The religious character of students internalized through the Rahmatan Lil 'Alamin Student Profile (PPRA) has been proven to have a significant influence, with regression analysis results showing a significance value of 0.000 (<0.05) and an R Square of 0.743, which means that PPRA influences the religious character of students by 74.3%. In other words, the better the internalization of PPRA, the higher the religious character of students at MAN 3 Padang Pariaman. This study has limitations, namely that it only involved 10th and 11th grade students at the madrasah and used a quantitative method based on questionnaires, so the results only reflect the influence of PPRA internalization in the context of this madrasah and do not consider other external factors, such as the role of family, social environment, or religious activities outside the madrasah, nor does it describe the internalization process in depth. Therefore, madrasahs are advised to increase the variety of thematic activities and PPRA projects that support religious character development, involve parents and the community, and conduct continuous evaluations. Further research is recommended using mixed methods and expanding the sample to various classes or madrasahs to obtain a more comprehensive picture of the influence of PPRA on students' religious character in general.

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