

## Feasibility of Al-Muthalaah Teaching Materials Based on Miles and Huberman Model Analysis and Pancasila Student Profile

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### ABSTRACT

Arabic plays an important role in the history of education in Indonesia and must remain as focus of attention. Arabic language learning at MTs under the Ministry of Religious Affairs needs to be well-integrated into the existing curriculum, so that it is relevant to the values promoted by the current vision of Indonesian Education, especially the Pancasila Student Profile which focuses on building the character of students. However, in practice, Arabic language teaching materials at MTs are not fully connected to these values. For this reason, efforts are needed to test the feasibility of one of the teaching materials. In this context, the researcher chose the teaching material "al-Muthalaah" by Abu Abdurrohman to test its feasibility for the Pancasila Student Profile. Exploratory descriptives will be used in this feasibility test with the Miles and Huberman model data analysis technique. The validation test was carried out by two experts, including a material expert and a media expert. The validation test results show that al-Muthalaah's teaching materials received an average score of 87.75% and were categorized as extremely valid by material experts. The aspect of the relevance of teaching materials to the Pancasila Student Profile also received a high score with 95%. However, media experts gave an average score of 80% with the category being sufficiently valid and requiring slight revision. This shows that Al-Muthala'ah teaching materials were declared feasible and relevant to be applied in Arabic language learning at MTs. So that it can become practical material for aligning ourselves with the vision promoted by the government and also helps students understand and internalize the values that support their interactions with the surrounding environment.

### ARTICLE INFO

*Article history:*

Received

January 14, 2024

Revised

November 19,

2024

Accepted

December 24, 2024

**Keywords:** *Pancasila Student Profile, Teaching Materials, Miles And Huberman*

Journal Homepage

<http://journal.iaimnumetrolampung.ac.id/index.php/ji/>

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## INTRODUCTION

Quality Education is one of the main pillars in advancing a nation (Priscilla & Yudhyarta, 2021). Therefore, in order to realize a Golden Indonesia 2045, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has a vision for Indonesian education, by creating Pancasila Students to create an advanced, sovereign, independent and individualized Indonesia. The manifestation of this vision is the inclusion of the Pancasila Student Profile into the curriculum, especially the Merdeka curriculum which is now the attention of all educational institutions/schools (Asesmen dan Pembelajaran Balitbang dan Pembukuan, 2021). This includes the scope of education under the Ministry of Religion (Kemenag) (Enrizal et.al, 2023).

Pancasila students are the representation of Indonesian students who continue to learn throughout their lives, have globally relevant skills, and demonstrate behavior that is in accordance with Pancasila values, with the following six dimensions: faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creative (Utami, et. al, 2022). This profile was formed based on efforts to improve the character formation of students (Chamisijatin et al., 2023), because Pancasila is considered a collection of universal values that reflect the nature or essence of humanity. This belief is based on the view that these values will guide humans towards goodness because they are in accordance with human nature. Something that is contrary to human nature will disappear, while goodness will remain. The legacy of Pancasila values is considered an authentic discovery because it was able to solve complex and difficult problems of its time. This underlines the importance and relevance of Pancasila values in guiding human behavior and life towards a better direction (Rachmawati, et. al, 2022).

In the learning context, teaching materials that support the curriculum must also be integrated with the Pancasila Student Profile. This is in line with the opinion that teaching materials must be prepared following the curriculum and students' needs (Hendripides & Hikmah, 2018), and also relevant to social, cultural and religious conditions in Indonesia. Regarding religion in Indonesia, Muslim dominance is very visible. So the reason why Arabic has become the second language in the world of education in Indonesia has strong historical roots and cannot be separated (Khasanah, 2016). Regarding this, the Ministry of Religion has also produced an Arabic language curriculum for all levels of madrasah (Siregar et al., 2022; Arkan & Nugrahwan, 2024; Yusuf et al., 2023). For example, in 2019, the Arabic language curriculum was specifically issued with the publication of KMA 184 of 2019 concerning the PAI and Arabic language curriculum in madrasah, which has now been replaced with KMA 347 of 2022 (Alwi, 2023).

The change from KMA 184 of 2019 to KMA 347 of 2022 resulted in adjustments to the Arabic language curriculum. However, the main difference lies in the substance of the curriculum. Initially, the curriculum was not integrated with the Pancasila Student Profile, but now it must be integrated with the Pancasila Student Profile and the Rahmatan Lil 'Alamin Student Profile, known as P5PPRA (Habibah & Nurhidin, 2023). However, in practice, Arabic language textbooks for the MI/MTs/MA level have not undergone many changes in accordance with the substance of the curriculum based on KMA 347 of 2022, especially textbooks that are still not integrated with the Pancasila Student Profile. This phenomenon can be seen in the textbooks for MI/MTs/MA level which still use book material published in 2020, which refers to the KMA 183 of 2019. The book only contains qiroah text with the theme of introduction, facilities, hobbies, etc (Hoesni et., al , 2022). Therefore, this should be a concern for educators and stakeholders.

Research related to teaching materials that include the Pancasila Student Profile has been researched, although in other subject areas, such as those developed by (Mutiarra et al., 2022) in an electronic fable storybook that emphasizes the element of mutual cooperation. The research results concluded that the practicality of the book reached a value of around 91.8%. Another research conducted by (Andhini et al., 2022) involves the development of e-LKPD based on Wayang Sukuraga, which shows a practicality level of 90.5% and 89.60%. These two studies aim to shape character and increase students' literacy.

With the description above, the researcher attempts to present a solution to the existing practical gap. One of them is testing feasibility of the teaching material "al-Muthalaah" by Abu Abdurrohman which is the teaching material at Pondok Pesantren

Persatuan Islam (PPI) 153 Al-Firdaus at the tsanawiyah level with Pancasila Student Profile. This teaching material had been used before the Merdeka curriculum was implemented. This teaching material refers to the Islamic boarding school's unique curriculum, the Muadalah curriculum. This teaching material is used in the al-Muthalaah subject.

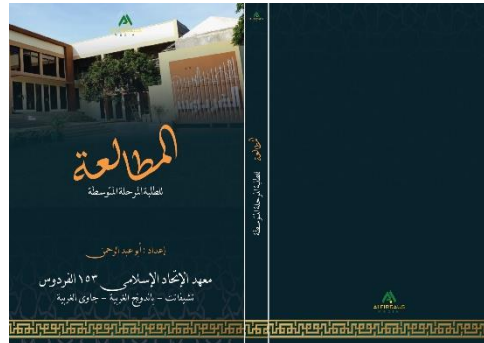


Image 1. Al-Muthalaah Teaching Materials by Abu Abdurrohmah

What is interesting is that the qiroah texts available in the teaching materials adapt to existing culture, daily life, curriculum and reality. As the author says:

"That teaching materials are prepared to be relevant to daily activities at the boarding school. Of course, it is also built on the unrest that is happening around us, such as today's children increasingly having moral degradation, rarely working together, etc. Apart from that, there is the insertion of a hadith to support it" (Interview on April 12, 2023).

This is also in line with the 17th qiroah text which takes the theme "قوة التعاون و الجماعة" which tells about students working together to help their teacher lift sand for classroom construction. This aims to encourage student participation in mutual cooperation. In this context, a hadith from Muslim is also included on the next page, that is hadith which states that making other people's affairs easier will bring ease for us from Allah. This hadith was chosen to emphasize that mutual cooperation is an action that can make things easier for us and others (Abdurrohmah, 2022).

According to the previous statement, one of the qiroah texts in the teaching material "al-Muthalaah" by Abu Abdurrohmah is in accordance with the dimensions of the Pancasila Student Profile. Specifically, in the context previously explained, that is the value of mutual cooperation which is in line with the 3rd dimension of the Pancasila Student Profile, which is mutual cooperation. Therefore, research regarding the feasibility of Al-Muthalaah teaching materials is relevant considering the need for quality teaching materials that are in accordance with the values to be conveyed to students. In addition, this has practical implications that can be applied in every madrasah, especially in MTs, in the context of learning Arabic.

Therefore, testing the feasibility of teaching materials with the Pancasila student profile is important as an effort to support the government's vision of integrating Pancasila values into education. By ensuring teaching materials are in accordance with the Pancasila Student Profile, students not only gain academic knowledge, but also strong character education. This research can produce teaching materials that are more relevant to student needs and curriculum requirements. This ensures that the material taught is not only theoretical, but also practical and applicable.

## METHOD

This research is qualitative research that applies exploratory descriptive methods. The descriptive approach in this research involves analyzing data to the level of

description, focusing on breaking down and presenting data in a structured manner to facilitate understanding and deduction. In addition, the exploratory approach aims to discover new elements, such as grouping certain symptoms, facts or conditions.

The data analysis technique utilizes the Miles and Huberman model analysis (Wijaya, 2018) which includes (1) data collection, starting with a literature review used to verify and prove the existence and relevance of the problem being studied. The next step involves interviews and observations, the aim is to collect data directly from relevant sources so that the research is based on reality information, achieving a comprehensive understanding. (2) Data reduction; This is done to select relevant information to help solve problems and eliminate irrelevant elements in the analysis process. (3) Data display, this activity can be in the form of graphs, tables, writing, etc. In this case, the researcher presents a validation test table from two experts, namely a material expert and a media expert. And there is also a process of collecting information which is organized based on the required categories or groupings, in this case the qiroah texts are grouped based on the dimensions of the Pancasila Student Profile. (4) Conclusion drawing, after sufficient data has been collected, the next step is to draw conclusions. Based on the research results, the formula used to process the data is as follows.

$$V = \frac{TSEV}{S - max} \times 100\%$$

Where :

V : Validity

TSEV : Total Score of Empirical Validator

S-max : Maximum Expected Score

100% : Constant multiplier

**Table 1.** Classification of Data Processing Percentages

Percentage	Description	Meaning
86-100%	Extremely Valid	Can be used without revisions
70-85%	Sufficiently Valid	Can be used with minor revisions
60-69%	Less Valid	Not highly recommended for use, suggested not to be used
00-59%	Invalid	Cannot be used

## RESULT AND DISCUSSION

In the feasibility test of this teaching material, there was validation from several experts, including material experts and media experts. The following are the results of material expert validation of the al-Muthalaah teaching materials by Abu Abdurrohman.

**Table 2.** Results of Expert Content Validation

No	Aspect	% Feasibility	Category
1	Relevance with KI and KD	96%	Extremely Valid
2	Accuracy	80%	Sufficiently Valid
3	Basic concepts of matter	80%	Sufficiently Valid

4	Relevance Pancasila Profile	with Student	95%	Extremely Valid
Average			87.75%	Extremely Valid

Table 2 shows the results of the validation test of al-Muthalaah teaching materials by material experts carried out through four main aspects: relevance to core competencies (KI) and basic competencies (KD), accuracy, basic concepts of the material, and relevance with the Pancasila Student Profile (Azizah, 2019). The results of the validation test show that Al-Muthalaah teaching materials have a high level of feasibility in general, with an average score of 87.75%. The relevance of teaching materials to the KI and KD curriculum reached 96%, indicating an extremely valid feasibility. Meanwhile, the accuracy level reached 80%, which is considered sufficiently valid, and the basic concept of the material reached 80%, indicating it is sufficiently valid.

More importantly, this teaching material is also significantly in line with the Pancasila Student Profile with a feasibility score of 95%. This evaluation provides a clear picture that Al-Muthalaah teaching materials are not only relevant to the curriculum, but also combine important values in accordance with the desired aspects of the independent curriculum based on the dimensions of the Pancasila Student Profile.

In conclusion, Al-Muthalaah's teaching materials are significantly in line with curriculum needs and contribute to forming character in accordance with Pancasila values for students. Thus, the use of these teaching materials is recommended to support sustainable learning and character development which is expected to be in accordance with the nation's noble values.

**Table 3.** Results of Expert Media Validation

No	Aspect	% Feasibility	Category
1	Attractiveness	80%	Sufficiently Valid
2	Use of fonts, types and sizes	75%	Sufficiently Valid
3	Format and layout	75%	Sufficiently Valid
4	Cover design	95%	Extremely Valid
5	Use of illustrations or images	75%	Sufficiently Valid
Average		80%	Sufficiently Valid

Table 3 shows the results of the validation test of al-Muthalaah teaching materials by media experts carried out through five aspects including attractiveness, use of fonts, types and sizes, format, layout, cover design, and use of illustrations or images. The results of the validation show that overall, Al-Muthalaah teaching materials show sufficiently aesthetic that is sufficiently acceptable, having an average score of 80%. The attractiveness of the teaching materials was assessed at 80%, sufficiently valid. The use of fonts, types and sizes received a 75% assessment, which was considered sufficiently valid, as did the format, layout and use of illustrations or images, which also received a 75% assessment. However, the cover design aspect shows a very high level of feasibility with a score reaching 95%. This shows that the cover of Al-Muthalaah teaching materials has received wide acceptance from experts in terms of attractive and feasibility design.



In conclusion, although there are several aspects that need to be improved, overall, the visual design of Al-Muthalaah teaching materials is well received and supports the learning process. An extremely valid cover design is a strong point in attracting learner interest. Therefore, it is recommended to consider improvements in the use of fonts, types, sizes, and layout to further improve the overall visual quality to support learning objectives.

### **Feasibility of al-Muthalaah Teaching Materials with the Pancasila Student Profile**

The results of the validation test described previously show that the learning material "al-Muthalaah" by Abu Abdurrohman fully aligns with the Pancasila Student Profile to reach a conformity level of 95%. This can be explained carefully according to the dimensions of the Pancasila student profile as follows. The dimensions of the Pancasila Student Profile will be detailed in accordance with the elements and sub-elements described in the P5PPRA guidebook published by the Ministry of Religion ([Enrizal et.al, 2023](#)).

#### **1. Faith, Devotion to God Almighty, and Noble Character**

This dimension is always present in every theme, from the 1st to the 30th qiroah text theme. As explained previously, each qiroah text is supported by supporting hadith which tends to contain religious advice, considering that hadith is the second sources of Islamic religious law ([Al-Krenawi & Graham, 2000](#)).

In the P5PPRA guidebook, this dimension has the following elements, including (a) religious morals (b) personal morals (c) morals towards humans (d) morals towards nature (e) national morals. The sub elements of each of these elements are:

- (a) Religious morals have sub-elements: knowing and loving Almighty God, understanding religion and carrying out worship rituals. This element is reflected in the 17th qiroah text which has the theme *الليل والنهار*. This text describes the process of day and night and explains the important role of the sun in regulating these changes. Apart from that, the author also refers to some people who worship the sun, just like the people of Saba' who worship the sun (Nasir, 2021), because they are fascinated by the changes in day and night without realizing that this is part of the will of Allah SWT which has been revealed in Surah al-Qashah verse 73. By implication, this text indirectly provides students with an understanding and lesson that God's power is so great, and we are obliged to believe in and love God Almighty, in line with the elements of the first dimension of the Pancasila Student Profile which has been described previously.
- (b) Personal morals have sub-elements: integrity and caring for self physically, mentally and spiritually. This element is reflected in the 21st qiroah text with the theme *رياضة البدن*. This theme describes various types of sports and the benefits for body health. Moreover, after closing the qiroah text, a hadith is also inserted which discusses the importance of performing sports. The implication is that this teaches students to care for themselves as a personal character. Because performing sports is a form of self-care and a believer who is physically strong is more important and loved more by Allah ([Ruhardi et al., 2021](#)).
- (c) Morals towards humans have sub-elements: prioritizing equality with other people and respecting differences and empathizing with others. This element can be observed through studying the 7th qiroah text with the theme *رحلة بالحافلة* which tells the story of a father and son traveling by bus. In the story, there is a situation where an old grandfather tries to look for an empty seat, but does not get one. The child's father then takes the initiative to stand up and give the old grandfather a seat. On the other hand, next to their seat, there is someone who, ignores the needs of others, stretches his legs into the seat that should have been

filled, showing selfishness and indifference towards others. This incident illustrates that this attitude should not be implemented, in accordance with the values that should be upheld. Therefore, the text teaches students to empathize with the surrounding environment.

Apart from that, there is a supporting hadith in the second qiroah text which states that a Muslim is prohibited from having enmity with his fellow brothers for more than three days, and instead, it is recommended to love fellow Muslim brothers. This hadith reinforces that this teaching material teaches students about the importance of loving others as we love ourselves (Moore et al., 2020).

- (d) Morals towards nature have sub-elements: understanding the interconnectedness of the earth's ecosystem and protecting the surrounding natural environment. This element can be found in the 5th qiroah text which discusses the theme *قريتي*, telling the story of a child named Ali who lives in a village. Ali faithfully helps his father, a farmer, in growing fruit, vegetables and feeding livestock. Every morning, he also takes time to help his mother clean the house. Through this story, the implied lesson can be drawn that Ali is an individual who loves nature. He actively protects the environment by keeping it clean and showing compassion for animals through providing food, reflecting a deep understanding of the interconnectedness of the earth's ecosystem. Therefore, this text teaches students to care for nature, considering that nature provides various important benefits for us (Capaldi et al., 2015).

## 2. Global Diversity

In this dimension, the related texts are qiroah texts 7, 18, 23, 26 and 27. And this dimension has several elements, including (a) knowing and appreciating culture (b) communication and interaction between cultures (c) reflection and responsibility for the experience of diversity (d) social justice.

One example of the manifestation of this dimension can be found in the 23rd qiroah text entitled *الماء والعامل*. This text tells an incident that often occurs in Islamic boarding schools, especially at Al-Firdaus Islamic boarding school, where some students often forget to close and turn off the tap when showering or washing, resulting in wastage of water. As a result, other students lose access to water for showering and washing. The message this text intends to convey is teaching students to be fair and not only prioritize personal needs.

This dimension is also reflected through the hadith included in the 18th qiroah text, which comes from Muslim. The hadith states that a Muslim and another Muslim are brothers, so they are obliged to respect and tolerate each other (Iryani & Tersta, 2019).

## 3. Mutual Cooperation

In this dimension, the related texts are qiroah texts 1, 2, 6, 7, 8, 18, 25, 27 and 28. This dimension has several elements, including (a) collaboration (b) concern, and (c) share.

One of them is reflected in the 27th qiroah text which discusses the theme *قوة الجماعة*. This story tells about a teacher named Ibrahim who teaches his students about wood. The students are asked to break the wood and take the essence of the lesson from the experience. Ibrahim explains that, the wood that is previously whole and strong, when it is broken it becomes damaged and splits. The message to be conveyed is the need for collaboration, cooperation and mutual cooperation so that they can become strong, similar to a piece of wood before it is broken.

Another text that reflects this dimension is the 18th qiroah text with the theme *قوة الجماعة والتعاون*, featuring the story of a student who is assigned by his teacher to help in lifting sand as part of school construction efforts. Through this action, the student

becomes actively involved in mutual cooperation activities. The implication is that this text teaches readers or students about the importance of the spirit of cooperation and mutual cooperation. This also provides a message about the significance of cooperation and mutual cooperation in achieving a common goal (Latifah et al., 2021). In this context, a hadith from Muslim is also included on the next page, that is a hadith which states that making case of other people's matters will bring ease for us from Allah. This hadith was chosen to emphasize that mutual cooperation is an action that can make things easier for us and others.

#### 4. Independence

This dimension has several elements, including (a) self-understanding and the situation faced (b) self-regulation. In this dimension, there are two relevant texts, including the 1st and 3rd qiroah texts. The 1st text, entitled أنا من جاكرتا tells the story of the journey of a student named Muhammad from Jakarta who decides to study at the Al-Firdaus Cianjur Islamic boarding school. This text describes Muhammad's daily activities, starting from waking up in the morning, praying, eating, to studying at the Islamic boarding school. The third text, entitled معهد فردوس also tells a similar story, with Muhammad from Jakarta going to the Al-Firdaus Islamic boarding school to study with his friends.

According to these two texts, at the implication level, the message to be conveyed is to teach students about the importance of living independently. Entering an Islamic boarding school is interpreted as a step to build independence (Sanusi, 2012), as reflected in Muhammad's independent and responsible daily activities.

#### 5. Critical Reasoning

This dimension has several elements, including (a) obtaining and processing information and ideas (b) analyzing and evaluating reasoning (c) reflection of thoughts and thinking processes. And all these elements are reflected in every question asked in every text. For example, in the 3rd text entitled معهد فردوس which was explained previously, after finishing reading the text, students are expected to answer a series of questions. Examples of questions asked are as follows:

- التدريبات:  
أولا : أجب عن الأسئلة الآتية
1. أين ذهب محمد؟
  2. لماذا يأتي محمد و اصدقاءه إلى معهد الفردوس؟
  3. أين يقع معهد الفردوس؟
  4. بأي لغة يتكلم طلاب الفردوس؟
  5. ماذا قال محمد في نفسه؟

This question emphasizes students ability to determine and identify certain information. Thus, at the implication level, these questions encourage students to use their minds in critical thinking. The preparation of these questions provides an opportunity for students to involve themselves critically in the process of understanding and analyzing the information provided (Golding, 2011).

Apart from that, there are many qiroah texts that implicitly invite students to always read books. One of them is the 12th text with the theme اقرأ ولا تنام. This text says that a person should read more books than eat and drink a lot because it will cause prolonged sleepiness. By reading books, someone can open their horizons of knowledge and gain benefits for their life, because books are windows to the world (Durand, 2006). Apart from that, in the 29th text with the theme مكتبة المنزل, it is stated that ancient scholars always had libraries in their own homes. This explains why many scientists were born at that time. Therefore, these two texts imply to readers/students to always read good books so they can think critically (Yunus & Ubaidillah, 2021).

#### 6. Creative



This dimension has several elements, including (a) producing original ideas (b) producing original work and actions, and (c) having flexibility in thinking in finding alternative solutions to problems. However, in this dimension, texts related to it are difficult to find. However, the researcher reviewed it again and found the implicit meaning conveyed in the questions of each qiroah text, especially on question page 32:

ضع كلا مما يأتي في جملة مفيدة:

Put each of the following into a useful sentence:

1. دائما : .....
2. كثيرا : .....
3. ضخمة : .....
4. مفتوح : .....
5. ناطق : .....

The question above indicates that students are expected to be able to create their own sentences using the sentences provided above. This means reflecting element (a) of this dimension includes producing original ideas.

By considering the description above, Abu Abdurrohman's al-Muthalaah teaching materials can be considered feasibility and relevant to the Pancasila Student Profile. As stated, teaching materials that have been tested academically and empirically are suitable for use (Putrantana et al., 2020).

## DISCUSSION

Abu Abdurrohman's "al-Muthala'ah" teaching materials can be considered appropriate and relevant, also fully aligning themselves with the Pancasila Student Profile to reach a feasibility level of 95%. Testing the feasibility of these teaching materials can produce teaching materials that are more relevant to student needs and curriculum requirements. This ensures that the material taught is not only theoretical, but also practical and applicable.

As is the sixth principle in the principles of effective character education by Lickona (1996), academic content and the character qualities to be developed should be in harmony and side by side, so that students are able to do their work well. This principle also states that harmony can be formed in various forms, one of which is by teachers prioritizing character dimensions in the curriculum. In this case, the dimensions of the Pancasila Student Profile included in teaching materials can also be a form of harmony in implementing the principles of effective character education.

Analysis of teaching materials or books that are integrated with the Pancasila Student profile has been researched by several researchers, especially on teaching materials or books for Arabic language subjects. Putri et al., (2023) analyzed Arabic language subject books intended for SMA (Senior High School) and used analysis based on the 2022 the Ministry of Education, Culture, Research, and Technology's BSKAP. Likewise, Azzahra & Al Farisi (2023) analyzed different books but also based on BSKAP. These studies generally analyze teaching materials under the auspices of the Ministry of Education, Culture, Research, and Technology and are based on the Ministry of Education, Culture, Research, and Technology's BSKAP. Meanwhile, in this research, the analysis was only researched on teaching materials intended for MTs (Junior High School) under the auspices of the Ministry of Religious Affairs and based on the Ministry of Religious Affairs's P5PPRA guidebook. This is because Arabic is a compulsory subject for all majors in MTs/MA under the auspices of the Ministry of Religious Affairs, so the urgency is very necessary. In contrast to high schools under the auspices of the Ministry of Education, Culture, Research, and Technology, where Arabic is an optional subject in certain majors (Muradi et al., 2021).

Another relevant research is the research of [Sa'diyah & Wiranegara \(2023\)](#), which analyzes the teaching materials in all Arabic language skills, including the categories of *istima'*, *takallum*, etc. In contrast to this research, this research focuses on the *qiro'ah* text so that the discussion is not too broad, so that it can be analyzed more deeply and specifically [Imran et al., \(2024\)](#). Apart from that, *qiro'ah* itself is the key to conveying meaning. Through reading, it is hoped that students can obtain a variety of information, understand the content of the reading, and understand the meaning of the reading activity itself ([Ardhian et al., 2020](#)). By reading, every individual can learn and interact with the world around them. Human life is not only conveyed through verbal communication, but often requires written media, including conveying the meaning of the dimensions of the Pancasila Student Profile. This is in line with research by [Abidin et al \(2023\)](#) which also analyzed teaching materials on *maharah qiro'ah* only. The main focus of the research aims to find out whether the teaching materials can help students interpret everything they read, and then apply it in interactions with the surrounding environment. So in this case, it is hoped that research can form students who can interpret and apply the dimensions of the Pancasila Student Profile in everyday life.

Apart from that, in order from the description above, this research emphasizes the feasibility of textbooks analyzed based on character education. However, there are also studies that analyze from other perspectives. There is also research by [Imron et al \(2024\)](#) which integrates Arabic language teaching materials with the concept of religious moderation. [Putri et al., \(2023\)](#) analyzed bilingual books that used Arabic and English simultaneously. Apart from that, research by [Lewicka & Waszau \(2017\)](#) analyzed it from the cultural curriculum. The research above seeks to provide solutions for the needs of each educational institution. Meanwhile, this research aims to be a solution for all educational institutions, especially for educational institutions under the auspices of the Ministry of Religious Affairs. Because internalizing good character in a person or in society is not only the responsibility of the individual, but is also the responsibility of all parties involved ([Sopian, 2018](#)), such as family, school, community, government and even researchers. So this research is aimed at all institutions that have implemented Merdeka Curriculum.

Another reference that analyzes feasibility with a different method from this research is [Rajatni & Riyadi \(2021\)](#) research, which analyzes from Mackey's perspective. Furthermore, there is research by [Asbarin et al \(2022\)](#) which uses analysis from the perspective of the 2008 Depdiknas Standards and Rusydi Ahmad Thuaimah. The main difference in this research lies in the review and perspective used, where this research uses the Miles and Huberman analysis method. This method was chosen because its iterative approach allows researchers to continuously improve the analysis along with the data collection process ([Huberman & Miles, 1983](#)).

With the following statement, this research has implications for improving the quality of teaching materials and developing educational policies which are solution steps for all educational institutions, especially for educational institutions under the auspices of the Ministry of Religious Affairs (Kemenag). In line with the research of [Wulandari et al \(2024\)](#) and [Munir et al \(2024\)](#), by utilizing various learning objects and designing appropriate learning media or models, one of which in this research is teaching materials that have internalized the dimensions of the Pancasila Student Profile, it is hoped that it can strengthen the learning process according to the curriculum promoted by the government. The ultimate goal is to align with the policies and competencies needed in the Society 5.0 Era ([Hardoko et al., 2024](#)). By internalizing the dimensions of the Pancasila Student Profile into teaching materials, it is hoped that students can apply the meaning of these dimensions in their interactions with the surrounding environment.

The limitations or weaknesses of the research lie in the subjectivity in qualitative analysis. The use of the Miles and Huberman Model, which is based on qualitative analysis, can have a high degree of subjectivity. Data interpretation may be influenced by researcher bias, so that the results of the analysis could be different if carried out by another researcher. However, some people consider that subjectivity in qualitative research is important to translate complexity (Rose & Johnson, 2020).

Furthermore, there are limitations in implementing the Pancasila Student Profile. It is possible that these concepts are applied inconsistently or not fully understood by all parties involved. Some texts in teaching materials are still too general in touching on Indonesia's cultural diversity. Researchers suggest that teaching materials can be combined with local wisdom in Indonesia as a form of internalizing the Pancasila Student Profile. This is in line with research by Novita et al (2020), who researched textbooks with local wisdom as an effort to preserve culture and increase student awareness.

Therefore, further research can focus on developing Al-Muthalaah teaching materials that pay attention to cultural, religious and language diversity in Indonesia, which is in accordance with the Pancasila Student Profile (multicultural). This will help in creating teaching materials that are inclusive and relevant for students from various backgrounds. Then further research can examine the effectiveness of implementing the Pancasila Student Profile in practical teaching materials in the classroom. This research can measure the extent to which Pancasila values are actually applied and internalized by students through these teaching materials.

Apart from that, it can also be expanded with the use of technology. With the growing role of technology in education, research can examine how these teaching materials can be improved or enriched through the use of digital tools, such as e-learning platforms, interactive content, or mobile applications. This can increase the accessibility and attractiveness of the teaching materials. And finally, further research can explore the role and contribution of teachers in the development and assessment of Al-Muthalaah teaching materials. This research can identify the challenges teachers face and provide recommendations for increasing their engagement.

## CONCLUSION

The teaching material "al-Muthalaah" by Abu Abdurrohman shows a feasibility level of 87.75%, with an extremely valid category according to material experts. And according to media experts, 80% is categorized as sufficiently valid and there are slight revisions. This teaching material is also significantly in line with the Pancasila Student Profile, with a feasibility score reaching 95%. As explained in the discussion, the qiroah texts in this teaching material are relevant to the dimensions of the Pancasila student profile, namely faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity. It is hoped that this teaching material will have practical implications that can be applied in every madrasah, especially at MTs in the context of learning Arabic. Because harmony with the Pancasila Student Profile will shape the character of students.

## ACKNOWLEDGEMENT

I would like to express my gratitude to the author of Al-Muthalaah teaching materials, namely Roni Abdurrohman (Abu Abdurrohman) who is also the principal at PPI 153 Al Firdaus for giving permission, time and information related to the research I have done. Also to my Parents and PBA UPI S2's Friends.

## **AUTHOR CONTRIBUTION STATEMENT**

Anisa (A), Asep Sopian (AS) collected data, reduced data, presented data and drew conclusions.

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