

HOW EXTRACURRICULAR ACTIVITIES CAN STRENGTHEN THE PROFILE OF PANCASILA'S STUDENT ?

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Abstract. Pancasila, Indonesia's basic philosophy, emphasizes the importance of unity, democracy, social justice, and cultural diversity. In this research, researchers want to explore the important role of extracurricular activities in strengthening the profile of Pancasila students. Extracurricular activities provide students with opportunities outside the classroom to develop skills, values, and experiences that align with the core principles of Pancasila. Extracurricular activities also function as a vehicle for social justice. Community service and volunteer work can instill a sense of responsibility and compassion in students, in line with the Pancasila vision of social justice and fair opportunities for all. This research uses a qualitative method with a case study type to reveal and detail extracurricular practices that can strengthen the profile of Pancasila students. This is confirmed by the ongoing case at MI Al-Ihsan Banjarwungu. And in short, the results of this research are able to answer the research title regarding whether extracurricular activities can strengthen the profile of Pancasila students, which has been widely implemented in all educational institutions in Indonesia. The results of this research conclude that extracurricular activities are a vital means of strengthening the profile of Pancasila students. This is what has been implemented at MI Al-Ihsan Banjarwungu. By encouraging unity, democracy, social justice, and cultural diversity, this activity allows students to embody the principles of Pancasila, thereby contributing to a more harmonious, inclusive, and just Indonesian society. This research also contributes to the fact that the Pancasila student profile, which has only been applied through cognitive character education, can also be applied in non-cognitive educational activities.

Keywords: *Extracurricular Activities, Strengthen, The Profile of Pancasila's Student.*

A. INTRODUCTION

Education is something that needs to be paid attention to by every government and every individual in a country (Koerneantono, 2019), because the quality of a nation's education will affect the state of that nation (Fajri & Afriansyah, 2019). A good education system and quality will improve the condition of a country, and a bad education system in a country will worsen the condition and sustainability of a nation. The education system implemented must be in accordance with the culture, identity, vision and goals of each country (Hermanto, 2020).

In Law Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301) states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students are active. develop his potential to have religious

spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by himself, society, nation and state (Ministry of Education, Culture, Research and Technology, 2022).

In the laws that have been established, developing potential is one of the important points that must be considered. The potential possessed by students must be in accordance with progress and suit the times. Therefore, the Ministry of Education and Culture Regulation or Minister of Education and Culture Regulation Number 17 of 2021 emerged regarding strengthening the profile of Pancasila students. (Regulation of the Minister of Education, Culture, Research and Technology, 2021). This decision was made considering that in order to make the nation's life smarter, it is necessary to map and continuously improve the quality of the education system so that it can encourage learning that fosters students' reasoning power and character in accordance with the values of Pancasila.

Indonesia is a pluralistic archipelagic country (Kiswahni, 2022). Unity is not just a concept but a way of life. Pancasila as a national ideology consisting of 5 precepts is the basis for life and society in order to create a safe, peaceful, peaceful and mutually respectful society (Resmana & Dewi, 2021). So in accordance with the form and principles of Indonesia, namely Pancasila, the education system used is based on the application of Pancasila (Zuchron, 2021).

The project to strengthen the profile of Pancasila students is a program launched by the Ministry of Education and Culture in 2021. This is adapted to the vision of education in Indonesia, namely realizing an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students. (Ministry of Education and Culture, Research and Technology, 2021). The Pancasila Student Profile Strengthening Project is expected to form 6 character traits based on Pancasila with its 5 principles. The 6 characters are: 1) Faith, devotion to God Almighty, and noble character, 2) Global development, 3) Working together, 4) Creative, 5) Critical reasoning, and 6) Independent.

The project to strengthen the profile of Pancasila students launched by the Ministry of Education and Culture has been implemented by many schools under the auspices of the Ministry of Education and Culture, while not many religious schools under the auspices of the Ministry of Religion have implemented this P5 project. The Ministry of Religion launched the P5 program and the Rahmatan Lil Alamiin program in 2022, exactly one year after the launch of the P5 program by the Ministry of Education and Culture. (Asrohah et al., 2022). The two programs, which are then synergized into one program, are expected to be able to form character that is in accordance with the foundations of Pancasila and piety and implement Islamic values in everyday life. (Sorry, 2022).

The project to strengthen the profile of Pancasila students or p5 is a co-curricular project that can be taught in intracurricular, extracurricular, or habituation as non-cognitive learning (Maruti et al., 2023). The project in question is a series of activities to achieve a certain goal by examining a challenging theme (Rachmawati et al., 2022). Projects are designed so that students can carry out investigations, solve problems, and make decisions. Learners work within a scheduled time period to produce products and/or actions (Juliani & Bastian, 2021). In this project, students are also given the opportunity to "experience knowledge" from the environment around them.

Experiencing knowledge from the problems of the student environment is one of the ways to teach the student to solve the problem. Solving real-world problems is important for adults, and children too (Prastiwi & Nurita, 2018). In order for children to be able to solve real world problems, educators and parents must prepare them with experience (knowledge) and competencies that are appropriate to the demands of the times. So with this project as cross-disciplinary learning, it is intended that students can observe, feel and experience real life, problems and challenges that exist in their environment so that they can start thinking about solutions to existing problems (Nerizka et al., 2021).

Implementing a project to strengthen the profile of Pancasila in extracurricular activities can be an alternative to implementing it in extracurricular activities and training. However, extracurricular activities are often seen as activities that are just a waste of time. Not only that, many parents use extracurricular activities as a cause of decreasing academic grades for students (Gunawan, 2023). Some negative views regarding extracurricular activities cannot be avoided, but it cannot be denied that extracurricular activities actually become a forum for students to develop their interests and talents.(Jaa Ngaga et al., 2023), thereby minimizing the use of time for useless and useless things. The existence of extracurricular activities also serves as a place to strengthen character and also as a forum to improve social and communication skills in the environment and society (Mufidah et al., 2022).

Research regarding the project to strengthen the profile of Pancasila or P5 has been carried out several times. Several studies regarding this project highlight the implementation of the program through activities in the classroom or learning activities (intracurricular), (Ulandari & Dwi, 2023). In several other studies, what was highlighted was the implementation of projects in habituation activities guided by teachers as "among" or role models (Nuril Lubaba & Alfiansyah, 2022). The difference between this research and other research is that researchers have not found research regarding projects to strengthen the profile of Pancasila students with extracurricular activities

Therefore, this time the research team conducted a case study to examine in detail how extracurricular activities at school can strengthen the profile of Pancasila students. The aim of this research is to describe how extracurricular activities can strengthen the profile of Pancasila students. Do the research results obtained show that extracurricular activities strengthen the profile of Pancasila students, or do extracurricular activities not strengthen the profile of Pancasila students? So it is hoped that the results of this research will be an example for madrasas or schools that have not implemented a project to strengthen the profile of Pancasila students.

B. METHODS

This research uses qualitative research methods with a case study type of research.(John W. Creswell, 2014). Researchers want to see and explain (Bogdan, Robert,C. dan Biklen, 1982), and at the same time determine whether extracurricular activities are able to strengthen the profile of Pancasila students. This can only be answered by conducting case study research regarding the implementation of extracurricular activities, one of which is at MI Al-Ihsan Banjarwungu.

This research process is supported by several data sources, namely: interviews, official documents, observations, media archives and publications, electronic data sources, and field notes. Data collection was carried out by interviews with school principals and teachers to find out the various extracurricular activities carried out by students and their impact on the character of the students who did them. Apart from that, researchers observed the implementation of extracurricular activities to find out how these activities took place. The next stage is for researchers to conduct a documentation study of the achievements that have been achieved by students in their respective fields.

Participants in this case study's research consist of several stages, starting with participant selection, approaching participants, obtaining permission and approval, data collection, and ending with data analysis. The participants in this research were elements of the school where the research was conducted to understand complex and contextual phenomena and find answers regarding whether extracurricular activities were able to strengthen the profile of Pancasila students. In case study research, multiple data sources are used simultaneously to gain a more complete and in-depth understanding of the case being studied. The quality and relevance of data from various sources is very important for the success of case study research related to the research title, namely "How do

extracurricular activities strengthen the profile of Pancasila students". (Flick U., 2007).

In case study research, (Denzin, Norman K, Lincoln, 1994) case selection plays an important role in the validity and generalization of findings. Therefore, here the researcher will focus on how the cases that occurred related to the practice of extracurricular activities strengthened the profile of Pancasila students and whether this was indeed able to strengthen it or not.

C. RESULT & DISCUSSION

Extracurricular Activities

Extracurricular activities are a vital component of a well-rounded education. These activities encompass a wide range of options, from sports teams and clubs to arts and community service groups. Engaging in extracurricular activities goes beyond the classroom and provides students with opportunities for personal growth, skill development, and social interaction. In this article, we will explore the numerous benefits that extracurricular activities offer to students. (Irawati et al., 2022).

1. Academic Performance

One of the primary advantages of participating in extracurricular activities is the positive impact they can have on academic performance. Research has shown that students who engage in these activities often exhibit better time management skills, increased motivation, and a stronger sense of responsibility. This can lead to improved grades and overall academic success. (Dwiyani et al., 2023). Extracurricular involvement can also provide students with a sense of purpose and drive. When they pursue interests and passions outside the classroom, they may find that these activities enhance their educational experience and provide a greater motivation to excel academically. (Jaa Ngaga et al., 2023).

2. Skill Development

Extracurricular activities offer students the chance to learn new skills and develop existing ones. Whether it's joining a debate club, a robotics team, or a dance group, these activities allow students to explore their interests and talents in a supportive environment. (Angraini et al., 2023)

Participating in sports, for example, can improve physical fitness, teamwork, and leadership skills. Meanwhile, involvement in music or drama clubs can enhance creativity, self-expression, and stage presence. These skills often prove invaluable in personal and professional life.

3. Personal Growth

Extracurricular activities contribute significantly to personal growth. Students who participate in these activities often experience an increase in self-esteem and self-confidence. They learn to set and achieve goals, face challenges, and handle both success and failure gracefully.

In addition, extracurriculars can help students develop strong character traits like responsibility, dedication, and a strong work ethic. These qualities are transferable to various aspects of life, including their future careers. (Mahardika et al., 2022).

4. Social Interaction

Extracurricular activities provide students with opportunities to form new friendships and broaden their social circles. Many activities involve teamwork and collaboration, helping students develop effective communication and interpersonal skills. These social interactions can lead to lasting friendships and a sense of belonging, which is crucial for emotional well-being. Participating in clubs and teams also exposes students to diverse perspectives and backgrounds. This promotes inclusivity and fosters a more accepting and open-minded society.

5. College and Career Opportunities

Colleges and employers often value extracurricular involvement. On college applications, extracurricular activities can set a student apart and demonstrate their commitment to personal development and community engagement. Similarly, job recruiters appreciate candidates with a

diverse set of experiences, indicating adaptability and strong interpersonal skills.(LAGHUNG, 2023). In summary, extracurricular activities are a cornerstone of holistic education. They contribute to academic success, skill development, personal growth, social interaction, and future opportunities. Encouraging students to participate in extracurriculars can be a valuable investment in their personal and educational development. Whether it's a passion for sports, the arts, or community service, these activities can enrich students' lives and help them become well-rounded individuals.

Extracurricular activities at madrasas aim to develop students' potential and character through activities outside core lesson hours. Although the focus is often on Islamic religious education, madrasas also organize a variety of extracurricular activities. This is in line with the facts in the field that the madrasah where the research was conducted also carried out several extracurricular activities such as painting, mutual cooperation, playing chess, habituation to sunnah worship. This is very in line with the values contained in the Pancasila student profile. Therefore, it is appropriate if extracurricular activities are able to strengthen the profile of Pancasila students at school.(Juliani & Bastian, 2021).

The Profile of Pancasila's Student

The term "Pancasila student profile" does not refer to a particular individual student profile, but rather to the characteristics and values expected of students in Indonesia who understand and apply Pancasila as the country's basic ideology. (Susilawati et al., 2021)(Juliani & Bastian, 2021))Pancasila is the basic philosophy of the Indonesian state which consists of five precepts or principles, namely belief in one and only God, just and civilized humanity, Indonesian unity, democracy led by wisdom in representative deliberations, and social justice for all Indonesian people.(Rusnaini et al., 2021).

The Pancasila student profile in Indonesia refers to the characteristics and attitudes of students in Indonesia who have an understanding and commitment to Pancasila, which is the basic ideology of the Indonesian state. The profile of a Pancasila student can vary depending on the individual's level of education, cultural background, and experience, but generally includes the following:

1. Understanding of Pancasila:

- The profile of Pancasila students in Indonesia includes a good understanding of the principles of Pancasila, such as belief in the Almighty God, humanity, unity, democracy, social justice and Indonesian nationalism. They can detail the meaning and meaning of each principle of Pancasila.(Ulandari & Dwi, 2023).

2. Sense of National Pride and Identity:

- Pancasila students generally feel proud to be part of Indonesia and have a strong national identity. They respect national symbols, such as the Red and White Flag and the Garuda Coat, and appreciate Indonesian history and culture.

3. Tolerance and Harmony:

- Pancasila students or students are often expected to show an attitude of tolerance towards various religions, ethnicities, cultures and other backgrounds. They understand the importance of harmony and respect for differences in society.

4. Leadership and Social Awareness:

- Pancasila student profiles often include leadership in school activities, social organizations, or communities. They may be involved in social activities, such as charities, community service, or programs that support social justice.(Khairiyah & Asmara, 2023).

5. Participation in the Flag Ceremony:

- Pancasila students regularly participate in flag ceremonies held at their schools. This is a form of respect for state symbols and the principles of Pancasila.

6. Formal and Informal Education about Pancasila:

- The Pancasila student profile includes participation in formal lessons about Pancasila, as well as informal learning experiences, such as through family, media, and discussions with friends.

7. Spirit of Nationalism:

- Pancasila students often have a strong spirit of nationalism and love for their homeland. They feel responsible for building a better Indonesia.

It should be remembered that the profile of Pancasila students can be different, and not all individuals have the same awareness of Pancasila. However, Pancasila is a basic principle that is upheld throughout the Indonesian education system and is an important foundation for the formation of character and values that must be possessed by Indonesian citizens. Therefore, strengthening the Pancasila character must be instilled and taught from an early age as the formation of good and virtuous character by the Pancasila values that underlie social and state life in Indonesia (Sakdiah et al., 2023)

The Pancasila student profile has high urgency for both students in madrasas and students in public schools. Madrasas are educational institutions in Indonesia that provide formal education with an Islamic religious approach. Therefore, understanding and applying Pancasila values remains relevant and important for madrasah students. An understanding of the character of Pancasila is still accompanied or accompanied by a deep understanding of the Islamic religion. Here are several reasons why the Pancasila student profile is urgent for Madrasah students:

Diversity in a Religious Context: Although madrasas focus on Islamic religious education, Indonesia is a diverse country, including in terms of religion. So every student needs to understand the existence of other religions, their rights, and religious obligations so that they can be tolerated and respected. The Pancasila student profile helps madrasah students understand and appreciate the religious diversity that exists in Indonesian society. This also helps them interact with members of other religions with an attitude of mutual respect and tolerance (Irawati et al., 2022).

Citizenship Education: Pancasila is an important part of the citizenship education curriculum in Indonesia, taught in all types of schools, including madrasas. This helps madrasa students understand the government system, the rights and obligations of citizens, as well as the basic values that shape the Indonesian state. Citizenship Education or what is often called PKN discusses how someone can become a good citizen, who understands their rights and obligations towards the Indonesian state.

Overcoming Negative Stereotypes Sometimes, students from madrasah environments are faced with negative stereotypes from people who may not understand Islamic education. Some people think that education at madrasas prioritizes religious education without upholding a sense of patriotism for the Indonesian state. Strengthening the Pancasila student profile, can help madrasa students break this stereotype by showing that students are also citizens who are committed to the principles of Indonesian nationality.

Resilience and Social Integration: The Pancasila student profile prioritizes values such as unity, tolerance, and social justice. This contributes to social resilience and integration in society. Madrasah students who have a good understanding of Pancasila can play an active role in building a harmonious and peaceful society (Nuril Lubaba & Alfiansyah, 2022). With a deep understanding of resilience and social integration starting from an early age, students will be better able to adapt and build a good environment in social life in the future.

Readiness to Face a Diverse Society: Madrasah students need to be prepared to interact with various groups in society, including those from different religious backgrounds. The Pancasila student profile helps Madrasah students become citizens who are ready to participate in a multicultural society. This is found in the third character point that we want to strengthen, namely global development. In strengthening the character of global diversity, it is hoped that students can

maintain the noble culture inherited from the nation's ancestors, but also continue to accept the good changes that occur in the global world so that Indonesia does not become a country left behind or closed to world change and modernization.

Overall, the Pancasila student profile is important to ensure madrasa students not only become individuals who adhere to the Islamic religion but also good citizens who understand and respect the basic principles of the Indonesian state contained in Pancasila. The Pancasila student profile also makes students understand the rights and obligations of being a state in Indonesia. This helps create citizens who have integrity, are tolerant, and can contribute to the progress and harmony of society. So the project to strengthen the profile of Pancasila students is to help create a generation of Indonesians who are expected to advance the nation.

Extracurricular activities at school are closely related to developing the profile of Pancasila students in Indonesia. Extracurriculars not only provide opportunities for students to develop their skills and interests outside of academic subjects but also play an important role in forming character. Character and values are acquired by students during the process of carrying out extracurricular activities. This process exists at every stage of activities such as preparation, training, competitions, and other stages. The character and values are in line with the principles of Pancasila. The following are some of the links between extracurricular activities and the development of Pancasila student profiles.

Interreligious Tolerance and Harmony: Through extracurricular activities that involve students from various religious backgrounds, such as interreligious dialogue or inclusive religious activities, students can understand and appreciate religious differences. This supports the Pancasila value of Belief in One Almighty God and teaches tolerance between religious communities. Tolerance and harmony between religious communities are of course taught by all official religions in Indonesia. No religion orders its adherents to commit evil acts against people of other religions, so if these values in each religion are implemented by its adherents, it will create harmony between religions and society in Indonesia.

Patriotism and Nationalism: Activities such as flag ceremonies, history clubs, or national day celebrations help students feel proud to be Indonesian citizens and understand the importance of nationalism. This is to the Pancasila values of unity, nationalism, and patriotism in Indonesia. Patriotism and nationalism are two things that are often associated with love for the homeland. This can be reflected in actions and attitudes of caring for others, protecting the homeland from damage, helping people affected by natural disasters, and many other attitudes. Attitudes that can be reflected in patriotism and nationalism need to be accustomed to from an early age, since elementary school so that students will get used to doing these things and have a sense of love for their country instilled in them.

Social Justice: Extracurricular activities that involve social causes or social concerns, such as charities or humanitarian projects, help students understand the importance of social justice. This is by the Pancasila principle of social justice for all Indonesian people. This principle contains the meaning that all Indonesian people must be treated equally. All people's rights must be given without distinction between poor or rich people, people in villages or cities. Justice is also closely related to the punishment given to the Indonesian people if they violate applicable law, so the punishment should be applied fairly according to the crime committed by the individual.

Democracy and Participation: Activities such as debates, Model UN, or school leadership clubs engage students in democratic decision-making and problem-solving. This supports the principles of Pancasila democracy and democracy (RAHAYUNINGSIH, 2022). A simple thing that can be implemented in schools regarding democracy is joining existing organizations at school. The smallest organization in a school is the class organization, where there is a chairman, deputy chairman,

treasurer, and secretary as well as class members. In this small organization, students can learn how to lead, make decisions, collaborate, and appoint class presidents, as well as many other joint activities.

Unity and Harmony: Extracurricular activities that encourage cooperation and harmony between teams or group members support the values of unity and harmony contained in Pancasila. As for group extracurricular activities, students are required to be able to work together and understand each other's character, respect differences of opinion, and solve problems with the best decision from many different ideas. If these things continue to be cultivated and accustomed to, harmony and unity will be formed for each student who is a member of the team.

Leadership Skills: Many extracurricular activities provide students with opportunities to develop leadership skills. The Pancasila student profile includes the ability to act as a wise and responsible leader in making decisions that benefit all members of society. This leadership skill can be learned by assigning children to be ceremonial officers on Mondays, to be class presidents, or to be team leaders. However, leadership skills can not only be obtained when we lead a group, but these leadership skills can also be obtained from how an individual can lead himself, can discipline himself, and can keep himself on the right path.

Character Education: Through various extracurricular activities, students can internalize character values that are in line with Pancasila, such as integrity, responsibility, and concern for others. The characters that are developed are not only those listed and the aim of strengthening character in p5, but the characters that are strengthened are all good characters that can be grown and honed through extracurricular activities, such as discipline, honesty, responsibility, and many other characters. which can be developed through extracurricular activities carried out.

From the many explanations regarding character strengthening that occur in the process of implementing extracurricular activities. So it can be seen that extracurricular activities, if designed well, can be an effective vehicle in strengthening the cultivation of Pancasila student profiles. They help students understand, apply, and internalize the values and principles that form the basis of Indonesian national identity and citizenship.

The Implications Of Extracurricular Activities For Strengthening The Profile Of Pancasila Students

Extracurricular activities at madrasas aim to develop students' potential and character through activities outside core lesson hours. (Susilawati et al., 2021) Although the focus is often on Islamic religious education, madrasas also organize a variety of extracurricular activities. The following are some examples of extracurricular activities that are generally found in madrasas:

In the Al-Ihsan madrasa, there are several extracurricular activities, including the study of the Koran and Hadith and memorization of the Koran which are extracurriculars in the field of religion. In studying the hadith and Al-Qur'an, students can understand the meanings contained in both, both clear meanings and detailed interpretive meanings. In the extracurricular activity of memorizing the Qur'an often called tahfidz, students will memorize verses of the holy Qur'an in class according to the teacher's guidance. Of course, memorizing the Qur'an is not an easy thing, but it requires patience, and accuracy in memorizing it.

With the two extracurricular activities provided by the school to students, it is hoped that it can form students who are obedient in worship and respect various religions, ethnicities, and cultures by what has been understood in the study of the interpretation of the Koran and Hadith. The character of students with an understanding of religion and devotion from an early age is the first character expected in the project to strengthen the Pancasila or p5 profile.

The first character strengthening in the project to strengthen the profile of Pancasila carried out in this school is also supported and strengthened by the habit of praying Dhuha every Friday. In

carrying out Friday prayers, students are accompanied by teachers and supervised from performing ablution, and dhuha prayers, to carrying out dhikr and prayers. On several occasions, male students who have met the criteria to become prayer leaders are asked to lead the dhuha prayers for students and teachers. This of course cannot be separated from the preparation for the priesthood which is guided by the teacher, to the implementation of prayer which is also guided and supervised by the teachers.

In the field of arts, MI Al-Ihsan Banjarwungu students are provided with extracurricular activities in Arabic writing, qiro'ah, painting, and playing a drum band. Calligraphy and painting extracurriculars are taught by the same teacher. The students are gathered in the school's roofed field, and then the supervisor will demonstrate the drawings or works that the students must study and create. This extracurricular is carried out once a week after lessons are finished. The work produced by each student will receive a grade and review from the supervisor so that students can find out where some shortcomings and justifications must be made for their work.

In extracurricular qiro'ah, students are coached by an ustadz who teaches them to read the Koran properly, and correctly, and use melodious songs. This is done once a week where students are gathered in the hall. The exercise begins with a reading example given by the ustadz. Reading is done by repeating verses repeatedly so that the tone taught can be accepted, understood, and can be practiced by students. After this stage, several designated students were asked to come to the front of the hall and practice the reading that had been taught.

In other fields of art, there is also an extracurricular drum band, where students are trained in music. In this exercise, students are required to be able to work together to create beautiful musical harmony, as well as harmonious flag movements. In this extracurricular, students are required to be able to be confident and creative. This practice is carried out once a week, and the MI Al-Ihsan drum band group is performed at several important school events, community religious or community cultural events.

From the extracurricular activities in the arts that have been explained, it can be concluded that strengthening the profile of Pancasila has been included in every existing extracurricular. These characters include creative and cooperative characters. Strengthening creative character can be obtained from creative training in beautiful painting and writing as well as drum band playing and flag dancing which of course requires ideas and creativity from each student. Activities that train creativity will hone students' way of thinking and generating ideas.

In the field of sports, Al-Ihsan Banjarwungu madrasa has several extracurriculars offered to students. Some sports are badminton, table tennis, long jump and chess. The exercises are carried out by a licensed trainer once a week. Some sports are played in groups so a solid team is needed. Carrying out sports training with discipline can form enthusiasm and a sense of responsibility for students. In sports, especially chess, critical thinking is needed. So strengthening the profile of Pancasila students in extracurricular activities in sports is a creative character.

The last extracurricular is scouting. Scout extracurriculars have been implemented in many schools and even at the college level. As for the implementation of extracurricular scouting, students are trained in their leadership spirit by being responsible as team leaders or activity leaders, the spirit of independence with their ability to be responsible for their own needs without asking for much help from coaches or parents, and a sense of sensitivity towards others so they can do everything. something with cooperation or helping each other. So it can be concluded that the strengthening of the Pancasila student profile included in this extracurricular activity is cooperation, global development, and independence.

Many students who took part in extracurricular activities have achieved many achievements. These achievements include achievements in the fields of chess, running and long jump, vocal arts,

reading poetry, and qiro'ah, winning first place in the Porseni competition at the sub-district level, thus representing the sub-district in the regency level championship. An achievement that is no less impressive is winning 1st place for the men's and women's scout teams in the national scout competition held in Mojokerto earlier this year. The achievement that the students have just achieved in scouting activities is winning 1st place in the women's team at the camp held by the branch quarter.

With so many extracurricular activities carried out and impressive achievements, we interviewed teachers asking about the differences between students who actively carry out and participate in extracurricular activities and students who do not participate in extracurricular activities. The teachers interviewed by the researchers answered that students who actively participated in extracurricular activities looked more confident and had higher fighting power than students who did not actively participate in extracurricular activities. Extracurricular activities play an important role in shaping students' character and values as they understand and apply the principles of Pancasila. (Dwiyani et al., 2023).

It is important to design and organize extracurricular activities well to ensure that they support the cultivation of a strong Pancasila student profile. Well-structured extracurricular activities can be an effective forum for strengthening students' understanding and commitment to the values of Pancasila, which are the basis of Indonesian national identity and citizenship. Therefore, it is appropriate to say that extracurricular activities have implications for strengthening the cultivation of the Pancasila student profile.

This is proven by interviews with several schools and several related teachers regarding extracurricular activities at the elementary school level and we know that so far the profile of Pancasila students only carried out at the elementary school level or several educational institutions under the auspices of the Ministry of Education, but there is an interesting fact that the cultivation of the Pancasila student profile is also carried out in elementary schools under the auspices of the Ministry of Religion of the Republic of Indonesia (Tajuddien et al., 2023)

Therefore, it is hoped that this research will be able to provide an example and provide This is followed by several other elementary schools that the application of strengthening the profile of Pancasila students is not only in the classroom or related to character development but can also be done through non-cognitive extracurricular activities. (Ma'udah, 2022; Wahidah et al., 2023).

D. CONCLUSION

Based on the research results, it can be concluded that the form of strengthening extracurricular activities towards the profile of Pancasila students is, namely, by having a process of practice or experience of extracurricular activities where there are several important aspects or points in the process of implementing the profile of Pancasila students. The form of strengthening is by having extracurricular activities that are able to have an impact on strengthening the important points of the Pancasila student profile itself. As we take the example of scouting activities, there are points in the Pancasila learning profile, namely the existence of mutual cooperation, so from there it is worth understanding that the cultivation and strengthening of the Pancasila learning profile is not only related to providing character education but also by providing support or additions from extracurricular activities. This research, hopefully, will be able to provide new thinking and provide innovation to other elementary schools that strengthening the profile of Pancasila students is not only by instilling character education but also by inclusion in extracurricular activities and processes in the elementary school.

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