

# Implementation of Full Day School in Character Building of Pancasila Student Profile in Elementary School

Fatimah Al Adawiyah<sup>1</sup>, Ratnasari Diah Utami<sup>2</sup>

<sup>1,2</sup> Universitas Muhammadiyah Surakarta, Indonesia

<sup>1</sup>a510200137@student.ums.ac.id

## Abstract

Education is actually an effort made by teachers to provide students to appreciate good values, and be able to apply them. Character education must be imparted from a young age, so that it develops itself will be a shared responsibility, both from parents in a home, teachers in schools and communities in the general environment. The purpose of this study is to determine how the introduction of full-day education shapes the character of Pancasila students in elementary school. Interviews, observation, and documentation are the strategies used to acquire data. The data validity test employs source and method triangulation approaches. The data analysis strategies employed in this study included data reduction, data display, and conclusion drafting. The results of the research conducted, namely the implementation of full day school for the formation of the student profile character of Pancasila at SDIT Al Kautsar Kebonduren obtained is starting from implementing character building and developing the value of the student profile of Pancasila in practical activities and applying directly.

**Keywords:** *Full day school; character; pancasila learner profile; elementary school*

## Introduction

Character education is an effort made by teachers to provide students, so that they can distinguish between right and wrong, appreciate good values, and be able to apply them (Rosala, 2016). According to previous opinions, Suparto in Yanuarti (2017) expressed Ki Hajar Dewantara's opinion that the function of education is not an end, but a means used to achieve life goals, namely the realisation of individual independence. When children are at the primary school level, teachers use methods such as direction, habituation, exemplification, reinforcement, and punishment to develop their character (Rahayu & Taufiq, 2020). So that children as students can be directed, guided, fostered, even explored knowledge and developed their potential as an effort to achieve maturity. So the success of the student learning process is not only measured by (hard skills), but also depends on (soft skills) and the quality of student character (Kahfi, 2022). Character is something that is very important in the world of education, this condition is related to the events of moral degradation that occur in the midst of society (Wicaksono, 2017). Character education needs to be instilled early (Omeri, 2015). So that character education itself will be a shared responsibility, both from parents in a house, teachers at school and society in the general environment (Masrukhin (2022); Salsabilah et al. (2021)).

Character can also be interpreted as attitudes, mindsets, and values such as politeness that shape behaviour and thinking (Soraya, 2020). Education has an important role in helping students understand their surrounding environment and guiding them towards self-improvement (Musyadad et al., 2022). Therefore, it can be concluded that character education is the main foundation in the education process (Irawati et al., 2022). Recently, the student profile of Pancasila is described in the Ministry of Education and Culture's Strategic Plan (Renstra) for the period 2020-2024 as a tool to improve character education (Kahfi, 2022). Character education can be instilled in the community, at school, and at home to ensure that a

child is always under the supervision of his or her parents and closest family. Parents expect their children to be able to mould their character well at school therefore, they choose the full day school option.

According to Kompas.com (2016), Muhadjir Effendy's full day school proposal for the 2016-2019 academic year aims to get children involved in positive activities at school, rather than being left alone at home without adult supervision. Thus, children are expected to grow and develop gradually, avoiding undirected behaviour when not in school (Wahono, 2016). Through the full day school system, students have more time to learn, with the learning process taking place from 07.00 to 16.00, interspersed with breaks every two hours (Anggraeni et al., 2020). One of the benefits of full-day education is the formation of students' moral, religious, intellectual, physical, social, and emotional growth (Mubin & Sabiq, 2020). If applied since elementary school, the conceptual application of the Pancasila student profile can have a positive impact. Therefore, it is expected that teachers have a good understanding of the Pancasila student profile.

In an effort to realise the six main characteristics of Indonesian students, the national education goals present the Pancasila Student Profile as a lifelong learner who reflects the values of Pancasila, namely (1) Faith and piety to God Almighty, noble character; (2) global diversity; (3) cooperation; (4) independence; (5) critical reasoning, and (6) creativity. Therefore, teaching attitudes and behaviours that are in line with Indonesia's national identity and global responsibility involves more than just thinking skills. Fitriani (2022) revealed that P3 is an effort to be able to shape the characteristics of education in Indonesia by prioritising character building in students. Based on previous research, it was found that the full day school system had an effect on character development (Alimni et al., 2021) (A, 2015)).

The Pancasila learner profile is expected to function optimally to create Indonesian students who have noble morals, are able to compete at the national and international levels, and can collaborate with the global community. In all situations, students are expected to have the ability to carry out tasks independently, think critically, and generate innovative ideas. However, upon further analysis, there are several problems that arise. Firstly, educators often fail to integrate character education and the Pancasila student profile in the teaching and learning process. Kemendikbud (2022) states that P3 is some of the desired characteristics that students can have through the application of Pancasila noble values. Second, the character of students tends to weaken and the values of the Pancasila student profile are not consistently applied. Zuchron (2021) in the book *Tunas Pancasila* states that P3 serves as the main benchmark in determining educational policies as well as a benchmark for teachers in shaping student character and skills.

Findings from previous research conducted by Homsa Diyah R. (2017) show that students consistently evaluate their behaviour to strengthen religious character, both inside and outside the classroom. So far in previous studies, no one has examined character development by involving the six profiles of Pancasila students in the context of full day school. Therefore, the implementation of the full day school system at Al Kautsar Kebonduren Integrated Islamic Elementary School, which involves all classes, is an important step in shaping student independence through various methods that are structured and tailored to the needs of the moment. This attracted the interest of the researcher to carry out the study, with the aim of ensuring that students' character continues to be developed while they are in the school environment.

This research aims to see how the implementation of full day school in shaping the character of Pancasila student profile in elementary school. One of the activities that will be

carried out is assistance in the implementation of the Pancasila student profile, with the target of principals, teachers, and students.

## Method

This research uses a qualitative approach as a methodology.utama (2019) defines qualitative research methods as an approach in scientific investigations that aims to explain and analyse events, occurrences, and social activities. In this context, the object of research is formed without intervention from the researcher, and the presence of the researcher has minimal influence on the dynamics of the object of research. Descriptive data in this qualitative research will be obtained from written and spoken words that come from participants or observed behaviour.

Data collection using observation, interview, and documentation techniques at Al Kautsar Kebonduren Integrated Islamic Elementary School. Interviews were conducted with the principal of Al Kautsar Integrated Islamic Elementary School, teachers at the school, and elementary school students to confirm the implementation of strengthening the character of the Pancasila student profile at Al Kautsar Kebonduren Islamic full day school. Observation is a way to collect data by direct observation or recording when learning in class and activities outside the classroom take place, such as participating in accompanying prayers performed in congregation, following classroom learning directly, participating in gymnastics in the morning. Other techniques besides observation and interviews are documentation, documents such as accompanying students if there are extracurricular activities, participating in competitions, and participating in classroom learning. Researchers used source triangulation and method triangulation techniques to test the validity of the data. In data analysis based on the Miles and Huberman model in Sugiyono (2018), namely data reduction, data presentation, and conclusion drawing.

## Results

### ***Implementation of full day school in shaping the character of Pancasila student profile***

The results of interviews conducted by researchers in character building at Al Kautsar Kebonduren Integrated Islamic Elementary School have a goal namely, generally, character building is carried out in every lesson in the full-day school program. The design of activities begins with the application of the Pancasila student profile metric in teaching and learning activities and supporting activities. Based on observations and interviews related to the application of the Pancasila student profile at Al Kautsar Kebonduren Integrated Islamic Elementary School, the focus is mainly on grade 1, 2, 4, and 5 students in the project learning method (P5) and habituation approach. This learning system changes the way of teaching in the classroom to adapt to the different learning needs of each student.

At Al Kautsar Kebonduren Integrated Islamic Primary School, the standard schedule runs from 06:45 to 14:00, with Monday to Thursday being the days of full-day school. Below are the results of the schedule held at Al Kautsar Kebonduren Integrated Islamic Elementary School, which will be presented as follows:

***Table 1. Learning Activity Schedule Monday-Thursday***

No	Time	Activity
1	06.45 - 07.30	Ceremony / <i>Apel</i>
2	07.30 - 09.00	Teaching and Learning Activity
3	09.00 – 10.00	Break / Dhuha Prayer

4	10.00 – 11.50	Teaching and Learning Activity
5	11.50 – 12.45	Break / Dhuhr Prayer
6	12.45 – 14.00	Madin / Thoriqoty
7	14.00	Go Home

**Table 2. Learning Activity Schedule Friday**

No	Time	Activity
1	06.45 - 07.30	Dhuha Prayer / Istighosah
2	07.30 - 09.15	Teaching and Learning Activity
3	09.15 – 09.30	Break
4	09.30 – 10.40	Teaching and Learning Activity
7	10.40	Go Home

**Table 3. Learning Activity Schedule Saturday**

No	Waktu	Kegiatan
1	06.45 - 07.30	Dhuha Prayer / Istighosah
2	07.30 – 08.40	Teaching and Learning Activity
3	08.40 – 09.15	Break
4	09.15 – 11.30	Extracurricular
7	11.30	Go Home

The table above results from interviews and observations with teachers and principals support the observations previously mentioned. Documentation related to the learning process or activities in the classroom and learning or activities outside the classroom also further validates the findings observed by researchers. Students showed active and enthusiastic participation during the learning process in class and learning activities outside the classroom. Despite spending the whole day in and out of the classroom, students looked satisfied and happy. The teaching approaches and techniques applied by educators here are tailored to the characteristics of the students.

In the full-day school at Al Kautsar Kebonduren Integrated Islamic Elementary School, based on the researcher's observations, students are involved in routine school activities, including applying the 5S principle, such as sending greetings, saying hello, grinning, and being polite. When arriving at school, teachers implement the principle by waiting for students in front of the school gate. And not to forget, the teacher always reminds students that they should also be able to apply the 4 magic words of sorry, please, excuse me, and thank you. Then, every Monday, students attend the flag ceremony, pray, and recite the Quran at school. Character development in this school is not only applying theory but implementing or practicing directly with daily activities carried out at school, such as praying before and after learning, praying dhuha and dhuhur in the congregation, reciting holy Qur'an according to their respective levels, and maintaining the cleanliness of the classroom and school environment, throwing garbage in its place, carrying out class picket according to schedule, and giving infaq which is carried out on Friday. Students have become accustomed to involving themselves in every activity in this school, both in the classroom and outside the classroom.

### ***Character values developed through the full day school system***

First, Believing in God and having a noble character, according to Hamka (Sutinah, 2020: 36), states that the religious aspect in this learning process will further strengthen the character building of students because character education is not only physical but also psychological and heart. In the implementation of prayer activities, before and after learning, some teachers accompany or are in charge of leading. In addition, there are a number of targets that students must memorize. Specifically, students are expected to memorize prayers or short letters every semester with various memorization targets that have been set starting from grade 1 to memorize letters An-Nas, Al-Falaq, Al-Kautsar, grade 2 letters Al-Fiil, Al-Kafirun, An-Nashr, 3rd-grade Al-Maun, Al-Humazah, Al-Qadr, for lower grade daily prayers include prayers before and after sleep, prayers for both parents, prayers before and after ablution then for short hadiths such as the hadith of heaven on the soles of the mother's feet, and the hadith of covering aurat. After that, for grade 4, memorizing short letters, namely surat as-syam, al-hamzah, and al-lail, targeted memorization for grades 5 and 6, namely surat Yassin and tahlil, this is a routine activity carried out by the school. With this routine activity, it will become a habit for teachers and an example for students before and after doing activities.

Second, global diversity with Indonesia's national motto, *Bhinneka Tunggal Ika*, global diversity is the main foundation. The key to global diversity is that character building is generally implemented in every lesson in the full-day school program. The design of activities begins with the application of the Pancasila student profile metric in teaching and learning activities as well as supporting activities. In this context, children's ability to accept and appreciate differences becomes a real manifestation of this principle. This can also be applied in the school environment such as at Al Kautsar Kebonduren Integrated Islamic Elementary School doing Pancasila student profile exercises, holding competitions at independence and kartini events with the theme of various cultures.

Third, *Gotong royong* is an activity carried out together, helping each other, helping each other to complete a certain job. *Gotong royong* is applied by procuring class pickets according to schedule, collaborating with a group of friends to complete assignments from teachers, and cleaning Friday community service in the school environment. It is also usually done by planting plants or vegetables behind the schoolyard. So, the value of cooperation in the Pancasila teaching profile provides direction for students to become social beings who need each other and help each other.

Fourth, the independent character applied at Al Kautsar Kebonduren Integrated Islamic Elementary School is through ceremonial exercises. This activity will raise students' self-confidence and spur students' independence to take responsibility. Usually, this ceremonial exercise is carried out on Fridays during the break, and those in charge are the classes that have been appointed. In addition, in the activity of decorating the wall magazine, students are also taught independence through the rules of decorating the making, which is carried out once a week. Furthermore, there is a market day where students can practice independence regarding entrepreneurship through learning outside the classroom without coercion, usually done during school anniversaries.

Fifth, the ability to think is one of the cognitive processes used as a guide in the thinking process, compiling a framework of thinking, by compiling a framework of thinking by dividing it into real activities. Then when students apply critical reasoning, they process information before accepting and understanding it fully. Critical reasoning is carried out by students, such as asking the teacher about material that has not been understood, not being afraid to argue, and listening to and respecting the opinions of others. In addition, there are additional classes for ICT subjects, this learning is carried out in the computer lab provided by the school. Students will

be introduced to digital media and practice directly using the media or applications that have been provided. There, students will be free to ask questions about material that they need help understanding.

Sixth, according to (Nismaya, 2020) when students use creative thinking, they can produce something special, meaningful, useful, and impactful. The ability to think, create, and act originally is one way to demonstrate this skill. In relation to the creative dimension, (Cintia et al., 2018) suggested that creative thinking produces a meaningful and useful work or product. In this creative activity, students utilize the madding found in each class. In wall magazine, students can channel their creativity in the form of poetry, cerpe, drawings, and other works. This Wall magazines activity is replaced once a week to attract student attention and as a medium for student numeracy litteration.

## Discussion

### ***Implementation of full day school in shaping the character of pancasila student profile***

Al Kautsar Kebonduren Integrated Islamic Elementary School is a full-day school with Islamic nuances and character. In this case, the goal of this school is the realization of the Pancasila student profile from six elements. In this Al Kautsar Kebonduren Integrated Islamic Elementary School, a full-day school schedule means a full-day school where standards apply from 06.45 to 14.00, with Monday to Thursday as the days of full-day school. Students in grades 1 to 6 perform dhuha prayers in the congregation in the prayer room from 09.00 to 09.30, accompanied by their respective class teachers. The teaching and learning process is directly from 07.15 to 12.00; the first break is from 09.30 to 10.00. then, the second break is at 11.50. Students perform dhuhur prayers in congregation first, then continue lunch until 12.45. After that, students engage in learning and self-development activities from 12.45 to 14.00. On Fridays, learning begins at 06.45 to 11.00 and continues at 14.00 to 15.00 with optional extracurricular activities such as Silat and Hadrah. For Saturday, learning starts at 06.45 to 07.30 with dhuha prayer and istighosah followed by learning at 07.30 to 08.40, namely thematic learning for grades 2,3,6 and P5 learning for grades 1,4,5, then a break at 08.40 to 10.40 filled with extracurricular scouts and marching bands.

The learning process at Al Kautsar Kebonduren Integrated Islamic Elementary School, in addition to full-day learning and long school days for extracurricular activities, character building is also integrated into several extracurricular activities. Extracurricular activities at Al Kautsar Kebonduren Integrated Islamic Elementary School are divided into two categories, namely mandatory and optional, based on students' interests and talents. Through compulsory extracurricular activities such as scouting, students can develop various characteristics, including leadership, hard work, teamwork, respect, and appreciation for others, as seen from observations and interviews with scout members. In addition, these activities also give students responsibility and teach them national values and love for the country as part of their character building. In addition, there is also an optional self-development program for students where they can choose activities according to their interests and talents. For example, Al Kautsar Kebonduren Integrated Islamic Primary School provides extracurricular dance activities as an option for students to express their artistic talents. Dance is considered a form that helps train children's motor skills. Through dance, students are expected to improve interaction and communication and form a tolerant mindset toward others.

By using this technique, students at Al Kautsar Kebonduren Integrated Islamic Elementary School can develop experience, awareness, and concern for different cultures. The extracurricular activities of the marching band and drum band are the main choices in this

school. Every Saturday from 10 am to 11.30 am, students join in large groups guided by instructors and supported by additional teachers who have expertise in the arts. Apart from acquiring music-playing skills, this activity also plays a role in shaping students' discipline and responsibility. Discipline is key to organizing a good music performance and drum band movement. Meanwhile, responsibility encourages students to take good care of their tools to keep them in optimal condition. Hadrah, at Al Kautsar Kebonduren Integrated Islamic Elementary School, hadrah is an arena for students to channel their talents and interests in the religious field. Hadrah was chosen to be an extracurricular activity because hadrah is an activity that has many benefits. In addition, students are in the field of music. However, the religious nuances and traditions are suitable for students who are not only good at music but also have increased faith and devotion.

### ***Character values are developed through the full-day school system***

The importance of character development is not only limited to conveying moral principles in lessons but must also be applied in everyday life in the school environment. At Al Kautsar Kebonduren Integrated Islamic Elementary School, we recognize that to form students as lifelong learners with global competence and behavior in accordance with Pancasila values, we instill a number of characteristics with six main qualities. Students are expected to have an obedient nature, commitment to God Almighty, high morals, respect global diversity, work together, be independent, be able to think critically and have creativity (Kemendikbud Ristek, 2022).

#### ***a) Have faith in God Almighty and have noble morals***

The first and most important thing is to have strong priorities, faith, and devotion to God Almighty. In this context, forming study habits that can be applied in everyday life, such as involving oneself in the practice of prayer, memorizing short letters, and carrying out the Koran activity every morning before starting learning, is a way to shape character as a manifestation of belief in God. Almighty. This finding is in line with the results of research by Handika & Darmiyati (2022), which show that curriculum development that promotes religious character can be adapted to the understanding that humans are creatures who have faith in God. Apart from being devoted to God, things that support the formation of students' religious character are getting used to religious activities, support from the student's parents, the joint commitment of the school community, and adequate facilities (Gunawan & Suniasih, 2022).

At Al Kautsar Integrated Islamic Elementary School, Dhuha and Dhuhur prayers are carried out in congregations from grades 1 to 6. To carry out congregational prayers, they are held in the prayer room that has been provided. Carrying out congregational prayers is one of the school's efforts to improve students' abilities in worship, from reading to prayer movements. Apart from that, by performing congregational prayers, they also learn about togetherness, harmony, and mutual respect. Also, students do it wisely, and there are no students who disturb their friends when praying. With a congregational prayer program, students can perform their worship on time and in an orderly manner.

Furthermore, to realize Islamic character in Al Kautsar Integrated Islamic Elementary School students, this is also done through memorizing short letters and reciting the Koran. This is done to equip them to carry out the five daily prayers. This memorizing and reciting activity is carried out after resting and midday prayers. Furthermore, there is an infaq program that is carried out regularly at the Al Kautsar Integrated Islamic Elementary School every Friday. This program teaches students to be social, i.e., share. This does not only apply to students, but teachers and staff are also required to donate. More details can be seen in Table 4 below.

**Tabel 4. The Value of Faith: Being devoted to God Almighty and having noble morals**

<b>Character Values</b>	<b>Descriptions</b>
Being devoted to God Almighty and having noble morals	<ol style="list-style-type: none"> <li>1. There is a target for memorizing daily prayers, short letters, and hadiths. This activity is carried out every Monday–Thursday after midday prayer times, accompanied by each class teacher.</li> <li>2. Dhuha and dhuhur prayers in congregation from class 1 to class 6, accompanied by several teachers and an imam.</li> <li>3. The Koran is done after the midday prayer and is followed by all students, but it is different for each class. Moreover, reciting this Koran uses the recitation method.</li> <li>4. There are activities to recite the book of Mabadi Fiqh Juz 3 specifically for upper classes (4, 5, and 6), which are carried out on Fridays and Saturdays before learning begins and are carried out in the school prayer room.</li> <li>5. The Infaq program, which is carried out every Friday.</li> </ol>

**b.) Global Diversity**

Students are expected to recognize and respect differences, whether in terms of race, religion, nationality, culture, or skin color. Tolerance, as a very important concept and even a foundation in the development of a nation, is key considering the diversity in ethnic groups, traditions, customs, religions, and beliefs. At the Al Kautsar Kebonduren Integrated Islamic Elementary School, they conducted Pancasila student profile exercises and held competitions at independence and Kartini events with various cultural themes. This can be seen in more detail in Table 5 below.

**Tabel 5. Global Diversity**

<b>Character Values</b>	<b>Descriptions</b>
Global Diversity	<ol style="list-style-type: none"> <li>1. Carrying out Pancasila student profile exercises.</li> <li>2. Students take part in independence and Kartini events with competitions with various cultural themes</li> </ol>

**c.) Mutual Cooperation**

Cooperation can encourage collaboration, care, and a sense of wanting to share with the surrounding environment. According to Alanur in (Jamaludin et al., 2022) the value of cooperation is also in line with the aim of citizenship education, namely for students as citizens to become good citizens, namely those who are responsible. This cooperation is implemented by carrying out class pickets according to schedule, collaborating with group friends to complete assignments from teachers, and doing clean Friday community service in the school environment. Usually, they also do this by planting plants or vegetables behind the school yard. So, the value of cooperation in the Pancasila learning profile provides direction for students to become social creatures who need and help each other. This can be seen in more detail in Table 6 below.

**Table 6. Mutual Cooperation**

<b>Character Values</b>	<b>Descriptions</b>
Mutual Cooperation	<ol style="list-style-type: none"> <li>1. Friday cleaning activities are community service activities with school residents to clean the school grounds.</li> </ol>

**d.) Independent**

Independent, based on self-awareness of responsibility for the learning process and results. Students who apply independence are always aware of themselves, aware of their needs



and shortcomings. Independence in learning is defined as learning activities that take place because they are driven more by their own will, their own choices, and their responsibility for learning (Risniawati et al., 2020). Strengthening this opinion, Gea in (Oktari & Kosasih, 2019) describes five criteria for an individual to be said to be independent if they have self-confidence, are able to work alone, master skills and skills appropriate to their work, value time, and are able to be responsible. This can be seen in more detail in Table 7 below.

**Table 7. Independent**

<b>Character Values</b>	<b>Descriptions</b>
Independent	<ol style="list-style-type: none"> <li>1. Carrying out ceremonial training activities: This activity is carried out on Saturday during the break. For ceremony officials, that is the class that has been appointed.</li> </ol>
	<ol style="list-style-type: none"> <li>2. The activity of decorating wall magazines is carried out once a week.</li> </ol>
	<ol style="list-style-type: none"> <li>3. Market day activities are held during the school anniversary</li> </ol>

#### **e.) Critical Reasoning**

According to (Ernawati & Rahmawati, 2020) critical reasoning is defined as the ability possessed by students to be able to face all kinds of life problems. Using critical thinking skills, teens will evaluate material before making decisions regarding its validity. The process of developing concepts, applying, synthesizing, and evaluating knowledge obtained through observation, experience, reflection, thinking, and communication, which becomes the basis for beliefs and actions, is known as critical thinking or critical reasoning (Lismaya, 2019: 8). This can be shown in table 8 below.

**Tabel 8. Critical Reasoning**

<b>Character Values</b>	<b>Descriptions</b>
Critical Reasoning	<ol style="list-style-type: none"> <li>1. There are additional classes for TIK subjects and there are students who ask questions about material they don't understand.</li> </ol>

#### **f.) Think creatively**

According to (Kahfi, 2022:148), to have a creative character, a person must have the ability to create and be able to imagine. The value of creative thinking is an integral part of character education implemented in the full-day school system, which in turn helps students become innovative individuals and contribute positively to society. This can be seen in Table 9 below.

**Tabel 9. Think creatively**

<b>Character Values</b>	<b>Descriptions</b>
Think creatively	<ol style="list-style-type: none"> <li>1. Activities to decorate students' wall boards, in the form of poetry, short stories and pictures. Carried out once a week.</li> </ol>

Integrating character values from the Pancasila student profile into daily life aims to create a habit and culture that are formed naturally. Students who succeed in understanding and applying these character values well, both in the classroom and in everyday life, can achieve these goals. According to (Ratih et al., 2020), the character is also human behavior related to attitudes, words, and actions based on religious norms and laws. Apart from that, in future planning, educators are also expected to demonstrate the character values of the Pancasila student profile, considering their important role as the main role models for children's

development. Because educators are the main role models for students, Similar to the research results from (Sulistyowati & Amri, 2023), the results of the data provided regarding the implementation of full-day school in forming the character profile of Pancasila students at Integrated Islamic elementary school Al Kautsar Kebonduren show that this school has a comprehensive approach to building student character. Al Kautsar Kebonduren Integrated Islamic Elementary School implements a full-day school system from Monday to Thursday, with a schedule that includes congregational prayers, teaching and learning activities, breaks, midday prayers, lunch, and learning and self-development activities. On Friday, there are scout extracurricular activities for grades 1, 2, and 3, while grades 4, 5, and 6 continue to participate in learning activities as usual. Then, the focus on character formation is emphasized for students in grades 1, 2, 4, and 5. The learning strategies used are projects (P5) and habituation. This approach allows adjustments in the learning process to meet individual student needs.

Al Kautsar Kebonduren Integrated Islamic Elementary School implements a school culture that involves students in activities such as greetings, saying hello, smiling, and being polite, as well as applying the 4 magic words such as sorry, please, excuse me, and thank you. Apart from that, activities such as prayer, praying, flag ceremonies, and extracurricular activities can be arranged as daily activities to shape student character. This school utilizes long hours at school for self-development and extracurricular activities. Compulsory extracurricular activities such as scouting help develop students' character, such as leadership, hard work, cooperation, respect for others, responsibility, and love of the country. Apart from that, there are also extracurricular options available that allow students to develop their talents and interests, such as dance, drumming, and hadrah. Al Kautsar Kebonduren Integrated Islamic Elementary School instills character values, including faith, devotion to God Almighty, noble character, global diversity, cooperation, independence, critical thinking, and creative thinking. Each of these character values is implemented in daily activities at school, creating an environment that supports the formation of good character.

Overall, the broad and varied approach adopted by the Al Kautsar Kebonduren Integrated Islamic Elementary School in shaping student character includes aspects of religion, tolerance, cooperation, responsibility, and the ability to think critically and creatively. This is relevant to the research results from (Mawaddah & Haris, 2022), namely that implementing the Pancasila student profile values in Integrated Islamic Primary Schools can help students become individuals who are faithful, responsible, and able to interact well in society.

## **Conclusion**

The implementation of full day school at Al Kautsar Kebonduren Integrated Islamic Elementary School has succeeded in forming the character profile of Pancasila students holistically. This character building is the main goal of education in the school, which is realized through the full day school program. Character building activities include indicators of the Pancasila learner profile and learning strategies with projects (P5) and habituation. The learning process at Al Kautsar Kebonduren Integrated Islamic Elementary School is very adaptive, adjusting to the learning phase not just the classroom. In addition, the full day school time arrangement which includes congregational prayers, teaching and learning activities, breaks, dhuha and dhuhur prayers, lunch, and self-development, provides a strong foundation in forming religious characters, global diversity, mutual cooperation, independence, critical thinking, and creative thinking. School culture and extracurricular activities also play an important role in shaping students' character, such as scouts, dance, drum band, and hadrah. Through the full day school system, Al Kautsar Kebonduren Integrated Islamic Elementary

School has succeeded in instilling character values that reflect a commitment to the values of Pancasila and global character.

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