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Integrating Pancasila Values Through Extracurricular Activities: Character Development in an Indonesian Muhammadiyah Islamic Boarding School

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ABSTRACT

Character education in Indonesian Islamic boarding schools faces the challenge of integrating national values with religious teachings. This study examines the implementation of extracurricular activities at Muhammadiyah Darul Arqam Gombara Islamic Boarding School in strengthening the Pancasila Student Profile, particularly through an integrated approach combining Islamic values and national character development. Using a qualitative case study design, this research collected data through in-depth interviews with 15 participants, participatory observations of extracurricular activities, and document analysis over six months. The findings reveal that the integration of various extracurricular programs - including arts, sports, Hizbul Wathan scouts, Tapak Suci martial arts, and the Muhammadiyah Student Association - significantly contributes to character development in five key areas: discipline, independence, social skills, moral values, and academic-nonacademic balance. The study highlights how these activities serve as effective platforms for practicing Pancasila values through experiential learning. However, challenges remain in terms of facility limitations, time management, and mentor training. The research concludes that structured extracurricular activities in Islamic boarding schools can effectively support character education when designed holistically, integrating both religious and national values. This model offers valuable insights for other Islamic educational institutions seeking to strengthen character education through extracurricular programs.

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1. INTRODUCTION

Indonesia faces the challenge of moral degradation among the youth, such as intolerance and weak social responsibility, which contradicts the values of Pancasila (Randy, 2021; Sudarsono, 2024). Islamic boarding schools play a strategic role in building a character-driven generation, but still face challenges such as limited human resources, facilities, and the integration of the national curriculum (Kartono et al., 2022). The challenges in teaching character values require continuous training and support from stakeholders (Muhajir, 2022). Modern Islamic boarding schools, such as Community of Islam Boarding School, have successfully integrated a holistic approach in character education that encompasses intellectual, spiritual, and moral aspects to shape a dignified generation (Foeh & Saefatu, 2024).

While various studies have examined the implementation of character education in Islamic boarding schools (*pesantren*), there remains a significant gap in understanding how extracurricular activities can effectively support the Pancasila Student Profile. Previous studies have predominantly focused on either academic or religious aspects in isolation, and there has been no comprehensive research analyzing the integration of Pancasila values within extracurricular activities in the *pesantren* environment. Furthermore, although several studies have addressed the role of extracurricular activities in character formation, there is limited research specifically examining their effectiveness within the context of the Independent Curriculum in modern Islamic boarding schools.

Recent developments in character education research within Islamic boarding schools reveal several significant trends. First, there has been a shift from conventional approaches focusing on religious aspects toward the integration of citizenship values and leadership (Kartono et al., 2022). Second, innovations have emerged in character formation methods through more structured and measurable extracurricular activities (Emawati & Masyitah, 2022). Third, there is growing awareness of the importance of balancing traditional *pesantren* (Islam Boarding School) values with global competency demands (Muhajir, 2022). Fourth, there has been development in technological integration models for strengthening student character (Basilotta-Gómez-Pablos et al., 2022).

Character education has long been a primary focus of national education policy, as stated in Law Number 20 of 2003 concerning the National Education System. Character education plays an important role in shaping a generation that is not only excellent in academics but also possesses strong morality (Setyono & Widodo, 2019; Widiastuti et al., 2020). In modern education, technology provides significant opportunities to support the integrated and interdisciplinary development of students' intellectual and character (Basilotta-Gómez-Pablos et al., 2022; Gao et al., 2020). Innovation in education is also focused on facing the challenges of the digital era by utilizing technology as the main supporting tool. However, the implementation of character education often faces challenges, particularly in integrating religious values with national values, as promoted in the Pancasila Student Profile (Aulia et al., 2023; Solichah & Susilawati, 2023). Extracurricular activities such as traditional arts significantly contribute to strengthening the values of discipline and love for the homeland among students, in line with the dimensions of the Pancasila Student

Profile (Fatmawati & Kaltsum, 2022). The implementation of extracurricular activities in pesantren is effective in fostering independence, cooperation, and responsibility, which are essential elements in character education based on religious values (Emawati & Masyitah, 2022).

Extracurricular activities participated in by students have been proven to have a significant impact on their academic performance, especially when involvement in these activities is broader, which tends to produce positive outcomes (Abizada et al., 2020). Additionally, extracurricular activities also contribute to students' school readiness, particularly in developing social and cognitive skills, which serve as compensation for children from low socioeconomic status families (Ren et al., 2021). This positive impact is even more pronounced for children from less advantaged backgrounds, as extracurricular activities can support academic engagement while also reducing problematic behavior (Heath et al., 2022). However, the application of Pancasila values through this approach still requires further exploration, especially in the context of pesantren, which have distinct characteristics compared to formal schools (Harahap & Rizal, 2020).

Independent Learning Curriculum, with its focus on interest exploration, creativity development, and adaptability, offers opportunities to meet challenges. The Merdeka Curriculum creates a more inclusive learning environment focused on the development of students' character (Daniel et al., 2024). The implementation of the Merdeka Curriculum still faces challenges in terms of teacher readiness, limited resources, and the lack of integration between the academic curriculum and extracurricular activities (Rosyid et al., 2024). It is expected that teachers possess a sufficient level of professionalism and expertise to support the success of learning (F. Ferdinan, 2023). The professionalism of educators is reflected in their ability to perform tasks with quality, based on the competencies they possess (A. R. Ferdinan & Pewangi, 2024).

Based on these research gaps, this study poses three primary research questions: (1) How are extracurricular activities implemented at Pondok Pesantren Darul Arqam Muhammadiyah Gombara in supporting the strengthening of the Pancasila Student Profile? (2) To what extent are extracurricular programs effective in shaping student character in accordance with Pancasila values? (3) What are the challenges and opportunities in integrating Pancasila values through extracurricular activities within the context of the Independent Curriculum?

This research is built upon the proposition that extracurricular activities designed with consideration of Pancasila values and modern Islamic boarding school characteristics can serve as effective instruments in student character formation. This proposition is supported by transformative learning theory, which emphasizes the importance of practical experience in character development (Illeris, 2014), and the concept of holistic education that integrates intellectual, spiritual, and social aspects (Embong et al., 2013).

This research aims to fill that gap by exploring how extracurricular activities at Pondok Pesantren Darul Arqam Muhammadiyah Gombara, Makassar City, can

strengthen the Pancasila Student Profile. This study will also evaluate the effectiveness of extracurricular programs in addressing the challenges of character education and identify the opportunities and obstacles faced in their implementation. This research holds significant importance across several dimensions. Theoretically, this study contributes to the development of an integration model for Pancasila values within the context of modern Islamic boarding school education, particularly through extracurricular activities. Practically, the research findings can serve as a reference for other Islamic boarding schools in developing effective extracurricular programs that support the Pancasila Student Profile. From a policy perspective, the research findings can provide valuable input for curriculum development and character-building programs in Islamic boarding schools that align with national educational objectives. Thus, the results of this research are expected to contribute to developing more relevant, holistic, and applicable character education strategies.

2. METHODS

This study employs a qualitative approach with a case study design to deeply explore the processes and effectiveness of extracurricular activities in supporting the strengthening of the Pancasila Student Profile at Pondok Pesantren Darul Arqam Muhammadiyah Gombara, located in Makassar City. The qualitative approach was chosen as it provides a framework for an in-depth understanding of complex phenomena through direct interaction with research subjects, as supported by previous studies (Agustini et al., 2023; Fadli, 2021; Panudju et al., 2024). The research location, Pondok Pesantren Darul Arqam Muhammadiyah Gombara, was purposefully selected due to its diverse range of extracurricular programs aimed at fostering the character development of its students in alignment with the Pancasila Student Profile.

The research subjects include students actively participating in extracurricular activities, pesantren administrators involved in planning and implementing these programs, and teachers or mentors who accompany and evaluate these activities. Subjects were chosen purposively to ensure their relevance to the research objectives. The data collection process encompasses three main techniques: in-depth interviews, participatory observation, and documentation. In-depth interviews will be conducted with students, administrators, teachers, and mentors to gather comprehensive insights into the implementation, challenges, and outcomes of extracurricular activities. Interview guidelines are prepared to ensure the discussions remain focused on the research topic. Participatory observation allows the researcher to immerse themselves in the activities, observing their execution, the interaction among participants, and the activities' effects on students. These observations will be documented systematically in field notes and activity recordings. Additionally, relevant documents, such as program plans, activity reports, and evaluation materials, will be collected to complement the primary data sources and provide additional context.

Data analysis will be carried out using thematic analysis techniques. The analysis process begins with organizing the data obtained from interviews, observations, and documents into themes that align with the objectives of the research. Coding will be used to identify patterns and relationships within the data, followed by triangulation

to enhance the validity and reliability of findings by cross-verifying information from multiple data sources. The final stage involves crafting a detailed case description that presents a comprehensive overview of the research site, highlighting the implementation of extracurricular activities and their impact on character development among students.

The research is carried out in several stages. During the preparation stage, the research instruments, including interview and observation guidelines, are developed. Official permissions are obtained from the pesantren authorities, and schedules for interviews, observations, and document collection are established. In the data collection stage, in-depth interviews are conducted with selected respondents, and direct observations of extracurricular activities are undertaken. Relevant documents are also gathered to ensure a holistic understanding of the phenomena under study. In the data analysis stage, thematic analysis techniques and triangulation are applied to extract meaningful insights and ensure the accuracy of the findings. Finally, the reporting stage involves the preparation of a comprehensive research report detailing the findings, analysis, and recommendations derived from the study. This structured methodology ensures a robust exploration of the role of extracurricular activities in fostering the Pancasila Student Profile at Pondok Pesantren Darul Arqam Muhammadiyah Gombara.

3. RESULTS AND DISCUSSION

Implementation of Extracurricular Activities

At Pondok Pesantren Darul Arqam Muhammadiyah Gombara, extracurricular activities play a crucial role in the character development of students and the strengthening of the Pancasila Student Profile. The extracurricular programs offered, such as arts, sports, Hizbul Wathan, Tapak Suci, Muhammadiyah Student Association (IPM), and the Student Council (OSIS), not only serve as a medium for developing the talents and interests of the students but also to support their character formation.

Arts and Sports Program:

Based on the results of an interview with one of the teachers, it was revealed that:

"Arts and sports activities are not only to hone skills, but also to form cooperation between students, improve discipline, and give them space to express themselves."

This shows that extracurricular activities have a greater purpose than simply improving physical abilities or arts skills. These activities act as a medium to develop social attitudes, discipline, and interpersonal skills that are important in students' daily lives.

One concrete example of my observations in the field is during soccer and volleyball training activities held every Saturday afternoon. On that occasion, although the students looked tired after intense training, they supported and encouraged each other. This situation reflects the values of cooperation and physical endurance that are not only taught through theory but also practiced in real life in these activities. Involvement in sports activities like this teaches students the

importance of working together as a team and building physical and mental strength to face challenges.

In addition to sports, arts activities also have a significant positive impact. On one occasion, an art performance involving a dance and music group, the students involved showed improvements in teamwork and time discipline. Rahmat, one of the participants involved, said in an interview, "Through the routine practice that we do, I learn about the importance of valuing time and respecting the opinions of my friends in the team." This confirms that art activities not only hone artistic skills, but also serve as a means to develop the character of students, especially in terms of discipline, cooperation, and a sense of responsibility for the tasks given. It can be concluded that art and sports activities at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School make a great contribution to the formation of the character of students. These activities not only serve as a means to hone talents and skills, but also play an important role in developing cooperation, discipline, and responsibility. Active involvement in these extracurricular activities shapes students into individuals who are more confident, disciplined, and able to work together in a team. In addition, art activities such as art performances also enrich social experiences and teach the importance of valuing the time and opinions of others. Therefore, extracurricular activities in this Islamic boarding school can be considered as one of the main pillars in supporting character development and strengthening the Pancasila Student Profile.

Hizbul Wathan and Tapak Suci

The Hizbul Wathan and Tapak Suci programs play a very large role in shaping the character of students, especially in terms of leadership and discipline. Both of them not only provide theoretical lessons, but also practical experience that is very valuable in everyday life. These programs teach values that lead to the formation of a strong, broad-minded personality with a high sense of social responsibility.

Hizbul Wathan, which is a scouting organization among students, focuses more on developing leadership and discipline. This program emphasizes the importance of organizational skills, teamwork, and wise and integrated leadership. Through various activities, such as camping and training, Hizbul Wathan members are allowed to lead teams and organize various activities. This not only hones their ability to organize but also teaches them to be responsible for themselves and others.

A concrete example of the Hizbul Wathan program is that students are trained to organize big events, such as sports competitions or social activities at Islamic boarding schools. "In Hizbul Wathan, we learn about discipline and social responsibility. Not only that, we are also trained to become wise leaders and able to organize activities," he said. In the activity, participants are taught how to lead well, maintain order, and be responsible for everything that happens in the event. The Hizbul Wathan program is very effective in shaping the character of students, especially in terms of leadership and discipline. These two programs complement each other in teaching important values such as responsibility, cooperation, self-control, and respect. Through the activities they participate in, students not only gain technical skills, but also learn to become more mature, wise, and responsible individuals.

Muhammadiyah Student Association (IPM)

The Muhammadiyah Student Association (IPM) at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School plays a very important role in developing leadership skills, work ethics, and organizational skills for students. As a forum that accommodates the potential of students, IPM not only teaches leadership theory, but also provides practical experience that enriches the skills of its members. As expressed by Siti, one of the IPM administrators,

"We at IPM learn to lead, make decisions, and organize activities that involve many people."

In every activity organized by IPM, students are given the opportunity to develop their leadership skills. For example, at a seminar organized by IPM, students involved in the committee must be responsible for various aspects, from preparation to implementation of the event. As the event coordinator, Siti said that they not only have to lead, but also must be able to manage time and listen to other people's opinions in the decision-making process. "We have to learn to manage time and listen to other people's opinions. That really helps in making the right decisions," she said. This shows that leadership in IPM is not only instructive, but also collaborative, where every voice is valued, and every decision is made with careful consideration.

In addition to leadership, IPM also teaches organizational skills that are very important for students in carrying out daily activities. In the seminar, each student involved in organizing the event has a clear role and responsibility, starting from preparing the budget, arranging the venue, to coordinating with speakers and participants. They are trained to work well together in a team, complete tasks according to schedule, and maintain the quality of the event. Siti, as the event coordinator, shared how this experience helped them learn to be more organized, stay focused, and work according to established procedures.

One concrete example of how IPM teaches leadership, and organizational skills can be seen in the preparation of the seminar. In this activity, the committee team must work carefully to ensure that the event runs smoothly. Starting from the coordination meeting, dividing tasks, to the evaluation after the event is over, all these steps teach them how to work in a team and manage time efficiently. This forms a good work ethic, as well as providing valuable experience in managing events that involve many parties.

It can be concluded that the Muhammadiyah Student Association (IPM) at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School plays a very large role in shaping the character of students, especially in terms of leadership, decision making, and organizational skills. The programs organized by IPM not only introduce leadership theory, but also provide opportunities to practice these skills in real situations. Through these activities, students not only become more responsible leaders, but also more skilled in organizing activities and managing time well.

The Influence of Extracurricular Activities on the Implementation of the Pancasila Student Profile

Based on the results of interviews with students, boarding school administrators, and teachers, extracurricular activities at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School have had a significant impact on the formation of the Pancasila Student Profile. This analysis includes several important aspects that reflect the strengthening of students' characters in accordance with Pancasila values.

Improving Discipline

Extracurricular activities, especially those involving art, sports, Hizbul Wathan, and Tapak Suci, have made a major contribution to improving students' discipline. Involvement in these programs requires a consistent commitment of time and effort, which indirectly teaches students to obey the rules, respect time, and be responsible for their tasks. Boarding school administrators reported that students showed significant improvements in punctuality and compliance with boarding school regulations. Through regular practice and active participation in activities, students learn to set their priorities and develop a disciplined attitude that is important for their academic and social lives.

Development of Independence

Extracurricular programs provide opportunities for students to develop their independence. For example, involvement in organizations such as the Muhammadiyah Student Association gives students responsibility for planning and implementing various activities. Students involved in these activities often have to complete tasks independently, make decisions, and solve problems creatively. Boarding school administrators and teachers note that students who are active in these activities demonstrate better abilities in overcoming challenges independently and feel more confident in taking initiative.

Social Skills and Cooperation

Extracurricular activities that involve group work, such as sports and arts, play an important role in developing students' social skills. Through team interactions and collaboration on various projects, students learn about the importance of communication, tolerance, and cooperation. They learn how to work effectively with others, appreciate differences, and constructively resolve conflicts. Boarding school administrators note that students involved in extracurricular activities demonstrate better social skills and the ability to work together in groups, which are important values in the Pancasila Student Profile.

Improvement of Moral and Ethical Values:

One of the most important impacts of extracurricular activities is the improvement of students' moral and ethical values. Through participation in programs that emphasize ethics, leadership, and social responsibility, students learn to internalize Pancasila values such as justice, honesty, and responsibility. Boarding school administrators and teachers report that students show progress in developing attitudes that are in line with Pancasila values, including concern for others, respect for differences, and a passion for contributing to the community.

Balance between Academic and Non-Academic Aspects

The positive influence of extracurricular activities is also seen in the way students can balance academic demands and non-academic activities. Through involvement in various programs, students learn to better manage their time and align their priorities. Boarding school administrators note that students who are active in extracurricular activities tend to have higher motivation in academics and show better progress in their studies. This reflects that the integration of extracurricular activities with the character education curriculum can support academic and non-academic development simultaneously.

It can be concluded that extracurricular activities at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School have had a significant impact on strengthening the Pancasila Student Profile. Through increased discipline, independence, social skills, and moral and ethical values, students not only develop as academically intelligent individuals but also as members of society with integrity and responsibility. The integration of extracurricular activities with the character education curriculum supports the formation of a complete character and by the principles of Pancasila, ensuring that students are ready to face challenges and opportunities in the future.

Implementation of the Independent Curriculum

This study found that extracurricular activities at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School significantly support the implementation of the Independent Curriculum by providing a platform that allows students to explore their interests, develop creativity, and adapt to global changes and challenges. Some of the main findings of this study related to how extracurricular activities contribute to the goals and principles of the Independent Curriculum are as follows:

Exploration of Interests and Development of Creativity

Extracurricular activities such as arts, sports, Tapak Suci, Hizbul Wthan, and the Muhammadiyah Student Association provide students with the opportunity to explore their interests outside the traditional academic curriculum. Through these programs, students can discover and develop talents that may not be detected in regular learning activities. For example, art activities not only teach artistic skills but also encourage students to think creatively and innovate. This is in line with the principles of the Independent Curriculum which encourages freedom for students to explore their various interests and abilities, which in turn helps develop broader self-potential.

Development of Independence and Leadership

Extracurricular programs such as the Muhammadiyah Student Association and Tapak Suci provide students with experience in leadership and responsibility. Through involvement in these organizations, students learn to lead, make decisions, and work in teams. This independence is an important aspect of the Independent Curriculum which emphasizes the development of positive attitudes and adaptability.

By giving students responsibility in managing projects and activities, they become better prepared to face the challenges and rapid changes in the era of globalization.

Adaptation to Global Changes and Challenges

Extracurricular activities help students develop skills that are relevant to global needs. For example, sports programs teach not only physical techniques but also teamwork, discipline, and the ability to face defeat with a positive attitude. In addition, programs that are oriented towards technology and innovation help students adapt to technological advances and rapid changes. The ability to adapt to change is essential in the context of the Independent Curriculum, which aims to prepare students to face global dynamics with a flexible attitude and relevant skills.

Curriculum Integration and Extracurricular Activities

Extracurricular activities at Darul Arqam Muhammadiyah Gombara Islamic Boarding School are designed to complement and enrich the academic curriculum. The boarding school administrators and teachers integrate extracurricular activities with the objectives of the Merdeka curriculum, ensuring that these activities support the development of relevant competencies. For example, art and sports projects are often linked to academic lessons, providing a practical context for the theory learned in class. This approach strengthens the relevance of education and encourages students to see the connection between academic knowledge and practical applications in everyday life.

Improving Social and Collaborative Skills

Extracurricular activities also contribute to the development of social and collaborative skills, which are important components of the Merdeka Curriculum. Through participation in sports teams, group art projects, and organizational activities, students learn how to communicate effectively, work in groups, and resolve conflicts. These skills are invaluable in a global context, where the ability to collaborate with people from different backgrounds and cultures is becoming increasingly important.

Increasing Engagement and Motivation

Extracurricular activities increase students' engagement and motivation in the learning process. Students who are actively involved in extracurricular activities feel more connected to the school and are more motivated to learn. This involvement also increases their sense of belonging and responsibility towards the pesantren community, creating a positive and supportive learning environment. It can be concluded that extracurricular activities at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School effectively support the implementation of the Merdeka Curriculum by facilitating the exploration of interests, development of creativity, and adaptation to global change. Through these programs, students enrich their learning experiences and prepare themselves to face future challenges with relevant skills and positive attitudes. The integration of extracurricular activities with the character education curriculum helps create a dynamic learning environment. It supports the development of a complete character by the principles of the M Curriculum.

Implementation of Extracurricular Activities

At the Darul Arqam Muhammadiyah Gombara Islamic Boarding School, extracurricular activities play a crucial role in developing the character of students and strengthening the Pancasila Student Profile. The extracurricular programs offered, such as arts, sports, Hizbul Wathan, Tapak Suci, Muhammadiyah Student Association (IPM), and OSIS, not only function as a medium for developing students' talents and interests, but also as a means of forming their character.

Arts and sports programs

Arts and sports programs are designed to facilitate the development of students' creative and physical skills. Arts activities, such as music, dance, and theater, allow students to express themselves and instill values of cooperation, discipline, and appreciation for culture. In addition, sports, such as soccer, volleyball, and badminton, help students develop teamwork, leadership, and physical endurance skills. This can contribute to instilling the values of cooperation and discipline in students, especially through social interaction within groups (Subekti & Alinurdin, 2021).

Hizbul Wathan and Tapak Suci Programs

The Hizbul Wathan and Tapak Suci programs in Islamic boarding schools have a strategic role in strengthening the spiritual and leadership aspects of students. The following is a further explanation of these two programs based on relevant national journals.

Hizbul Wathan, as a scouting organization under Muhammadiyah, functions to instill national, citizenship, and leadership values in students. According to research conducted by Heri Kurnia and Fitriyani Khusna Widayanti, this program not only improves student learning achievement but also builds character through structured and leadership-oriented activities. Activities such as leadership rehearsals and independent camps provide direct experience in leading and working together, which is very important for the development of students (Ahmad et al., 2022; Firmansyah et al., 2023).

Instilled Values,

1. Leadership: Students are trained to become responsible leaders through various activities involving planning and decision making.
2. Citizenship: Teaches the importance of love for the homeland and active participation in society, so that students understand their role as part of the nation.
3. Discipline: Through various scheduled and organized activities, students learn to value time and obey the rules.

Tapak Suci is a martial arts organization that is an integral part of education at the Islamic boarding school. Tapak Suci's extracurricular activities are not only fun but also effective in shaping students' character through physical and mental training (Mustafa & Hidayat, 2018). This program teaches discipline, courage, cooperation, and Islamic values that underlie every activity.

Benefits of Tapak Suci Activities,

1. Physical and Mental Discipline: Self-defense training helps students develop overall physical and mental resilience.
2. Character Building: Teaches values such as honesty, humility, and brotherhood, which are the foundation of everyday life.
3. Leadership: Provides opportunities for students to practice leadership skills in a group context, both in training and competition.

The two Hizbul Wathan and Tapak Suci programs complement each other in creating students who are not only physically strong but also have a high leadership spirit. Research shows that the integration of Hizbul Wathan scouting education and Tapak Suci martial arts training can produce individuals who are characterful, disciplined, and ready to face future challenges (Ahmad et al., 2022; Mahatika & Jamilus, 2022). Thus, the Hizbul Wathan and Tapak Suci programs in Islamic boarding schools not only strengthen the spiritual aspect but also build a generation of future leaders who are strong and have integrity.

Influence on Pancasila Student Profile

Extracurricular activities in Islamic boarding schools make a significant contribution to increasing the discipline and independence of students. Various activities, such as arts, sports, Hizbul Wathan, and Tapak Suci, teach students to obey the rules, respect time, and be responsible for their tasks. The following is a further explanation based on research from relevant national journals.

Improving Discipline

According to Fauziyah, routine training in extracurricular activities can build a disciplined attitude that has a direct impact on students' academic lives. Activities such as karate and scouts in Islamic boarding schools have proven effective in instilling discipline (Gestiardi & Suyitno, 2021).

Development of Independence

The independence of students also develops through involvement in organizations such as the Muhammadiyah Student Association. Student organizations are able to build student independence and initiative through project-based learning processes. This involvement gives students responsibility in planning activities and completing assignments independently, and encourages them to solve problems creatively (Hayati et al., 2023).

Social Skills

Team interaction and collaboration in various extracurricular projects also help students learn social skills. Intense social interaction in extracurricular activities can build better social skills, especially in the ability to resolve conflicts constructively. Group activities such as marching band and performing arts allow students to learn communication, tolerance, and cooperation.

Overall, extracurricular activities in Islamic boarding schools not only serve to improve students' discipline and independence but also strengthen their social skills. Through consistent commitment of time and effort in these various activities, students are taught to become responsible individuals who are able to interact well in society.

Implementation of the Independent Curriculum

Extracurricular activities at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School support the implementation of the Independent Curriculum by providing a platform for students to explore their interests, develop their creativity, and adapt to global changes and challenges. The integration of arts and sports activities with the Independent Curriculum creates a learning experience that is flexible, relevant, and adaptive to students' needs (Aditya Dewantara & Juliansyah, 2023).

Activities such as arts and sports also encourage students to think creatively and innovatively, which is in line with the principles of the Independent Curriculum in giving students the freedom to explore their interests. This supports students in developing 21st-century skills, such as creativity, communication, and collaboration (Fakhri, 2023).

Overall, extracurricular activities at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School support the implementation of the Independent Curriculum by providing space for students to develop holistically. By integrating arts and sports activities into the curriculum, this Islamic boarding school not only improves the discipline and independence of its students but also prepares them to face future challenges with relevant skills.

4. CONCLUSION

Extracurricular activities at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School play a significant role in supporting the strengthening of the Pancasila Student Profile. Programs such as arts, sports, Hizbul Wathan, Tapak Suci, and the Muhammadiyah Student Association (IPM) not only help develop skills, but also strengthen the moral, social, and character values of students, such as discipline, independence, cooperation, and honesty. However, the effectiveness of these activities still faces challenges in the form of limited facilities, time, and mentor training. The integration of Pancasila values and extracurricular activities has been running, but still requires further exploration and refinement so that it can be applied consistently throughout the program. This study emphasizes the importance of structured activity management, increasing the capacity of mentors, and supporting facilities to ensure the success of the program. Thus, extracurricular activities in Islamic boarding schools have great potential as a strategic platform to form a generation that is moral, has character, and is ready to face future challenges.

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