

INTERNALISASI PROFIL PELAJAR PANCASILA DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DAN BUDI PEKERTI BERBASIS *OUTING CLASS*

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Abstract

The background of this research is because students are currently not able to understand Pancasila values and have not been able to internalize the values of Pancasila student profiles in everyday life. The purposes of this study include: 1) To describe and analyze why the internalization of Pancasila student profiles in learning Islamic religious education and morals needs to be done with outing class; 2) To describe and analyze the implementation of learning in Islamic religious education and ethics based on outing class; and 3) To describe and analyze the inhibiting and supporting factors in the process of internalizing Pancasila student profiles in Islamic religious and character education learning based on outing class and efforts to overcome them. This research is included in the type of qualitative research. Methods of data collection using observation, in-depth interviews and documentation. The results of the study show 1) The reasons why the internalization of Pancasila student profiles in learning Islamic religious education and morals need to be carried out with outing class, namely to provide more concrete, contextual and meaningful learning and provide fun experiences for students; 2) Implementation of the implementation of learning Islamic religious education and manners based on outing class can be carried out inside and outside the classroom. The process of internalization outside the classroom occurs through interactions between teachers and students outside the classroom; dan 3) Supporting factors include: a lot of material that can process Pancasila student profiles internalization can be done with outing class and the existence of positive cultures that are used to being carried out in schools that reflect the values of Pancasila student profiles. While the inhibiting factors include: the need to improve human resources. Efforts to overcome this problem are by involving teachers in workshops, seminars, training, training and encouraging teachers to increase their capacity to continue their education to a much higher level. Then the factor of limited infrastructure. Efforts to overcome this are by compiling an annual school program and funding it, in addition to involving students to be invited to save and look for activity financing posts from other legitimate sources.

Keywords: Profile of Pancasila Students, Islamic Religious Education and Character, Outing Class

Abstrak

Penelitian ini dilatarbelakangi karena peserta didik saat ini belum mampu memahami nilai-nilai Pancasila dan belum mampu menginternalisasi nilai-nilai profil pelajar pancasila dalam kehidupan sehari-hari. Tujuan penelitian ini antara lain : 1) Untuk mendeskripsikan dan menganalisis mengapa internalisasi profil pelajar Pancasila dalam pembelajaran Pendidikan Agama Islam dan Budi Pekerti perlu dilakukan dengan outing class; 2) Untuk mendeskripsikan dan menganalisis pelaksanaan implementasi pembelajaran Pendidikan Agama Islam dan Budi Pekerti berbasis outing class; dan 3) Untuk mendeskripsikan dan menganalisis faktor penghambat dan pendukung proses internalisasi profil pelajar pancasila dalam pembelajaran Pendidikan Agama Islam dan Budi Pekerti berbasis outing class dan upaya untuk mengatasinya. Penelitian ini termasuk dalam jenis penelitian kualitatif. Metode pengumpulan data menggunakan metode pengamatan, wawancara mendalam dan dokumentasi. Hasil penelitian menunjukkan 1) Alasan mengapa internalisasi profil pelajar Pancasila dalam pembelajaran Pendidikan Agama Islam dan Budi Pekerti perlu dilakukan dengan outing class yakni untuk memberikan pembelajaran yang lebih kongkrit, kontekstual dan bermakna dan memberikan pengalaman yang menyenangkan bagi peserta didik; 2) Pelaksanaan implementasi pembelajaran Pendidikan Agama Islam dan Budi Pekerti berbasis outing class dapat dilakukan di dalam dan di luar kelas. Proses internalisasi di luar kelas terjadi melalui interaksi antara guru dan peserta didik di luar ruang kelas; dan 3) Faktor pendukung antara lain : banyak materi yang dapat proses internalisasi profil pelajar Pancasila dapat dilakukan dengan outing class dan adanya budaya-budaya positif yang sudah terbiasa dilakukan di sekolah yang mencerminkan nilai-nilai profil pelajar Pancasila. Sedangkan faktor penghambat antara lain : perlu ditingkatkannya sumber daya manusia. Upaya untuk mengatasi permasalahan ini adalah dengan mengikutkan guru dalam kegiatan workshop, seminar, diklat, pelatihan maupun mendorong guru untuk meningkatkan kapasitasnya untuk melanjutkan pendidikan ke jenjang yang jauh lebih tinggi. Kemudian faktor terbatasnya sarana prasarana. Upaya mengatasinya adalah dengan menyusun program tahunan sekolah dan terdani, selain itu melibatkan peserta didik untuk diajak menabung dan mencari dana pembiayaan kegiatan dari sumber sah lainnya.

Kata Kunci : Profil Pelajar Pancasila, Pendidikan Agama Islam dan Budi Pekerti, Outing class

A. INTRODUCTION

One of the efforts to improve the quality of education in Indonesia is to promote character building which is embodied in a student profile of Pancasila. The role of education in instilling character is very important and is needed by students to create a

balance between human and technological development (Faiz & Kurniawaty, 2022). In everyday life the efforts made in order to instill a Pancasila student profile are carried out through the application of a positive school culture, habituation, intra-curricular activities, extracurricular activities and projects to strengthen the profile of Pancasila students (Rahayuningsih, 2022). This condition is a response to the big hopes and questions that have been dreamed of in the education system in Indonesia. Through the Pancasila student profile the direction and description of education in Indonesia began to be enlightened. The competence of students based on and in accordance with the values of the Indonesian nation's philosophy, namely Pancasila, is expected to be able to bring about the welfare and safety of students. As a nation that has been independent from colonialism for 77 years, it believes that Pancasila is a noble ideal that can strengthen and unite Indonesia in the midst of various differences. This hope is also placed on the nation's generation so that they are able to become Pancasila students who are moderate, strengthen, cool and act in accordance with the noble values of Pancasila. Various efforts have been made to strengthen the profile of Pancasila students both at the pre-school level, namely Kindergarten (TK) and Early Childhood Education (PAUD), basic education level, namely Elementary School/Madrasah Ibtidaiyah (SD/MI), secondary education level, namely Junior High School (SMP), Senior High School (SMA) and Vocational High School (SMK) which are included in the category of driving schools and schools that implement the implementation of an independent curriculum (Syafi'i 2021: 46-47). The independent curriculum also accommodates a variety of subjects which are almost the same as the 2013 curriculum. One of these subjects is Islamic Religious Education and Characteristics (PAIBP).

Islamic Religious Education and Character Education is not only a collection of material or concepts that students only learn and understand, but more than that the values of Islamic Religious Education and Character Education must be able to be internalized in everyday life as a form of practicing worship and belief (Fachri 2014: 134). In addition, Islamic religious education is closely related to moral education in it because morality is a reflection of one's understanding and practice of religion. The process of forming morals is carried out through various meaningful habits and learning which of course relies on the values of Islamic teachings and the values of Pancasila in order to realize the big goal,

namely the goal of national education (Anwar salim 2018: 235).

This globalization and all-sophisticated era has had a major impact on changes in student behavior. Neglect of religious practice, such as neglect in carrying out worship, fading of tolerance, empathy and caring for others, fading of the spirit of mutual cooperation in society because of the tendency of today's society to be closer to mobile phones whose use is not done wisely. What's even more frightening than that is that radicalism, intolerance and individualism are starting to grow. This is what strengthens the determination of educators in the subject of Islamic Religious Education and Characteristics to provide an understanding of religious moderation, the importance of tolerance and concern for others, and the spirit of mutual cooperation to build the nation through internalization of Pancasila student profiles.

The understanding of the basis of monotheism has been clearly stated in the first principle of Pancasila which is the ideological foundation of the Indonesian nation. In the first precept it is very clear that Indonesia is a plural nation having six religions but Indonesia does not impose the value of monotheism on any one religion. The meaning of this condition is that certain religions are not allowed to impose their will on other religions. The spirit of unity in the midst of differences, the spirit of humanity among adherents of religions and the spirit of mutual respect and appreciation are characteristics of Allah, the Most Just, that must be emulated (Fuad 2012: 166). Word of Allah SWT in Surah al Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ ...

O mankind, verily We (Allah) have created you all from a male and a female. Then We made you peoples and tribes so that you might know one another

Surah al Hujurat verse 13 clearly describes that fellow human beings must know each other, respect and appreciate all differences, provide help to relatives who are being afflicted by disaster and be tolerant and empathetic to anyone (Asep Kusnadi & Saefudin 2019: 2). In this verse, the profile of Pancasila students is also stated. Starting from self-relationship with Allah SWT, self-relationship with oneself to self-relationship with humans, the environment and the natural surroundings. This big task is the task of educators and driving teachers in setting an example (Rakhman 2021: 123). The future generation born by the education unit is a superior generation based on Pancasila and is an

individual lifelong learner (Lie 2020: 195).

The purpose of religious education is closely related to the profile of Pancasila students. Because the profile of Pancasila students is a reflection of the dream of religious education. The competency profile of Pancasila students is a manifestation of consistently practicing religious teachings so as to shape the morals and personality of students based on Islamic teachings and the noble values of Pancasila. Future students have a more moderate view of Islam, not fanatical nor radical. (Dewantara 2015: 641). One of the efforts made is to present meaningful learning for students. This learning is outing class-based learning.

Learning Islamic Religious Education and Character through outing classes is an effort to present more concrete and contextual learning of the object or phenomenon that is being studied both in groups and individually. Students construct understanding and then look for solutions to problems at the intended location (Ferry Adnan 2020: 1). Outing class learning prepares students to face real life problems or events in society. As an example of how students are able to understand the loving and merciful nature of Allah SWT by mentioning various objects and events around them which are manifestations of Allah's love and affection. In outing class activities students go through the process of observing, then understanding, followed by communicating the results of the class outing. This series of processes requires students to think so that they are stored in memory and become memories that they will not easily forget. This is meaningful learning.

The researcher looked at some of these explanations and wanted to examine more deeply about the Internalization of Pancasila Student Profiles in Outing Class-Based Islamic Religious Education Learning at SD Negeri Demak.

B. RESEARCH METHODS

This is research that goes directly to the field by taking a background in SD Negeri Demak. Therefore the process of collecting data through direct visits to the field involving researchers. The research location was carried out at SD Negeri Kedondong 1 Demak and SD Negeri Sedo 1 Demak Regency. The focus of this research is how the efforts taken by the teacher to internalize the Pancasila student profile in outing class-based

PAIBP learning. Methods of data collection using observation, in-depth interviews and documentation. While the method of data analysis through data reduction, data presentation and drawing conclusions.

C. RESULTS AND DISCUSSION

Several reasons why it is necessary to internalize the Pancasila student profile in PAIBP learning with outing classes include: 1) Providing more concrete, contextual and meaningful learning. Outing class-based PAIBP learning is an activity outside the classroom to provide more contextual experiences and materials (Suprihatiningrum 2013: 293). Outing class learning is an alternative learning model to identify objects that are learning objectives. The activity begins with preparing a lesson plan that promotes student activity and seeks information, processes data and then communicates the findings through individual and group activities. Outing class activities train students how to work together in a team to solve a problem. The modern era learning paradigm emphasizes collaboration compared to competition. However, healthy competition is of course still expected to always be there to test the competence of students. Outing class learning is universal and flexible which can be adopted in all kinds of subjects. No exception in PAIBP subjects. There are various basic competencies and learning outcomes in PAIBP subjects that can be packaged through outing class activities. Because most of the PAIBP learning content is based on problems that exist in society. For example regarding the funeral prayer, the distribution of zakat and so on. Through outing class activities, students are invited to observe how the corpses are handled and the activities carried out after the bodies are buried. If the learning content is conveyed in a lecture narrative, then students do not have constructed knowledge or meaningful experience. Through the outing class, students remember the basic concepts taught and then relate them to the reality on the ground. This is why outing class learning is able to provide a positive response to students' critical reasoning power which is part of the Pancasila student profile dimension. Outing class itself is a program that is also provided by SDN Kedondong 1 and SDN Sedo 1 to students as a school effort to shape the character and profile of Pancasila students. This outing class is carried out several times for all classes, especially classes that have implemented an independent curriculum and are held outside of class objects. Outing class is believed to

strengthen efforts to internalize Pancasila student profiles. Serious but relaxed activities by intensifying sightseeing activities. However, it provides benefits in order to realize Pancasilaist students. The outing class method is in direct contact with the natural environment as a medium for developing morals. 2) Provide a pleasant experience for students. One of the reasons why it is necessary to internalize the Pancasila student profile in PAIBP learning through outing classes is because outing classes provide a pleasant experience for students. Learning Islamic Religious Education and Character through outing classes is an effort to present more concrete and contextual learning of the object or phenomenon that is being studied both in groups and individually. Students construct understanding and then look for solutions to problems at the intended location. Outing class learning prepares students to face real life problems or events in society. As an example of how students are able to understand the loving and merciful nature of Allah SWT by mentioning various objects and events around them which are manifestations of Allah's love and affection. In outing class activities students go through the process of observing, then understanding, followed by communicating the results of the class outing. This series of processes requires students to think so that they are stored in memory and become memories that they will not easily forget. This is meaningful learning. More than that, if learning is accompanied by a variety of games, students will feel happy and stored beautifully in their memories. 3) Through outing class students are trained to collaborate, and explore information independently. As learning in general that learning always begins with a plan. Good planning will produce good goals too. Failing to plan means planning to fail. This spirit continues to inflame educators to always make the best possible lesson plans. Before determining the type and model of visiting learning, educators must map the characteristics of students. Approximately if a learning model like this is carried out by students in the educator's environment it is suitable or not. So the activity of analyzing these characteristics becomes very important. Planning activities that can be carried out in outing class-based learning include determining the level of affordability of locations, the correlation between learning materials and learning objectives. These two components are interrelated. If there is a correlation between the material and the learning objectives, but the intended location is very unreachable, then outing class-based learning cannot be done either. Vice versa. So these two components must always be considered. After

planning is done the next step is to execute the plan. The activity starts with the educator distributing topics and observation sheets to students. Occasionally educators also ask trigger questions to stimulate the thinking and reasoning power of students. Students make observations according to the guidelines that have been received. Through collaboration between groups and individually the data received is then processed. In the next stage, students both in groups and individually convey the results of data processing. To be responded to by educators and other group members. At this stage it is in line with the dimensions of the Pancasila student profile which are related to the dimensions of mutual cooperation, the dimension of critical reasoning and the creative dimension. The meaning of all of this is outing class learning is in line with the dimensions of the Pancasila student profile. The next stage is to reflect on the outing class activities that have been carried out. Whether the activity is in accordance with the plan or not. Do these activities provide meaningful learning for students to whether these activities present fun learning for students. If these basic questions have appeared in the lesson, the outing class-based learning objectives can be said to be successful. The process of internalizing Pancasila student profiles through outing classes has proven to be sufficient to present active and fun learning. Students are indirectly able to apply the values from the Pancasila student profile. Both through independent project activities and group projects, students are very enthusiastic and active in doing it. As an example of learning Islamic Religious Education and Characteristics material about the nature of ar-Rahman and ar-Rahim of Allah Swt, students are given group projects and invited to visit the surrounding environment to look for objects created by Allah Swt.

The implementation of outing class-based PAIBP learning at SD Negeri Demak is ideal. According to Adelia Vera (2012) teaching outside the classroom specifically is teaching and learning activities between teachers and students, but not carried out in the classroom, but carried out outside the classroom or in the open nature as student learning activities. Teaching methods outside the classroom are also understood as a learning approach to various games, as a medium for transforming the concepts conveyed in lessons. Outing class is an activity that involves nature directly to be used as a learning resource. Outing class is one way that is used as an effort to bring children closer to real life, namely the community environment. The outing class activity that is carried out is to

invite children outside the room to a place that has been planned for the purpose of learning activities and other activities that aim to develop aspects of early childhood development. Learning activities with an outing class strategy with contextual learning can also make visits to health centers, police offices, post offices, fire stations, companies and so on. During outing class activities, children can play while learning. Kedondong 1 SDN and Sedo 1 SDN Demak District are schools that have implemented an independent curriculum. The process of internalizing the noble values of Pancasila in students is very important in order to realize the profile of Pancasila students. Given the profile of Pancasila students, they are future students who can respond to the times and still hold fast to the noble values of the Indonesian nation. A value that will never be eroded by the times and still thrives in the hearts of the Indonesian people. From here, SDN Kedondong 1 and SDN Sedo 1 Kecamatan Demak grow and develop the values of Pancasila student profiles and attitudes in social life. Efforts to internalize the value of Pancasila student profiles in learning or activities that direct students of SDN Kedondong 1 and SDN Sedo 1 Demak District to have a profile value of Pancasila students. The process of internalizing the values of Pancasila student profiles in PAIBP learning in general can occur during teaching and learning activities as well as outside teaching and learning activities. At SDN Kedondong 1 and SDN Sedo 1, an independent curriculum has been implemented which provides opportunities for students according to their individual nature, interests, talents and potential. Students can study with anyone, anytime, anywhere and with flexible conditions. The role of the educator is only as an example and as a facilitator. Efforts to internalize the noble values of Pancasila in outing class-based PAIBP learning at SDN Kedondong 1 and SDN Sedo 1, Demak District are carried out by inserting and cultivating the values of Pancasila student profiles on the subject matter of learning. The learning steps taken include: 1) Conducting an initial competency assessment. To find out what kind of student profiles, what is the level of competence, learning readiness, learning style as well as the potential and challenges of students, it is necessary to carry out an initial competency assessment to provide an overview of what students will be faced with so that the education services provided are appropriate to the needs of students. In carrying out the initial competency assessment the teacher can collaborate with the parents of students to provide information and confirm the strengths and weaknesses of students. 2) Develop a lesson

plan. The lesson plan is an important component that must be prepared by a teacher before carrying out learning. Lesson plans prepared include making learning tools such as syllabus, lesson plans, learning media and learning assessments. In compiling a lesson plan, it must still be guided by student-centered learning. The needs of each learner are certainly different from one another. So the hope is that teachers can also present differentiated learning that meets the needs of students. One of them is by providing outing class-based PAIBP learning. 3) Carry out learning. After the lesson plan the next step is to carry out the lesson. The learning stages as a whole consist of preliminary activities, core activities and closing activities. Preliminary activities begin by conditioning the class well by greeting, asking about the condition of students, organizing the classroom, motivating and doing apperceptions. Followed by a learner-centered learning process. Where the learning presented is differentiated learning in order to meet the interests of students' talents. There are several types of differentiated learning including product differentiation, process differentiation and content differentiation. Through outing class-based PAIBP learning by instilling the noble values of Pancasila as a reflection of process differentiation. The next stage is the closing activity. In closing activities the teacher strengthens the material presented, draws conclusions and reflects on the implementation of learning. Great hopes for future students to have behaviors that reflect the practice of the noble values of Pancasila. Educators have a big task in instilling Pancasila student profile values in students. A similar statement was made by Mr. Gones, he said that educators are the motor of the movement of students' morals. A good educator will always guard his words and behavior. Because what is done by educators will be emulated by students. The activeness and active role of students are always encouraged in implementing the independent curriculum, the researcher observes that methods that accommodate the active role of students are always put forward with the goal of fostering an attitude of mutual cooperation, global diversity that respects various opinions and does not become an authoritarian person. the noble values of Pancasila student profiles in PAIBP learning as observed by researchers were carried out in two meetings, namely at Kedondong 1 Elementary School and Sedo 1 Elementary School by taking a sample of classes that had implemented the independent curriculum. As for the process of internalizing the values of Pancasila student profiles in PAI learning, as observed by researchers, two meetings were

held, namely at SDN Kedondong 1 and SDN Sedo 1 by taking one sample class that had implemented the independent curriculum, namely class 1 material Ar Rahman and Ar Rahim. The presentation explained that educators have tried to instill and develop the noble values of Pancasila, especially the values of mutual cooperation and critical reasoning. The opportunity that educators give to students to dare to express ideas without forcing their will is very positively responded to by students. The activeness and courage of students in expressing the results of the discussion is one of the manifestations of students' critical reasoning abilities.

Factors supporting the process of internalizing Pancasila student profiles in PAIBP learning based on outing classes at SDN Kedondong 1 and SDN Sedo 1 Demak District include: 1) There is a lot of material that can process Pancasila student profile internalization by outing classes. After analyzing the learning outcomes in phase A (for SDN Kedondong 1 which implemented IKM) as well as phases A and B (for SDN Sedo 1 which is a batch 1 driving school) it was found that there were several learning outcomes in which the process of internalizing Pancasila student profiles could be carried out with outing classes. There are several learning outcomes where learning activities use outing classes. For example, in phase A, elements of the material creed are ar Rahman and ar Rahim, where students are invited to observe their surroundings and identify objects created by Allah SWT. In addition, in class 1 material, there are learning outcomes for elements of fiqh, material for procedures for purification, fardu prayers where students are invited to places of worship such as mosques or prayer rooms to practice ablution and practice prayers. In addition to learning outcomes, of course there are other learning outcomes according to their respective phases and elements. This is what supports the process of internalizing Pancasila student profiles in outing class-based PAIBP learning. 2) The implementation of positive cultural habituation is carried out in schools that reflect the values of the Pancasila student profile. One of the supporting factors in the process of internalizing the profile of Pancasila students in outing class-based PAIBP learning at SDN Kedondong 1 and SDN Sedo 1 in the other Demak Districts is the presence of a positive culture in these schools. For example, there are several positive cultures at SDN Kedondong 1. a culture of smiling, greetings and greetings, morning tadarus culture, asmaul husna culture, dhuha and midday prayers in congregation, Friday is clean, Friday is

charity and Saturday is healthy. There are lots of positive habits at SDN Sedo 1, including congregational Duha prayers, Asmaul Husna, flag ceremonies, extra scouts, a culture of disposing of trash in its place. The purpose of habituation of positive culture in schools is to form students who have morals. Shaping morals starts from instilling kindness. When students still behave deviantly, they are immediately advised. The goodness that has been planted must be done consistently every day so that it becomes a habit. Warnings and punishments need to be enforced to make students accustomed to doing good. From good habits that are continuously carried out will become the character of students. And the character that has stabbed deeply into the hearts of these students is what is known as morals. This means that schools have a very significant role and contribution in the formation of student morals.

Factors inhibiting the process of internalizing Pancasila student profiles in learning Islamic Religious Education and Characteristics based on outing classes at SDN Kedondong 1 and SDN Sedo 1, Demak District, include: a) Human Resources. Evaluation is very important to do in order to measure the extent to which the goals have been achieved. Including at school. Evaluation is one of the instruments or considerations for deciding follow-up. Through processing and analysis of data conclusions from a problem began to appear. From the results of this analysis, where will the direction of education be taken? What kind of actions can be given to improve the situation and conditions. Or are the results of the data analysis left alone without getting any follow-up? Of course it all depends on human resources. The same treatment occurred in the process of internalizing the profile of Pancasila students in outing class-based PAIBP learning at SDN Kedondong 1 and SDN Sedo 1, Demak District. The main obstacle to the process of internalizing the profile of Pancasila students in outing class-based PAIBP learning at SDN Kedondong 1 is that the Human Resources (HR) of teachers/educators especially still need to be encouraged to update and upgrade themselves regarding technological developments as well as implementing more varied learning models so that able to provide educational services as much as possible for students. Almost the same thing was experienced by SDN Sedo 1 where human resources at SDN Sedo 1 also needed to be improved. The effort to overcome this problem is by involving teachers in workshops, seminars, training, training and encouraging teachers to increase their capacity to pursue further education. In order to

increase the human resource capacity of SDN Kedondong 1 and SDN Sedo 1 teachers must actively learn independently through the Merdeka Teaching Platform (PMM) to support teacher capacity in implementing the independent curriculum. In addition, teachers must also actively participate in seminars, workshops and training both online and face to face.

b) Limited Infrastructure Facilities. In addition to human resource problems, the factor that is a problem in the process of internalizing the profile of Pancasila students in outing class-based PAIBP learning at SDN Kedondong 1 and SDN Sedo 1, Demak District, is the limited infrastructure. When outing class-based PAIBP learning is applied consistently every year, it will certainly become boring due to a lack of creativity and innovation. This is due to limited infrastructure facilities. For example, outing class-based PAIBP learning is only carried out in locations close to schools. Bearing in mind that if it is carried out in a remote location, it certainly requires supporting facilities and costs. Meanwhile, schools have not been able to take students to distant places. Seeing these obstacles, the effort to overcome them is to develop an annual school program and get funded, in addition to involving students to be invited to save and find activity financing posts from other legitimate sources. As was done at SDN Kedondong 1 with the step of compiling the RKAS program so that it can be implemented properly and involve students to be invited to save and look for activity financing posts from other legal sources for SDN Sedo 1.

D. CONCLUSION

Several reasons why the internalization of Pancasila student profiles in PAIBP learning needs to be done with outing classes include: providing more concrete, contextual and meaningful learning and giving a pleasant impression to students and students being trained to collaborate and explore information independently;

The ideal implementation of outing class-based PAIBP learning at SD Negeri Demak is held when teaching and learning activities take place and outside of teaching and learning activities;

Factors supporting the process of internalizing Pancasila student profiles in outing class-based PAIBP learning at SD Negeri Demak include: there is a lot of material that can be used to internalize Pancasila student profiles through outing classes and the implementation of positive cultural habituation is carried out in schools that reflect the

values of Pancasila student profiles. While the inhibiting factors in the process of internalizing Pancasila student profiles in outing class-based PAIBP learning at SDN Kedondong 1 and SDN Sedo 1, Demak District, include: Need to improve human resources. The effort to overcome this problem is by involving teachers in workshops, seminars, training, training and encouraging teachers to take further education. Then the factor of limited infrastructure. Efforts to overcome this are by compiling an annual school program and funding it, in addition to involving students to be invited to save and find activity financing posts from other legitimate sources.

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