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Implementation of the Eight Graduate Profile Dimensions in Prasiaga Extracurricular Activities at TK Negeri Pembina Kepanjen

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Abstract

The implementation of the pedagogical deep learning approach within the Merdeka Curriculum emphasizes the Eight Graduate Profile Dimensions as essential competencies that should be developed from early childhood education. The Prasiaga extracurricular program at TK Negeri Pembina Kepanjen represents one strategy for strengthening children's character and life skills through structured, developmentally appropriate activities. This study analyzes the implementation of the Eight Graduate Profile Dimensions in the Prasiaga extracurricular program, describes the implementation process, and identifies its supporting and inhibiting factors. A qualitative descriptive approach was employed, with data collected through observations, interviews, and documentation. Data were analyzed using the Miles and Huberman interactive model, comprising data collection, data condensation, data display, and conclusion drawing. Data credibility was established through source triangulation, time triangulation, and member checking. The findings indicate that all Eight Graduate Profile Dimensions were systematically integrated through program planning, habituation, play-based activities, moral

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reinforcement, and role modeling by scout leaders and assistants. The program was conducted through planning, implementation, and evaluation stages that effectively supported the development of children's character, independence, discipline, communication, collaboration, creativity, health awareness, and critical reasoning. Adequate facilities and institutional funding supported program implementation, whereas the limited number of facilitators and inconsistent student attendance constituted the primary constraints. These findings demonstrate that the Prasiaga extracurricular program provides an effective model for integrating the Eight Graduate Profile Dimensions and strengthening character education in early childhood settings. The study contributes practical insights for early childhood institutions seeking to implement profile-based competency development through structured extracurricular activities.

Keywords: Character Education; Deep Learning Approach; Early Childhood Education; Eight Graduate Profile Dimensions; Prasiaga Extracurricular Program

INTRODUCTION

Educational transformation has become a strategic priority for many countries in responding to the demands of the twenty-first century, particularly in preparing future generations who possess not only academic competence but also strong character, adaptability, and lifelong learning skills. Indonesia has recently reinforced this commitment through the enactment of the Regulation of the Minister of Primary and Secondary Education Number 10 of 2025 concerning Graduate Competency Standards (Standar Kompetensi Lulusan/SKL), which introduces the Eight Dimensions of Graduate Profile (8-DGP) as the national framework for learner outcomes (Kemendikdasmen, 2025). This policy represents a significant milestone in educational reform because graduate competencies are no longer interpreted merely as academic achievement but as holistic capabilities encompassing attitudes, knowledge, and skills that learners are expected to demonstrate upon completing each educational level.

The Eight Dimensions of Graduate Profile consist of faith and devotion to God Almighty, citizenship, critical reasoning, creativity, collaboration, independence, health, and communication. These dimensions are expected to become the primary reference for designing learning experiences across all educational settings, including curricular, co-

curricular, and extracurricular activities (Royatun, 2025). Consequently, schools are encouraged not only to improve students' cognitive performance but also to cultivate essential life competencies and character dispositions that enable learners to navigate increasingly complex social, technological, and global environments.

The emergence of the Eight Dimensions of Graduate Profile also reflects the government's effort to refine the implementation of the Merdeka Curriculum. While the previous educational framework emphasized the Pancasila Student Profile with six dimensions, the current policy expands and restructures graduate competencies to accommodate broader developmental domains required in contemporary education (Adha & Marmoah, 2025). Rather than replacing previous educational values, the Eight Dimensions provide a more comprehensive competency framework that integrates spiritual development, civic responsibility, higher-order thinking skills, collaboration, personal autonomy, healthy living, and effective communication within a unified educational vision. Furthermore, the Eight Dimensions of Graduate Profile are not merely intended to function as indicators of graduate competency standards but also serve as comprehensive guidelines for character development that should be internalized across all academic and non-academic educational activities (Fitria et al., 2026).

Simultaneously, Indonesia has introduced the Deep Learning approach as the pedagogical foundation supporting the implementation of the Merdeka Curriculum. Deep Learning emphasizes meaningful, mindful, and joyful learning experiences that encourage learners to construct understanding through authentic experiences rather than memorization alone (Kemendikdasmen, 2025). This paradigm shift reflects a movement away from conventional teacher-centered instruction toward learner-centered education that facilitates active participation, critical inquiry, reflection, and knowledge application in real-life contexts (Suwandi et al., 2024).

Within this framework, educational success is measured not solely by students' ability to recall information but by their capacity to understand concepts deeply, solve problems critically, collaborate effectively, and demonstrate positive character in everyday situations (Fitriani & Santiani, 2025). Therefore, the implementation of the Eight Dimensions of Graduate Profile should not be limited to classroom instruction but must be integrated into diverse educational activities that provide authentic opportunities for children to practice these competencies in meaningful contexts. Positive interactions between teachers and

children, as well as among peers, contribute to creating a warm, supportive, and enjoyable learning environment that enhances children's motivation and engagement, reflecting the joyful principle emphasized in the Deep Learning approach (Diputera et al., 2024).

This educational direction is particularly important in Early Childhood Education (ECE), where character formation serves as the foundation for subsequent developmental stages. Early childhood represents a critical developmental period during which cognitive, social, emotional, physical, and moral capacities develop rapidly through continuous interaction with surrounding environments (Aisyah et al., 2019). Educational experiences provided during this period significantly influence children's future learning trajectories and behavioral development.

According to Piaget's theory of cognitive development, young children primarily learn through direct interaction with concrete objects and real-life experiences rather than abstract explanations (Jayawardana, 2025). Consequently, learning environments should emphasize exploration, experimentation, play-based activities, and social interaction to stimulate holistic development. These characteristics strongly correspond with the principles of Deep Learning, which encourage meaningful engagement, active participation, and authentic learning experiences that enable children to construct their own understanding.

In addition to cognitive development, character education during early childhood plays a pivotal role in establishing positive behavioral habits that persist into later stages of life. Character is not developed instantaneously but through continuous habituation supported by teachers, parents, and learning environments that consistently model desirable behaviors (Wulandari & Ningsih, 2023). Therefore, educational institutions need structured programs that intentionally integrate character development into children's daily activities.

One educational setting that possesses substantial potential for implementing holistic character education is extracurricular learning. Unlike classroom instruction that often focuses on academic competencies, extracurricular activities provide flexible opportunities for children to experience collaboration, responsibility, leadership, communication, creativity, and social interaction through enjoyable activities. Consequently, extracurricular programs become strategic platforms for translating educational values into observable behaviors.

Among various extracurricular activities implemented in Indonesian schools, scouting has long been recognized as one of the most effective character education programs.

One example of scouting activities that strengthens discipline is marching drills, which are designed to train children to follow instructions, maintain concentration, and develop obedience through structured physical activities (Sinurat et al., 2024). Scouting promotes experiential learning through games, teamwork, outdoor activities, and practical challenges designed to cultivate responsibility, discipline, cooperation, independence, environmental awareness, and patriotism (Yusdinar & Manik, 2023). These characteristics make scouting particularly relevant to the objectives of the Eight Dimensions of Graduate Profile, which emphasize balanced development between cognitive competencies and character formation.

Within Early Childhood Education, scouting is implemented through the Prasiaga program, specifically designed for children below seven years of age. Unlike scouting activities for older students, Prasiaga introduces scouting values through age-appropriate play, exploration, storytelling, movement activities, and collaborative games that accommodate children's developmental characteristics (Zahra, 2025). The program emphasizes enjoyable learning experiences, freedom to explore, and developmentally appropriate activities, particularly for children aged five to six years, rather than formal scouting skills (Ambarwati, 2024). Instead, Prasiaga prioritizes the cultivation of positive values, healthy habits, social interaction, and meaningful learning experiences that support holistic child development.

The implementation of Prasiaga adopts principles that are compatible with children's developmental needs. Prasiaga activities are also implemented through continuous habituation based on scouting values. Character development is carried out according to the principles embodied in the Scout Law (*Dasa Dharma*) and the official Prasiaga developmental domains, ensuring that moral values are consistently reinforced through daily practices rather than isolated instructional sessions (Listiana et al., 2022). Activities are organized using play-based approaches, outdoor exploration, collaborative learning, and gradual habituation to encourage children's social, emotional, cognitive, and physical development (Astuti et al., 2021). These characteristics align closely with the philosophical foundation of Deep Learning, where learning experiences should remain meaningful, joyful, reflective, and connected to children's everyday lives.

Furthermore, Prasiaga activities are systematically developed based on several developmental domains, including character development, physical development, and life skills development. These developmental domains encompass moral-spiritual values,

national identity, individual responsibility, self-care, empathy toward others, environmental awareness, physical health, motor development, practical skills, problem-solving abilities, and communication skills. Interestingly, these developmental domains exhibit considerable conceptual correspondence with the Eight Dimensions of Graduate Profile introduced under the current educational policy.

For example, moral-spiritual development corresponds to the dimension of faith and devotion to God Almighty, while moral responsibility reflects independence and citizenship. Likewise, life skills development supports critical reasoning, creativity, collaboration, and communication, whereas physical development reinforces healthy lifestyles. Such conceptual alignment suggests that Prasiaga possesses strong potential as an effective medium for implementing the Eight Dimensions of Graduate Profile within early childhood education.

Several scholars have also demonstrated the contribution of scouting activities to character education. Research conducted by Jayawardana (2025) reported that Prasiaga extracurricular activities positively influenced character education among children aged four to six years in a public kindergarten. The findings indicate that structured scouting activities successfully cultivate discipline, cooperation, confidence, and social responsibility through enjoyable learning experiences.

Similarly, previous research investigating the implementation of the Pancasila Student Profile within scouting activities concluded that extracurricular programs significantly contribute to strengthening students' character formation (Febrianti, 2024). These findings indicate that scouting provides authentic learning situations where educational values can be translated into observable behaviors through continuous practice rather than theoretical instruction alone.

Comparable evidence was also reported by Abdillah & Fajrin (2023), who found that integrating the dimensions of the Pancasila Student Profile into Scout activities facilitated the emergence of various character values among students. Likewise, Afresda et al. (2023) emphasized that extracurricular scouting effectively supports character education when implemented consistently alongside positive reinforcement from teachers and families. In addition, Destiana et al. (2023) concluded that Scout extracurricular participation significantly contributes to strengthening students' Pancasila Student Profile competencies.

Although previous studies consistently demonstrate the importance of scouting for character education, they predominantly examine the implementation of the former

Pancasila Student Profile rather than the recently introduced Eight Dimensions of Graduate Profile. Moreover, existing research has largely focused on primary and secondary education, while empirical studies involving Early Childhood Education remain relatively limited. Consequently, evidence explaining how the Eight Dimensions of Graduate Profile are implemented within Prasiaga extracurricular activities for young children remains insufficient.

The limited availability of empirical evidence becomes increasingly significant considering that the Eight Dimensions of Graduate Profile represent a newly implemented national policy. Educational institutions have begun integrating this framework into various learning activities; however, documentation regarding its practical implementation, particularly within extracurricular programs for early childhood education, remains scarce. Existing publications generally discuss conceptual aspects of the policy or evaluate character education using the previous Pancasila Student Profile framework rather than examining how the eight graduate dimensions are translated into daily educational practices (Fais et al., 2025).

Another limitation identified in previous studies concerns the scope of investigation. Earlier research predominantly emphasizes the outcomes of character education without comprehensively examining the educational processes through which these outcomes are achieved. As a result, little is known about how extracurricular activities are planned, implemented, and evaluated to facilitate the internalization of the Eight Dimensions of Graduate Profile among young children. Understanding these processes is essential because character development is not merely reflected in final outcomes but is constructed gradually through continuous interaction, habituation, and meaningful learning experiences.

Furthermore, previous investigations rarely explore supporting and inhibiting factors influencing the successful implementation of character-oriented extracurricular programs. The effectiveness of educational innovation is shaped not only by curriculum design but also by institutional commitment, teacher competence, collaboration among educators, availability of learning resources, children's developmental readiness, and parental support. Consequently, identifying contextual factors affecting implementation is necessary to provide practical recommendations for improving educational quality within early childhood settings.

Based on these considerations, this study identifies several research gaps. First, existing studies mainly investigate the implementation of the Pancasila Student Profile rather than the Eight Dimensions of Graduate Profile introduced under the latest educational

policy. Second, previous research largely focuses on primary and secondary education, while empirical evidence within Early Childhood Education remains limited. Third, earlier studies primarily evaluate educational outcomes instead of comprehensively examining implementation processes, including planning, execution, evaluation, and contextual factors influencing program effectiveness. These gaps indicate the necessity of conducting research that specifically addresses the implementation of the Eight Dimensions of Graduate Profile within Prasiaga extracurricular activities at the kindergarten level.

The present study therefore positions itself as an effort to extend current scholarly understanding by examining the practical implementation of the Eight Dimensions of Graduate Profile within an authentic educational context. Rather than merely measuring children's character development, this research investigates how educational values are systematically embedded into extracurricular activities and translated into observable behaviors through structured learning experiences. Such an approach provides a richer understanding of educational practice and contributes to the ongoing implementation of Indonesia's current educational reform.

The novelty of this research lies in four main aspects. First, this study is among the earliest empirical investigations examining the implementation of the Eight Dimensions of Graduate Profile following the enactment of the 2025 Graduate Competency Standards policy. While previous studies largely focused on the Pancasila Student Profile, this research adopts the newly introduced graduate competency framework currently implemented in Indonesia. Second, this study specifically investigates Prasiaga extracurricular activities in Early Childhood Education. Although scouting has been widely explored at elementary and secondary levels, empirical studies on Prasiaga programs for children under seven years old remain limited. This research therefore contributes evidence regarding character development during early childhood. Third, this study integrates the Eight Dimensions of Graduate Profile with the developmental domains of Prasiaga, including character, physical, and life skills development. This integration offers a comprehensive perspective on how national educational competencies are translated into age-appropriate extracurricular activities. Finally, this research examines not only children's participation but also the planning, implementation, evaluation, and contextual factors influencing the integration of the Eight Dimensions of Graduate Profile, providing practical insights for educators and educational institutions.

The theoretical framework combines several complementary perspectives. The concept of Deep Learning introduced by the Ministry of Primary and Secondary Education emphasizes meaningful, mindful, and joyful learning experiences that encourage children to actively construct knowledge through authentic activities (Kemendikdasmen, 2025). This pedagogical approach is particularly relevant to Early Childhood Education, where learning naturally occurs through play, exploration, experimentation, and social interaction.

This perspective is strengthened by Piaget's constructivist theory, which explains that children develop knowledge through active interaction with their environment (Jayawardana, 2025). Bandura's Social Learning Theory further highlights the importance of observation and modelling, positioning teachers and instructors as role models in children's character formation (Wahyuni & Fitriani, 2022). In addition, Lickona's character education theory explains that character develops through knowing, desiring, and doing the good, making repeated practice within Prasiaga activities an effective means of internalizing positive values (Muntu, 2015). Collectively, these theoretical perspectives establish a comprehensive analytical framework for understanding how the Eight Dimensions of Graduate Profile are implemented through experiential and developmentally appropriate Prasiaga extracurricular activities.

TK Negeri Pembina Kepanjen was selected as the research site because it has implemented the Merdeka Curriculum, adopted the Deep Learning approach, and routinely conducts Prasiaga extracurricular activities. Preliminary observations indicated that these activities reflected multiple dimensions of the Graduate Profile, including religious values, collaboration, communication, creativity, independence, environmental awareness, and healthy behavior. In addition, extracurricular programs are collaboratively designed by instructors and classroom teachers using the national Prasiaga Handbook, providing a suitable context for examining the implementation of national educational competencies in practice.

Based on these research gaps and contextual considerations, this study argues that Prasiaga extracurricular activities represent a strategic medium for implementing the Eight Dimensions of Graduate Profile in Early Childhood Education. Accordingly, the study aims to analyze how the Eight Dimensions are integrated into Prasiaga activities, examine their implementation through the stages of planning, implementation, and evaluation, and identify the supporting and inhibiting factors affecting program implementation. The findings are

expected to enrich the literature on Early Childhood Education, character education, and educational policy implementation while providing practical recommendations for strengthening character development through extracurricular learning.

METHODS

This study employed a qualitative research approach with a descriptive design to obtain an in-depth understanding of the implementation of the Eight Dimensions of Graduate Profile (8DGP) within Prasiaga extracurricular activities at TK Negeri Pembina Kepanjen. A qualitative approach was selected because the research sought to explore natural social phenomena and interpret participants' experiences, perceptions, and practices within their authentic educational setting rather than testing predetermined hypotheses or measuring causal relationships (Sugiyono, 2023). The descriptive design enabled the researchers to portray comprehensively how the implementation of the Eight Dimensions of Graduate Profile was planned, carried out, and evaluated, as well as to identify supporting and inhibiting factors influencing its implementation. The research was conducted in the natural environment of the school, allowing educational activities to proceed without intervention while the researcher functioned as the primary research instrument.

The research was undertaken at TK Negeri Pembina Kepanjen, Malang Regency, East Java, Indonesia, from April to May 2026, following a preliminary observation conducted between December 2025 and January 2026. The school was purposively selected because it had implemented the Merdeka Curriculum integrated with the Deep Learning approach and routinely organized Prasiaga extracurricular activities every Saturday. These characteristics provided an appropriate context for examining the integration of the Eight Dimensions of Graduate Profile into extracurricular learning activities. Throughout the fieldwork, the researcher assumed the role of a non-participant observer, remaining present during Prasiaga activities while minimizing interference with the educational process.

The study adopted a descriptive qualitative research design focusing on three major aspects: (1) the implementation of the Eight Dimensions of Graduate Profile within Prasiaga extracurricular activities; (2) the implementation process of Prasiaga extracurricular activities, including planning, implementation, and evaluation; and (3) supporting and inhibiting factors affecting the implementation of the program. These research indicators were formulated

based on the conceptual framework of the Eight Dimensions of Graduate Profile established in the Regulation of the Minister of Primary and Secondary Education No. 10 of 2025 concerning Graduate Competency Standards, combined with the Prasiaga Development Areas introduced by the Directorate General of Early Childhood Education and Community Education (Kemendikbud, 2019). The indicators comprised eight dimensions, namely faith and devotion to God Almighty, citizenship, critical reasoning, creativity, collaboration, independence, health, and communication, which were examined through their manifestation in Prasiaga activities. The implementation process was further analyzed through the stages of program planning, activity implementation, and evaluation, while organizational, environmental, and human-resource factors were explored to identify conditions supporting or constraining successful implementation.

Participants were selected using purposive sampling, as this technique enables researchers to identify individuals possessing substantial knowledge and direct involvement in the investigated phenomenon. Six key informants participated in the study, consisting of the principal, the Prasiaga extracurricular coordinator, the Prasiaga assistant facilitator, and three classroom teachers who actively collaborated in implementing the program. These participants were selected because they possessed comprehensive information regarding planning, implementation, monitoring, and evaluation of Prasiaga activities integrated with the Eight Dimensions of Graduate Profile. Although children participating in the extracurricular activities were observed during fieldwork, they were not treated as primary interview informants because the study emphasized educational implementation rather than children's personal perceptions.

The researcher functioned as the primary research instrument (human instrument), supported by interview guidelines, observation sheets, and documentation protocols. Data were collected using semi-structured interviews, participant observation, and documentation to ensure comprehensive understanding and triangulation of findings. Semi-structured interviews were conducted with all primary informants using flexible interview guides designed around the research objectives. Questions explored the objectives of the Prasiaga program, planning procedures, integration of the Eight Dimensions of Graduate Profile into weekly activities, implementation strategies, evaluation mechanisms, and supporting and inhibiting factors influencing program sustainability. Additional questions were adapted according to each participant's role and responses, allowing deeper exploration of emerging themes while maintaining consistency with the research focus (Sugiyono, 2023).

Observation was conducted throughout the implementation of Prasiaga extracurricular activities to capture authentic educational practices directly. Observation focused on several aspects, including activity planning, implementation stages, facilitators' instructional roles, children's participation, implementation of each graduate profile dimension, and evaluation activities conducted after the program. Specific indicators observed included children's prayer habits, independent task completion, collaborative behaviour, communication skills, creativity during practical activities, health-related practices, critical reasoning demonstrated during problem-solving, and citizenship attitudes reflected in respect toward peers and school regulations. These observations enabled the researcher to compare interview findings with actual classroom practices and strengthen data credibility.

Documentation complemented interviews and observations by providing objective evidence regarding program implementation. Documentary sources included weekly activity schedules, attendance records, planning documents, photographs of Prasiaga activities, assessment records, institutional profiles, and supporting administrative documents. These materials served as complementary data to verify participants' statements and provide contextual understanding of extracurricular implementation.

Data validity was ensured through several trustworthiness strategies following qualitative research principles. Source triangulation compared information obtained from different informants, including the principal, Prasiaga coordinator, assistant facilitator, and classroom teachers. Method triangulation integrated evidence from interviews, observations, and documentation to verify research findings across multiple data collection techniques. Time triangulation was conducted by collecting data repeatedly during different observation sessions between April and May 2026 to ensure consistency of findings over time. Furthermore, member checking was carried out by confirming interview interpretations with participants to ensure that researchers accurately represented their perspectives. Documentary evidence and field notes were also employed as reference materials supporting data credibility.

The collected data were analyzed using the interactive model of Miles and Huberman, consisting of four interconnected stages: data collection, data condensation, data display, and conclusion drawing/verification (Sugiyono, 2023). During the data collection stage, information from interviews, observations, and documentation was systematically gathered

and organized according to the research objectives. Subsequently, data condensation involved selecting, simplifying, coding, and categorizing relevant information while removing unrelated materials. Coding procedures were applied according to data sources, including interview, observation, and documentation codes, facilitating systematic organization throughout analysis.

The condensed data were then organized through data display, in which findings were presented in narrative descriptions and thematic categories to facilitate interpretation of relationships among implementation processes, graduate profile dimensions, and contextual factors. Narrative presentation enabled comprehensive examination of educational practices while maintaining the contextual richness characteristic of qualitative inquiry. Finally, conclusion drawing and verification involved interpreting recurring patterns, comparing findings across multiple data sources, and continuously verifying emerging conclusions throughout the analytical process. Verification ensured that interpretations remained firmly grounded in empirical evidence collected during fieldwork, thereby enhancing the credibility and trustworthiness of the study.

Overall, the methodological framework adopted in this research was aligned with the study's objective of comprehensively describing the implementation of the Eight Dimensions of Graduate Profile within Prasiaga extracurricular activities. Through qualitative inquiry supported by triangulated data collection and systematic analysis, the study generated contextual insights into planning, implementation, evaluation, and influencing factors underpinning the integration of character education into early childhood extracurricular learning.

RESULTS

Implementation of the Eight Graduate Profile Dimensions through Prasiaga Extracurricular Activities

The findings from observations, interviews, and document analysis indicate that the Prasiaga extracurricular program at TK Negeri Pembina Kepanjen functions as a character education program that integrates the Eight Graduate Profile Dimensions (8GPD). Established in 2020, the program was initiated in response to the needs of children with high levels of physical activity by providing structured activities that channel their energy into

positive experiences while fostering character development. During the 2025/2026 academic year, the program involved 37 children from Groups A and B.

The primary objective of the program is to develop children's independence, discipline, leadership, collaboration, communication, creativity, critical reasoning, healthy habits, and spiritual values. These dimensions are embedded into play-based activities that are developmentally appropriate for early childhood learners.

Table 1. Implementation of the Eight Graduate Profile Dimensions in Prasiaga Activities

Graduate Profile Dimension	Implementation Activities
Faith and devotion to God	Group prayers, affirmation before drinking water, positive habit formation
Citizenship	Marching drills, rule compliance, moral mess
Critical reasoning	Problem-solving games, reflection sessions
Creativity	Paper airplane and paper boat folding
Collaboration	Group and paired activities
Independence	Water pouring, tree planting, completing tasks independently
Health	Morning exercise, physical activities, handwashing, drinking water
Communication	Discussion, question-and-answer sessions, expressing ideas

Table 1 Implementation of the Eight Graduate Profile Dimensions in Prasiaga Activities shows that all Eight Graduate Profile Dimensions were systematically integrated into Prasiaga activities through play-based learning, daily habituation, and experiential learning that were adapted to children's developmental characteristics.

Implementation of Prasiaga Activities

The implementation of the Prasiaga extracurricular program consisted of three interconnected stages: planning, implementation, and evaluation. During the planning stage, instructors and assistants designed weekly activities based on reflections from previous sessions, children's developmental progress in the classroom, and recommendations provided by classroom teachers. Learning objectives were determined according to children's needs while remaining aligned with the Eight Graduate Profile Dimensions. Consequently, each weekly activity targeted specific character values based on children's current developmental conditions.

The implementation stage began with the school's *Healthy Saturday* program, which included a morning exercise session followed by Prasiaga activities consisting of opening,

core, and closing sessions. The opening session included group prayers, affirmation before drinking water, moral messages derived from incidental classroom events, attendance, and marching exercises. These routines aimed to cultivate spiritual values, discipline, responsibility, and respect for rules.

During the core activities, instructors applied play-based learning, demonstrations, hands-on practice, and simple project-based activities. Most activities were conducted in pairs or groups, enabling children to develop collaboration, communication, and problem-solving skills through authentic experiences. The closing session consisted of reflection, question-and-answer activities, appreciation or rewards, prayers, and encouraging children to organize their personal belongings independently.



Figure 1. Stages of Prasiaga Extracurricular Implementation

Figure 1 Stages of Prasiaga Extracurricular Implementation shows that the implementation of the Eight Graduate Profile Dimensions followed a systematic sequence beginning with activity planning and continuing through implementation and evaluation, ensuring that every learning activity was directed toward specific character development objectives.

Implementation of the Eight Graduate Profile Dimensions through Weekly Activities

Observations conducted over five consecutive meetings demonstrated that each weekly activity was intentionally designed to emphasize different Graduate Profile Dimensions while maintaining an integrated character education approach. The first

observation involved paper airplane and paper boat folding activities that primarily developed creativity and independence. Children were encouraged to create their own designs, while instructors provided demonstrations only as initial guidance.

The second observation implemented a water relay game, which emphasized communication, concentration, and independence. Children worked collaboratively in teams, and successful completion depended on each member's ability to coordinate movements and pour water carefully. The third observation introduced a paired water transfer activity focusing on critical reasoning and collaboration. Children were challenged to develop strategies that prevented water from spilling while working together toward a common goal.

During the fourth observation, obstacle jumping activities promoted physical health and collaboration. Children first assembled the obstacle course in small groups before completing gross motor activities, thereby combining teamwork with physical development. The fifth observation involved tree planting, which emphasized health, environmental awareness, and independence. Children independently practiced planting while learning how to care for plants through watering and maintenance activities, fostering responsibility toward the environment.

Table 2. Summary of the Implementation of the Eight Graduate Profile Dimensions Across Five Observations

Weekly Activity	Dominant Graduate Profile Dimensions
Paper airplane and boat folding	Creativity, Independence
Water relay	Communication, Independence
Paired water transfer	Critical reasoning, Collaboration
Obstacle jumping	Health, Collaboration
Tree planting	Health, Collaboration

Table 2 Summary of the Implementation of the Eight Graduate Profile Dimensions Across Five Observations shows that each weekly activity emphasized different dimensions of the Graduate Profile while collectively contributing to the holistic development of children's character, cognitive abilities, physical skills, and social competence.

Evaluation and Supporting and Inhibiting Factors

Evaluation was conducted after each Prasiaga session through reflective discussions between instructors and assistants. Reflection was used to assess whether learning objectives

had been achieved, identify implementation challenges, and determine appropriate activities for the following week. Classroom teachers also contributed by providing information regarding children's behavior and learning progress during regular classroom instruction, enabling extracurricular activities to address children's developmental needs more effectively.

Children's achievement was assessed continuously through weekly documentation, behavioral observations, and completion of the General Competency Requirements. The assessment results were documented in the Children's Learning Achievement Report (LCPA) and communicated to parents together with academic progress reports at the end of each semester.

Several factors supported the successful implementation of the program, including adequate facilities and infrastructure, spacious indoor and outdoor learning environments, sufficient learning materials, and dedicated financial support provided by the school for extracurricular activities.

Conversely, several challenges were identified. The most significant limitation was the insufficient number of instructors compared with the large number of highly active participants. Additional obstacles included varying levels of children's motivation and inconsistent parental support, particularly regarding children's attendance during Saturday extracurricular sessions.

Despite these challenges, observations consistently demonstrated that the Prasiaga program was implemented according to the planned schedule, and its learning objectives were successfully achieved through continuous adaptation, collaborative planning, and reflective evaluation conducted by instructors and assistants.

DISCUSSION

The findings of this study indicate that the implementation of the Eight Dimensions of Graduate Profile (8DGP) in the Prasiaga extracurricular program at TK Negeri Pembina Kepanjen has been systematically integrated into the planning, implementation, and evaluation stages of learning activities. Rather than being introduced as abstract concepts, the eight dimensions were embedded into children's daily experiences through habituation, play-based learning, project-based activities, and moral reinforcement. This finding demonstrates that character education for early childhood becomes more meaningful when

values are internalized through authentic learning experiences instead of direct instruction. The implementation aligns with the primary objective of the study, namely to analyze how the Eight Dimensions of Graduate Profile are integrated into Prasiaga extracurricular activities as a strategy for strengthening children's character development within the framework of the Merdeka Curriculum.

The findings further reveal that each graduate profile dimension was implemented through specific learning activities while remaining interconnected with other dimensions. Faith and devotion to God Almighty were developed through collective prayers, greetings, gratitude practices, positive affirmations before drinking water, and exemplary behavior demonstrated by instructors. Citizenship values were fostered through marching exercises, respect for national symbols, discipline, obedience to rules, and moral messages emphasizing tolerance and respect for others. Critical reasoning emerged during problem-solving activities, such as water relay games, water transfer challenges, and other experiential learning tasks requiring children to formulate strategies independently. Creativity was stimulated through art activities, the use of recycled materials, and opportunities for children to express ideas freely. Collaboration was consistently developed through group games that encouraged children to communicate, cooperate, and accomplish shared goals. Independence became one of the dominant dimensions, as children were encouraged to complete tasks independently before seeking assistance and were frequently entrusted with leadership roles. Health was strengthened through physical exercise, outdoor games, hygiene habits, and environmental care activities. Meanwhile, communication skills developed through continuous interaction between children, teachers, instructors, and peers during discussions, games, and reflective sessions. These findings suggest that the Eight Dimensions of Graduate Profile function as an integrated framework rather than separate competencies, allowing multiple dimensions to develop simultaneously within a single learning activity.

The implementation identified in this study supports Thomas Lickona's character education framework, which emphasizes the interconnected processes of *knowing the good*, *desiring the good*, and *doing the good* (Muntu, 2015). The results demonstrate that Prasiaga activities do not merely introduce moral knowledge but also provide repeated opportunities for children to practice positive behaviors until they become habitual. Moral messages delivered by instructors enable children to recognize desirable values, while daily habituation and instructor modeling strengthen children's willingness to practice these values consistently. Consequently, character development occurs not only at the cognitive level but

also through emotional engagement and behavioral practice. This finding indicates that character education in early childhood is more effective when moral understanding is reinforced through continuous experiential learning.

The implementation of the Eight Dimensions of Graduate Profile also reflects the principles of deep learning promoted within the Merdeka Curriculum. The findings indicate that learning activities were designed to be meaningful, conscious, and enjoyable, allowing children to actively construct knowledge through authentic experiences rather than passive information transfer. Activities such as tree planting, obstacle courses, water relay games, and collaborative projects encouraged children to solve practical problems while interacting directly with their environment. These findings support the argument of Suwandi et al. (2024), who emphasized that deep learning transforms conventional memorization-oriented instruction into reflective and project-based learning experiences. Similarly, the implementation corresponds with the principles introduced by the Ministry of Primary and Secondary Education (Kemendikdasmen, 2025), which advocate meaningful, joyful, and experiential learning as the foundation of early childhood education.

From the perspective of developmental learning theories, the findings are also consistent with Jean Piaget's constructivist theory, which argues that young children construct knowledge through active interaction with their environment (Morrison, 2012). The Prasiaga extracurricular program provides abundant opportunities for sensorimotor exploration, cooperative play, and direct manipulation of learning materials, enabling children to develop cognitive, social, and emotional competencies simultaneously. Rather than relying on teacher-centered explanations, instructors facilitated children's exploration through demonstrations, projects, and play-based activities. Consequently, children's understanding emerged through personal experiences, making learning more meaningful and sustainable. These findings reinforce Piaget's proposition that cognitive development in early childhood is best facilitated through concrete experiences appropriate to children's developmental stages.

Furthermore, the role of instructors and assistants observed in this study supports Albert Bandura's Social Learning Theory, which emphasizes observational learning and modeling as fundamental mechanisms of behavioral development (Wahyuni & Fitriani, 2022). Throughout the Prasiaga activities, instructors consistently modeled patience, discipline, responsibility, forgiveness, and respectful communication. Children observed

these behaviors repeatedly and gradually imitated them during interactions with peers. Therefore, instructors functioned not only as facilitators but also as role models whose behaviors significantly influenced children's character formation. This finding strengthens previous studies suggesting that educator behavior plays a central role in successful character education, particularly during early childhood when imitation remains one of the primary learning mechanisms.

The present findings are generally consistent with previous studies cited in this research. Risky et al. (2025) argued that the Merdeka Curriculum emphasizes character development alongside academic achievement, and the findings of this study demonstrate how this policy can be operationalized through extracurricular activities. Mahmudi & Handayani (2023) reported that scouting activities contribute to the development of patriotism, discipline, honesty, independence, responsibility, and social awareness. The present study extends these findings by demonstrating that Prasiaga activities also promote critical reasoning, creativity, communication, and health awareness within a single integrated educational framework. Likewise, Fais et al. (2025) suggested that the developmental values embedded in Prasiaga correspond closely with the Eight Dimensions of Graduate Profile. The current findings provide empirical evidence supporting this theoretical relationship by illustrating how each graduate profile dimension can be translated into practical learning activities appropriate for early childhood education.

In addition, the findings reinforce previous arguments regarding the effectiveness of project-based and experiential learning approaches in early childhood education. Activities requiring children to collaborate, solve problems, communicate, and make independent decisions illustrate how project-based learning supports both cognitive and character development. These findings are consistent with studies by Fitriani & Santiani (2025) and Rahayu et al. (2025), which concluded that deep learning enables learners to apply knowledge creatively within authentic contexts. Compared with previous studies, however, this research provides a more comprehensive perspective by integrating character education, deep learning principles, and the Eight Dimensions of Graduate Profile into one coherent extracurricular learning model.

The study also provides several theoretical contributions. Conceptually, the findings strengthen the understanding that the Eight Dimensions of Graduate Profile should not be interpreted as isolated competencies but rather as interconnected dimensions that develop

holistically through meaningful learning experiences. The integration of character education theory, constructivist learning theory, social learning theory, and deep learning principles offers a comprehensive conceptual framework explaining how character formation occurs within extracurricular settings. Consequently, this study contributes to the growing body of knowledge regarding the implementation of the Merdeka Curriculum in early childhood education, particularly through extracurricular programs that have received relatively limited scholarly attention.

Practically, the findings provide valuable implications for schools, teachers, extracurricular instructors, and educational policymakers. For educational institutions, the results suggest that character strengthening can be effectively implemented through structured extracurricular activities that complement classroom learning. For teachers and instructors, the study highlights the importance of designing authentic learning experiences, integrating moral reinforcement into everyday activities, and serving as positive role models for children. For policymakers, the findings indicate that extracurricular programs such as Prasiaga may serve as strategic platforms for implementing the Eight Dimensions of Graduate Profile within the Merdeka Curriculum. Moreover, the structured implementation model identified in this study may serve as a practical reference for other early childhood education institutions seeking to strengthen character education through experiential learning.

Methodologically, this study demonstrates the value of employing qualitative methods involving observation, interviews, and documentation to explore character education implementation comprehensively. The triangulation of multiple data sources enabled the researcher to capture behavioral changes, instructional practices, and contextual factors that would have been difficult to identify through quantitative approaches alone. This methodological approach contributes to future research examining complex educational phenomena involving children's behavior and character formation.

Despite these contributions, several limitations should be acknowledged. First, the study was conducted in only one kindergarten, limiting the generalizability of the findings to other educational contexts with different institutional characteristics. Second, the research focused exclusively on Prasiaga extracurricular activities without comparing similar extracurricular programs in other schools. Third, the findings were derived primarily from qualitative observations and interviews, making them context-dependent and potentially

influenced by researcher interpretation despite triangulation efforts. Finally, the study evaluated implementation processes rather than measuring long-term character outcomes among children. Therefore, future studies are encouraged to employ longitudinal or mixed-method designs involving multiple institutions to examine the sustainability and broader effectiveness of the Eight Dimensions of Graduate Profile implementation across diverse educational settings.

Overall, the findings demonstrate that the Prasiaga extracurricular program at TK Negeri Pembina Kepanjen provides an effective model for integrating the Eight Dimensions of Graduate Profile into early childhood education through meaningful, experiential, and child-centered learning. The systematic integration of character education, deep learning principles, and authentic learning experiences enables children to develop moral values, social competencies, independence, creativity, critical thinking, communication skills, and healthy lifestyles simultaneously. This comprehensive implementation distinguishes the present study from previous research and confirms that extracurricular education can function as a strategic medium for strengthening character development within the Merdeka Curriculum.

CONCLUSION

This study aimed to examine the implementation of the Eight Graduate Profile Dimensions (8 DPL) in the *Prasiaga* extracurricular program at TK Negeri Pembina Kepanjen, to analyze the implementation process of the program, and to identify the factors influencing its sustainability. The findings demonstrate that all eight Graduate Profile Dimensions faith and devotion to God, citizenship, critical reasoning, creativity, collaboration, independence, health, and communication have been systematically integrated into the extracurricular activities through habitual practices, play-based learning, simple challenges, moral reinforcement, and role modeling provided by scout leaders and assistants. These learning experiences not only promote children's physical development and basic life skills but also foster essential character traits, including independence, discipline, courage, responsibility, collaboration, and communication skills, in line with the objectives of the Merdeka Curriculum.

The implementation of the *Prasiaga* extracurricular program follows three interconnected stages: planning, implementation, and evaluation. Program planning is designed based on children's developmental needs while integrating the Eight Graduate

Profile Dimensions and the developmental domains of *Prasiaga*, ensuring that every activity has clear educational objectives. The implementation stage adopts play-based, project-based, and problem-based learning approaches that provide meaningful, enjoyable, and experiential learning opportunities while encouraging children's active participation throughout the learning process. Continuous evaluation is conducted through behavioral observation, reflective discussions between scout leaders and assistants, and semester-based learning reports. The evaluation results are subsequently utilized to improve future program planning according to children's developmental needs and learning progress.

This study contributes theoretically by strengthening the understanding that the Eight Graduate Profile Dimensions can be effectively implemented in early childhood education through experiential extracurricular activities that integrate scouting values, deep learning principles, and character education. From a practical perspective, the findings offer a comprehensive model for implementing *Prasiaga* extracurricular activities that may serve as a reference for early childhood education institutions seeking to develop contextual, engaging, and character-oriented learning programs. Furthermore, the study highlights that extracurricular activities should not merely function as platforms for developing children's interests and talents but also as strategic educational media for achieving graduate competency standards through continuous character development.

Despite these positive findings, several challenges remain, including the limited number of facilitators compared to the number of participating children, inconsistent motivation among some participants due to limited interest in joining the program, and irregular attendance that reduces children's opportunities to experience the learning activities comprehensively. Therefore, stronger collaboration among schools, teachers, scout leaders, assistants, and parents is necessary to enhance the effectiveness and sustainability of the *Prasiaga* program. Future studies are recommended to investigate the implementation of *Prasiaga* across different educational levels, examine its long-term impact on children's character development, and evaluate the effectiveness of the Eight Graduate Profile Dimensions implementation model in broader educational contexts.

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