

The Implementation Of Profil Pelajar Pancasila In The Dimension Of Critical Reasoning Through Muhaḍoroh Activities

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ABSTRACT

The Profil Pelajar Pancasila is a form of effort to improve the quality of education in Indonesia that prioritizes the formation and development of student's characters. The characters that are expected to be achieved by students are described through six dimensions. One of the six dimensions is the critical reasoning dimension. The approach that is widely used to improve critical reasoning skills is the constructivism approach. MA Matholi'ul Huda Troso is one of the educational institutions that presents muhaḍoroh activities as a compulsory subject. Muhaḍoroh is seen as an activity that can improve students' public speaking. After a deeper research, this activity can also improve students' critical reasoning skills. This study aims to explain the implementation of the Profil Pelajar Pancasila in the critical reasoning dimension through muhaḍoroh activities. This research uses a case study-based qualitative approach at MA Matholi'ul Huda Troso. Data were obtained through observations and interviews with the research subjects such as the principal, Muhaḍoroh tutors, teachers and students. Data analysis techniques in this study include three stages, namely data reduction, data presentation, and conclusion drawing. The results showed that the Profil Pelajar Pancasila in the dimension of critical reasoning can be implemented through muhaḍoroh activities.

INTRODUCTION

Education is a series of processes designed to foster and help individuals develop their potential. Every individual has been equipped with various kinds of potential since birth. Therefore, education is present as an aspiration for humans to develop the potentials that exist within themselves to the fullest. The function of national education as stated in the Law of the Republic of Indonesia Number 20 of 2003, namely in the 3rd article is to develop the ability and shape the character and civilization of a dignified nation to educate the nation's life. In addition, education also aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, sensible, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Ratnaningrum, 2022).

The goals of education certainly cannot be achieved easily. Therefore, it requires efforts and purpose that lead to these goals. The purpose that serves as a foundation and provides direction to the achievement of educational goals is what is called the curriculum. It is a basic guideline that determines the success or the failure of the learning process and whether or not learning objectives

are achieved. (Zahra dkk., 2023) The curriculum has a dynamic nature, which can continue to develop by the times and the needs of the society. It is intended that any existing curriculum is always relevant to today's life and able to prepare students to face future challenges. Likewise the curriculum in Indonesia, in the history of its development has experienced at least eleven dynamic changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013 (Erin Aprillia dkk., 2023). Until in the 2020s, the Ministry of Education and Culture began to introduce the Merdeka Curriculum which was then gradually implemented in schools that were willing to become operative schools.

The Merdeka Curriculum gives teachers the freedom to choose materials and create learning experiences based on the needs and interests of their students. In addition, the Merdeka Curriculum also includes a character education program that is adjusted to the noble values of Pancasila. This program is known as the Profil Pelajar Pancasila Strengthening Project (P5) (Bangun dkk., 2024). The Profil Pelajar Pancasila itself is a character trait and competency that students are expected to achieve. In addition, the Profil Pelajar Pancasila also acts as the main reference that directs educational policies, including a reference for educators in building the character and competence of the students.

The Profil Pelajar Pancasila is one kind of attempt to improve the quality of education in Indonesia that prioritizes the formation and development of students' character. The characteristics that are expected to be achieved by students are described through six dimensions, namely faith, devotion to God Almighty, noble character; global diversity; independence; cooperation; critical reasoning; and creativity (Rosmalah dkk., 2022). The six dimensions in the Profil Pelajar Pancasila are an inseparable unity. These dimensions can be built through various aspects in life including school culture, intracurricular, extracurricular, and co-curricular learning. Through this profile, students are expected to develop themselves comprehensively in both academic and non-academic fields, as well as the development of attitudes, behaviors, and ways of thinking (Suliyannah dkk., 2023).

One of the dimensions in the Profil Pelajar Pancasila is the critical reasoning dimension. The ability to reason critically is one of the provisions that is needed by students in facing the challenges of the times. Learners with critical reasoning skills are able to process information that has been obtained objectively, analyze the relationship between various data, and can evaluate and conclude information logically and systematically. (Kemendikbudristek, 2022) Not just information processing, critical reasoning also encourages learners to be able to innovate so that they can give birth to new ideas that are relevant to various things in the world (Lia dkk., 2023). The ability to think and argue critically is needed to face the challenges of the complexity of the modern world to meet the needs of a growing society (Wardani & Fiorintina, 2023). Therefore, it is important for the world of education to be able to present effective strategies in an effort to develop this ability among students.

A strategy that is believed to improve critical reasoning skills is through muhaḍoroh activities. Muhaḍoroh is a speech or lecture activity which is the oral delivery of a topic by a person to an audience. A number of previous studies have shown that muhaḍoroh activities can form independent, responsible, and confident characters in students (Dora & Arif, 2024). Research conducted by (Al Faizin dkk., 2024) shows that muhaḍoroh activities can shape students' characters like mentioned before. Meanwhile, another study conducted by (Handayani et al., 2024) found that the application of muhaḍoroh activities can effectively increase self-confidence in students. Research conducted by (Resta dkk., 2022) also found that muhaḍoroh activities can increase student confidence through public speaking exercises in front of the public. Although there have been many studies that reveal the benefits of muhaḍoroh in developing students' self-confidence, there are still few studies that specifically examine the relationship between muhaḍoroh activities and critical reasoning skills. Therefore, this study aims to fill this gap by exploring the topic further to expand the understanding of the impact of muhaḍoroh activities in shaping critical reasoning skills in students.

MA Matholi'ul Huda Troso, which has the vision “Luhur dalam Budi, Tinggi dalam Prestasi” and the motto “Maju Untuk Berkhidmat”, pays great attention to the development of students' characters and skills. In addition to formal education, this madrasah also equips students with various skills through intracurricular, extracurricular, and co-curricular activities. One of the featured co-curricular activities is the muhaḍoroh activity. Considering the importance of the critical reasoning dimension in the Profil Pelajar Pancasila, this study aims to examine the implementation of the Profil Pelajar Pancasila critical reasoning dimension through muhaḍoroh activities at MA Matholi'ul Huda Troso and analyze the factors that support and hinder its implementation. This research is not only to confirm previous findings, but also to complement previous research by examining how muhaḍoroh activities can play a role in improving students' critical reasoning skills. In addition, this research is also expected to contribute to the development of more effective methods in improving students' critical reasoning skills so that it can be a reference for other educational institutions in implementing similar activities in order to create students who are better prepared to face global dynamics.

METHODS

Study in which the researcher explores a particular phenomenon or case in a time and activity that includes programs, events, processes, institutions, or social groups and collects detailed and in-depth information using various kinds of data collection procedures over a certain period (Assyakurrohim dkk., 2023). The subjects in this study were selected using a purposive sampling technique. Informants were selected based on criteria of relevance and their experience related to the research topic. The research subjects consist of the Principal, tutors, and students. The Principal was chosen because of his role in the planning and implementation of muhaḍoroh activities, while the Tutors were chosen because they directly contributed to muhaḍoroh activities, and the learners were chosen to obtain information through the student's point of view as the core actors of muhaḍoroh activities. The procedures in this study include case selection, data collection through semi-structured interview methods, and observation. The most fundamental stages in this research is analysis (Arif dkk., 2021; Rohman dkk., 2023).

The data analysis technique in this research includes three stages, namely data reduction, data presentation, and conclusion drawing. The first stage is data reduction, namely selecting, simplifying, and processing rough data obtained from the field. Data that has been obtained through field research is grouped in units of concepts, categories, or certain themes. (Ahmad & Muslimah, 2021) This aims to facilitate exposure and confirmation of conclusions. The next stage is data presentation, at this stage the researcher compiles a collection of information that has been obtained from interviews and field observations into a coherent narrative text. Compilation of this information can make it easier to see what is going on so that it allows conclusions to be drawn. The final stage in data analysis is drawing conclusions. Conclusions in qualitative research do not just appear at the end of the research but have developed gradually since the data began to be collected. After going through the data reduction stage, researchers began to draw provisional conclusions based on preliminary findings and then confirmed and verified these conclusions so that a final conclusion was drawn that could answer the research question.

RESULTS

Implementation of Muhaḍoroh Activities at MA Matholi'ul Huda Troso

Muhaḍoroh comes from the word ḥaḍoro - yaḥḍuru which means present, then masdar mim becomes muhaḍoroh which means lecture or speech. In Greek, speech is also called rhetoric, while in English it is called public speaking. According to Luqman Hadinegoro, speech is a form of expressing thoughts through words addressed to the audience with the intention that the listeners of the speech can understand, know, accept, and are expected to carry out what has been conveyed through the speech. (Zahara, 2020) One of the madrasahs that organizes muhaḍoroh activities is MA

Matholi'ul Huda Troso. The purpose of muhaḍoroh activities is to produce graduates who have good public speaking skills so that they are ready to provide benefits to the society. This is by one of the madrasah's visions, *Luhur dalam Budi*.

Muhaḍoroh activities have become the hallmark of MA Mathoi'ul Huda Troso. This activity has been going on since the beginning of the establishment of the madrasah, which is approximately 20 years. The system for implementing muhaḍoroh activities begins with planning. At the beginning of the new school year, students will be divided into groups randomly, namely the boys' group and the girls' group where each group consists of students in grades 10, 11, and 12. In each group, there is one supervisor teacher. The role of the tutor is very important in the implementation of muhaḍoroh activities as stated by the Principal that the tutor spearheads the success of muhaḍoroh. The task of the supervising teacher is to direct, provide input, and provide an assessment of the success of the students.

The implementation of muhaḍoroh activities is carried out during class hours on Wednesdays in the 7th and 8th period of each week. The delivery of speeches or orations in muhaḍoroh uses two languages, namely Indonesian and Javanese, which are rotated alternately every week. The reason for using Indonesian in muhaḍoroh is because in official forums decent and correct Indonesian language skills are needed. Meanwhile, the use of Javanese aims to ensure that as a Javanese community, students can speak correct Javanese so that they have the provision to participate into their community environment. The series of events in muhaḍoroh was attended by all students as audiences and officers. The division of muhaḍoroh officers is carried out by the head and secretary of the group with the approval of each supervising teacher. The students who will become officers will be appointed a week before their assignment schedule.

There are five officers in muhaḍoroh activities, the first is the host. As the host, the students are tasked with guiding the course of muhaḍoroh activities from beginning to the end. The preparation made by the students when they were assigned as the host is to make the text of the program arrangement. In addition, the MC must also adjust the text of the program to the language used at the time he was on duty, namely Indonesian or Javanese. During muhaḍoroh activities, the host is responsible to take control in the muhaḍoroh room so that activities can run conductively from start to finish.

The next muhaḍoroh officer is the reader of the holy Qur'an and sari tilawah. This officer can consist of one or two students depending on the agreement of each group. The reading of the holy verses of the Qur'an and sari tilawah will be the first appearance in a series of events in muhaḍoroh activities. Then followed with the recitation of the Prophet's sholawat by the officer. The students who are assigned as Prophet sholawat readers are free to choose the sholawat and tones according to their respective creativity. The Prophet sholawat reader will be a guide for other students in chanting the sholawat.

The core activity of muhaḍoroh is the performance of the orators and responders. In each muhaḍoroh meeting there are 3 to 4 students who are in charge of being orators and 3 to 4 students as responders. Each orator will have one responder whose job is to respond to his speech. Before performing, the orator will choose the theme and the title that they chose in their speech. Then the orator will inform the title to their responders so that the responders can also prepare themselves to respond to the orators' speeches.

In addition to the mandatory officers who have been determined beforehand, there are also spontaneous responders who will be selected by the supervising teacher from among the audience. These spontaneous responders are chosen from those who pay less attention to the orator when delivering the material or are less conducive when muhaḍoroh activities are taking place. The purpose of appointing spontaneous responders is to increase students' awareness and to respect each other and to ensure that all participants are paying attention and be actively involved in muhaḍoroh activities.

In addition, the appointment of spontaneous responders can also occur in several conditions such as a lack of orators or responders who are absent due to an absent or illness. Therefore, the supervising teacher will appoint students to become spontaneous responders so that muhaḍoroh activities can still run properly. Thus, muhaḍoroh activities can run effectively and achieve the expected goals.

Supporting and Inhibiting Factors in the Implementation of Muhaḍoroh Activities at MA Matholi'ul Huda Troso

The implementation of muhaḍoroh activities at MA Matholi'ul Huda Troso is influenced by various factors that can support or obstruct the implementation of activities. These factors are very influential in determining the success or challenges that must be faced in the process of implementing activities. Based on the results of observations and interviews, several factors that support the successful implementation of muhaḍoroh activities include the madrasah which has provided supporting facilities and infrastructure, made muhaḍoroh activities as a compulsory subject, and held a mentor teacher in each muhaḍoroh group.

The madrasah has provided various supporting facilities that support the implementation of muhaḍoroh activities. Among them are adequate classrooms where activities take place. In the 2024/2025 school year, there were 13 muhaḍoroh groups consisting of 6 boys' groups and 7 girls' groups. Each group consists of approximately 25 children. In addition, MA Matholi'ul Huda Troso is also equipped with library facilities that provide a variety of reading books. The library is very useful for students in finding material or topics that they will choose in their muhaḍoroh.

Muhaḍoroh activities have become a compulsory subject at MA Matholi'ul Huda Troso. Therefore, it is a must for all students to participate in it. In addition, the evaluation results of this activity are also included in the student report card. The results of the Javanese muhaḍoroh assessment will be included in the Javanese language report card. As explained by one of the muhaḍoroh supervising teachers that the madrasah has made this muhaḍoroh activity a compulsory lesson, so children and mentors are required to carry it out because this activity is included in the subject.

The mentor teacher is one of the elements that support the success of Muhaḍoroh activities. In each muhaḍoroh group there is one mentor teacher who acts as a facilitator. As a facilitator, the mentor is expected to encourage students to be active and to learn from experience and critical thinking. (Rahmawati & Suryadi, 2019) In addition to being tasked with providing assessments to students, the mentor also has the responsibility to direct and provide input on each student's performance. That is why the mentor teacher is considered to be one of the spearheads of the success of muhaḍoroh activities.

In addition to several supporting factors, the implementation of Muhaḍoroh activities also faces factors that become obstacles. Some of these factors need to be identified and recognized early so that the right solution can be found immediately in overcoming them. Thus, the implementation of muhaḍoroh activities can run optimally so that the objectives of implementing the activities can be achieved as expected. Based on the results of observations and interviews, several obstacles were found in the implementation of Muhaḍoroh activities. Some of these obstacles come from students and supervising teachers. The obstacles experienced by students include a fear when becoming a muhaḍoroh officer, often suddenly forgetting the material presented when becoming an orator, difficulty in determining themes and compiling muhaḍoroh material, and there are students who are not conducive when muhaḍoroh activities are taking place. Meanwhile, some obstacles are also experienced by the muhaḍoroh supervising teacher, including for certain reasons, sometimes the supervising teacher is unable to attend muhaḍoroh activities. In addition, some students were late in collecting the muhaḍoroh text to be corrected by the mentor teacher.

One of the inhibiting factors of muhaḍoroh activities that come from students is the fear they experience when they become muhaḍoroh officers, especially the task as an orator. This fear is

generally experienced by new students who are not from MTs Matholi'ul Huda Troso because they have never been participated in muhaḍoroh activities before. Therefore, in overcoming this situation, the supervising teacher will provide a way for new students by giving approximately one month or four meetings without being an officer. During this time, they can adjust and observe in advance the appearance of their friends on duty. Then after they are ready they will get their turn as muhaḍoroh officers.

Orators in muhaḍoroh are tasked with delivering speeches that contain certain themes. However, in this case students often have difficulty in choosing the theme that they will choose in their speech. This is because the longer the muhaḍoroh activity lasts, the more themes that should be delivered. Therefore, it becomes difficult for students to determine the topic they will choose. In overcoming this obstacle, the supervising teacher gave input to the students to follow contemporary news that was being discussed around them. They can relate these topics to their daily lives so that they can be discussed in muhaḍoroh. In addition, the mentor teacher also gave directions to the students to read a lot of books in the library in order to expand their scientific treasures.

Another factor that also occurs when they serve as orators is that students often suddenly forget the material. Apart from being influenced by fear and anxiety, forgetting the speech material is also caused by the lack of preparation. The muhaḍoroh mentor teacher said that the effort that can be made to avoid this is by mapping the material then dividing it into points so that it will be easier for them to understand the contents of their speech. If students straightforwardly memorize the material or just stick to what they write, when they suddenly forget, their mind will go blank. But if they map the material, they will understand the flow of their speech so that even if he forgets the text that has been made he can still improvise.

One of the challenges that become an inhibiting factor for muhaḍoroh activities is the lack of conduciveness of the audience, which reduces the quality and effectiveness of the activity. To overcome this, the efforts made by the supervising teacher include appointing the audience to be spontaneous responders. This aims to increase student awareness and participation in muhaḍoroh activities. In addition, the supervising teacher also emphasized to the students to uphold adab in behavior for both the audience and the orator. As an audience that prioritizes adab, they will appreciate and respect each other. Likewise, as an orator who upholds adab, they can deliver their speech with smooth and polite language. With this attitude, the students will not only have a critical attitude but also be able to conduct constructive discussions without getting caught up in destructive debates.

DISCUSSION

Implementation of the Profil Pelajar Pancasila Dimensions of Critical Reasoning through Muhaḍoroh Activities

The Merdeka Belajar Curriculum (KMB) is a new breakthrough in the world of education carried out by the Ministry of Education and Culture with the aim of improving the quality of education in Indonesia. The prominent features of the KMB include learning that emphasizes process, flexible learning and assessment, and the existence of the Profil Pelajar Pancasila. (Bustomi dkk., 2024) The Profil Pelajar Pancasila itself is the embodiment of educational goals in Indonesia which contains six competencies formulated as key dimensions of the formation of the Pancasila learner itself (Arif & Sulistianah, 2019; Musdalipah dkk., 2023). After analyzing the KMB and one of its distinctive features, the Profil Pelajar Pancasila, it can be seen that these two things are in line with the constructivism learning paradigm and both emphasize the importance of active, flexible, and experiential learning.

Science and learning can be more meaningful if an individual can discover it for himself through direct experience. With this, the knowledge that he/she gains through his/her own efforts can

be more effective to be remembered for a long period of time. One of the learning theories that encourages learners to build their own knowledge is constructivism. Constructivism is an epistemology that explains how knowledge acquisition is more focused on the process of knowledge formation, not just the delivery and storage of knowledge. That is, constructivism emphasizes how an individual can actively form (construct) his own knowledge through his experiences and interactions with the environment (Arif, 2024; Saputro & Pakpahan, 2021).

According to Glaserfeld, the skills required in the construction process include the skills of remembering and reexpressing experiences, the skills of comparing and drawing conclusions about similarities and differences, and finally the skills of favoring or choosing one experience over another. In general, constructivism theory is a process where knowledge is built in active learning that encourages individuals to be more active in activities, learning, and formulating concepts and giving meaning to things that have been learned. Furthermore, this theory emphasizes students to be able to find, process, and integrate complex information into existing knowledge. Students must also be able to update and improve their knowledge when the new information they get no longer fits the old rules (Kusumawati dkk., 2022).

One of the six dimensions in the Profil Pelajar Pancasila is the critical reasoning dimension. This dimension can be interpreted as the ability to analyze ideas through logical reasoning so that these ideas can be used in making considerations and making decisions (Ulfah, 2020). Constructivism theory is widely used as an approach in learning that aims to improve students' critical reasoning skills. Such as research conducted by (Kusumawati dkk., 2022) with the title "Literature Study of Critical Thinking Ability with the Application of PBL Model on Constructivism Theory Approach" which shows the results that the constructivism approach is considered effective in PBL learning models that can improve students' critical thinking skills. In another research case conducted by (Firdaus dkk., 2023) with the title "Constructivism Theory in Building Critical Thinking Ability" shows that with constructivism-based learning, students can develop the knowledge they can, explore information and discuss so that it can support students' critical thinking, analysis, and understanding of mathematical concepts.

The implementation of the Profil Pelajar Pancasila in the dimension of critical reasoning can be found in various activities at MA Matholi'ul Huda Troso. One of the flagship activities in this madrasah is the muhaḍoroh activity. The initial purpose of holding muhaḍoroh activities is to train students' mental and public speaking skills and foster self-confidence in themselves. This is in line with research conducted by (Nurmawati dkk., 2013) with the title "Muhadharah Extracurricular Implementation in Forming Mudi Mesra Samalanga Santri Character, Bireuen Aceh District" which shows that muhaḍoroh activities form religious, honest, confident, responsible, and disciplined characters. Likewise, a study conducted by (Umyun dkk., 2023) entitled "The Correlation of Muhaḍoroh Training and Students' Public Speaking at an Islamic Boarding School Tangerang" showed that students who participated in muhaḍoroh had better English public speaking skills. However, based on the results of observations and interviews, muhaḍoroh activities have more benefits than just improving students' public speaking skills and self-confidence.

Muhaḍoroh activity is a form of speech, namely the delivery of material with the aim of inviting, persuading, or convincing the listener to do something so as to change the views and behavior of the listener. Muhaḍoroh is not just public speaking, but also a complex cognitive process that can encourage students to reason critically. This can be seen from the students in charge of muhaḍoroh activities, especially the orators and responders. The stages carried out by students when they served as orators and responders have contained elements in the critical reasoning dimension and show the flow of development of the critical reasoning dimension in the Profil Pelajar Pancasila. The elements in the critical reasoning dimension include obtaining and processing information and ideas, analyzing and evaluating reasoning, and reflecting and evaluating their own thinking (Kemendikbudristek, 2022).

Orator in the Big Indonesian Dictionary (KBBI) is a noun that means a person who is an expert in making speeches. In the muhaḍoroh activity at MA Matholi'ul Huda Troso, the orator is tasked with delivering a theme or speech topic to the audience. All students in the group are assigned as orators in turn. The students who are assigned will be appointed one week before they are scheduled to perform, so they can prepare themselves and the material that will be raised in their speech during that one week. The first element in the critical reasoning dimension is obtaining information and ideas. At this stage, the first step taken by the students when they become orators is to determine the theme or topic that will be raised in their muhaḍoroh speech. Students who follow the development of contemporary events and matters will raise these topics in their speeches. These topics will then be studied in more depth through books that are available in the library. In addition, it is not uncommon for students to utilize digital platforms such as Google and YouTube to find information related to the topic they will raise.

The second element in the critical reasoning dimension is analyzing and evaluating reasoning. In the next stage, after students determine the topic or theme and find information about related material, they will then process the information according to their interpretation or understanding. At this stage, students are not only required to master the material for their own understanding but also to be able to process the right words so that the information can be conveyed and received properly by the audience. When assigned as orators in the muhaḍoroh activity, students will deliver speeches in front of an audience consisting of the mentor teacher and their peers. This task not only trains public speaking skills but also trains students to reason critically because they are required to be able to process and analyze the information they have obtained in depth before delivering it to the audience.

In the last element, reflecting and evaluating their own thinking, students are expected to be able to explain the reasons that support their thinking as well as think about views that may contradict their thinking. At this stage, as orators, students must select, organize, and develop speech topics in a logical and systematic way so that they are able to answer questions or provide clarification to the audience related to their arguments. After the delivery of oration material by the orator, sometimes the MC will provide an opportunity for the audience to ask questions or respond to the speech that has been delivered. However, if there are no students who respond, the supervising teacher will appoint students to be spontaneous responders. The appointment of spontaneous responders allows students to think quickly and express opinions spontaneously. Thus, students are guided to be able to analyze information and evaluate ideas so that they can effectively develop their ability to argue. Thus, students' critical reasoning skills will improve and can significantly develop their intellectual competence.

The elements in the critical reasoning dimension of the Profil Pelajar Pancasila can be found in the stages carried out by MA Matholi'ul Huda Troso students in muhaḍoroh activities. Through this activity, students can critically classify and analyze complex and abstract ideas and information from various sources that they get. In addition, students can also re-explain the information they have obtained and defend their arguments with logical reasons. Students can practice to accept other opinions, arguments that come and are able to assimilate and accommodate the information into their thinking.

CONCLUSION

The Profil Pelajar Pancasila is one form of effort to improve the quality of education in Indonesia that prioritizes the formation and development of student character. The characters that are expected to be achieved by students are described through six dimensions, namely faith, devotion to God Almighty, and noble character; global diversity; independence; mutual cooperation; critical reasoning; and creativity. One of the dimensions that is important for students to have is the critical reasoning dimension. The learning theory that is widely used as an approach in learning activities that

aim to improve critical reasoning skills is constructivism theory. Constructivism is a learning theory that emphasizes that knowledge is built by individuals through their efforts and experiences.

MA Matholi'ul Huda Troso is one of the educational institutions that holds muhaḍoroh activities as a compulsory subject. Apart from aiming to train students' public speaking skills, muhaḍoroh activities can also improve students' critical reasoning skills. The implementation of the Profil Pelajar Pancasila in the critical reasoning dimension can be found in muhaḍoroh activities through the role of students as orator officers. The steps taken when becoming an orator in muhaḍoroh contain elements in the critical reasoning dimension. Students who follow the development of contemporary topics will raise the theme in their speeches. Furthermore, they study the information further through books in the library. In conveying information to the audience, students are required to be able to use their critical reasoning in word processing and presenting arguments in a logical and systematic way.

The success of muhaḍoroh activities can be achieved with several supporting factors including: the availability of facilities and infrastructure that support the activities, the madrasah that includes muhaḍoroh as one of their compulsory subjects that must be followed by all students, and the existence of a supervising teacher as a facilitator in muhaḍoroh activities. In addition, there are also several factors that become the obstacles, namely: students' fear when becoming muhaḍoroh officers, difficulty in determining themes, often forgetting material when giving speeches, and sometimes there are still some students who are not being conducive when participating in muhaḍoroh activity. However, these obstacles can be addressed with the right solutions. In overcoming obstacles related to students' fear when becoming muhaḍoroh officers, the supervising teacher gives a way to new students not to be appointed as officers first so that they can adjust and adapt themselves into the new activity. In the case of difficulty determining the theme of the speech, the supervising teacher provides direction so that students can follow the latest contemporary news and read a lot of books in the library. In the condition of students who forget their speech material, the mentor teacher gives advice for students to make mind mapping material by dividing it into points. With this method, students will find it easier to understand the content of their speeches. Finally, facing the obstacles of students who are less conducive, the mentor teacher makes the appointment of spontaneous responders as a solution. In addition, students are also trained to always prioritize manners in behaving so that they can appreciate and respect each other.

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