

The Influence of Co-curricular and Extracurricular Program Management of Al-Qur'an Memorization on the Dimensions of Graduate Profiles

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Abstract

This study investigates the systemic shortfall in achieving graduate profile dimensions, particularly regarding character-based competencies such as faith, ethical conduct, and independence. It evaluates the strategic influence of co-curricular management and extracurricular Quranic memorization programs in bridging these developmental gaps within public junior high schools in Sijunjung District. Employing a quantitative correlational framework, data were elicited from 103 teachers selected through stratified random sampling ($N = 140$). The analytical path involved rigorous validity and reliability testing, followed by simple and multiple linear regression models. The findings reveal that: (1) structured co-curricular management significantly enhances the graduate profile, accounting for a 35–45% variance in its development; (2) extracurricular Quranic programs contribute 30–40% to character outcomes; and (3) the integrated management of both variables yields a synergistic effect, explaining up to 65% of the total influence. These results suggest that character internalization is most effective when administrative planning and spiritual activities are inextricably linked within a sustainable school ecosystem. Practically, the study underscores the necessity for educational stakeholders to institutionalize integrated program evaluations to ensure student character development aligns with national standards.

Keywords: *character internalization, co-curricular management, Quranic programs, graduate profile, educational leadership.*

INTRODUCTION

Islamic education in Indonesia today focuses not only on academic achievement but also on developing a holistic graduate profile, encompassing spiritual, intellectual, social, and character aspects. One strategic effort undertaken by educational institutions is to strengthen Quranic learning programs, particularly the tahfidz (Quran memorization) program, which is integrated into co-curricular and extracurricular activities. Co-curricular and extracurricular programs play a crucial role in enriching students' learning experiences beyond intracurricular activities. Research shows that implementing a co-curricular Quranic program can significantly improve Quranic reading skills through the active involvement of students, teachers, and parents in the learning process (Ulpah et al., 2025). This shows that good program management can have a real impact on improving students' religious competence.

On the other hand, extracurricular Quran memorization activities have been proven to impact not only cognitive aspects but also character development and spiritual values in students. A structured memorization program can improve students' discipline, responsibility, and overall religious understanding (Yusrizal & Fitri, 2025). In fact, internalization of spiritual values through extracurricular tahfidz activities contributes to the formation of students' religious character (Siregar et al., 2022).

Recent research by (Halimah et al., 2025) confirms that the management of intracurricular, co-curricular, and extracurricular activities still faces obstacles in integrating values and systematic implementation in character education. Meanwhile, a study on the management of the tahfidz program shows that the planning, implementation and evaluation aspects have been carried out, but

have placed more emphasis on the results of memorization rather than its impact on the formation of a holistic graduate profile (Hasanah, 2024).

On the other hand, extracurricular activities have been proven to play a strategic role in developing students' potential, personality, and independence. However, their implementation is often not integrated with long-term educational goals, particularly the desired graduate profile. This indicates a gap between the management practices of tahfidz programs and the need for broader, multidimensional graduate development (Tursino & Fakhri, 2021).

The context aspect was stated to have met the needs of MIN 1 Bone students and received adequate resource support, so the program was said to be running well. Various criteria set in the input aspect were also met, such as the availability of facilities and infrastructure, the competence of program supervisors, and the number of students participating in the program, so it was considered to be running well. However, the process aspect was considered quite good because there were still obstacles, especially student discipline. Meanwhile, several main objectives of the program could not be realized optimally in the product aspect, where the total number of students who successfully memorized the Qur'an was still low compared to the number of program participants, so this aspect was considered less than satisfactory. Therefore, improvements are needed to implement the program to achieve the desired objectives (Widyawati et al., 2025).

The Education Unit Report Card is an important instrument in identifying strengths and areas for improvement in each education unit. Through the RSP results, schools can see the suitability between the ongoing education process and the expected results, especially in the formation of graduate profile dimensions (Rahmayanti et al., 2025). Based on the 2024 report from the Center for Assessment and Learning, it was found that nationally, character dimensions such as mutual cooperation, critical reasoning, and independence were still relatively low compared to numeracy literacy achievements.

A similar situation is also evident in educational units in Sijunjung District. Based on the results of the 2023/2024 and 2024/2025 academic year report cards, most junior high schools in the district still face three challenges in developing the Pancasila-based character profile of students. This is evident from the Junior High School Education Unit Report Cards in Sijunjung District.

Table 1: Educational Unit Report Card

Education units	Graduate Profile Dimensions	2025 Report Card Scores	ChangeScore From year So	2024 Report Card Scores
Junior High School 1	Believe,Have faith in God Almighty and Having Good Morals	60.27%	Up 4.62%	55.65%
	Mutual cooperation	56.06%	Down 0.47%	56.53%
	Creativity	54.79%	Go on 3.32%	51.47%
	Independence	54.19%	Go on 5.46%	48.73%
SMPN 7	Believe,Have faith in Almighty God One and Noble	64.14%	Up 2.65	61.49
	Mutual cooperation	61.86%	Up 0.09	61.77%
	Creativity	54.42%	Down 0.94	55.36%
	Independence	56.81%	Go on 2.07%	54.74%
SMPN 14	Believe,Have faith in Almighty God One and Noble	53.5%	Up 1.15	52.35%
	Mutual cooperation	50.16%	Down 1.66	51.82%
	Creativity	59.71%	Up 0.78	48.93%
	Independence	46.77%	Go on	46.7%

Based on the results of the educational unit report at several Public Junior High Schools in Sijunjung District, it is seen that in general the dimensions of the graduate profile have begun to form, especially in the religious and social aspects (mutual cooperation) but in character formation such as creativity and independence it is still weak and not sustainable. The increase that occurred in 2023/2024 shows that SMPN schools in Sijunjung District are able to improve if their activities are managed, but in the 2024/2025 academic year there was a decline in several aspects of the graduate profile dimensions which means that strengthening the graduate profile dimensions has not become a routine culture in schools.

The results of this report card indicate that the Pancasila Student Profile Dimension, as the ultimate goal of learning in educational units, has not been fully achieved evenly across all schools. The character aspect, which is the core of forming the graduate profile dimension, still shows a gap in achievement, so the role of co-curricular and extracurricular activity management is strategic in increasing the internalization of the values of faith, noble character, mutual cooperation, critical thinking, creativity, and independence. (Indahwati et al., 2023).

Thus, strengthening the management of co-curricular and extracurricular tahfidz activities is expected to be a relevant pedagogical strategy to support the improvement of graduate profile dimensions, especially in the aspects of character and value habituation, so as to be able to encourage more optimal and sustainable achievements in educational units in Sijunjung District.

Meanwhile, the management of the extracurricular tahfidz (memorization of the Quran) program, a leading religious activity in several public junior high schools in Sijunjung District, plays a crucial role in fostering the values of spirituality, discipline, responsibility, and honesty, all closely related to the dimensions of faith and noble character in the Pancasila Student Profile. However, tahfidz management in many schools still lacks a structured management system, lacks adequate facilities, and lacks long-term follow-up support.

Co-curricular management results in strengthening student competencies that focus not only on academics but also on character development. The results align with the six dimensions of P5: Faith, piety, and noble character. Co-curricular activities instill moral and spiritual values through contextual learning. Global diversity accustoms students to appreciate differences and be inclusive. Mutual cooperation fosters attitudes of cooperation, caring, and mutual assistance. Independence fosters independent learning and personal responsibility. Critical reasoning develops the ability to think logically, analyze information, and solve problems. Creativity encourages innovation and new ideas through concrete work.

In addition to p5, starting from the 2025/2026 academic year, co-curricular management has been implemented in educational units, based on information obtained and informal conversations from the vice principal and teachers of SMP N in Sijunjung sub-district, the co-curricular implemented includes cross-subject projects and 7 KAIH or relevant methods. Co-curricular activities carried out from July, August, September such as implementing 7 KAIH have proven effective in shaping and strengthening students' character, through active involvement in extra-learning activities, students can develop positive characters such as responsibility, discipline, cooperation, creativity and independence. The implementation of 7 KAIH can encourage students to become individuals with integrity. Co-curricular activities are not only a complement to education but also a means of improving students' character.

On the other hand, in the context of a religious society, such as at a junior high school in Sijunjung district, character programs are implemented not only through co-curricular management but also through religious activities such as the Quran memorization extracurricular program. The management of the Quran memorization extracurricular program, not only aims to memorize holy verses, but also trains perseverance, honesty, discipline, responsibility, and increases sensitivity towards students. According to (Anggraini et al., 2024); (Kusairi et al., 2023) Students who regularly participate in tahfidz (Quran recitation) tend to have better self-control and demonstrate respect, honesty, and responsibility. Furthermore, extracurricular management is also an important aspect of character development. One of the most common extracurricular activities in schools is tahfidz, which provides a platform for students to develop their character and soft skills through various activities. (Fitrotul Hafidhoh Mujib & Moh. Syamsul Falah, 2024).

The Tahfidz extracurricular program is an additional program outside of academic learning or the school curriculum for memorizing the Quran. A person who memorizes the Quran is called Al Hafiz or hafizah (Nisa, 2024). Memorizing the Quran can provide benefits and advantages, namely being given happiness in this world and the hereafter, 11 peace of mind (Sakinah), sharpening memory, having a good identity, being honest, fluent in speaking, and having prayers answered. (Burhanudin & Mumtaz, 2021).

In character building, religious activities also play a significant role, particularly in the context of Islamic education. One common activity in many schools is the extracurricular Quran memorization program. The Qur'an memorization program is strongly supported by the Sijunjung Regency government, through the Education and Culture Office. (Lidya, 2019). In general, SMPN in Sijunjung Regency implements the tahfidz program every year, especially in the Sijunjung sub-district. Data obtained from the PAI teacher of SMPN 1 Sijunjung, the number of children who participated in the tahfidz academic year 2023/2024 or the first batch was 96 people and tahfidz graduation was 5 people, the second batch was 92 people. SMPN 7 Sijunjung, information from the PAI teacher Mr. Juliman, the number of students participating in the tahfidz program was; The first batch was 205 people, graduation was 58 people, the second batch was 250 people, graduation was 64 people and the third batch was 278 people, graduation was 61 people.

Meanwhile, information obtained from the Religious Affairs teacher of SMPN 14 Sijunjung, the number of students who participated in tahfidz in the first batch was 30 people and 3 people graduated. SMPN 22 Sijunjung The number of students who participated in the tahfidz program was the first year (batch I) 40 participants, 9 people graduated (1 person graduated 2 juz and 8 people graduated 1 juz). The second year (Batch 2) 65 participants, 25 people graduated (5 people graduated 2 juz and 20 people graduated 1 juz). Year 3 (3rd Batch) 72 participants and 39 people graduated (4 people graduated 3 juz, 11 people graduated 2 juz and 24 people graduated 1 juz. SMPN 23 Sijunjung number of students following the tahfidz program is the first year 23 people graduated 7 people, the second year 32 people, the third year 75 people graduated 7 people and SMPN 45 Sijunjung number of students who participated in the tahfidz extracurricular in the first year 25 people, the third year 30 people and the fourth year 40 people.

The memorization activities conducted by junior high schools in Sijunjung district have contributed to the development of student character. Through the process of memorizing, understanding, and absorbing the values of the Quran, students are not only trained cognitively in memorization but also guided in developing strong spiritual and moral character.

Based on the data above, the tahfidz program in Sijunjung is growing rapidly (participants who take tahfidz have increased in almost all schools). From the activities, SMPN 22 Sijunjung stands out (high ratio and has consistent progress), and SMPN 7 Sijunjung has the most participants in terms of scale, but needs adjustments so that the graduates are more numerous or large. Based on the initial explanation of the empirical problem in SMPN Sijunjung sub-district, it can be seen that the relationship is that the influence of character is influenced by co-curricular and extracurricular tahfidz.

Thus, this raises the question of how far the management of co-curricular and extracurricular tahfidz activities can contribute to the development of the graduate profile dimensions of public junior high school students in Sijunjung District. This study is crucial to obtain an empirical picture of the effectiveness of the Merdeka Curriculum policy implementation in the context of character education, as well as to provide input for developing the quality of education based on the Pancasila Student Profile.

RESEARCH METHODS

Looking at the type, this research is categorized as associative quantitative research. (Akbar et al., 2023). In this case, the researcher will prove the influence of the Tahfidz co-curricular and extracurricular management variables on the graduate profile dimensions. This research was conducted on junior high school teachers in the Sijunjung district, including: SMPN 1 Sijunjung, SMPN 7 Sijunjung, SMPN 14 Sijunjung, SMPN 22 Sijunjung, SMPN 23 Sijunjung, SMPN 32 Sijunjung, SMPN 40 Sijunjung and SMPN 45 Sijunjung. The population in this study were teachers in Sijunjung district located in SMPN 1 Sijunjung, SMPN 7 Sijunjung, SMPN 14 Sijunjung, SMPN 22 Sijunjung, SMPN 23 Sijunjung, SMPN 32 Sijunjung, SMPN 40 Sijunjung and SMPN 45 Sijunjung. The sample in this study

used probability sampling, with a simple random sampling technique. This means that each member of the population has the same opportunity to be selected as a respondent. The selection was conducted randomly, without distinguishing between strata or specific groups within the population, so that the resulting sample was expected to truly represent the population's condition objectively. This approach was expected to more accurately reflect the true state of the population.

RESULTS AND DISCUSSION

Inferential research results refer to conclusions or findings obtained from data analysis using inferential statistical methods. Inferential statistical methods aim to make generalizations or predictions about the population based on the analyzed data, such as classical assumption testing, which is a prerequisite step before conducting regression analysis on research data.

The Co-curricular Management variable is in the moderate category, accounting for 38%. This indicates that Co-curricular Management at Sijunjung Regency Middle Schools can be categorized as moderate. Based on the percentage of co-curricular management indicators, the data obtained are the following:

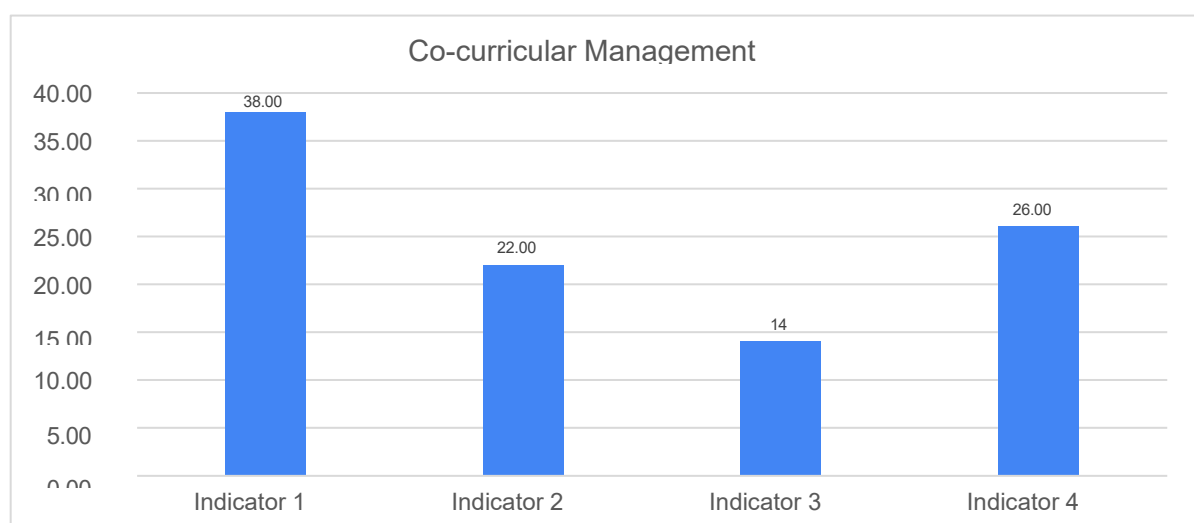


Figure 1 Percentage of Co-curricular Management Scores

Of the four indicators, the highest percentage for Co-curricular Management was found in the Learning Framework indicator, at 38%. This finding indicates that the learning framework aspect is the most dominant component in co-curricular management, indicating that the school has a relatively strong and clear foundation, direction, and guidelines for co-curricular implementation. Meanwhile, the lowest percentage was found in the Implementation indicator, at 14%. This achievement indicates that the implementation stage in the field is relatively weak compared to the other indicators, thus requiring strengthening so that co-curricular implementation is more consistent and aligned with the designed framework.

Meanwhile, the Tahfidz Extracurricular reached 9696, with an average value of 94.14 and a standard deviation of 10.15. Based on observations, it can be concluded that the standard deviation value is smaller than the average, so the average value can represent or describe the overall data in the Tahfidz Extracurricular.

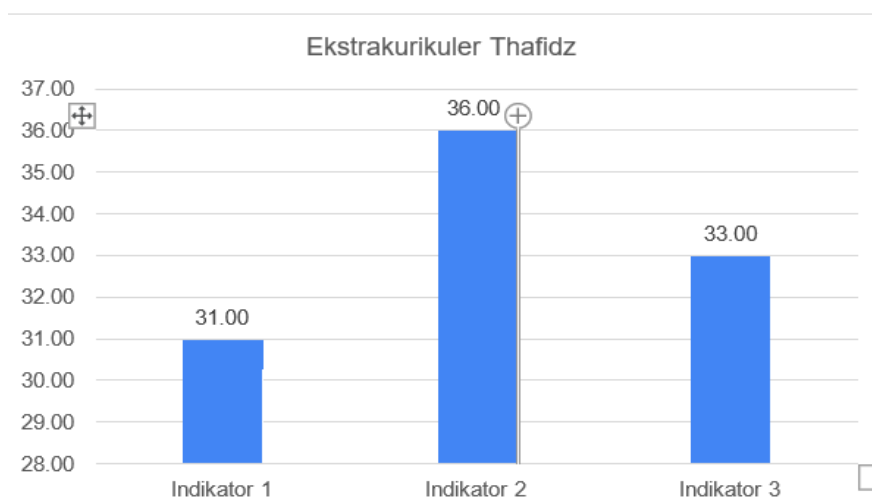


Figure 2 percentage of Tahfidz Extracurricular

Of the three indicators for the Tahfidz extracurricular, the highest percentage was found in the implementation indicator, at 36%. This indicates that the implementation of the Tahfidz extracurricular activity in schools receives more attention and involvement than the other indicators. Implementation indicators can cover various aspects, such as the sustainability of activities, the number of active participants, and the effectiveness of teaching in memorizing the Quran. This high percentage indicates that the school has been quite successful in designing and implementing the Tahfidz program well.

Meanwhile, the lowest percentage was found in the Planning indicator, at 31%. These results indicate that the planning aspect is relatively weak compared to other indicators. This could point to the need for strengthening program planning, such as setting more measurable targets, organizing a more structured schedule, providing tahfidz learning tools, and managing mentoring resources, so that the implementation process can proceed more optimally and align with the stated objectives.

The most dominant category of graduate profile dimensions is the moderate category, accounting for 44%. This indicates that the graduate profile dimensions at SMPN Sijunjung District can be categorized as moderate, as seen based on the graduate profile dimension questionnaire indicator scores.

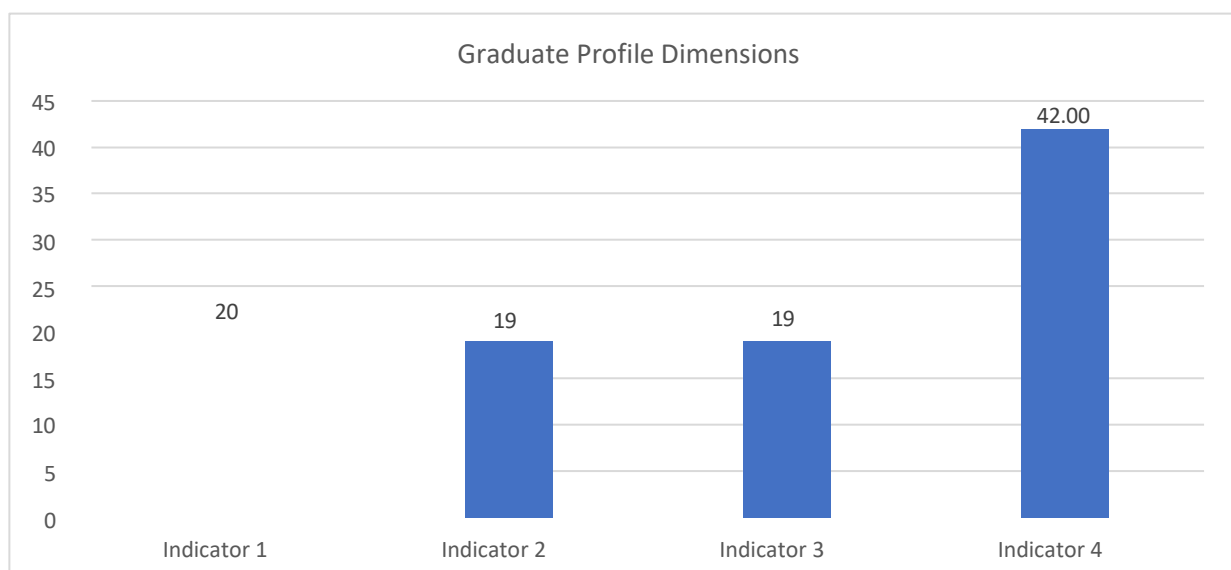


Figure 3. 3D Image of Graduate Profile

The health indicator, with the highest percentage of graduate profile dimensions, was 42%. This finding indicates that the health dimension is the most prominent aspect of the graduate profile, indicating students have a strong tendency towards healthy lifestyles, involvement in physical activity, and a focus on fitness and lifestyle habits that support readiness for learning and school activities.

Meanwhile, the lowest percentages were found in the creativity and independence indicators, each at 19%. These results indicate that creativity and independence are the dimensions with the lowest relative performance compared to other indicators. This condition may reflect that students' abilities to generate new ideas, take initiative and independence in learning, or demonstrate innovation in assignments/projects still need to be strengthened. Therefore, developing learning strategies that encourage more exploration, creative projects, and spaces for expression is crucial to improve the creativity dimension in graduate profiles and be more balanced with other indicators.



Figure 4 Distribution of Research Residual Data

Figure 4 above shows that the data distribution is around the diagonal line, indicating a normal distribution. Therefore, it can be concluded that the data for the Co-curricular Activities, Tahfidz extracurricular activities, and graduate profile dimensions are normally distributed.

The results of the normality test using One Sample Kolmogorov-Smirnov.

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		103
Normal Parameters ^{a,b}	Mean	Normal Parameters ^{a,b}
	Standard Deviation	2.54653876
Most Extreme Differences	Absolute	Most Extreme Differences
	Positive	.100
	Negative	-.078
Test Statistics		.119
Asymp. Sig. (2-tailed) ^c		.007
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

If the significance value (sig.) is greater than 0.05, then the residual is considered to have a normal distribution. Conversely, if the significance value (sig.) is less than 0.05, then the residual is normally distributed. Based on the results of the analysis using SPSS version 27 seen in table 4.6, a significance value of 0.007 was obtained. Therefore, because sig. > 0.05, it can be concluded that the residual is not normally distributed, which means the results of the analysis show that the difference

between the observed values and the values predicted by the model does not follow a normal distribution pattern, it can be concluded that the three variables, namely Co-curricular Activities, tahfidz extracurricular activities, and improving the quality of education (X1, X2 and Y) have residual values that are normally distributed.

Table 2. ANOVA Linearity Test of Co-curricular Management and Graduate Profile Dimensions

		Sum of Squares	Df	Mean Square	F	Sig.
Dimensions Profile Graduate of * Activity Co-curricular	Between (Combined) Groups	1661,276	33	50,342	4,176	.000
	Linearity	1097.997	1	1097.997	91,091	.000
	Deviation from Linearity	563,279	32	17,602	1,460	.095
	Within Groups	831,714	69	12,054		
	Total	2492.990	102			

The linearity test between the Co-curricular Activities variable and the increase in the dimensions of the graduate profile analyzed using the Anova table shows the results of Sig. Linearity of 0.000 and Sig. Deviation From Linearity of 0.95. Based on the decision-making criteria, if the value of Sig. Linearity <0.05 , then there is a linear relationship. Furthermore, if the value of Sig. Deviation From Linearity >0.05 , then the relationship is also considered linear. because the value of Sig. Linearity is $0.000 <0.05$ and Sig. Deviation From Linearity is $0.95 >0.05$, it can be concluded that Co-curricular Activities have a significant linear relationship with the increase in the dimensions of the graduate profile, meaning that changes in Co-curricular Activities tend to be directly proportional to changes in the increase in the dimensions of the graduate profile.

Table 3 ANOVA Linearity Test of Tahfidz Extracurricular and Graduate Profile Dimensions

		Sum of Squares	df	Mean Square	F	Sig.
Dimensions Profile Graduate of * My extracurricular activities Tahfidz teacher	Between(Combined) Groups	1802,374	38	47,431	4,395	.000
	Linearity	1310.160	1	1310.160	121,414	.000
	Deviation from Linearity	492,214	37	13,303	1,233	.228
	Within Groups	690,617	64	10,791		
	Total	2492.990	102			

The linearity test between the Tahfidz Extracurricular variables and the graduate profile dimensions analyzed using the Anova table shows the results of Sig. Linearity of 0.000 and Sig. Deviation From Linearity of 0.228. Based on the decision-making criteria, if the Sig. Linearity value is <0.05 , then there is a linear relationship. Furthermore, if the Sig. Deviation From Linearity value is >0.05 , then the relationship is also considered linear. because the Sig. Linearity value is $0.000 <0.05$ and Sig. Deviation From Linearity is $0.228 >0.05$, it can be concluded that the Tahfidz Extracurricular has a significant linear relationship with the increase in the graduate profile dimensions, meaning that changes in the Tahfidz Extracurricular tend to be directly proportional to changes in the increase in the graduate profile dimensions.

Table 4. Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VVIF
1 Management	.479	2,086
Co-curricular		
Extracurricular	.479	2,086
Memorization		

The tolerance value of tahfidz co-curricular and extracurricular management is 0.479 while the VIF value of tahfidz co-curricular and extracurricular activities is 2.086. From the data, it can be seen that the tolerance value is > 0.100 and the VIF value is < 10.00 , so it can be concluded that the independent variables, namely tahfidz co-curricular and extracurricular activities in the regression model, are not correlated with each other.

Table 5: ANOVA of co-curricular management and graduate profile dimensions

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1097.997	1	1097.997	79.497	.000b
	Residual	1394.993	101	13,812		
	Total	2492.990	102			

a. Dependent Variable: Graduate Profile Dimension
b. Predictors: (Constant), Co-curricular Management

The calculated F value for the relationship between Co-curricular Management (X1) and the increase in the graduate profile dimension (Y) is 79.497, with a significance level of 0.000, which is smaller than 0.05. This shows that the regression model can be used to see the partially significant influence between the Co-curricular Management variable (X1) and the increase in the graduate profile dimension (Y).

Table 6: t-Test Results

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	3,629	3,983			.911	.364
	Management	.310	.035	.664		8,916	.000
	Co-curricular						

a. Dependent Variable: Graduate Profile Dimension

The constant value (a) is 3.629, while the regression coefficient value for the co-curricular management variable (b) is 0.310. From these results, it can be seen that the regression coefficient (b = 0.310) has a positive value. Therefore, it can be concluded that the Co-curricular Management variable (X1) has a positive influence on the variable of increasing the graduate profile dimension (Y).

The Relationship between Tahfidz Extracurricular Activities and Graduate Profile Dimensions. In this study, the dimensions of the Graduate Profile (Y) include (1) Faith and Piety to God Almighty, (2) Creativity, (3) Independence, and (4) Health. can be explained as follows.

First, the relationship between the extracurricular memorization of Quran and the dimensions of faith and devotion to God Almighty. The memorization program is directly related to strengthening religious values because its activities are based on intense interaction with the Quran, the habituation of worship, and the internalization of spiritual values. The finding of the highest score in the aspect of scheduling that does not interfere with intracurricular activities indicates that the program is

facilitated to run well. This alignment is important because the formation of faith and piety is stronger through routine and program continuity. This finding aligns with research.(Suryana et al., 2019);(Tsaniyah et al., 2024) which shows that the tahfidz program can form a character of discipline and responsibility which is part of the internalization of religious values through the habituation of the tahfidz program and strengthening character in students' daily lives.

Quran reading is a fundamental skill in religious education for students in schools. Extracurricular programs can play a significant role in improving this ability. The results of this study indicate that the implementation of this extracurricular program positively contributed to improving students' Quran reading skills. Teachers reported significant improvements in students' Quran reading skills, as demonstrated by improved evaluation scores. Furthermore, parental involvement in supporting the program was also a determining factor in the success of improving students' abilities. This study demonstrates that a well-designed extracurricular program can be an effective solution in improving Quran reading skills. These findings emphasize the importance of collaboration between teachers, students, and parents in creating a supportive learning environment. Recommendations for further research include the development of a more structured program and a long-term evaluation of the sustainability of improvements in Quran reading skills (Ulpah et al., 2025).

The program is running well but the memorization output is not optimal (Rizki & Julius, 2024). The tahfidz program is effective, but limited in human resources (Widyawati et al., 2025).

Second, the relationship between X2 and the Creativity dimension. In the context of learning, creativity can emerge through varied, adaptive learning strategies that can make students active and involved. However, the finding of low scores on the statement, monotonous memorization methods indicate the existence of obstacles that can limit creative space in the tahfidz process. This means that even though the program is running, the creativity aspect has the potential to be more optimal if the tahfidz learning method is designed to be more varied (for example, variations in deposit techniques, muroja'ah models, the use of murattal media, gradual targets based on ability, and reflective activities). In terms of policy, extracurricular activities are also intended to facilitate the development of potential, including student creativity, so that strengthening methods is a relevant step to align the tahfidz program with the creativity dimension of the graduate profile.

Third, the relationship between extracurricular memorization and the dimension of independence. The memorization program demands personal commitment and responsibility: students need to manage their time, conduct independent muroja'ah (religious study), and prepare memorization notes. This independence is more likely to develop when the program schedule is organized (higher scores are achieved on schedules that do not interfere with extracurricular activities), as students have a clear rhythm for balancing academics and memorization.

In addition, research(Diyana et al., 2025);(Mamluah, 2025)also emphasized that the implementation of the tahfidz program can increase students' learning independence, which strengthens the potential of the tahfidz extracurricular to encourage the independence dimension of the graduate profile.

Fourth, the relationship between X2 and the Health dimension. The health dimension in the context of education can be interpreted as encompassing physical health as well as psychological health and learning comfort. The finding of the lowest score in planning (too short a time to achieve the memorization target) can be a factor that has the potential to cause learning stress if the target is not commensurate with the time, thus affecting students' psychological well-being.(Muliani & Lestari, 2023)shows that anxiety can be experienced by students who memorize the Qur'an, especially in the context of exams/tahfidz tests (tasmii'), and management strategies and support from instructors are needed to help students overcome this anxiety.

Thus, the aspect of adequate time planning and a non-monotonous learning approach are important so that the tahfidz program not only achieves targets, but also maintains the psychological condition of students to remain healthy and comfortable.

From the program management side, research(Roynaldy et al., 2024)regarding the management of the tahfidz program at SMA Negeri 9 Rejang Lebong, it is emphasized that the success of the tahfidz program is greatly influenced by four management functions: planning, organizing, implementing, and evaluating.

Other research by (Najib & Afifi, 2023); (Rahmawati et al., 2022) also showed a similar pattern, namely that well-run tahfiz programs are usually managed holistically, from planning to evaluation. Their study describes the management of tahfiz programs in junior high schools, which includes the components of planning, organizing, implementing, and evaluating as a unified system.

Thus, the extracurricular tahfidz has an influence on the dimensions of the graduate profile which include faith and piety to God Almighty, creativity, independence, and health. Descriptive findings indicate that the implementation aspect is the indicator with the highest achievement, especially in the statement that the tahfidz schedule is arranged so as not to interfere with intracurricular lessons. (Arifin, 2025). Overall, the results of this study show that the influence of the tahfidz extracurricular on the graduate profile dimensions will be more optimal if the school carries out Strengthening the planning and implementation aspects, particularly through more realistic time allocation adjustments and the development of more varied and engaging memorization learning methods. These efforts are expected to not only improve memorization outcomes but also optimize the development of a comprehensive graduate profile across the dimensions of faith, piety, creativity, independence, and health. (Adha & Marmoah, 2025).

Extracurricular activities are defined as curricular activities outside of intracurricular and cocurricular hours that aim to develop students' potential, talents, interests, abilities, personality, cooperation, and independence to support educational goals. Within this framework, extracurricular memorization can be viewed as a vehicle for character development and positive habits (e.g., discipline, perseverance, self-control, and the instilling of values). (Avifahatur Nur Rohma & Lukman Hakim, 2025); (Yusriyah & Retnasari, 2023).

This contribution is relevant to the graduate profile dimension because character aspects such as discipline and responsibility often form the foundation for developing healthy behaviors and active engagement in learning. Tahfidz (Quran recitation) can indirectly support health by fostering disciplined habits and internalizing the values of cleanliness and order (if schools integrate these values into their program culture).

Tahfidz can also support creativity if its implementation is not solely focused on memorization but also includes creative strategies (e.g., varying memorization methods, presentations, peer tutoring, and Quranic literacy projects). However, if tahfidz is implemented too rigidly, its contribution to creativity can be more limited and the focus can be more on discipline and character.

CONCLUSION

Based on the results of the inferential study, it can be concluded that the management of co-curricular and extracurricular activities in the memorization of Quranic recitation (tahfidz) has a significant influence on improving the graduate profile dimension. Descriptively, co-curricular management falls into the moderate category (38%), with a primary strength in the learning framework aspect, but still weak in the implementation stage. Meanwhile, the memorization of Quranic recitation (tahfidz) extracurricular activities demonstrated relatively good performance, dominated by the implementation aspect (36%), although planning still needs to be strengthened. The results of linearity and regression tests indicate that both variables have a linear relationship and a positive and significant effect on the graduate profile dimension, meaning that better program management leads to a higher quality of graduate profiles. Furthermore, the graduate profile dimension also falls into the moderate category (44%), with health as the highest indicator, while creativity and independence remain low. This indicates that the existing program has been able to shape positive habits and student well-being but has not been optimal in developing creative thinking skills and independent learning. Although the residual data was not fully normally distributed, the regression model still showed a strong relationship and was free from multicollinearity issues. Therefore, improving the quality of education can be done through strengthening the implementation of co-curricular activities, improving the planning of tahfidz programs, and innovating more varied and adaptive learning methods to support the development of graduate profiles in a more balanced manner.

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