



Internalization of Profil Pelajar Pancasila Strengthening Project in Scout Extracurricular at Elementary School

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Abstract

In this modern era, the nature and spirit of Pancasila among students have begun to decline. This research aims to describe the internalization of student profiles related to Pancasila values in Scout extracurricular activities. The approach in this research is qualitative. The research location is at Kalicilik State Elementary School, Bojonegoro Regency. Data sampling was carried out by purposive sampling. Data collection methods involved observation, interviews, and documentation. Data analysis was conducted through the stages of data collection, data reduction, data display, and conclusion drawing. Data validity was guaranteed through the application of source triangulation, technique triangulation, and time triangulation techniques. The results showed that the internalization of student profiles related to Pancasila values in extracurricular Scouting activities was carried out through various methods, including involving students in ceremonial activities, routine exercises, and organizing Day Camps (PERSARI) and games. Character values in ceremonial activities are discipline, religion, and responsibility. The character values in training activities are marching training (discipline, leadership spirit, unity and responsibility), character values in PERSARI activities are independence, hard work, social care, and environmental care. The character values in the game are social care, creativity, responsibility, and tolerance.

Keywords: Scout Extra-Curricular, Internalization, Pancasila Student Profile

Abstrak

Era modern saat ini sifat dan jiwa Pancasila dikalangan pelajar sudah mulai menurun. Penelitian ini bertujuan menguraikan internalisasi profil siswa terkait dengan nilai-nilai Pancasila dalam kegiatan ekstrakurikuler Pramuka. Pendekatan dalam penelitian ini adalah pendekatan kualitatif. Lokasi penelitian di Sekolah Dasar Negeri Kalicilik, Kabupaten Bojonegoro. Pengambilan sampel data dilakukan secara *purposive sampling*. Metode pengumpulan data melibatkan observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tahap pengumpulan data, reduksi data, tampilan data, dan penarikan kesimpulan. Validitas data dijamin melalui penerapan teknik triangulasi sumber, triangulasi teknik, dan triangulasi waktu. Hasil penelitian menunjukkan bahwa internalisasi profil siswa terkait dengan nilai-nilai Pancasila dalam kegiatan ekstrakurikuler Pramuka dilakukan melalui berbagai metode, termasuk melibatkan siswa dalam kegiatan upacara, latihan rutin, dan penyelenggaraan Perkemahan Sehari (PERSARI) serta permainan. Nilai-nilai karakter pada kegiatan upacara adalah kedisiplinan, religius, dan tanggung jawab. Nilai-nilai karakter pada kegiatan latihan yaitu Pelatihan Baris Berbaris (disiplin, jiwa kepemimpinan, kesatuan dan tanggung jawab), nilai-nilai karakter dalam kegiatan PERSARI adalah mandiri, kerja keras, peduli sosial, dan peduli lingkungan. Adapun nilai-nilai karakter yang ada di dalam permainan yaitu peduli sosial, kreatif, tanggung jawab, dan toleransi.

Kata Kunci : Ekstrakurikuler, Internalisasi, Pramuka, dan Profil Pelajar Pancasila,

A. Introduction

As specified in Article 3 of Law Number 20 of 2003 concerning the National Education System (Sisdiknas Law), which delineates the role and objectives of national education, education is acknowledged as a tool for imparting knowledge and skills while simultaneously serving as a means to enhance the quality of the nation. Article 3 of the Sisdiknas Law states that "In the effort to advance public knowledge, national education is directed toward developing the capabilities and shaping the dignity and values of the nation and civilization. Education is also focused on uncovering the potential of learners, nurturing them to become individuals with exemplary morals, and character, and to be physically fit, knowledgeable, competent, creative, independent, democratic, and responsible citizens." (Kemendikbud Ristek 2016).

In light of that background, it becomes evident that the emphasis on character development has become a focal point in the Indonesian education system. Despite character development being a frequently discussed subject, particularly in Indonesia, there is currently a diminishing presence of the Pancasila values among students. Meanwhile, undesirable behaviors such as student conflicts, alcohol consumption, and drug abuse are on the rise among both students and the broader population (R. A. Aziz & Ulya, 2022).

Hence, it is essential to commence character education during early childhood, commonly known as the golden age of human development. This period is deemed crucial as it significantly shapes a child's capacity to unfold their potential (Sosiden & Viraek, 2021). As per research findings, about half of the intelligence alterations in adults take place during a child's approximately 4-year-old stage. A 30% augmentation occurs around the age of 8, with the remaining 20% manifesting in the mid to late twenties. Therefore, initiating character education is best started at home, which serves as the primary setting for molding a child's character, and can subsequently be extended to the school environment, integrating it into everyday life (Dewi, 2020).

The implementation called the Student Pancasila Profile Program aligns with the objectives outlined in the Minister of Education and Culture Decree Number 22 of 2020, specifically addressing the Strategic Plan of the Ministry of Education and Culture for the Years 2023–2024. The primary goal of this program is to shape the character of students, molding them into individuals who embody the principles of Pancasila. The Minister of Education and Culture Regulation Number 22 of 2020 serves as the guiding vision and mission for achieving the Pancasila Student Profile. This profile encompasses Pancasila values across six key dimensions: Faith, Devotion to the One Almighty God, and Exemplary Character; Global Diversity; Mutual Cooperation; Independence; and Critical Thinking. The overarching objective of this program is to nurture Indonesian students who align their actions with Pancasila values and showcase creativity (Galih Istiningsih¹, 2021).

The Pancasila Student Profile portrays a generation of Indonesians who possess the capacity to assimilate, understand, and apply Pancasila values in their day-to-day endeavors (Khosiah, 2020). As commonly understood, Pancasila serves as the bedrock of the state and represents the philosophical outlook of the nation, evident in the principles it encompasses (Drurrotun, 2022). The culture embedded in educational institutions, extracurricular activities, intracurricular activities, and programs designed to mold the Pancasila student profile collectively play a role in the ongoing shaping and development of this profile in daily life.

Furthermore, they contribute to the effective implementation of the Pancasila values for each student (Snellman et al., 2015). The six Pancasila student profiles encompass: a) belief, devotion to the One Almighty God, and exemplary conduct, b) recognition of global diversity, c) a spirit of collaborative effort, d) self-reliance, e) aptitude for critical thinking, and f) creativity. These profiles are interconnected and mutually supportive, achieving comprehensive realization when developed concurrently (A. Aziz & Hasanah, 2022).

The Pancasila student profile is a response to the fundamental question: "What skills and characteristics does the Indonesian education system aim to cultivate?" These skills and characteristics encompass competencies, ethics, and behaviors that align with the values of Pancasila (Makarim, 2022).

In light of the statement, it is imperative to undertake initiatives aimed at instilling the values encapsulated in Pancasila, which serves as a representation of the nation's culture. Incorporating local culture into the school environment will enhance and fortify national identity among students (F. Z. R. Sutrisno, 2023). An additional approach to instilling character values, beyond the implementation of regular learning activities, is through engaging in extracurricular activities (Clement & M. Mwila, 2023).

Extracurricular activities go beyond cultivating students' interests and skills outside the academic domain; they also play a constructive role in molding students' character (Nadila & Aeni, 2023). Engaging in extracurricular activities empowers students to cultivate self-confidence, enhance social skills, foster teamwork, and nurture a sense of responsibility within a group setting. These activities also provide students with an opportunity to apply the knowledge gained in the classroom in a more practical and nuanced manner (Dewi, 2020). An illustration of this is the mandatory inclusion of scouting as an extracurricular activity in numerous schools. This is because the aims of scouting activities are in harmony with the objectives of developing students' character (Eki Dwi Larasati, 2017).

Character education (Pendidikan karakter) is a process directed at molding morals, personality, and positive attributes, with a sense of responsibility toward the tasks bestowed by God during the course of earthly life (Sari & Sinthiya, 2022). This entails continuous habituation in various facets of life, encompassing the family, school, community, and country. The objective is to empower individuals to adhere to God's commands, refrain from His prohibitions, and make positive contributions to their surroundings (Wahidi, 2020).

Participating in scouting activities serves as a platform for cultivating discipline, independence, and the application of Pancasila values. Additionally, it presents an opportunity to instill the principles of Pancasila Education, as illustrated by the six dimensions of the Pancasila student profile. The in-depth examination delineated above has piqued the researcher's interest, prompting further investigation into the execution of character education within scouting extracurricular activities, with the goal of realizing the Pancasila student profile.

B. Method

This study belongs to the qualitative research category, characterized by its descriptive nature. Qualitative research is a methodology that seeks to comprehend reality or phenomena through an inductive approach (Umrati & Wijaya, 2020). In this study, the researcher will play a pivotal role as the primary instrument, actively involved in the data collection process through methods such as documentation, behavioral observation, and interviews with participants. The research will primarily emphasize qualitative data, incorporating interviews, observations, and documentation. Data sources encompass both primary data directly obtained from participants and supplementary secondary data. The selected data analysis method for this research is the Miles and Huberman data analysis model. This approach involves three core activities: data reduction, data presentation, and drawing conclusions, as articulated by Miles and Huberman (Sugiyono, 2018).

The stages of this research outline the process of conducting the study, starting from the preliminary research, development, and concluding with report writing (Abdussamad zuchri, 2021).

C. Result and Discussion

1. Result

Tabel 1. Findings in the Field

Types of activities	RESEARCH FINDINGS
Routine Training	Regular training sessions are consistently held during the scout extracurricular activities at Kalicilik State Elementary School every Saturday, spanning from 14:30 to 16:30. According to the research findings, these routine training sessions indirectly promote the development of various dimensions. Leadership skills are instilled through flag ceremony exercises, religiosity is fostered through congregational prayers, mutual cooperation is encouraged during the cleaning of the school yard, a sense of responsibility is cultivated through adherence to supervisor instructions, and social care is emphasized through activities like sharing with the community in need.
One-Day Camping (PERSARI)	<p>From the research, many things were found in the PERSARI activities that begin with the Opening Ceremony where all Scout members are required to gather in the field. If there are Scout members who are late, they are given punishments such as push-ups or running around the field after the ceremony. From the opening to the closing, students are expected to uphold a number of character values, such as the importance of student discipline in terms of formation and attire. There are also religious values, such as the reading of prayers led directly by the Scout Leader. Then there is the quality of responsibility, with students selected to be ceremony officials.</p> <p>There are several entertainment events besides the opening ceremony, such as UN training, games, cooking, volunteering, and activities required by the Scout SKU.</p>

2. Discussion

Pancasila transcends being merely an ideology; it functions as a guiding principle for the entire Indonesian nation in the governance of the state. The realm of education is no exception, as instilling and teaching Pancasila values is imperative to ensure their optimal implementation. Instruction on Pancasila should be an obligatory component of the introduction and explanation provided to students, particularly starting from primary school or early childhood education (S. Suttriso & Rofi'ah, 2023).

In the current era of globalization, marked by numerous negative influences stemming from social interactions and habits that can impact the younger generation, the significance of teaching Pancasila values is escalating. Beyond adhering to the teachings of the Qur'an, the practice of Pancasila values emerges as a solution to shield the younger generation from the adverse effects of this era. Consequently, Pancasila education transcends being merely a formal subject; it represents a genuine endeavor to mold the character and morality of the younger generation, equipping them to confront the challenges of the times (Wicaksana & Rachman, 2018).

In the process of shaping positive student character, the role of teachers plays a crucial role in day-to-day learning activities (Lau et al., 2014). Beyond their role as instructors, teachers also operate as educators, coaches, and evaluators, both within and outside the classroom. An effective means of incorporating character education through extracurricular activities is the engagement in scouting activities (Kolo & Mauk, 2023).

Extracurricular activities, such as scouting, constitute additional initiatives in schools typically conducted beyond regular class hours. The intent behind these activities is to enhance and expand upon the concepts taught in the classroom, offering students the chance to explore and cultivate their interests and talents (Himelfarb et al., 2014). Extracurricular activities, with a particular emphasis on scouting, concentrate on the character development of children. These activities involve not only cognitive aspects but also address affective and psychomotor dimensions (Bukhori et al.,

2023).

Therefore, extracurricular activities not only complement the formal curriculum but also serve as an effective means to shape the character and personality of students (Lekule et al., 2022). Teachers, acting as supervisors of extracurricular activities, hold the potential to make a substantial contribution to the process of shaping students' positive character through these activities conducted outside the classroom (Rahayuningsih, 2022)

The internalization of Pancasila values among students holds significant importance and should commence from an early age, integrated into children's daily activities. In the educational context, particularly in scout extracurriculars, Pancasila values can be seamlessly woven into every facet, encompassing the delivery of materials, daily exercises, and activities such as games or outbound programs, both within and outside the classroom. Consequently, the role of the coach becomes paramount in this process of instilling character (Urban et al., 2022).

Based on the researcher's observations at Kalicilik State Elementary School in Sukosewu District, Bojonegoro, it is apparent that scout extracurricular activities are mandatory for all students. These activities are regularly held every Saturday from 14:30 to 16:30 Western Indonesia Time. Through their participation in scout activities, the students of Kalicilik State Elementary School indirectly undergo the internalization of character traits in line with the Pancasila student profile. These encompass values such as faith and devotion to God Almighty, exemplary character, appreciation for global diversity, a collaborative spirit, self-reliance, critical thinking, and creativity. Consequently, the scout extracurricular activities at Kalicilik State Elementary School not only serve as a platform for character development but also actively contribute to shaping students into individuals aligned with Pancasila values.

Based on a direct interview with Mr. Suratno, the principal of Kalicilik State Elementary School, it was clarified those activities aiming to internalize the Pancasila student profile at the school encompass regular training,

adherence to marching rules, and one-day camping. However, the essence of the Pancasila student profile is effectively imparted indirectly or integrated into every subject and daily activities, including additional student engagements.

Regarding routine training and marching rules, these activities function as a means to instill discipline, foster unity, and cultivate a spirit of mutual cooperation, aligning with the values of the Pancasila student profile. On the other hand, one-day camping represents a form of extracurricular activity that offers students first-hand experiences in applying Pancasila values in their everyday lives (R. A. Aziz & Ulya, 2022).

It's crucial to emphasize that the instruction of Pancasila is not confined solely to formal or extracurricular activities but is seamlessly integrated into every aspect of learning and the daily activities of students. Consequently, Pancasila values are effectively put into practice within the educational environment of Kalicilik State Elementary School (Suratno, n.d.).

The inculcation of character values aligned with the Pancasila Student Profile at Kalicilik State Elementary School in Sukosewu, Bojonegoro, is integrated into all activities, spanning intracurricular, co-curricular, extracurricular, and school culture endeavors. This character education process is systematically implemented, commencing from grades 1-3 with light activities tailored to the developmental level of children. As students' progress to grades 4-6, these activities are intensified to offer a more profound and enriching experience (Dumais, 2016).

In the extracurricular activities of the Scout program, a unique approach is employed to nurture character education in accordance with the Pancasila Student Profile. This profile encompasses six dimensions, serving as benchmarks to develop Indonesian students with global competencies while aligning with Pancasila values. Establishing Pancasila as a foundation for reinforcing national character requires a thorough and detailed explanatory system (Rahmi, 2013).

Character education in the Pancasila student profile aims to mold students who not only possess global competencies but also exhibit behavior in harmony with Pancasila values. The six dimensions of the Pancasila student profile encompass:

- a) Belief, Devotion to the Supreme God, and Exemplary Behavior: Indonesian students demonstrating exemplary behavior exhibit good morals in their relationship with the Supreme God. They grasp the teachings of their religion and beliefs, applying this understanding to their daily lives. At State Elementary School Kalicilik Sukosewu Bojonegoro, the internalization of the faith and devotion dimension occurs through practices such as communal prayers at the start and end of exercises, as well as performing the afternoon prayer together. Moreover, fostering exemplary behavior is instilled through values such as mutual assistance, exemplified during camping activities where students collaborate in cooking and support each other, resembling the cooperation they provide to their parents at home.
- b) Global Diversity: Global diversity entails that Indonesian students preserve their noble culture, localism, and identity while remaining receptive to other cultures. This objective is to foster mutual respect and the potential creation of new positive cultures in line with the nation's noble culture. At State Elementary School Kalicilik, nationalism is instilled through daily activities, including training students in discipline, conducting ceremonies every Monday, singing the national anthem, and participating in environmental care. Consequently, students are educated to value cultural diversity while upholding national values. (Syuhada Nurul, 2021).

The assimilation of activities from the global diversity dimension, as revealed in interviews with the school principal and scout coordinator, underscores that the principle of mutual respect and honoring differences is one that should be applied in students' daily lives, regardless of their location

(Feraco et al., 2022). In this context, the Scout Leader forms groups without taking into account the background of the students (Rahayuningsih, 2022). The objective is to facilitate students in comprehending and valuing the distinctions among them.

This strategy demonstrates the school's dedication to promoting the global diversity dimension. The mentor's practice of disregarding students' backgrounds serves as a positive model and fosters an inclusive environment during scouting activities (Metsäpelto & Pulkkinen, 2012). Hence, students have the opportunity to internalize essential values like mutual respect and the appreciation of differences, which are pivotal elements in fostering cultural diversity and acknowledging various backgrounds within the educational setting. The subsequent practices are examples implemented in the school:

- a) Gotong-royong: Indonesian students exhibit the skill of "gotong-royong," representing their ability to collectively engage in activities voluntarily to ensure the smooth, effortless, and flexible execution of tasks. The practice of gotong-royong is visible during scouting drills at Kalicilik State Elementary School, Sukosewu, Bojonegoro, where students are organized into cohesive groups. Within these groups, each student provides support and acts as a reminder for one another. Another example is evident in community service initiatives, where students contribute items from their homes to assist those in need. Through these activities, it is anticipated that students can develop a spirit of sharing, disregarding considerations of social status.
- b) Independence: It is expected that Indonesian students demonstrate independence as learners, taking responsibility for both the process and outcomes of their learning. Independence involves self-awareness and the ability to navigate different situations autonomously. In situations where students make mistakes, under the mentor's guidance, they can take accountability for their actions without depending on external assistance. An example of this is witnessed when students take turns as the roll-call

officer during scout exercises, as instructed by the mentor.

- c) **Critical Thinking:** Students with critical thinking skills can objectively process information, whether qualitative or quantitative. They are adept at establishing connections between pieces of information, analyzing, evaluating, and drawing logical conclusions. These students can comprehend, analyze, and assess reasoning while reflecting on their thinking processes. For instance, when the mentor assigns a task related to new material, students engage in deep thinking to comprehend the material and complete the task effectively.

Creative: Students with creativity can adapt and generate something original, meaningful, useful, and impactful. They possess the ability to create written works and the skills to produce inventive projects, as demonstrated in activities like crafting pioneering structures from ice cream sticks. In this activity, students are trained to be creative in constructing pioneering structures from these sticks. All these endeavors are undertaken with the goal of maximizing character development based on the Pancasila student profile.

Acknowledgment

In alignment with the research objectives, the integration of Pancasila Student Profile values within scouting extracurricular activities employs diverse methods, including ceremonies, regular training, and One-Day Camp (PERSARI). Ceremonial activities are focused on instilling character values such as discipline, religiosity, and responsibility. Conversely, training sessions, particularly in Flag Ceremony Training (PBB), emphasize character education values like discipline and responsibility. Cooking activities, incorporated into the training framework, highlight character education values such as independence, responsibility, and creativity. Social service initiatives provide a platform for internalizing values such as compassion for others, mutual assistance, and empathy. Additionally, character education values, including social care, creativity, responsibility, critical thinking, and

tolerance, are embedded in games, contributing to the holistic development of students' character.

Factors contributing to the cultivation of Pancasila Student Profile values through scouting activities at Kalicilik Elementary School include the knowledge, skills, and competencies of the Scout Leader, students' enthusiasm for participating in scouting activities, support from the school administration, and encouragement from students' families. Conversely, obstacles to instilling Pancasila values through scouting activities involve disparities in participants' characters and abilities, variations in age, the busy schedule of the Scout Leader, and potential boredom or saturation levels among Scout members. To enhance the depth and comprehensiveness of future research, it is suggested to broaden the scope to include teaching methods within scouting extracurricular activities.

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