



# Strengthening the Profile of Pancasila Students through Extracurricular Scouts in Elementary Schools

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## ABSTRAK

Pendidikan sudah berkembang pesat sejalan dengan perkembangan teknologi yang ada, namun semua itu juga berpengaruh terhadap karakter peserta didik. Untuk itu pemerintah memberikan kebijakan mengenai penguatan profil pelajar Pancasila. Sudah banyak upaya yang dapat dilakukan untuk menguatkan profil pelajar Pancasila, namun masih sedikit upaya dalam penguatan profil pelajar Pancasila melalui ekstrakurikuler pramuka. Oleh karena itu, penelitian ini bertujuan untuk menganalisis penguatan profil pelajar Pancasila melalui kegiatan ekstrakurikuler pramuka di Sekolah dasar. Jenis penelitian ini yaitu penelitian kualitatif. Penelitian menggunakan pendekatan deskriptif kualitatif. Penelitian dilakukan dengan triangulasi teknik dan triangulasi sumber, triangulasi teknik yang dipakai adalah wawancara, dokumentasi dan observasi sedangkan triangulasi sumber yang dipakai adalah guru pembina pramuka dan siswa. Data yang terbukti keabsahannya maka dapat dilakukan analisis data dengan reduksi data, display data serta menarik kesimpulan. Hasil dari penelitian ini menunjukkan bahwa kegiatan ekstrakurikuler pramuka dapat menguatkan profil pelajar Pancasila dari segala aspeknya. Siswa dapat mengamalkan nilai-nilai sila Pancasila melalui penerapan profil siswa Pancasila. Kedepannya ekstrakurikuler pramuka dapat dimaksimalkan agar siswa dapat menyerap aspek dalam profil pelajar Pancasila dengan baik.

## ABSTRACT

Education has developed rapidly in line with existing technological developments, but all of that also affects students' character. For this reason, the government provides policies regarding strengthening the profile of Pancasila students. There have been many efforts that can be made to strengthen the profile of Pancasila students. However, there are still few efforts to strengthen the profile of Pancasila students through Scout extracurriculars. Therefore, this study aims to analyze the strengthening of the profile of Pancasila students through scout extracurricular activities in elementary schools. This type of research is qualitative research. This research uses a qualitative descriptive approach. The research was carried out using technical triangulation and source triangulation. The technical triangulation used was interviews, documentation, and observation, while the source triangulation used was scout teachers and students. Data whose legitimacy is proven can be carried out by analyzing data reducing data, displaying data, and drawing conclusions. The results of this study indicate that scout extracurricular activities can strengthen the profile of Pancasila students from all aspects. Students can practice Pancasila values through the application of Pancasila student profiles. In the future, Scout extracurricular activities can be maximized so that students can absorb aspects of the Pancasila student profile well.

## 1. INTRODUCTION

Education is very important in creating a better and more advanced generation. Education is also the key to a country's success in advancing its human resources. Education holds importance for the quality of the nation and is able to help face the challenges of life that continues to change (Choi et al., 2019; Ernawanto et al., 2022; Syaripudin, 2019). In today's era with all the latest technological developments, it is undeniable to provide a lot of negative trope to the character of the younger generation. That way, in Indonesia itself there are still shortcomings in aspects of personal development and character of students (Indah Septiani et al., 2020; Putrayasa, 2017; Sumardjoko & Prasetyo, 2022). So

that it is necessary to educate those who are able to overcome the bad influences of technological developments. The era of technological progress of globalization, education is needed that is able to form values and characters that are needed in maintaining the balance of technological development and the development of human resources (Faiz & Kurniawaty, 2022; Supriyadi et al., 2019). Therefore, it is important to provide early education for children, so as not to affect their behavior and character so as to deviate from the ideology that exists in Indonesia.

Character education must be done as early as possible because elementary school-age children have brains that are still very fast developing where children are able to receive and absorb various kinds of information which can then be applied in everyday life (Kamid et al., 2021; Marlinawati et al., 2022). Education must be able to maintain and maintain the ideology and philosophy of the nation so as not to shake with a culture that is not in line with the ideals of the Indonesian nation (Kurniawaty et al., 2022; Padmadewi et al., 2018). Thus, an education that is able to instill Pancasila values is needed so that students or the younger generation do not have bad character and ethics. In line, One way that can be done so that students have positive behavior and character can be done by increasing the values of Pancasila in education (Basri et al., 2021; Gifari et al., 2019; Rizkyani & Wulandari, 2022). The central government through the Ministry of Cultural Education (Kemdikbud) designed an educational strategy to embed Pancasila values for the younger generation. The Ministry of Education and Culture has realized several programs in realizing educational goals, including improving the orientation of independent learning education, independent curriculum and strengthening the profile of Pancasila students (Sulastrri et al., 2022). Character education activities through the independent curriculum, namely through intracurricular activities including students' Pancasila profiles which are instilled through learning, through extracurriculars according to student interests, through extracurricular activities which include projects to strengthen the Pancasila profile that is separate from learning activities, and through character education through culture in schools (Minsih et al., 2023; Ramdani, 2018). One of the three programs, which is able to shape the character of students is the profile of Pancasila students (Rizal et al., 2022; Sulastrri et al., 2022).

The Pancasila Student Profile itself is a manifestation of Indonesian students as students who throughout their lives have global competence and have behaviors that are in accordance with Pancasila values, which have six main characteristics, namely: having faith in piety in God Almighty and having a noble character, global diversity, cooperation, independence, critical reasoning and creative (Irawati et al., 2022; Rahayuningsih, 2021). That way the profile of Pancasila students attaches great importance to how to create students who uphold the values in Pancasila, so as to be able to form the character of students who are ethical and behave well and do not deviate from the ideas that exist in Indonesia. It is, supported by the opinion of Rachmawati et al. (2022), which states that the profile of Pancasila students is one of the efforts that prioritizes character building so as to improve the quality of education in Indonesia. That way, in improving the quality of education, it is necessary to strengthen the profile of Pancasila students. Strengthening the profile of Pancasila students is able to create student character in accordance with the six dimensions in Pancasila values, with synergy between students and existing elements (Irawati et al., 2022; Mery et al., 2022). Strengthening the profile of Pancasila students can be interpreted as character values and abilities formed in daily life through extracurricular learning, projects to strengthen the Pancasila Student Profile, and extracurricular activities (Lestari et al., 2017; Rahayuningsih, 2021). Extracurricular activities can be an effort to instill a profile of Pancasila students in everyday life (Irawati et al., 2022; Mery et al., 2022; Suharman, 2022).

Extracurricular activities become a forum in forming a Pancasila student profile, so that each individual can embed six dimensions of the Pancasila student profile. Extracurricular itself is an educational activity carried out outside of class hours that is used in developing students according to the needs, talents, interests and potentials organized by the school (Amaliyah, 2022; Siregar et al., 2020). Extracurriculars have a vision, namely to develop abilities, talents and interests optimally, as well as increase student independence and welfare so that they are able to benefit themselves, their families and the wider community (Inriyani et al., 2017; Matjasko et al., 2019). There are many kinds of extracurricular activities in schools, but in strengthening the profile of students, it can be supported by scouting activities (Prahesti et al., 2021). The application of the Pancasila student profile can be realized by participating in scout extracurriculars (Lestari et al., 2017; Prahesti et al., 2021). Where scouts themselves have the aim of forming a character, personality with noble character for the younger generation in Indonesia schools (Amaliyah, 2022; Prahesti et al., 2021). Scouting is also one of the extracurriculars that must be at every level of school, both elementary and high school (Suharman, 2022). Activities in scouting consist of various types, so that students are required to be able to follow various existing skills and knowledge so that they are useful in building the character of students in accordance with the six dimensions in the Pancasila student profile. Thus, the extracurricular scouts are considered capable in assisting the

implementation of strengthening the profile of pancasila students. This research, supported by previous studies shows the results that scouting activities are able to foster an attitude of mutual cooperation of students which is one of the dimensions of the Pancasila student profile (Suharman, 2022). In addition, other studies were also showed that scouting activities can form a profile of pancasila students including independent, creative, critical reasoning and love for the environment and the country (Amaliyah, 2022; Arfiah & Sumardjoko, 2017). However, it is different from the research, strengthening the profile of Pancasila students can be done through Ramadhan Islamic boarding school activities (Hozaimi, 2022). From this research, it was only found that scout extracurricular activities can foster mutual cooperation, independence, creativity, critical reasoning, and love of the land. In addition, the strengthening of the Pancasila profile can also be done with Ramadan Islamic boarding school activities. Thus, although there are previous studies that have been carried out on scouting activities in elementary schools and strengthening the profile of pancasila, all the research that has been done has not adequately answered about strengthening the profile of pancasila through extracurricular activities of scouts in elementary schools. With the similarities and differences that exist in previous studies, researchers are more confident to conduct this research with the aim of describing the strengthening of pancasila student profiles through extracurricular scouting activities in elementary schools. Therefore, this study aims to describe strengthening the profile of Pancasila students through scout extracurricular activities in elementary schools. That way, researchers hope that the results of this study can be useful to help students in strengthening the profile of Pancasila students into themselves through non-formal education such as in scout extracurricular activities.

## 2. METHOD

This research uses a qualitative descriptive type of research by taking a case study at SD Negeri Pabelan 03. Descriptive qualitative is a research method that moves on a simple qualitative approach with an inductive flow (Yuliani, 2018). This type of qualitative descriptive research is commonly used in social phenomena (Polit & Beck, 2009). So this is very much in line with the research conducted by raising the latest phenomenon regarding the profile of Pancasila students issued by the Ministry of Education and Culture. This research took subjects, namely teachers, scouts, and students. Research is carried out by triangulating techniques and triangulating sources, where data is obtained from different techniques and sources but the data obtained must be the same so that the validity of the data will be obtained. The triangulation techniques used in this study were interviews, documentation and observation while the source triangulation used was from the scout teacher and students who participated in scout extracurriculars. Data that has been proven to be valid can be carried out data analysis with the Miles and Huberman model, which has three activities, namely data reduction, data display and drawing conclusions (Sugiyono, 2014). Research is conducted by interviews, observation and documentation. The interview instrument has been tested for validity by the lecturer. The grid of instruments will be presented in Table 1. The technique used to analyze the data is descriptive qualitative analysis.

**Table 1. Interview Instrument Grid**

Variable	Indikator
Strengthening the Profile of Pancasila Students	1. Have faith, devotion to God, and have a noble character
	2. Global diversity
	3. Mutual Cooperation
	4. Creative
	5. Critical reasoning
	6. Self-sufficient

## 3. RESULT AND DISCUSSION

### Result

This study analyzes the profile of Pancasila students towards students who take part in Scout extracurricular activities. Where to involve elementary school students in grades 4, 5, and 6. The Pancasila Student Profile is divided into six dimensions consisting of having faith, piety in God Almighty and having a noble character, independence, cooperation, global development, critical reasoning, and creativity (Gunawan & Suniasih, 2022). While extracurricular activities can be an appropriate means to shape and develop students' civic skills. Civic development includes intellectual and participatory skills seen in extracurricular activities (Annisa, Marcella Nurul, Dinie Anggraeni Dewi, 2021). One of the

extracurriculars that is considered in strengthening the profile of Pancasila students is the extracurricular scout (Rudiawan et al., 2019). This is supported by the following statement of the scout coach. *“In my opinion, scouts can strengthen the profile of Pancasila students, because in one scout activity it has reflected the six dimensions of Pancasila students from faith, piety to God Almighty and noble character who always apply congregational prayers and appreciate religious differences, independent such as teaching self-awareness of the situation at hand, working together in their activities are required to cooperate, sharing and caring, global diversity where we introduce and appreciate culture, intercultural communication skills in interacting with others, critical reasoning as in scouts learn a lot of ciphers so that one day students will think in carrying out tasks, and creatively can go through when there is a show of talent”* From the statement above, it shows that scout coaches argue that extracurricular Pramuka can strengthen the profile of Pancasila students. both seen from having faith, piety to God Almighty and having a noble character, independence, cooperation, global development, critical reasoning, and creativity. The opinion is corroborated by the opinion of the student as follows.

*“I love joining scouts, for me scouts teach me about being independent, discipline that must be fully dressed, obeying the coach's orders, a lot of play, and cooperation because in times scouts are often faced with group work so it needs good cooperation for the work to be completed quickly and according to expectations. Often the coach asks us to bring snacks and be made into one and then eaten together to share with friends”.*

Other opinions were also expressed by two other students as follows.

*“In my opinion with scouting activities, the thing I can take is the meaning of mutual aid and Cooperation because whatever the activities are mostly in groups, it is also mandatory to be disciplined often I am punished for forgetting to wear black socks, usually punished by picking up trash around the school. There used to be a Persami, I learned how to set up a tent and stick a stick that worked with friends and when cruising had to read maps, read and write with that password, memorize Pancasila, pick up trash on the road, the night there was a show of talent at that time my group performed a drama”* From the opinions of the students above, it shows that with extracurricular scouts they learn to be independent, disciplined by fully dressed, cooperation by working together to set up tents, and think critically in writing morse and grass code, and have global humiliation by sharing food, creative by showing talents through theater so that scout activities can instill a profile of Pancasila students. Based on interviews with scout coaches and several students, it is shown that scout extracurricular activities can instill and strengthen the profile of Pancasila students which is evidenced through the statement of the scout coach who argues that scouts train students for students who explain that with scouting activities students are instilled discipline, independence, critical thinking, global diversity, cooperation, and noble character The research findings on strengthening the profile of Pancasila students through scout extracurricular activities, illustrated by their actions and the answers given during interviews with students as research subjects and informants of ceremonial coaches. The results of the interview showed that scout informants who apply coaching that can improve discipline, creativity, independence, global diversity, cooperation and noble character. This can be supported by the student's statement explaining that students get treatment or coaching that is in accordance with what is stated by the scout coach such as working together to set up tents, sharing food with each other, participating in activities with discipline, carrying out tasks with critical thinking.

## Discussion

Based on the findings obtained on the strengthening of Pancasila student profiles through scouting activities, all research informants, namely students and ceremonial coaches, have the same opinion if scouts can strengthen the profile of Pancasila students both in discipline, independence, global diversity, devotion to god almighty, creative, and critical thinking. Dari the results of observations in schools on strengthening the profile of Pancasila students, showed that students carry out extracurricular activities with discipline by carrying out orders from the scout coach, students carry out congregational prayers before the ceremony begins, students prepare themselves before activities independently, students share with each other, students work together in carrying out tasks, and students do puzzles from the coach well. Viewed based on the first aspect, by getting used to carrying out religious activities such as congregational prayers can increase students' religious scores. In line, the formation of students' religious character through habituation of religious activities, support from parents, joint commitment of school residents and adequate facilities (Hasanah & Suyadi, 2020; Silkyanti, 2019). Based on the second aspect, the scouting activities of SDN Pabelan 03 scout coaches always exemplify and educate students to share and appreciate the diversity of friends. The guidance and examples provided by the teacher are factors that can improve the understanding of student diversity, the teacher exemplifies how attitudes and behaviors in appreciating diversity (Astuti & Supriyono, 2020; Saidah et al., 2021; Sari et al., 2022). From the third aspect, scout coaches always involve students in groups with the aim of working together,

training cohesiveness so that students will socialize with their surroundings. With mutual cooperation, it will form a character as a profile of Pancasila students. Promoting the formation of national character values to students is more effective through scouting extracurricular activities by prioritizing the value of cooperation, like to help, so that mutual aid character education can change behavior, ways of thinking and ways of acting to make students better and integrate (Istiningsih & Dharma, 2021; Kusumawardani et al., 2021; Prihanawati & Hidayah, 2018). The fourth aspect is independent, SDN Pabelan 03 in scouting activities always trains students to get used to dressing neatly and completely, students also carry it out with responsibility. The fifth aspect of critical thinking, in scouting activities at SDN Pabelan 03, the scout coach gives quizzes or problems that make students must think in order to complete them and if students are able to complete them well and correctly the coach often gives praise or rewards. This is with the aim of keeping students motivated. By multiplying the process that directs students to critical thinking can help students easily solve a problem (Alghafri & Ismail, 2014; Polat & Aydın, 2020; Puspita & Dewi, 2021). Providing problems in the form of quizzes with a pleasant atmosphere will foster student motivation in solving problems, so that with the success of students solving a problem will be able to improve students' critical thinking (Kurniawan et al., 2020; Wardhana & Trisnawati, 2016). Thus, scouting activities by giving quizzes to students can improve one aspect of the Pancasila student profile, namely critical thinking. And the last aspect is the sixth aspect, which is creative. In the scouting activities of SDN Pabelan 03, it can be seen that scout coaches train students' creativity by making a product such as making crafts from used goods encountered along the way around the cruising road. The creativity of a child at an early age can be supported from two factors, namely individual internal factors and external environmental factors (Marcos et al., 2020; Polat & Aydın, 2020; Rohani, 2017). Thus, strengthening children's creativity through scouting activities by utilizing used materials becomes a form of support from the environment or externally. Scouting activities, which are almost all activities in nature, will trigger the emergence of children's creativity at an early age.

Based on the results of the discussion that strengthening the profile of Pancasila students can be carried out through activities This finding is strengthened by the findings of previous researchers who stated that Scout activities can shape the character of students (Amri, 2018; Darmiati, 2019). With scouting activities can strengthen the character of students and increase citizenship so as to strengthen the profile of Pancasila students (Annisa, et al, 2021; Silkyanti, 2019). The advantage of this study is to analyze the profile of Pancasila students in elementary school scouting activities in a qualitative quantitative descriptive in each aspect. With this research, it is hoped that every school can pay attention to the practice of Pancasila values in students in the profile of Pancasila students as a form of character education. The implication of this study is to provide references for teachers related to the cultivation of Pancasila values in the application of Pancasila student profiles to students in the school environment and society, and can further maximize extracurricular activities as non-formal learning in strengthening the profile of Pancasila students of elementary school students. This research is limited to the results of descriptive analysis of Pancasila student profile data, so it is hoped that other researchers can develop research related to the influence of Pancasila student profiles in various situations in schools. And another limitation of this study is that subjects who are still elementary school students allow that the answers given at the interview are not necessarily in accordance with the existing truth, so that future research can be carried out at higher levels such as junior high school or high school.

#### 4. CONCLUSION

The Pancasila student profile program initiated by the Ministry of Education and Culture focuses students on having good practice of the values of Pancasila precepts. As a young generation, they should have a good practice of the values of Pancasila precepts in daily life. Students can practice the values of Pancasila precepts through the application of the Pancasila student profile. From the results of the analysis of research data, it is known that scout extracurricular activities can strengthen the profile of Pancasila students from all aspects. This research can be used as a reflection material for readers to pay attention to and provide understanding to students regarding the profile of Pancasila students. Then for the principal to be able to create a policy or program that can instill a Pancasila student profile for students. Furthermore, for the government to create a policy that can help the school in embedding the profile of Pancasila students into students.

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