

INTERNALIZATION OF THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT (P5) IN SCOUT EXTRACURRICULAR ACTIVITIES

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Abstract

This study aims to analyze how the internalization of Pancasila student character profiles occurs through scout extracurricular activities. It also aims to elucidate the factors that aid or hinder students in internalizing the Pancasila concept to enhance their profiles in scout extracurricular activities at MI Walisongo Kranji 02, Pekalongan. This is a qualitative research adopting a case study approach. Data collection techniques include observation, interviews, and documentation. Data analysis techniques involve data condensation, data display, and conclusion drawing and verification. The research findings reveal that the internalization of Pancasila student profile values through scout extracurricular activities is achieved through various means, such as ceremonial activities, routine training, and One-Day Camping or PERSARI. Supporting factors for fostering Pancasila values through scout activities at MI Walisongo Kranji 02 include the knowledge, skills, and abilities possessed by scout leaders, students' motivation to participate in scout activities, school support, and family support. Conversely, factors hindering the cultivation of Pancasila values through scout activities include varying student characteristics, differing abilities, varying ages, scout leader busyness, and scout members' boredom or fatigue.

Keywords: Internalization, Scout, extracurricular activities, Pancasila Student Profile

INTRODUCTION

The Pancasila student profile is an embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with Pancasila values, with six main characteristics: faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity. Indonesian students are independent students, namely responsible students on the learning process and outcomes. Independent students have the key elements of awareness of themselves and the situations they face as well as self-regulation. In an effort to achieve the Directorate's Pancasila student profile, The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) of the Republic of Indonesia, one of which is through scout extracurricular activities. The scouting movement in Indonesia, called the Scout Movement, is an inseparable part of world scouting so that the principles of scouting in Indonesia are the same as those put forward. Robert Stephenson Baden-Powell (Father guides the world).

Scouting is not a science that must be studied or taught, nor is it a collection of teachings and texts from legal sources. Scouting is a fun game in the open air where adults and children gather together, holding adventures as brothers and sisters. Fostering health and happiness, skills and a willingness to provide help to those in need. This scouting extracurricular has positive values and can further develop oneself in terms of knowledge and potential. Coaches have the task of guiding scout members in terms of character guidance, religion, motivation, learning, talents and interests. The

Indonesian scout movement was founded based on a decision President of the Republic of Indonesia Number 238 of 1961 concerning the Scout Movement, which essentially forms and establishes the scout movement as the only association that has the authority to provide scouting education in Indonesia.

There are several students who are enthusiastic about taking part in scouting activities and there are also many students who are late because they are too far from home or are lazy. They have an obligation to take part in scouting activities because it is mandatory. This activity was attended by classes 3-6 of MI Walisongo Kranji 02 students. In providing scouting material, the scouts provided material and competed on SKU, namely general skill requirements such as memorizing satya and dharma, marching, religion, love of nature, etc. Researchers feel they have benefited from scouting activities such as memorizing dwisatya and dwidharma, as well as practicing discipline before starting. Students who are difficult to manage have very little responsibility in scouting activities, in fact they tend not to be responsible for their tasks during scouting activities. And conversely, for students who obey the rules, they have a big responsibility in completing assignments, as well as a big responsibility for themselves to always obey the instructor's orders.

In this case, of course there are other factors that influence students' lack of discipline behavior. Apart from the school environment, students also live and are guided in the family and community environment. Of course one of these environmental factors influences student behavior. It could be that family environmental factors, inappropriate parenting patterns can affect children's growth and development, schools have tried to provide self-development activities for students, but these activities are felt to be less able to change students in a better direction. Most likely the factor that is difficult for students to manage comes from wrong parenting patterns. MI Walisongo Kranji 02 is located in Kranji village, East Kedungwuni District, Pekalongan Regency. This madrasah uses the revised K-13 curriculum for grades 2, 3, 5, 6 and the Merdeka curriculum for grades 1 and 4 designed by the government. The school has made several efforts to maximize activities outside of teaching and learning activities (KBM); for example, by regularly providing students with scouting activities which can help develop students' morals. Scout activities consistently achieve useful goals. This is one strategy that helps society internalize moral principles that are in accordance with the character of students in Pancasila.

Based on preliminary observations, in MI extracurricular activities support talent or cultivate character. One of the activities that classes 3-5 MI must take part in is scouting extracurriculars, where these extracurriculars are very important to foster a sense of discipline, independence and a sense of belonging. Several forms of disciplinary attitudes have been formed in each student, including being present on time, wearing a complete and neat scout uniform, asking permission when leaving the room, carrying out assignments from the supervisor. What differentiates them is that active students tend to be very active in scout activities, both held at school and outside school, active in other extracurricular activities, active as a ceremony officer, etc. Passive students tend to be a little introverted and shy, although they still like scouts and are happy when there are scout activities, while students who are usually active in school scout activities often become ceremony officers and have the courage to appear in front. In fact, scout leaders say that scout activities can and do succeed in further instilling the ideals contained in the Pancasila student profile. Camping

activities are carried out almost every year through various activities carried out together, such as regular training activities, which are held once a week on Fridays.

Based on the explanation above, I was encouraged to observe and study at MI Walisongo Kranji 02 to find out how the process of internalizing the project to strengthen the profile of Pancasila students through scout extracurricular activities with the title "Internalization of the Project for Strengthening the Profile of Pancasila Students (P5) in Scout Extracurriculars at MI Walisongo Kranji 02"

METHODS

This research is qualitative research that adopts a case study. Data collection techniques include observation, interviews and documentation. Data analysis techniques include data condensation, data presentation, and drawing conclusion. The researchers took 30 students and the research subjects were students who took part in extra-curricular scouting. This qualitative approach can analyze student activities through the character education learning process so that the project of strengthening the Pancasila (p5) student profile can be internalized in scout extracurricular activities at MI Walisongo Kranji 02 Pekalongan. Researchers carried out observations, interviews and documentation to collect data in the field. When conducting observations, researchers only assess subjects (non-participants). The interview itself has been designed by the researcher, such as preparing direct questions or using a questionnaire, as well as carrying out documentation studies in the field, so that the documents studied have a correlation with the research carried out.

RESULTS AND DISCUSSION

Scouting is an abbreviation of "Praja Muda Karana" and is a form of non-formal educational organization in which many knowledge related to character education is taught.

Scouting extra-curricular development requires habituation which is supported by repeated activities and environments. Scouting values can be implemented optimally in schools. If educators, parents and all students support their education process. This can be created by creating a positive environment.

Principal Drs. Abdulloh Sirdan said that the scouting education program in schools was very important as a means of building the character of students. Building students' character can be done through the rules that have been created. This code of conduct is not only for students but also for teachers and employees. It aims to ensure that children obey the rules that have been agreed upon, so that students behave according to the rules and ensure that they regularly do not commit violations.

The rules and regulations are a reference so that children have good character and the madrasa has good goals for its students. The education program is not only for school but at home or in the living environment.

There are several goals of internalizing Scouting education, such as;

1. Know

The coach must provide direction to his scout members so that they know what they need to hear and know. Usually achieved by discussion, questions and answers and assignments.

In scouting activities, coaches usually provide direction to their members at the beginning of scouting learning or training. What kind of rules do they have to obey and carry out well? When the rules are not obeyed, punishment will be given according to what was violated.

In routine training at MI Walisongo Kranji 02, the members obey the rules that have been made, such as wearing scout clothes complete with attributes, arriving before the activity starts and obeying *dwisatya*, *dwidharma*. When the members understand what has been conveyed, the members will act according to what they understand.

According to the alert scout member, he always takes part in scouting activities on Fridays, even though he doesn't like it, but he will go because it is mandatory. He will not break the rules that have been made and he always arrives before scouting training begins

2. Able to do it

Practicing or doing something that has been socialized by the coach to its members. It should be put into practice so that members really understand why their mother and father told them to obey the rules that have been made. To achieve this, coaches must use the demonstration method, namely by first providing an example to their members.

At MI Walisongo Kranji 02 the coaches sometimes don't do what they have to do. Sometimes the scoutmaster arrives late making the members bored of waiting. Therefore, scouts must set a good example to their members so that routine scouting training runs smoothly.

The class V student said that he was always present and on time for routine practice and he always tried to instill a disciplined attitude in himself and start doing things on his own time. Always wear full scout clothing and attributes and black shoes, carry out tasks immediately when given the task without delay. Always pay attention to the scout when providing scouting material.

In an effort to find out the level of success in the rules made, the coach always evaluates them every week. Not just in terms of material, but in terms of the smoothness of the routine training which is carried out every Friday. There are a number of members who are often late and ask for reasons such as being lazy, or preferring to play alone in class or in the school environment.

3. Become what he knows

For the next stage, the scout members already understand the theory presented by the scout. When someone is used to doing something, it is inherent in that person without any orders or coercion. This concept can be integrated into the individual's soul because it has been studied in everyday life. So he tries to do assignments on time or leave before his time. Not because he was afraid of the

punishment that would be given, however, that was his obligation as a student. In the discipline education program in schools, there are several programs that include discipline, for example in extracurricular scouting. Members who take part in scouting extracurriculars will be taught about discipline. The goal is for them to respect time, obey the rules that have been made and be orderly and can create comfort in learning.

The role of teachers and parents is expected to be able to foster positive relationships with students so that self-implementation to form a disciplinary attitude is carried out. The family really has a big influence in forming a disciplinary attitude in students or their children, while the school only supports or encourages the development of a disciplinary attitude. Meanwhile, scouting activities carried out through scouting methods outside of scouting offer offers with the aim of increasing self-confidence, opening new understandings in communication with the social environment and collaborating with other people to provide experience and self-confidence. Problem solving, learning to communicate effectively, efficiently and increasing self-confidence.

The aim of the scouting program is to obey existing regulations, respect time, complete the tasks given, so that children behave regularly, create comfort in learning at school, for example paying attention to each teacher explaining, recording what is explained and carrying out assignments without delay and creating a learning environment. be conducive.

The stages of internalization of Scouting education are;

1. Transformation Stage

In this stage, the coach only provides material in the form of physical/short lectures, such as providing direction on disciplinary attitudes in scouting. The coach must play an active role at this stage so that the material presented can be understood by its members. Communication must also be formed in one direction. At the opening ceremony of scouting training, scout leaders always provide motivation in the form of enthusiasm for scouting or giving direction to their members when a child is late. Even in learning or providing material, the character values contained in the scout's satya and dharma, such as the character of discipline, must always be conveyed by the coach to his members.

2. Transaction Stage

For example, in scouting training with marching material, members are given material by the scoutmaster where the material must be studied or practiced. When it is practiced directly by members in the "right facing grak" command, there are still those who are confused about whether to face right or left. Now that is what is called the interaction stage where the member responds by accepting that it means he can carry out the command given. When members refuse to be given material and practice it, their members face to the left, while when they refuse, their members cannot accept the material given or just listen to it.

3. Transinternalization Stage

During the ceremony the scouts gave advice that during scouting training you should arrive early before the ceremony and immediately line up neatly according to your uniform. There are several children who listen and practice it, meaning that the child has discipline embedded in their souls. However, there are also children who have to be given repeated warnings before they can listen properly.

Internalizing the values of the Pancasila Student Profile through scout extracurriculars is carried out in several ways, namely through

1. Ceremonial activities

This activity is held every Monday. The character values contained in ceremonial activities include the value of discipline, religious values, and responsibility.

2. Regular exercise, and

3. Day Camping or PERSARI.

Appreciate simplicity and independent living, avoid consumer lifestyles and increase brotherhood and harmony

The character education values that are internalized in the implementation of training include:

1. PBB (consisting of the character education values of discipline and responsibility), cooking (consisting of the character education values of being independent, responsible, creative),
2. Social service (consisting of the character education values of caring for others, mutual giving and compassion for fellow human beings).

The character education values in the game are:

1. The value of social care character education,
2. creative,
3. Responsibility,
4. Critical Reasoning and
5. Tolerance

That scouting activities contain educational values, and can instill and shape character education. Scouting is a non-formal education organization that really helps support and accompany students in character building. The environment and relationships in scouting are mostly peers (alert, enforcers and organizers) so it certainly invites students' interest in following it. Scouts are an organization that has a big role in the success or failure of an educational organization.

Every educational institution requires an educational organization to support the management, supervision and management of education within that institution.

Character values are instilled in students as scout members, including discipline,

responsibility, love of nature, religious observance, independence, broad insight, where character is indirectly formed from the practice of these values. Values are very useful if applied when entering the world of society, especially in managing the management of an educational institution. In carrying out tasks in educational organizations, good character and potential are needed. The scout movement can be a forum for character formation.

Scouting that is liked by participants includes cross-country (exploration), camping, UN social service, pioneering and so on. Each person is certainly more inclined towards certain different activities that can provide more benefits for them for certain reasons

In order to support the profile of Pancasila student education through scout extracurricular activities at MI Walisongo Kranji 02, the actual knowledge, skills and abilities possessed by Scout Leaders, student motivation in participating in Scout activities, student self-awareness, school support, as well as support from family and collaboration with friend. This can be seen from the many students who attended because parents supported them by allowing students to take part in scout activities. Students have awareness such as helping friends when experiencing difficulties, this is because of the instilling of character education in students which is provided by parents at home. Parents are one of the people closest to students so that students' character can be formed due to the influence of those closest to them.

Meanwhile, factors that hinder the development of Pancasila values through scouting activities are the different characters of students, different abilities, unequal ages and busyness of Scoutmasters as well as boredom or boredom of members. Scouting, students' absence from participating in scout extracurricular activities, students' perception that scout activities are hot and long, and weather factors.

CONCLUSION

Scouting activities contain educational values, and can instill and shape character education. The aim of internalization of Scouting education starts from knowing, able to do and be what he knows. The stages of internalization of Scouting education are; transformation stage, transaction, and transinternalization stage.

That the internalization of students' Pancasila profile values through scout extracurricular activities is carried out in various ways, such as ceremonial activities, routine training, and One-Day Camping or PERSARI. Supporting factors for instilling Pancasila values through scout activities at MI Walisongo Kranji 02 include the knowledge, skills and abilities possessed by scout leaders, student motivation in participating in scout activities, school support and family support. On the other hand, factors inhibiting the instillation of Pancasila values through scout activities include different student characteristics, different abilities, different ages, busyness of scout leaders, and boredom or fatigue of scout members.

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