

IMPLEMENTATION OF PANCASILA STUDENT PROFILES THROUGH EXTRACURRICULAR ACTIVITY IN ELEMENTARY SCHOOL ON BANYUMAS DISTRICT

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Abstract:

Pancasila Student Profiles has become a common topic to be discussed in this independent curriculum era. Extracurricular activity is the one of programs to implement the Pancasila Student Profiles. This study aims to analyze the implementation of Pancasila Student Profiles dimension through extracurricular activity at Public Elementary School 1 Kober. The approach and the type used in this study is qualitative descriptive because the researcher wants to know deeper about the implementation of Pancasila Student Profiles dimension through extracurricular activity. The technique of analysis data in this study is Miles and Hubberman which consists of data collection, data reduction, data presentation, and conclusion then for the data validity test, the researcher use triangulation. The instruments of collecting data are conducted by interview, observation and documentation. The subject of the study is the Head of the School, Teachers, and the students of Public Elementary School 1 Kober. The result of the study is the behavior appearance of the students in the implementation of Pancasila Student Profiles dimension through extracurricular activity, but the improvement still needed because it is constrained by the time, weather and schedule clash of the trainers and the students. It can be concluded that the development of the students character can be implied step by step, so, the program to implement the Pancasila Student Profiles dimension through the extracurricular activity needs more improvement in order to develop in a better direction.

Keywords: dimensions of Pancasila Student Profile, extracurricular activities, constraints

INTRODUCTION

Education has a contribution in supporting the process of human life. The function of education is to prepare the younger generation to integrate themselves in their future lives. Education is a process of developing individuals with the aim of enhancing knowledge and life experiences, and cultivating meaningful thoughts and ideas (Putri, 2018, pp. 37–

38). Through the process of education, the capacity of learners can develop in cognitive, affective, and psychomotor aspects.

According to Article 3 of the National Education System Law Number 20 of 2003, National Education can help develop abilities and shape the character and civilization of a dignified nation to improve the quality of its life. The goal of National Education is to develop the potential of learners to become individuals who have faith and devotion to the Almighty God, possess noble character, good health, knowledge, competence, creativity, independence, and become democratic and responsible citizens (Kurnia Sari & Dian Puspita, 2019, p. 58). The abilities of learners can be explored and honed well if the implications of educational goals are appropriate and directed. Educators' commitment in this regard should fulfill the willingness to instill character in learners (Thornberg & Oğuz, 2016, p. 117). Because one of the keys to creating a characterful younger generation is through the process of education.

One important component in creating the younger generation is the ability to integrate character roles in national life (Sholekhah, 2019, p. 69). Character development can bridge one's thinking about what is good or bad. Especially in the era of 4.0 education, where learning utilizes information and communication technology to enhance the quality of education (Sofiasyari et al., 2019, p. 735). Therefore, it is crucial to continue character development in elementary schools as an effort to prepare the next generation of character.

The character displayed by students is currently decrease. This is due to the fact that the Covid-19 pandemic has had a significant impact on people's lives worldwide, including in Indonesia. One of the many sectors that have experienced setbacks is the education sector. The Covid-19 pandemic has had a profound influence on society worldwide, including in Indonesia. Many sectors have been affected, and education is one of them. The implementation of distance learning to reduce the risk of virus transmission has had an impact on the field of education (Nugroho et al., 2021, p. 1691). The use of digital technology is crucial in remote learning. However, in the digital era, there are also negative influences on lifestyle choices and parents' busy schedules, which can affect children's learning development (Andriani & Wakhudin, 2020, p. 51). Attention to children has also decreased. Furthermore, the advancement of technology can be misused

by students to cheat during exams (Massie & Nababan, 2021, p. 57). It can be said that the influence of technological advancements can make it easier for students to deviate from school rules.

The meaning of learning is difficult to absorb by students due to learning under the chaos caused by the Covid-19 pandemic. This statement aligns with research (Mabeya, 2020, pp. 174–175), which states that student participation in the Rangwe-Kenya state has also declined due to limited remote learning processes due to the lack of resources and facilities. Furthermore, remote learning has had an impact on the decline of students' character values. Research findings (Roziqin et al., 2021, p. 4) indicate a decrease in religious character due to online learning, which requires children to spend a long time facing a laptop or gadget, thus neglecting religious activities. Additionally, an article (Annisa, 2019, p. 5) states that the decline in discipline character is caused by the absence of face-to-face guidance from teachers during the learning process.

The formation of a student's identity based on the nation's aspirations, as stated in the values of Pancasila, is being addressed by the Ministry of Education and Culture through the Pancasila Student Profile. There are six profiles that serve as the core competencies in realizing the Pancasila Student Profile (Kurniawaty & Faiz, 2022, p. 5173). These include: 1) having faith, devotion to God, and noble character; 2) global diversity; 3) critical thinking; 4) collaboration and mutual assistance; 5) creativity; 6) independence.

The development of the dimensions of the Pancasila Student Profile can be integrated through both academic and extracurricular activities. One form of addressing moral issues is through character development, which can be implemented through extracurricular activities (Dahliyana, 2017, p. 55). Through extracurricular activities, the focus will be on shaping the Pancasila Student Profile, which can have a positive impact on the lives of every student.

One of the elementary schools that has implemented the Pancasila Student Profile through extracurricular activities is Public Elementary School 1 Kober. It is a leading school in Banyumas Regency and has implemented the independent curriculum. Adequate extracurricular activities are one of the efforts to implement the Pancasila Student Profile at Public Elementary School 1 Kober. Based on the description, the researcher aims to

analyze how the implementation of the Pancasila Student Profile is carried out through extracurricular activities at Public Elementary School 1 Kober. Additionally, this research also analyzes the constraints and solutions in implementing the Pancasila Student Profile through extracurricular activities at Public Elementary School 1 Kober.

RESEARCH METHODS

The analysis method used is descriptive qualitative. This research was conducted at Public Elementary School 1 Kober. The reason for choosing this research location is because the extracurricular activities at Public Elementary School 1 Kober are considered active and adequate. The research took place from March 2023 to May 2023. Data collection for this research used an interview method, observation method, and documentation method, with a total of 16 informants including the school principal, 1st-grade teachers, 4th-grade teachers, Islamic Religious Education teacher, and 12 students at Public Elementary School 1 Kober. Each data collection was done through observation, documentation, and interviews. According to Sugiyono as cited in (Shaleh & Anhusadar, 2021, p. 2160), qualitative data analysis is carried out through data collection, data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

1. Implementation of Pancasila Student Profiles Through Extracurricular Activities

The implementation of the Pancasila Student Profile on students cannot be separated from the contribution of teachers. According to (Adeyemi et al., 2017, p. 101), schools play a crucial role in the development of students' character. This means that teachers have the task of shaping the character of students, but they must always relate it to their personality to ensure that the goal of character development is achieved.

a. Having Faith, Devotion to the Almighty God, and Noble

Character in implementing the dimension of having faith, devotion to the Almighty God, and noble character in extracurricular activities, teachers encourage students to pray, provide time for students to perform Duha prayer and congregational Dhuhr prayer, teach students how to read the Qur'an correctly, and the statements align with the interviews

conducted (ST-GK), (AF-PD). This is in line with the views of (Muharom Albantani, 2019, pp. 110–112) that it is essential for teachers to consider when educating students in Qur'an recitation to achieve the desired results, enabling students to read the Qur'an with proper pronunciation, characteristics, and recognize the punctuation marks in Tajweed. The dimension of having faith, devotion to the Almighty God, and noble character is reflected in the extracurricular activity of Qur'an Reading and Writing. The school plans to make activity of Qur'an Reading and Writing a mandatory extracurricular activity, as supported by the interview findings (SH-KS). This is in line with the research by (Almul & Ramadhan, 2022, p. 10117), which states that religious education is a way to provide information related to the religious aspect (cognitive aspect), norms, and ethical concepts to influence a person's attitude and behavior (affective aspect), including controlling attitudes and emotions (psychomotor aspect). Furthermore, it is supported by the opinion of (Santosa, 2014, p. 31) that moral problem-solving can be addressed through character development in extracurricular activities.

b. Global Diversity

The dimension of embracing global diversity is reflected through the attitude of mutual respect for various ethnic and cultural diversities. The extracurricular activity of dance can develop a character of embracing global diversity, as supported by the interview (SH-KS). Supported by the interview (YR-PD), students can learn and explore various dance movements from different provinces in Indonesia through the dance extracurricular activity. This aligns with the opinion of (Wahyudi & Ummah, 2022, p. 178) that through dance extracurricular activities, students can understand the diversity of Indonesian arts and culture, such as distinguishing dances from one region to another.

Scouting activities also provide a platform for reflecting the character of embracing global diversity. This is supported by the interview (MV-GK), stating that scouting extracurricular activities teach students to respect and value their peers and teachers, not discriminate against friends, and practice tolerance towards differences in religion, ethnicity, race, and culture. This statement is related to the research by (Destiana et al., 2023, p. 23), which states that the dimension of embracing global diversity can be realized through interaction among individuals without differentiating based on ethnicity, race, religion, and culture.

c. Critical Thinking

The dimension of critical thinking is reflected through activities such as solving codes, semaphore morse, and competitions, as supported by the interview (RY-PD). This statement is further supported by the interviews (TM-GK), (SH-KS) stating that through scouting extracurricular activities, the dimension of critical thinking can be fostered. This is in line with the research by (Destiana et al., 2023, p. 25), which demonstrates that scouting activities require the awareness of critical thinking in routine exercises such as solving semaphore and morse codes as well as cracking codes. Scout quiz games also help train students' critical thinking skills to solve problems, but in an engaging manner.

d. Collaboration and Mutual Assistance

The spirit of collaboration and mutual assistance is highly needed and should be instilled from an early age. One application of the spirit of collaboration and mutual assistance is through scouting extracurricular activities, as supported by the interview (SH-KS). According to the interview (MV-GK), activities such as tent-building, pioneering, and making stretchers contain elements of mutual assistance. This statement is further supported by the interview (AZ-PD), stating that scouting teaches students to work together, such as in team or group activities. This is in line with the perspective of (Budiono et al., 2022, pp. 97–98) that the formation of the dimension of collaboration and mutual assistance includes aspects of cooperation, demonstrated through working together with team members, for example, when building a tent. The second aspect is camaraderie, manifested through greeting and interacting with members of their own group as well as other groups. The third aspect is solidarity, shown through good interaction and communication, treating others with respect without discriminating based on physical appearance. The fourth aspect is mutual aid, demonstrated by helping others in need, such as providing assistance when another group member lacks rope while building a pioneering structure.

e. Creativity

The dimension of creativity can emerge through scouting extracurricular activities. This is supported by interviews with (SH-KS), (MV-GK), stating that there are numerous scouting activities that can enhance students' creativity, such as creating pioneering structures and practicing rope tying. Supported by the interview (SN-PD), it is mentioned that through scouting activities, students learn many new things, including creating various rope knots. This aligns with the research by (Destiana et al., 2023, p. 25), which

demonstrates how scouting activities can be used to channel works that showcase the development of students' creativity in field scouting activities. By utilizing knotting techniques, weaving, and various natural materials, students can demonstrate and utilize their creativity through products that can be sold or utilized.

f. Independence

The development of the dimension of independence is starting to be evident in the attitudes and behaviors of students. Through scouting and karate extracurricular activities, students gain significant development in their independent character, as supported by the interview findings (SH-KS), (ST-GK). This is further supported by the interview with (HB-PD), stating that students have shown independence by being able to go to school without being accompanied by their parents and starting to work on school assignments independently. This aligns with the research by (Larasati, 2017, p. 386), which suggests that through regular training, camping activities, competitions, and jamboree in scouting activities, independence character can be fostered and developed.

The formation of independence character is also reflected in karate extracurricular activities. This is in line with the research by (Isnaeni, 2019, pp. 40–42), which states that karate extracurricular activities contribute to the development of discipline and responsibility character. The activities that foster discipline in karate extracurricular activities include time discipline, dress code discipline, and marching discipline. On the other hand, activities such as bowing, praying and taking the karate oath, and practicing basic karate moves contribute to the development of a sense of responsibility.

2. Constraints to Implementation of Pancasila Student Profile Dimensions Through Extracurricular Activities

a. Time

The implementation of the Pancasila Student Profile through extracurricular activities is still constrained by time, as supported by the interviews (ST-GK), (SH-KS). Additionally, the interview (NF-PD) states that extracurricular activities are limited because they are conducted after school until the afternoon. The limited time allocated for extracurricular activities remains a challenge as schools need to improve time management to ensure optimal utilization of time in extracurricular activities for implementing the Pancasila Student Profile. This is in line with the research by (Nugraha & Rahmatiani, 2018, p. 67),

which states that one of the challenges in implementing extracurricular activities is the limited time available, as they are conducted after regular teaching hours until the afternoon. The time constraint remains an issue for schools in implementing the Pancasila Student Profile through extracurricular activities.

b. Weather

The implementation of extracurricular activities is not limited to indoor settings but also includes outdoor activities such as scouting and karate. One challenge faced is the weather, particularly when it is unfavorable due to rain, as supported by the interview findings (SH-KS). This statement is further supported by the interview (MV-GK), which mentions that in the event of unfavorable weather conditions, extracurricular activities are conducted indoors. According to the interview with (NB-PD), rainy weather sometimes makes the implementation of extracurricular activities less enjoyable. The constraints of time and weather are external factors that hinder the implementation. This aligns with the research by (Woro & Marzuki, 2016, p. 71), which states that factors that hinder the implementation of extracurricular activities include students' lack of interest and weather conditions.

c. Conflicting Extracurricular Schedules

Coordination with coaches and students is crucial to avoid schedule conflicts in extracurricular activities. This is especially important for extracurricular activities such as dance and karate, where external coaches are involved, but the responsible teacher still provides guidance, as stated in the interview (SH-KS). Additionally, students may face schedule conflicts between extracurricular activities and outside school activities, as mentioned in the interview (ST-GK). This is supported by the interview (RN-PD), stating that extracurricular schedules clash with religious study activities. This aligns with the research by (Nugraha & Rahmatiani, 2018, p. 68), which indicates that students may have busy schedules and piled-up assignments, resulting in conflicts with extracurricular schedules. While the contribution of external coaches is valuable, it should not diminish the role of the supervising teacher in imparting character values to the students. Therefore, effective coordination between coaches and students is necessary to ensure the smooth implementation of extracurricular activities. This aligns with the opinion of (Nuryanto, 2017, pp. 127–128), who suggests that comprehensive and accurate improvements

addressing the encountered obstacles can maximize the implementation of extracurricular activities.

CONCLUSION

The implementation of the Pancasila student profile through extracurricular activities in Public Elementary School 1 Kober is already quite good, but there is still room for improvement as it faces certain challenges. These obstacles or inhibiting factors have been identified by educators and students, namely limited time, weather conditions, and conflicts in schedules between coaches and students. Alternative solutions to address these obstacles are for the time constraint, improving the management of extracurricular activity schedules can be implemented to ensure optimal use of time. To address weather-related challenges, providing indoor spaces for extracurricular activities when outdoor conditions are not conducive can be considered. To tackle conflicts in schedules between coaches and students, effective communication of extracurricular schedules with both coaches and students is essential to avoid clashes and ensure coordination. By implementing these alternative solutions, it is possible to overcome the challenges and optimize the implementation of the Pancasila student profile through extracurricular activities at Public Elementary School 1 Kober.

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