

Strengthening the Pancasila Student Profile Through Hizbul Wathan Extracurricular Activities

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Abstract:

The background of the study is the need for better character in primary school students. Accordingly, this study aims to describe how to strengthen the Pancasila student profiles through Hizbul Wathan's extracurricular activities at SD Muhammadiyah Condongcatur. This is a qualitative descriptive study. The subjects were the vice principals, Hizbul Wathan coaches, and students. The data were collected through observation, interviews, and documentation. The data were validated using source and technique triangulation and analyzed through data collection, reduction, presentation, and conclusion drawing. The study results indicate that strengthening the Pancasila student profiles through Hizbul Wathan's extracurricular activities at SD Muhammadiyah Condongcatur has been conducted through six main dimensions. The supporting factors are the sufficient and certified Hizbul Wathan coaches, proper facilities and infrastructure, Hizbul Wathan team, curriculum, school policies, presentation of materials, examples from Hizbul Wathan coaches, and parents. Meanwhile, the inhibiting factors are the number of students, slow absorption of materials, character-long habituation process, parents, religion, students' environment, facilities and infrastructure, and the quality of Hizbul Wathan coaches.

Keywords:

Character Building; Extracurricular; Hizbul Wathan; Pancasila Student Profile.

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Introduction

Education is a means for students to be able to develop their potential of students through the learning process (Fitri, 2021). Therefore, education is one of the most important factors in a country, especially in Indonesia. Education should not be put aside, because good education will create good and quality human resources. Without education, human life in this world will not run smoothly. Education functions as a forum for educating, and teaching, and as a means of gaining knowledge for someone. Based on the National Education System Law Number 20 of 2003 Article 3, national education aims to make the life of the nation intelligent by developing abilities, forming a dignified national character and civilization, and developing the potential of students to become human beings who believe and are devoted to God Almighty, healthy, capable, of noble character, creative, knowledgeable, independent, democratic and responsible. Not only that, the aim of

As explained in the National Education System Law, it is very clear that education in Indonesia is expected to not only provide intellectual intelligence but also pay attention to instilling character values in students. However, in reality, character formation in national education has not been realized optimally. This can be seen from several cases where national education goals have not been achieved optimally, including the case of primary school students who were reckless in stealing school cash totaling IDR 8,138 million which was used for snacks (Yuwono, 2021). Next is the case of a primary school student who took action bullying against in his junior class until he experienced swelling and bleeding in the brain (Isnainiyah, 2022). Therefore, education in Indonesia must further strengthen the instillation of character values in students. The aim of cultivating this character is so that students can control their behavior so that they do not harm themselves or others.

Character is a person's nature or personality that can differentiate an individual from other individuals (Sholeh, 2016; Andrean & Muqowim, 2020). Character education itself is an effort to change and develop a person's behavior in a better direction and aims to ensure that a person is able to live and join in social life (Astamal *et.al.*, 2021). With character education, students will not be easily influenced by bad things in the future. Education and character must be interconnected and related to each other. If not, then the goals of education in Indonesia will not be realized properly.

In the current era of globalization, people's lives, especially the lives of students, have been affected by a culture that destroys morals (Suyitno, 2018). Character education in children is very important because it will have an impact when they grow up. Children will capture and imitate all activities in the surrounding environment. Children who are given character education reinforcement from childhood tend to have good behavior. On the other hand, if children are not given character education since childhood, they tend to have bad behavior. This of course starts from the lack of strengthening character education for children. The result of a lack of character education in children will have a negative impact on themselves and others. This negative impact is the occurrence of a moral or ethical crisis which will cause social problems to arise in society. Examples like bullying, drinking, drug abuse, violence, student brawls, and pornography. This is proven based on data from KPAI in 2022 related to bullying, that there were 226 cases of physical and psychological violence including bullying (Rachmawati, 2022). In responding to this, the role of family, school, and community is very important in forming character in children.

The cultivation of character education in schools certainly cannot be separated from educators who act as drivers. This aims to enable students to develop Pancasila character values in themselves and their daily activities. But in reality, the character formation of students in primary schools is still relatively low. Therefore, to deal with

this problem the government issued a policy regarding strengthening the profile of Pancasila students (Anita et.al, 2022). The existence of this policy can be an opportunity for educators to focus more on instilling character education in students.

Based on Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, 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 namely faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, critical reasoning, independent, and creativity. The aim of implementing the Pancasila student profile project for students is to train students' abilities in dealing with various problems, strengthen the character of the noble values of Pancasila, and prepare them to face the demands of the times.

It is hoped that the Pancasila student profile project can become a guide for educators so that it can strengthen character education for students from an early age. However, strengthening the Pancasila student profile has not been realized optimally in each primary school. In fact, it is known that by strengthening the Pancasila profile of students, students will be able to have a positive impact in the future. An example of a case of lack of strengthening the profile of Pancasila students towards one of the dimensions of the profile of Pancasila students, namely having faith, being devoted to God Almighty, and having noble morals, is the case of sexual abuse committed by students in grade 5 of primary school against their juniors in grade 1 of primary school (Hadi, 2022). Looking at this case, it can be concluded that strengthening the profile of Pancasila students is very important. Therefore, ways to strengthen the profile of Pancasila students can be implemented through school activities during learning hours and outside learning hours. These activities include school cultural activities, intracurricular learning, co-curricular and extra-curricular activities at school. This implementation focuses on forming the character of students in each individual and their daily activities (Rahayuningsih, 2022). To shape the character of students by strengthening the profile of Pancasila students according to their interests and talents, this can be done through extracurricular activities.

Extracurricular activities are activities as a forum for students according to their interests, personality, talents, creativity, and hobbies which are used to hone their abilities so that they can develop the students' character (Arifudin, 2022). Extracurricular activities at each school are of course different. Examples of extracurricular activities in schools in general are *paskibraka* or Flag Hoisting Troop, dance, music, futsal, basketball, scouts, Hizbul Wathan, and so on. Through these extracurricular activities, it will be easier for students to shape their character into better individuals according to their respective interests and talents. That way, it will be easier for students to achieve achievements according to their interests and talents. Strengthening the profile of Pancasila students through extracurricular activities is considered an effective way. This is because in extracurricular activities there are many Pancasila character values. One of the extracurricular activities at SD Muhammadiyah Condongcatur that can strengthen the profile of Pancasila students is Hizbul Wathan.

Hizbul Wathan is the most dominant extracurricular activity in strengthening the profile of Pancasila students because in this extracurricular there is a lot of character education that can teach responsibility, mutual cooperation, discipline, politeness, mutual respect, and love of the homeland (Kurniawan, 2022). Hizbul Wathan's extracurricular activities are almost the same as scout activities, but Hizbul Wathan's extracurricular activities prioritize religious and Islamic values. The character values produced through Hizbul Wathan's extracurricular activities include piety, responsibility, independence, discipline, mutual cooperation, caring, and

cooperation. Apart from that, through extracurricular activities, Hizbul Wathan can also generate creative ideas so that students can create new works according to their interests and talents.

Previous research in a journal written by Hozaimi (2022) regarding strengthening the character of the Pancasila student profile through Ramadhan Islamic Boarding School activities at SD Islam Plus Salsabila Al Ikhsan Magelang found that the application of the Pancasila student profile was carried out with various series of Ramadhan Islamic Boarding School activities, including (1) Mosque Bhakti Safari, (2) Learning to Read and Memorize the Qur'an, (3) Fun thematics, (4) Sharing Blessings, (5) Night of Building Faith and Taqwa (MABIT), (6) Practicing the Adhan, (7) Speech/Lecture Practice, (8) Creativity (*Life Skill*), and (9) Halal bi Halal. The difference between the research and the research to be conducted lies in the research location, where the previous research was carried out at SD Islam Plus Salsabila Al Ikhsan Magelang, while the research conducted by the researcher was carried out at SD Muhammadiyah Condongcatur. Previous research examined strengthening the profile of Pancasila students through the culture in schools, namely the Ramadhan Islamic Boarding School, while the research that will be conducted examines strengthening the profile of Pancasila students through Hizbul Wathan's extracurricular activities.

SD Muhammadiyah Condongcatur is a primary school that implements the Hizbul Wathan extracurricular as a mandatory subject. Based on observations made on 10 August 2022-10 September 2022 during Hizbul Wathan's extracurricular activities at SD Muhammadiyah Condongcatur, the Pancasila student profile project has still not been implemented. Educators have not provided more reinforcement for the Pancasila student profile project to students. When Hizbul Wathan's extracurricular activities took place, there were students who fought and bullied other friends. This incident is of course based on the character possessed by students, namely ethics. Therefore, the role of educators is very important in strengthening the profile of Pancasila students for students. This can be seen from the results of research conducted by (Kurniawaty *et.al.*, 2022) that in the strategy to strengthen the profile of Pancasila students, educators do not provide good examples related to the characteristics of strengthening the profile of Pancasila students. Therefore, there is a need for modeling that is exemplified by educators in schools.

Based on this, the aim of this research is to describe strengthening the profile of Pancasila students through Hizbul Wathan's extracurricular activities at SD Muhammadiyah Condongcatur. Apart from that, this research also aims to describe the supporting and inhibiting factors for strengthening the profile of Pancasila students through Hizbul Wathan's extracurricular activities at SD Muhammadiyah Condongcatur. In this way, it is hoped that this research can answer previous research that has not been completed and shape the character of students in accordance with the principles of Pancasila.

Research Method

The research method used is qualitative descriptive research. This research describes how to strengthen the profile of Pancasila students through Hizbul Wathan's extracurricular activities at SD Muhammadiyah Condongcatur. The research subjects were the deputy principal, three Hizbul Wathan coaches, and five students, namely one person from grades 1 to 5 each. The object of research in this study is to strengthen the profile of Pancasila students in Hizbul Wathan's extracurricular activities. Data collection techniques and instruments use observation, interviews, and documentation methods. The observation technique used was during the Pandu Ceria Athfal Hizbul Wathan activity at SD Muhammadiyah Condongcatur. Then the interview technique was carried out

between observation activities. After that, documentation techniques were implemented by searching for and collecting documents in the form of school profile photos, vision and mission, facilities, and infrastructure, Hizbul Wathan curriculum, rules and regulations, Hizbul Wathan's achievements and photos during interviews. To test the validity of the data, source triangulation and technical triangulation were carried out. Meanwhile, data analysis in this research uses data analysis techniques from (Miles *et.al*, 2014) namely data collection, data reduction, data presentation, and conclusion.

Results and Discussion

1. Strengthening the profile of Pancasila students through Hizbul Wathan extracurricular activities at SD Muhammadiyah Condongcatur

Strengthening the profile of Pancasila students through Hizbul Wathan's extracurricular activities at Condongcatur Muhammadiyah Primary School is carried out to shape students' characters that can be applied in everyday life at home, school, and in the surrounding environment. This follows the opinion of (Rahayuningsih, 2022) who states that strengthening the Pancasila student profile is instilled in individual students through intracurricular and extracurricular learning and school culture which is focused on cultivating character and abilities in everyday life. The aim of cultivating the Pancasila student profile character is to realize the vision of SD Muhammadiyah Condongcatur. Strengthening the Pancasila student profile has six main character dimensions, namely:

a. Believing, Devoted to God Almighty, and Noble Character

The process of strengthening the profile of Pancasila students with the dimension of faith, devotion to God Almighty, and noble character through Hizbul Wathan's extracurricular activities at SD Muhammadiyah Condongcatur is carried out by instilling morals towards religion and morals towards nature. Religious morals are the morals or obligations that Pancasila students have regarding their beliefs, both toward God and fellow humans (Syafaruddin *et.all*, 2020). Morals towards this religion were demonstrated when the Hizbul Wathan coaches and students started and ended Hizbul Wathan's activities by praying first. This is in line with the results of interviews with WKS, Mr. Mw, and students Nr and Ayr. Apart from that, morals towards religion are also carried out by including religious material in the Hizbul Wathan skills book. For example, including material on the pillars of Islam, the pillars of faith, and prayer into material with numeric code, box code, or Morse code. Morals towards nature are morals to protect everything in the surrounding environment, including animals, plants, and inanimate objects (Bahroni, 2018). Morals towards nature are demonstrated when Hizbul Wathan coaches and students protect the environment by cleaning and throwing away rubbish in its place. This is in line with the results of interviews with Mr. Ag, students Fk, Nr, and Ayr and is reinforced by the results of the documentation as follows.



Figure 1. Students throw away rubbish in its place

b. Global Diversity

Pancasila students are able to express, listen, and estimate the points of view of others who are different from themselves in the realm of family, school, and the surrounding environment. That way, Pancasila students will be willing to accept other groups even though they are different from each other (Kemendikbudristek, 2022). The process of strengthening the profile of Pancasila students with global diversity dimensions through Hizbul Wathan's extracurricular activities at SD Muhammadiyah Condongcatur is carried out through training. The application of the dimensions of global diversity is carried out by training students to appreciate differences between friends by building togetherness through groups, teams, or groups. This is in line with the results of interviews with WKS, students Fk, Nr, and Ayr. With this reinforcement, students can respect friends from different regions, so that they can reduce their actions by bullying each other.

Globally diverse students who are able to show that they represent the noble culture of their nation, are cultured, have self-identity, and have a strong understanding of regional, national, and global culture (Irawati *et.al.*, 2022). Strengthening the profile of Pancasila students with a global diversity dimension was also demonstrated when Hizbul Wathan coaches and students sang the national anthem "Indonesia Raya" during the opening and closing ceremonies of the *Ceria Pandu Athfal* activities. This is in line with the results of interviews with Mr. Ag and student Ry and is reinforced by the results of the following documentation.



Figure 2. Sing the song "Indonesia Raya"

c. Mutual Cooperation

Mutual cooperation is the ability to carry out activities together, both individually and in groups, in dealing with a problem so that it can run smoothly, easily and easily (Mulyani *et.al.*, 2020). The process of strengthening the profile of Pancasila students in the mutual cooperation dimension through Hizbul Wathan's extracurricular activities at SD Muhammadiyah Condongcatur has been carried out through training. For example, Hizbul Wathan coaches give assignments to be carried out in

groups. The attitude of the students that emerged was that the students and their bud groups helped each other to do the task so that the task could be done easily and quickly. This is in line with the results of interviews with WKS, Mr. Ag, Su, Mw, students Fk, Nr, Ry, Dv, and Ayr and is reinforced by the results of the documentation as follows.



Figure 3. Students work together to complete the assignment

Based on the results of the documentation above, it is explained that the dimension of mutual cooperation is dominant in Hizbul Wathan's activities at SD Muhammadiyah Condongcatu. This is because, in the learning process, Hizbul Wathan activities are usually carried out in groups which require cooperation with each other.

d. Independent

Independent is the attitude or behavior of Pancasila students who do not easily depend on the help of others to solve every problem or task (Nova & Widiastuti, 2019). Independent is an attitude of being responsible for learning outcomes and self-awareness in students (Nurhayati *et.al.*, 2022). The process of strengthening the independent dimension of Pancasila student profiles through Hizbul Wathan's extracurricular activities at SD Muhammadiyah Condongcatu is carried out through training. For example, Hizbul Wathan trainers train them to carry out daily activities without the help of other people, such as putting on and taking off their own shoes. With the training carried out by the Hizbul Wathan coaches, students are more independent and do not rely on other people. This is in line with the results of the interview with Mr Su and is reinforced by the results of the following documentation.



Figure 4. Students put on and take off their shoes

Pancasila students will also be able to carry out evaluations and commit to continuing to develop themselves in facing global challenges (Irawati *et.al.*, 2022). Strengthening the independent dimension of the Pancasila student profile is also implemented through camp activities. In this camp activity, Hizbul Wathan's coaches freed students to carry out activities that could foster an independent attitude. Examples include setting up a tent, cooking,

washing, and cleaning the students themselves. With this independent attitude, students will be better prepared to face global challenges in the future, because these students will not easily depend on the help of others.

e. Critical Reasoning

Critical reasoning is a process that involves acceptance, mastery, analysis, and evaluation of the strengths that students must possess (Arum *et.al.*, 2022). The process of strengthening the profile of Pancasila students with the critical reasoning dimension through Hizbul Wathan's extracurricular activities at SD Muhammadiyah Condongcatur is implemented through training. For example, Hizbul Wathan instructors give questions such as number code, box 1, and Morse. Through the questions given, students are trained to think critically. In working on these questions, students will think according to their understanding and mastery so that students can answer them critically.

Critical reasoning can generate curiosity in students. Curiosity makes students think critically and have a courageous attitude in responding to things that are right or wrong, so that students are able to filter truth and error from various sources (Jannah *et.al.*, 2021). Strengthening the Pancasila student profile in the critical reasoning dimension through Hizbul Wathan's extracurricular activities at SD Muhammadiyah Condongcatur was also demonstrated when students actively asked if there was material or questions they did not understand. These students have a high curiosity about something new so that they can increase their knowledge. That way, students will be able to face a problem they experience by thinking critically. This is in line with the results of interviews with students Fk, Ry, and Dv and is reinforced by the results of the documentation as follows.



Figure 5. Students ask questions related to questions that they do not understand

f. Creative

Creativity is a person's ability to modify something original so that it can produce something meaningful, useful, and impactful (Ismail *et.al.*, 2020). The process of strengthening the creative dimension of Pancasila student profiles through Hizbul Wathan's extracurricular activities at SD Muhammadiyah Condongcatur is implemented through creative work. For example, making rockets, flower pots, and pencil cases from used plastic bottles. That way, students will be able to create something new and produce something more useful. This craftsmanship training is useful for bringing out creativity in students.

Pancasila students are students who think creatively to generate and evaluate new ideas using their imagination and flexibility of thinking (Irawati *et.al.*, 2022). Strengthening the creative dimension of the Pancasila student profile is also demonstrated when students create chants by changing the

lyrics of the original song. Students' creativity is also shown when completing assignments. For example, when completing the task of memorizing the pillars of Islam, there are students who modify the task by patting. Then during the game, there are also students who complete the game according to their individual creativity. This creativity arises because of the imagination that each student has. This is in line with the results of the interview with Mr. Mw and is reinforced by the results of the documentation as follows.



Figure 6. Bracelet relay game using feet

2. Supporting and inhibiting factors for strengthening the profile of Pancasila students through Hizbul Wathan extracurricular activities at SD Muhammadiyah Condongcatu

Strengthening the profile of Pancasila students through Hizbul Wathan's extracurricular activities at SD Muhammadiyah Condongcatu has supporting and inhibiting factors in the implementation process. Supporting factors for strengthening the profile of Pancasila students include sufficient and certified Hizbul Wathan coaches, facilities and infrastructure, and the Hizbul Wathan team. Facilities and infrastructure that support Hizbul Wathan's activities in strengthening the profile of Pancasila students at SD Muhammadiyah Condongcatu include tents, morse flags, Hizbul Wathan flags, troop flags, *kuntum* sticks, pocketbooks, and fields. This is in line with the opinion of (Aji *et.al.*, 2023) which states that facilities and infrastructure are supporting factors in strengthening the profile of Pancasila students. Examples include cleaning tools, projectors, classrooms, library rooms, laboratory rooms, whiteboards, markers, erasers, trash cans, tables, chairs, and so on. The following are the results of the documentation of facilities and infrastructure which are supporting factors in strengthening the profile of Pancasila students:



Figure 7. Tent

Apart from that, other supporting factors are the curriculum, school policies, delivery of material, and the example of the Hizbul Wathan coaches. In Hizbul Wathan activities, coaches must provide good examples so that they can shape the character of students. This is in line with the opinion of (Kahfi, 2022) who states that teachers are a supporting factor in strengthening the profile of

Pancasila students. Teachers have a very strong role and influence in forming the character of students. Teachers must also be able to demonstrate morals in everyday life. The following is the result of good exemplary documentation from Hizbul Wathan coaches as a supporting factor in strengthening the profile of Pancasila students:



Figure 8. Hizbul Wathan coach cleans up rubbish

Another supporting factor is parents. The role of parents is a supporting factor in strengthening the profile of Pancasila students because parents play a role in supervising students' activities at home. This is in line with the opinion of (Aji et al., 2023) which states that parents must be able to supervise and guide students so that the school's goal of forming character in students can be achieved optimally.

Then the inhibiting factors for strengthening the profile of Pancasila students include quantity of students, slow absorption of material, long-term habituation of character, religion, student environment, facilities and infrastructure, and quality of Hizbul Wathan coaches and parents. Apart from being a supporting factor, parents are also an inhibiting factor in strengthening the profile of Pancasila students in Hizbul Wathan activities. Some parents do not support schools to train students' independence during camp activities at Hizbul Wathan. Parents continue to visit students during camp activities. As a result, students' independent attitudes become less. This is in line with the opinion of (Kholifatunauroh *et.al.*, 2023) who stated that parents do not support several projects to strengthen the profile of Pancasila students and the interactions of students outside the school environment.

Conclusion

Based on the results of the research and discussion described previously, the author obtained the conclusion that can be drawn from the research that strengthening the profile of Pancasila students through Hizbul Wathan extracurricular activities has been implemented through six main dimensions, namely faith, devotion to God Almighty and noble character, global diversity, work together, be independent, reason critically and creatively. Strengthening the profile of Pancasila students has been included in the Hizbul Wathan curriculum so that it becomes a structured program. In its implementation, strengthening the Pancasila student profile has supporting and inhibiting factors. The supporting factors are adequate and certified Hizbul Wathan coaches, facilities and infrastructure, the Hizbul Wathan team, curriculum, school policies, delivery of material, role models from Hizbul Wathan coaches, and parents. Meanwhile, the inhibiting factors are the number of students, slow absorption of material, long-term habituation of character, parents, religion, students' environment, facilities and infrastructure, and the quality of Hizbul Wathan coaches. Apart from that, there are also the following suggestions. Schools should focus more on cultivating the characters in the Pancasila student

profile. Hizbul Wathan coaches are expected to always pay attention to student behavior during Hizbul Wathan activities so that Hizbul Wathan coaches can know the character of each student. Parents are expected to have more trust in the school if there are activities carried out outside of school, for example, camps. By trusting schools, strengthening the Pancasila student profile, especially the independent dimension, will be easier to implement. Students are expected to apply more of the character of the Pancasila student profile in their daily activities.

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