



Implication of Pancasila Ideology Development through Paskibraka Extracurricular Program

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ARTICLE HISTORY

Accepted: 23 July 2024

Published: 24 July 2024

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DOI: [10.62568/jomes.v2i2.163](https://doi.org/10.62568/jomes.v2i2.163)

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ABSTRACT: This research aims to explore the implications of fostering the Pancasila ideology through Paskibra extracurricular activities at SMK Negeri 1 Samarinda. Pancasila as the basis of the Indonesian state has an important role in shaping the character and personality of the younger generation, especially through education in schools. Paskibra extracurricular was chosen as the object of research because of its active role in instilling national values and compliance with Pancasila through flag ceremony activities and discipline exercises.

The research method used is qualitative with a case study approach. Data was collected through participatory observation, in-depth interviews with Paskibra administrators, and analysis of documents related to Paskibra activities and the school curriculum. Data analysis was carried out with content analysis techniques to identify the main themes that emerged from the results of observations and interviews.

The results of the study show that the development of the Pancasila ideology through Paskibra extracurricular has a significant impact on building awareness and appreciation of Pancasila values among students. The program not only helps in strengthening students' nationalist identities, but also enriches their learning experience outside of the classroom environment. However, the challenges faced include a lack of sufficient time for Paskibra training and the expansion of the scope of ideological development outside of formal activities.

This research contributes to describing the importance of the role of extracurricular activities in supporting national values education in Indonesia, especially in the context of SMK Negeri 1 Samarinda. The implications of this study can be used as a basis for the development of more effective education policies in strengthening the Pancasila ideology in schools.

KEYWORDS: Pancasila ideology, Paskibra extracurriculars, education of national values.

Introduction

Paskibraka extracurricular activities have become an important part of fostering Pancasila ideology in youth groups in Indonesia (Sriyanto et al, 2019; Akbal et al, 2022; Hendrawan et al, 2023). Conducting Pancasila ideology coaching activities for adolescents is very important in

order to build national character and strengthen national identity (Fitriasari & Masyitoh, 2022; Mukaromah et al, 2022; Sakban & Sundawa, 2023). Data from the Ministry of Youth and Sports shows that more than 80% of paskibra members feel they understand and appreciate the values of Pancasila better after participating

in paskibraka activities (Febrihananto, 2017). The paskibraka program is not only to train physical and marching skills, but also to shape Pancasila values through various activities in it, both educational and disciplinary activities (Dwi, 2022; Asrina, 2023). Therefore, Paskibraka extracurricular activities have a significant role in shaping character and understanding of the Pancasila ideology among adolescents, thus supporting the sustainability of national values in everyday life (Degodona et al, 2020; Zakso et al, 2022).

Based on the current literature study, it shows that character education through extracurricular activities is an effective way to develop national ideological values (Yuliati et al, 2021; Suri & Chandra, 2021; Mahanani et al, 2022). Character education itself in its application requires a holistic and sustainable approach in order to ensure that its values can be properly instilled in students (Hermino & Arifin, 2020; Saputro & Murdiono, 2020; Watts et al, 2021). Based on research conducted by Lickona, character education programs that are implemented through extracurricular activities can increase students' understanding of moral and ethical values, which include national values as reflected in the Pancasila ideology (Nurhayati, 2020; Rahman et al, 2021; Permata et al, 2022). Extracurricular activities such as Paskibraka, which combine physical exercise with the inculcation of Pancasila values, have proven effective in creating a young generation with character (Purwanto, 2020; Fitriyani & Muthali'in, 2023; Padilla et al, 2024). From the literature findings, where Paskibraka extracurricular activities can be considered as one of the successful models in implementing character education, especially in fostering the ideology of Pancasila (Gunawan et al, 2020; Nasution, 2020; Munadi, 2023).

This study aims to evaluate the impact of the implementation of the paskibraka extracurricular program in fostering Pancasila ideology implemented at SMK Negeri 1 Samarinda. The need for evaluation is to provide an understanding of the extent to which the extracurricular paskibraka activities implemented have succeeded in achieving the

objectives of fostering the ideology of Pancasila and to provide recommendations if improvements are needed in the future. Through data analysis and interviews with paskibraka participants and trainers, this research will also examine the effectiveness of paskibraka extracurricular activities in instilling Pancasila values within SMK Negeri 1 Samarinda. This research will also examine the factors that influence the success of the program, such as teaching methods, instructor quality, and participant involvement. By evaluating the impact of the Paskibraka program, it is hoped that it can contribute to the development of more effective and sustainable character education policies in order to foster the ideology of Pancasila within SMK Negeri 1 Samarinda.

In this study, the main hypothesis is that the Paskibraka extracurricular program can significantly increase the understanding and appreciation of its members of the values of Pancasila. This activity is also structured so that it does not only focus on physical training and discipline, but also to instill the noble values of Pancasila through various structured and sustainable activities. From initial observations and interviews with several Paskibraka participants at SMK Negeri 1 Samarinda, it was found that paskibraka members showed a significant increase in understanding and applying the values of Pancasila in everyday life, based on the initial observations of this researcher, it shows that the paskibraka program has great potential in developing strong national character in students. If this hypothesis is proven correct through in-depth research, then the paskibraka program can be used as a model in developing other extracurricular programs aimed at fostering the ideology of Pancasila and national values among the younger generation.

Research methods

The method used in this research is qualitative using a case study approach. Qualitative research methods are often called naturalistic research methods because the research is conducted in natural conditions

(natural settings), qualitative methods are used to obtain in-depth data, data that contains meaning (Sugiono, 2016; Sugiarto et al, 2019). Data collection in this study used observation, interviews and documentation studies. The sources in this study who are also the research subjects will be listed in table 1. Data analysis in

this study used content analysis techniques that functioned to identify the main themes that emerged from the results of observations and interviews. The location of the research was SMK Negeri 1 Samarinda which is located at Jl. Pahlawan No.4, Dadi Mulya, Kec. Samarinda Ulu, Samarinda City, East Kalimantan.

Table 1. Research subjects

No	Research Subject	Function
1	Paskibraka coach	Paskibraka coaches are responsible for educating and guiding Paskibra members on Pancasila ideological values. They function as facilitators who provide materials, exercises, and activities related to Pancasila ideology development.
2	Paskibraka Member	Paskibraka members are students who actively participate in the Paskibraka extracurricular program. They learn and practice the values of Pancasila through various activities organized by the coach.

Research findings

Development of Pancasila Ideology

Paskibraka extracurricular activities at SMK Negeri 1 Samarinda can be said to be successfully used as an effective forum in developing the ideology of Pancasila among students at SMK Negeri 1 Samarinda. Through structured and systematic activities, students who join as members of the paskibraka are not only taught about the values of Pancasila in theory, but also its application in all activities and practices. Flag ceremony activities, marching exercises, and group discussions on national themes are important tools for students to understand and internalize the values of Pancasila, such as gotong royong, nationalism and social justice.

Based on the results of interviews with several student members and Paskibraka coaches in the environment of SMK Negeri 1 Samarinda. It shows that student members of the Paskibraka who have joined this extracurricular activity have improved in terms of their discipline, sense of responsibility, and ability to cooperate. Student members of the paskibra stated that after they

participated in intensive exercises, in this case they learned the importance of teamwork and leadership attitudes based on the values of Pancasila. Meanwhile, based on the results of an interview conducted with the paskibraka coach of SMK Negeri 1 Samarinda, stated *“through the paskibraka extracurricular activities implemented at SMK Negeri 1 Samarinda, students find it easy to understand and absorb the meaning of each point of Pancasila, because the material taught is directly applied in a real context, and not just a theory taught in the classroom”* (Interview with paskibraka coach).

Paskibraka extracurricular activities at SMK Negeri 1 Samarinda make a positive contribution in developing the ideology of Pancasila among students at SMK Negeri 1 Samarinda. In addition to increasing students’ understanding of Pancasila, this extracurricular activity can also help build the character of students in accordance with the noble values of the nation. Therefore, Paskibraka can be used as a model for schools in developing and strengthening the ideology of Pancasila through extracurricular activities.

Paskibra Extracurricular

Extra-curricular paskibraka at SMK Negeri 1 Samarinda is named Brigade. This brigade combines paskibraka activities with Pancasila ideology development, which is an activity that is slightly different from other paskibraka activities. Based on the results of observations and interviews with students who are members of the paskibraka and the paskibraka coach of SMK Negeri 1 Samarinda, it is stated that the paskibraka extracurricular activities at SMK Negeri 1 Samarinda are not only focused on marching training activities, but also forming discipline, responsibility, and leadership attitudes. From the results of an interview with the paskibraka coach of SMK Negeri 1 Samarinda, it was stated that "Students who are members of the paskibraka show a significant increase in discipline, both in terms of attendance at school and also in completing tasks, both academic and non-academic" (Interview with paskibraka coach). In other cases, paskibraka extracurricular activities provide real experience in the implementation of activities that are very useful for developing their character. One of the activities that paskibraka members of SMK Negeri 1 Samarinda participate in is listed in figure 1.

Figure 1. Leadership Camp Activity



The Leadership Camp activities listed in figure 1 are training activities. In this activity, the participants will be trained to be a good leader so that the students who are members of the paskibraka of SMK Negeri 1 Samarinda, will later generate confidence from the members to be able to lead an organization or troop. In this activity, participants will also be trained to be

more disciplined in various matters which will be very beneficial for paskibraka students in the present and future. In addition to Leadership Camp activities to improve leadership, Paskibraka activities at SMK Negeri 1 Samarinda can be said to have succeeded in fostering an attitude of nationalism and love for the country through activities such as ceremonies held on national holidays.

Students who are members of Paskibraka are equipped with a deep understanding of history and the importance of maintaining national unity and integrity. This can be seen from the enthusiasm and active participation of SMK Negeri 1 Samarinda's paskibraka members in every activity carried out. This can be seen in figure 2.

Figure 2. Pembekalan materi



Figure 2 shows the enthusiasm and active participation of paskibraka members of SMK Negeri 1 Samarinda, in all activities organized. In this case, it shows that the role of the paskibraka coach at SMK Negeri 1 Samarinda has succeeded in instilling national values in the students, members of the Paskibraka of SMK Negeri 1 Samarinda.

Challenges Of Implementing Extracurricular Paskibraka

Based on the research findings, there are several main challenges found in the process of implementing Paskibraka extracurricular activities at SMK Negeri 1 Samarinda. One of the biggest challenges is the limited training time and the expansion of the scope of ideological development outside formal activities. The implications of this research are important for the development of more effective educational policies in strengthening the ideology of

Pancasila in schools. Thus, the understanding and application of Pancasila ideology through Paskibraka extracurricular activities is not only part of school routine activities, but also supports national education goals to form a steady character and personality and be responsible for the values of the Indonesian nation.

The third challenge, which is part of the main challenge in paskibraka extracurricular activities, is the issue of motivation and commitment of paskibraka student members. Some paskibraka members admitted that they were burdened by the strict training schedule and high demands for discipline. All of these sometimes cause a decrease in motivation and enthusiasm in participating in extracurricular paskibraka activities organized at SMK Negeri 1 Samarinda. The Paskibraka coach at SMK Negeri 1 Samarinda, in this case, needs to work hard to motivate the students and ensure that they remain committed to their role.

As a form of effort made by the paskibraka coach in overcoming some of the above problems, namely by giving appreciation and recognition of the achievements of student members of the paskibraka, making interesting activities as a form of motivation given to paskibraka members so that they do not feel bored with the dense activities implemented by the paskibraka extracurricular at SMK Negeri 1 Samarinda.

Figure 3. Leadership camp activities



Figure 3 is a form of leadership camp activity which is a routine activity carried out by paskibraka members of SMK Negeri 1 Samarinda. This activity can also be said to be part of the

strategy carried out by the paskibraka coach in order to eliminate the boredom experienced by the paskibraka members of SMK Negeri 1 Samarinda. This leadership camp was held for three days and two nights. In addition to building the enthusiasm and motivation of the paskibraka members, this leadership camp activity also aims to train the skills and creativity of the paskibraka extracurricular members at SMK Negeri 1 Samarinda.

Discussion

This research discusses the extracurricular activities of the paskibraka implemented at SMK Negeri 1 Samarinda, known as the Brigade, and also the challenges it faces in its efforts to develop the ideology of Pancasila among students who are members of the paskibraka. Based on the findings of the research conducted by the researcher, it shows that the brigade has succeeded in becoming an effective forum in internalizing the values of Pancasila, despite finding challenges that need to be overcome immediately.

The brigade at SMK Negeri 1 Samarinda uses an approach that collaborates between the physical training of paskibraka and the development of Pancasila ideology. Through activities such as flag ceremonies, marching exercises, and group discussions on national themes, student members of the paskibraka not only learn about the theories of Pancasila but can also apply them in everyday life. This is in line with the opinion of Waterman (2020) who states that activities such as marching training, flag ceremonies can foster an attitude of nationalism within. With the direct experience that is applied, it can help student members of the paskibraka internalize Pancasila values such as mutual cooperation, nationalism and social justice.

A significant result shown in this study is the increase in discipline and responsibility of students who are members of the brigade. In this case, the paskibraka coach stated that students showed improvement in several things such as school attendance, discipline in completing academic and non-academic tasks. Activities

such as Leadership Camp, which train leadership skills and increase self-confidence, also contribute to the character building of paskibraka members who are more disciplined and responsible.

This study also identified several major challenges in the implementation of Brigade activities. One of the biggest challenges is the limited training time, which hampers the ability to deepen the understanding of students who are members of the SMK Negeri 1 Samarinda paskibraka to deepen the ideology of Pancasila. In addition, the scope of ideological development outside formal activities is still very limited, so there is a need for programs that are varied and creative (Bonet & Zamorano, 2021; Finlayson, 2022). The issue of motivation and commitment of student members of paskibraka is also a significant challenge. Some student members of paskibraka feel burdened by the tight training schedule and high demands for discipline, which can reduce their enthusiasm and motivation. In this case, paskibraka coaches need to work hard to provide motivation to ensure the commitment of paskibraka members is always maintained.

In an effort to overcome these challenges, the paskibraka coach in this case has taken strategic steps, such as giving awards and recognizing the achievements of the paskibraka members to increase their motivation. Interesting activities such as leadership camps are routinely carried out as an effort to relieve boredom and build the spirit of paskibraka members, which not only trains the skills and creativity of paskibraka members, but also helps them develop leadership skills and teamwork.

The implications of the findings of this study are very important in developing more effective educational policies in strengthening the ideology of Pancasila in schools. First, policies are needed that can support the allocation of more adequate training time for paskibraka extracurricular activities. Second, more comprehensive integrated Pancasila ideology development programs also need to be developed, both inside and outside formal activities (Rudiawan & Cahyono, 2022). Third, schools should provide greater support for the coaching of paskibraka extracurricular activities

in shaping training and building resources (Rahmawati & Pujianto, 2024).

Overall, the extracurricular activities of Paskibraka at SMK Negeri 1 Samarinda, through the Brigade, have succeeded in becoming an effective means of developing the ideology of Pancasila and shaping the character of students who are members of the Paskibraka of SMK Negeri 1 Samarinda. Although in its implementation it must face several challenges, in this case the strategic steps taken by the Paskibrakan coach also show positive results. By overcoming these challenges and strengthening educational policies, Paskibraka extracurricular activities can be used as an effective model in creating a young generation that has a strong understanding and application of Pancasila ideology, supporting the goals of national education in shaping good character and personality as well as an attitude of responsibility towards the values of the Indonesian nation.

Conclusion

Based on the results of the research conducted, it can be concluded that the extracurricular activities of Paskibraka at SMK Negeri 1 Samarinda, known as the brigade, have succeeded in becoming an effective means of internalizing the values of Pancasila and shaping the character of disciplined and responsible paskibraka members. Despite facing several challenges such as limited training time, limited coverage of ideological development, and problems with the motivation and commitment of paskibraka students, the strategic steps taken by paskibraka coaches have shown positive results. By strengthening educational policies and providing greater support, the extracurricular activities of the paskibraka at SMK Negeri 1 Samarinda can be used as an effective model for building a young generation that has a strong understanding and application of Pancasila ideology, to support the goals of national education in shaping good character and personality and is responsible for the values of the Indonesian nation.

Disclosure statement

"The authors declare no conflict of interest."

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