

Integration of Scouting Values in the Pancasila Student Profile Strengthening Project for Strengthening Elementary School Students' Character

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ABSTRACT

Objective : This development research aims to determine the Integration of Scouting Values in the Pancasila Student Profile Strengthening Project for Strengthening Elementary School Students' Character. **Method :** The research in this study uses the Research and Development (R&D) method of the Thiagarajan model. The Development Research was conducted by taking samples in this study were 30 students in class VA and VB each during the initial needs and 20 students in the product feasibility test. Data collection techniques were carried out using interviews and observations. **Results :** From the validation results of 3 people, the guidebook received an assessment above 50%. Validator I with a validation result of 100%, which means that the product developed obtained a very valid value and can be used without revision. Validator II with a validation of 80% is very valid and can be used without revision. And validator III with a validation result of 97.5% is very valid and can be used without revision. The conclusion is that from the three validators, the guidebook for integrating scouting values into the Pancasila student profile strengthening project is suitable for use without revision. While the control class without using the guidebook for integrating scouting values into the Pancasila student profile project with an average of 0.7231, which means the high and ineffective category. From the results of the implementation of the integration activities of the scouting values into the Pancasila student profile project which were effectively implemented at SD Negeri 2 Lemahabang, the researcher disseminated this guidebook using the dissemination technique through the Lemahabang KKG Gugus which was attended by 1 representative from each school. **Novelty :** The researcher developed a guidebook for Integrating Scouting Values in the Pancasila Student Profile Strengthening Project.

INTRODUCTION

Since the Covid-19 pandemic, education in Indonesia has been carried out with online learning or better known as online learning, namely students studying at home. There are many impacts due to this learning. Among them are the reduced enthusiasm for learning for students, the fading of student character such as discipline, student ethics, so that the loss of learning (learning loss). This is as stated by the Minister of Education, Culture, Research and Technology (Mendikbudristek), Nadiem Anwar Makarim [1] launched the Independent Curriculum on February 11, 2022 online. He said that the Independent Curriculum is a curriculum that is much more concise, simpler and more flexible to support learning loss recovery due to the Covid-19 pandemic. In addition, through the Independent Curriculum, it is also to catch up on the lag in Indonesian Education from other countries.

The Independent Curriculum is a curriculum with diverse intracurricular learning with more optimal content and students have plenty of time to explore concepts and strengthen competencies. In addition, teachers have the freedom to choose various teaching tools so that learning can be adjusted to the learning needs and interests of students, which is called differentiated learning [2].

In the principle of implementing the Merdeka curriculum, there are still three learning activities. First, intracurricular learning is carried out in a differentiated manner as a result of which students have relative time to explore concepts in strengthening competencies. This also provides flexibility for teachers to determine teaching tools that are synchronous with the needs and characteristics of their students. Second, co-curricular learning in the form of a project to strengthen the Pancasila Student Profile (P5), based on the principle of interdisciplinary learning that is oriented towards developing character and general competencies [3]. Third, extracurricular learning is carried out synchronously using student interests and the resources of the educational unit.

According to [4], character education is very important and must be implemented to shape the character of the nation which is one of the goals of national education. In the third principle of implementing the Merdeka curriculum, extracurricular learning is carried out according to the interests of students and the resources of the educational unit. Educational units can carry out this activity through scouting extracurricular activities.

Pramuka is an abbreviation of Praja Muda Karana. According to Gumati [5] means that the word "Pramuka" is an abbreviation based on Praja Muda Karana, which means young people who like to work. From the implicit understanding that scouts are young people who like to work and have strong national characteristics. Scouting education is non-formal education in interesting, challenging, fun, healthy, orderly and directed activities, using the Basic Principles of Scouting and Scouting Methods in order to form a personality and character that is noble, independent, caring, and loves the homeland [6].

According to [7] Scout training is carried out in three models, namely the block model, the update model, and the regular model. The block model is a mandatory activity held once a year in a training camp format and is evaluated thoroughly. The update model is a mandatory activity in the form of applying attitudes and skills learned in class, carried out routinely and systematically as part of Scout activities, and is subject to formal evaluation. The usual model is volunteering based on interests in the front group [8].

Based on the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 12 of 2024 concerning the Curriculum in Early Childhood Education, Elementary Education Level, and Secondary Education Level, it is explained in Appendix III that the vision of extracurricular activities in educational units is the development of students' potential, talents, interests, abilities, personalities, and independence optimally through activities outside of intracurricular

activities. The function of extracurricular activities in the development function is that extracurricular activities function to support the development of students by expanding interests, developing potential and talents, and providing opportunities for character education and leadership development [9].

RESEARCH METHOD

In the research stage, the researcher used a development model known as Research and Development (R&D). Development research is a research method that aims to produce a certain product and test the effectiveness of the product [10]. The researcher developed a guidebook for Integrating Scouting Values in the Pancasila Student Profile Strengthening Project [11].

The development design model used is the 4D development model proposed by Thiagarajan. implemented in the odd semester of the 2024/2025 school year in November - December 2024. The research location was at SD Negeri 2 Lemahabang located at Jalan RA Kartini No. 26, Lemahabang Village, Lemahabang District, Cirebon Regency. The population in this study were grade V students of SD Negeri 1 Lemahabang and SD Negeri 2 Lemahabang. The sample in this study were students in class VA and class VB, each totaling 30 students during the initial needs and 20 students during the product feasibility test [12].

RESULTS AND DISCUSSION

Results

This project follows five stages of strengthening the Pancasila student profile [13]. The first stage is "OBSERVING", where students prepare for observation, identify and approach problems, and seek inspiration related to cleanliness issues in the school environment and its surroundings. The next stage is "DEFINING", where students are asked to define the purpose of their findings and create a contextual framework. The "INTISEMENT" stage requires students to put forward and develop ideas and create alternative solutions. Then, in the "CHOOSE" stage, students are asked to choose a solution that suits their goals and create a prototype (action or product). The last stage is "REFLECTING", where students share knowledge, ask for input, and develop further ideas based on the input received [14].

Referring to the dimensions of the Pancasila Student Profile and carrying the theme of "Sustainable Lifestyle", the "Green Scout Avengers" project aims to increase students' awareness in maintaining cleanliness in the school environment and its surroundings. In addition, students are expected to be able to work together in groups and find creative alternative solutions. This project has a time allocation of 24 teaching hours and is carried out in scouting activities [15].

With the implementation of the project integrated into scouting activities, it is expected that students can develop awareness of cleanliness, work together in groups, and find creative solutions to maintain the cleanliness of the school environment and its surroundings. This project also provides an opportunity for students to practice the

values of Pancasila, scouting values and integrate a sustainable lifestyle in everyday life [16]. Through the experience of the "Green Scout Avengers" project, it is expected that students can adopt and develop three dimensions of the Pancasila Student Profile, namely, Faithful, Devoted to God Almighty and Noble, Creative, and Mutual Cooperation [17].

The TSEV value is obtained = 39 with Smax 40 multiplied by 100, then the validity percentage of 97.5% indicates that this learning device has a very valid level of validity [18]. This means that this integration guidebook is as expected from the format of the guidebook, content, and language. This guidebook is good and can be used without revision.

From the validation results of 3 people on the guidebook, the assessment was above 50%. Validator I with a validation result of 100%, which means that the product developed obtained a very valid value and can be used without revision. Validator II with a validation of 80% is very valid and can be used without revision. And validator III with a validation result of 97.5% is very valid and can be used without revision. The conclusion is from the three validators that the guidebook for integrating scouting values into the Pancasila student profile strengthening project is worthy of use without revision [19].

While the control class without using the scouting values integration guidebook into the Pancasila student profile project with an average of 0.7231 which means the high category and ineffective [20]. From the results of the implementation of the integration of scouting values into the Pancasila student profile project which was effectively implemented in SD Negeri 2 Lemahabang, the researcher disseminated this guidebook using the dissemination technique through the Lemahabang KKG Gugus which was attended by 1 representative from each school [21].

Discussion

1. Factual model of learning scouting values in the Pancasila student profile strengthening project

The Guidebook for the integration model of scouting values in the Pancasila student profile strengthening project is adjusted to the conditions and needs in schools [22]. There are three values that are needed in current learning, including the values of diligence, skill, joy, and love of nature and compassion for fellow human beings. This statement is due to the circumstances and conditions of students' learning styles such as group learning, not wanting to mix with women, which can lead to bullying, and different ways of expressing ideas inside and outside the classroom.

With the implementation of the project integrated into scouting activities, it is expected that students can develop awareness of cleanliness, work together in groups, and find creative solutions to maintain the cleanliness of the school environment and its surroundings. This project also provides an opportunity for students to practice the values of Pancasila, scouting values and integrate a sustainable lifestyle in everyday life. Through the experience of the "Green Scout Avengers" project, students can adopt

and develop three dimensions of the Pancasila Student Profile, namely, Faithful, Devoted to God Almighty and Noble, Creative, and Mutual Cooperation

2. Model for integrating scouting values in the Pancasila student profile strengthening project

This project follows five stages of strengthening the Pancasila student profile. The first stage is "OBSERVING", where students prepare for observation, identify and approach problems, and seek inspiration related to cleanliness issues in the school environment and its surroundings. The next stage is "DEFINING", where students are asked to define the purpose of their findings and create a contextual framework. The "INTISEMENT" stage requires students to put forward and develop ideas and create alternative solutions. Then, in the "CHOOSE" stage, students are asked to choose a solution that suits their goals and create a prototype (action or product). The last stage is "REFLECTING", where students share knowledge, ask for input, and develop further ideas based on the input received.

3. The feasibility of developing a model for integrating scouting values in a project to strengthen the profile of Pancasila students

From the validation results of 3 people on this guidebook, it got a score above 50%. Validator I with a validation result of 100% which means that the product developed obtained a very valid value can be used without revision. Validator II with a validation of 80% is very valid can be used without revision. And validator III with a validation result of 97.5% is very valid can be used without revision. The conclusion is from the three validators that the guidebook for integrating scouting values into the Pancasila student profile strengthening project is worthy of use without revision.

4. The effectiveness of the results of developing a model for integrating scouting values in a project to strengthen the profile of Pancasila students

The guidebook will be suitable for use if it can cause significant consequences, effects or influences on the users and their objects. If the users and objects are influenced by this integration, then the research on the integration guidebook is successful. Based on the results of the study, it shows that in the experimental class using the guidebook for integrating scouting values into the Pancasila student profile project with an average of 0.3125 which means the category is moderate and effective. While the control class without using the guidebook for integrating scouting values into the Pancasila student profile project with an average of 0.7231 which means the category is high and ineffective.

CONCLUSION

Fundamental Finding : The study on the effectiveness of elementary school student learning through scouting variables revealed that most improvements in student learning outcomes were categorized as low. However, through the implementation of the Pancasila Student Profile Strengthening Project (P5), which is a core component of the Independent Curriculum, students were engaged in a structured educational model that integrated real-life applications. The project, designed to link

education with everyday life, guided students through five stages—Observing, Defining, Intisement, Choose, and Reflecting—enabling them to develop cleanliness awareness, teamwork, and problem-solving skills. Quantitatively, the experimental class utilizing the integration guidebook showed a moderate and effective outcome with an average score of 0.3125, whereas the control class that did not use the guidebook yielded a higher average score of 0.7231, which paradoxically falls into the category of high but ineffective results. **Implication** : These findings imply that the integration of scouting values into the P5 framework can enhance students' character development and their ability to apply educational content in practical settings. The moderate effectiveness of the guidebook in the experimental group indicates that structured, value-based education can positively shape student behavior and understanding when properly facilitated. This highlights the potential of project-based learning approaches in shaping both cognitive and character dimensions of elementary school education. **Limitation** : Despite its structured design, the research encountered limitations, particularly in terms of the inconsistency in the effectiveness measurement. The categorization of outcomes as “moderate and effective” versus “high and ineffective” suggests potential issues in the assessment tools or external variables influencing the control group's performance. Furthermore, the short-term scope of observation may have constrained a deeper understanding of long-term behavioral changes among students. **Future Research** : Future research should explore the longitudinal impact of integrating scouting values within the P5 framework across various educational settings and age groups. It is also necessary to refine the evaluation instruments to more accurately capture the nuances of student development. Additionally, comparative studies involving different character education models could help identify best practices for maximizing the effectiveness of value-based curriculum interventions in elementary education.

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