

Internalization The Values of Pancasila Student Profiles Through Backpacker Program

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ABSTRACT

This study was conducted to describe one of the innovations in social studies learning in elementary school through Backpacker Program as an internalization of the values of the Pancasila Student Profile. Social studies learning aims to develop our students to become citizens who have knowledge, good attitude and skills to live in a democratic life. The type of this research is qualitative descriptive study with the participation from the students and teacher in a private school in Belitong. Observation and interview were used to collect the data. The data analysis technique used in this research is qualitative. The result of this study indicates that Backpacker Program gives the students direct experiences. During the trip, they face various problems that they have to face and solve by themselves. At the destination, the students also possess new knowledge about the natural wealth in the Belitong Geopark. So, the student are able to develop their character of Pancasila Profile: Believe and Faith to the Almighty God and noble character, global diversity, mutual cooperation, independence, critical thinking and creative through this program. This program was continued by writing stories about their experiences during the activity and also about all of the geosites in Belitong Geopark. Furthermore, the student's written script (helped by their parent) will be collected together and become a book. So, their literacy skills were also developed through this activity.

Keywords: Pancasila Student Profile, Backpacker, Life Skill

1. INTRODUCTION

Social studies is fundamentally one of the subjects related to the life of human beings which involves all of their behavior and needs. As a study from Nursid Sumaatmadja, it deals with the way of human beings in using their efforts to meet and fulfil their material, cultural, and psychological needs, to use existing resources on the superficies of the Earth, to regulate their welfare and government, and so on that regulate and maintain their social life (Supriatna, 2008:1). Another study from Leonard (Kasim, 2008:4) states that it describes the individuals or groups social interaction in their environment starting from the smallest area into the largest area such as family, neighbors, neighborhoods, hamlets, villages/ urban villages, sub-districts, districts, provinces, countries, and the world. In other words, social studies education can be defined as disciplines or integration of various branches of social sciences that study social problems. This subject is highly needed to prepare a strong generation who possesses good knowledge, attitude and skills as citizens.

Social studies education (social science) can be assumed as a necessary subjects of children at their primary and secondary education levels as the students come from different backgrounds and environments. The introduction of the world outside of the school is still common, fragmentary, and vague to the students. It needs systematized introduction in order to make it to be easier, concrete, and meaningful for them. Based on their level of development, the elementary students have not been able to understand the breadth and the depth of the existing social problems. However, these problems can still be introduced to them because they can gain knowledge, skills, attitudes and sensitivities to face the realities and challenges in the real world. So, they will be able to act rationally in facing and solving their problems in life.

Through the learning of social studies in the elementary school, the children will be assisted, guided and directed to become efficacious citizens in both Indonesia and the world. As the global societies are considerably changing rapidly, this term particularly becomes a formidable challenge to the children. Therefore, social

studies is designed to build and improve students' abilities in a dynamic and growing society. According to Ariesta (2018), in essence, social studies is a science which becomes means or tools of knowledge to answer questions such as, (1) who I am, (2) what kind of society I belong to, (3) how I can be accepted in a group of people or nations, (4) how human life and society changes from time to time.

To have established on the description and the objectives of the social studies learning above, it can be concluded that this subject is crucial not only to be taught through textbooks or learning process in the classroom but also to be instilled in children as early as possible because it is not only just a theory, but also it needs to be directly practiced in their everyday life.

One of the learning studies innovations developed in this article is called Backpacker activity which means the students are invited to make a fairly long journey by bus and visit three Geosites in East Belitung Regency. Real life education is learned along their trip because they are trained to travel by themselves. It means that they are not accompanied by their parents. Besides they learned about how to deal with fatigue, anger with friends, and so on, they also can learn the etiquette of learning and visiting during the trip. This activity not only becomes learning experiences for the students, but also they experiences by themselves about what they are learning along the trip and those learning experiences will be more embedded in their memory. At the same, it can instill the values of the Pancasila student profile through the learning experiences such as students' social and language skills (Amaros and Rohita, 2018).

The preliminary activities, visiting the Belitung Geopark Center, had been carried out before doing the Backpack activities. It intended to make the children get the preliminary information about the place. After the Backpack activities, it was continued by doing literacy activities that was writing a story about the Backpacker and Geosites experiences in Belitung. Assisted by his/her parents, a student wrote a story about Geosite. Then, the manuscripts were collected and made into a book. Furthermore, this book were distributed to hotels in Belitung and became a collections in the hotel lobby. It also can be a reference for children who want to know about the Belitung Geopark.

2. METHODS

This study used descriptive qualitative research method. It is a method used to describe or analyze a result but is not used to make broader conclusions (Sugiyono, 2005). The aim of this descriptive research is intended to make a systematic, factual, and accurate description, picture, or painting regarding the facts, natures, and relationships between the certain phenomena. Moreover, this study aims to describe the internalization of the value of the Pancasila student profile through the Backpacker Program in elementary schools.

This research was conducted at SD Alam Aqila Belitung, which is located at Jl. Pattimura No. 47 RT. 09 Rw.05 Tanjungpendam Village, Tanjungpandan District, Belitung Regency. The research was carried out in the even semester of the academic year 2021/2022. The subjects of this research included primary data sources and secondary data sources. The primary data sources or research subjects were grade I and II students, totaling 21 students and 2 homeroom teachers. Secondary data sources were obtained through observation, interviews, and documentation. The obtained data through observation, interviews, and documentation were then analyzed using qualitative descriptive method asserted by stages of data collection, data reduction, data presentation and conclusion drawing.

3. RESULTS AND DISCUSSIONS

This research was conducted by observing the influences of this Backpacker activity toward the children embedded values of the Pancasila Student Profile. The advantages of this research reveals in the carried out process done by the students. In this backpacker activity, they were explained about their plan activities on doing a fairly long trip and visiting three different far apart geosites. They were asked about their readiness in participating this exhausted activities. Furthermore, they were given the game rules and a list of their personal bringing. They must prepared them by themselves first. If it is needed, they were able to ask their parents for help. Learning has begun from this stage because of their responsibility in preparing their personal needs is one of the most important required life skills of the children.



Figure 1. Arriving at Tebat Rasau Ancient River

On the departure day, the students were explained further about what are allowed and not allowed. The etiquette of visiting and listening to the person speaking were emphasized here because they would be visiting and would listen to the geosite manager explanations. During their trip, they faced various problems such as tired, hungry, thirsty, hungry, sleepy, angry with their friends, and ablution and pray in a makeshift place, etc. This situation made them learning a lot of lessons and thinking about how to overcome the problems individually without any helps from their parents. Every visited Geosite destinations gave the students new information and knowledge. However, the real process of learning is in its journey. This journey trained the students to possess their independence and responsibility attitude which cannot be learned in books or in class alone. This is in accordance with the learning theory presented by Vygotsky (in Trianto, 2010: 35) that learning occurs when the children work or learn to handle tasks that have not been studied but these tasks are still within the reach of their abilities. It was further explained that children do not necessarily master knowledge because of the maturity factor, but because of their active interaction with their environment.

Open Pit Nam Salu was the one of the visited Geosite by the students. It is the ex-open tin mining area. They had to walk as far as 500 m with uphill and rocky roads conditions in order to reach the highest place. It was surely not easy for them as the first and second graders of elementary school students. During their way, they were able to see several types of rare plants and fruits.



Figure 2. Arriving at the highest location of the Open Pit Nam Salu

The results of observations and interviews with students and teachers, it can be found that this activity are able to instill the values of the Pancasila Student Profile by revealing 6 (six) elements, namely: first, having faith, fearing Almighty God, and noble character. Pancasila students are expected to have high faith and piety. They are also expected not only to have good attitudes to other people but also nature and other living creatures. In this activity, the students saw and felt how the nature beautifully unfolds before them. Surely, no one can create it other than Almighty God.

Secondly, the global diversity. The values of Pancasila and Bhinneka Tunggal Ika should be compulsory values possessed by the Pancasila students in both Indonesians and other nations or cultures. In this activity, students experienced mingling with friends from various backgrounds, traits and cultures. They learn to accept

and respect each other's differences. However, they can also instill locality within themselves and remain open to globality.

Thirdly, the mutual cooperation. The Pancasila students should be able voluntarily to carry out activities together, helping each other, so that these activities feel lighter and easier. It can build a sense of togetherness, encourage collaboration, concern, and a sense of sharing. In this activity, it can be integrated in the aspect of group cooperation, carrying out their respective tasks so that a common goal is achieved.

Fourthly, the independence. The independence is also one of important things that must be present in Pancasila students. Eventhough they are able to do things with mutual assistance and collaboration, they must also have an independent attitude where students are able to complete a job well and responsibly. Both of these things can form a strong and independent personality. In this activity, independence is honed in almost all activities. Even since preparation at home, they practice to prepare their own bringing such as goods and supplies. During the trip, they had to be able to do everything on their own. Until the end of the activity, they had to make sure that nothing is left behind, and that they could finish everything well.

Fifthly, the critical thinking. This critical thinking ability is needed, especially to face today's global competition and even more so in the future. This term has become a demand for education in the 21st century that requires to be developed properly (Setiana, et. al, 2022). In this activity, they discovered many new things, such as rare plants, ancient rivers, ancient fish, medicinal plants, barks that can be used as herbal drinks, etc. It all can stimulate their critical thinking.

Sixthly, the creativity. This creativity is also one of the results of critical thinking, which is processed into new innovations. This creative attitude needs to be developed by the students in the current globalization era because this creativity makes the students become independent. With independence students are able to stand alone and not depend on others (Nisa, Prasetyo & Istiningsih, 2019). Furthermore, Yuniharto & Nisa (2022) also explained that this creative attitude can be internalized in the learning process, including through the development of activities in the education unit. In this backpacker activity, a creative attitude is instilled through the activity of seeking new knowledge that is obtained and then recorded with a narration according to the creativity of students as illustrated in the following figure.



Figure 3. Taking note of new knowledge

This Pancasila student profile needs to be implemented in the education so that it is able to improve the development of children's character, mind and body (Ki Hadjar Dewantara in Anggraena et al, 2020). This is also in line with the research conducted by Uktolseja et. al (2022) that explained the profile of Pancasila students really needs to be instilled in students, especially at elementary school age so that the children have excellent character and attitude.

4. CONCLUSION

From the description above, we can conclude that the internalization of Pancasila Student Profile values can be instilled through the Backpacker Program. In its implementation, it can be integrated with the project-based learning model which is the students firstly watching the Belitong Geopark Center in the form of images and videos before conducting the Backpacker activity. Followed by Backpacker activities, the students see the geosite directly. After that, it was continued with writing stories about geosites in Belitong and made them into a book. Besides the Pancasila student profile possesses an attitude of faith and devotion to Almighty God, they also has has noble character, global diversity, mutual cooperation, critical reasoning, creative and independent. The linguistic intelligence of students is also honed through literacy activities. From the results of this study, besides the students can directly practice social studies, learn enjoyably, the results have a positive effect in various aspects. So, we recommend teachers to carry out this activity regularly and periodicall.

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