

# Strengthening Character Education Through Extracurricular Activities Paskibra For High School In Bandung City (Research On Sma Negeri 16 And Sma Negeri 18 Bandung)

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## **Abstract.**

*Since the issuance of the Presidential Decree and the Minister of Education and Culture concerning Strengthening Character Education to date, what has happened has tended to be more about knowledge of character education, in its implementation many have occurred in several educational units. The process of understanding based on data in the field, practice of behavioral attitudes, and continuous self-habituation every day that consistently shows these characters, has not shown a real and significant impact. It is necessary to make breakthrough efforts to strengthen so that character education does not become just like a subject or knowledge about the characters mentioned earlier, but rather how character strengthening is really understood, carried out, and accustomed to being repeated in daily life. It can also be implemented consistently by schools and have a real impact. This study focuses on Paskibra Bandung extracurricular activities at the high school level which are directly an effort to improve student consistency in the implementation of strengthening character education. The purpose of this research is to describe how Strengthening Character Education through Paskibra Bandung City Extracurricular Activities at the high school level which focuses on a consistent diary of self-understanding, can increase the consistency of the practice of Core Competence 1 (Spiritual Attitude) and Core Competence 2 (Social Attitude) so that it shows commitment. The practice of behavioral attitudes according to the character can be understood, carried out, and accustomed to at any time, continuously every day, using a descriptive qualitative approach so that it intensively and in detail describes the symptoms and phenomena being studied. The research questions posed are: (a) How are the goals and programs to increase the strengthening of character education through extracurricular activities of Paskibra Bandung City at the high school level using a diary of self-understanding in improving the consistency of K11 and K12 practices; (b) How are the implementation of strengthening character education through Paskibra Bandung extracurricular activities at the high school level using a diary of self-understanding in improving the consistency of K11 and K12 practices; (c) What are the problems in implementing strengthening character education through extracurricular activities of Paskibra Bandung City at the high school level using a diary of self-understanding in improving the consistency of K11 and K12 practices; (d) How are the solution to the problem in strengthening character education through extracurricular activities Paskibra Bandung City at the high school level using a diary of self-understanding in improving the consistency of K11 and K12 practices. The findings in this study are the low commitment, consistency, motivation, awareness, and self-understanding of students due to the character education strengthening program that has not been implemented in a comprehensively integrated and sustainable manner. Based on this, this study recommends the need to make a grand design or model of coaching and strengthening character education exercises to implement consistently, comprehensive, integrated, and sustainable good practice habits.*

**Keywords:** Strengthening Character Education, Extracurricular, Paskibra

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## **I. INTRODUCTION**

Education is a process of developing one's own abilities and individual strengths. In line with the Law on the National Education System Number 20 of 2003, it explains that national education functions to develop capabilities and shape the character and civilization of a civilized nation in order to educate the nation's life, to the education of knowledge about character. The program for strengthening character education, which is more about a knowledge of what character is in its implementation, often occurs in several educational units. The process of understanding, practicing behavioral attitudes, and habituation continuously every day that consistently shows these characters, has not shown a real impact. In essence, character education has a goal to help humans become intelligent and grow into good human beings. However, this must really be underlined, not "knowledge education about character", because what is happening now, character education strengthening programs, is more about a knowledge of what character is, but the process of understanding, practicing behavioral attitudes, and habits that show that character, has not shown a significant impact. Strengthening Character Education is part of the educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart (ethics), taste (aesthetics), thought (literacy) and sports (kinesthetic) with involvement and work. equality

between education units, families, and communities as part of the National Movement for Mental Revolution (GNRM).

This is clarified in Presidential Regulation No. 87 of 2017 and Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units. It is mentioned about Strengthening Character Education, here in after referred to as PPK. Character education is a very important key to prepare generations to shape their personalities. Apart from being at home, character education also needs to be implemented in schools and social circles. The government strengthens the character of the younger generation so that they have an advantage in the global competition of the 21st century. The PPK program is expected to encourage equitable quality education throughout Indonesia. Strengthening Character Education is currently increasingly being echoed by the government through the implementation of the Pancasila Student Character Profile as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 (Permendikbud RI No. 22 of 2020) concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 outlining regarding the Character Profile of Pancasila Students. In the Appendix to Permendikbud No.104 of 2014 concerning Learning Assessment by Educators in Primary and Secondary Education, it is explained that to see the results of the assessment of the spiritual and social attitudes of students, there are 4 ways, namely, 1) Observation, 2) Self Assessment, 3) Peer Assessment, and 4) Journal. Based on the research results of Mohammad Imam Farisi, FKIP UPBJJ-UT Surabaya 2012. In this study it was concluded that; The theoretical basis for developing the ADS model in character development is cognitive theory and constructivism (learning and motivation); metacognitive theory; and self-efficacy theory.

The ADS model generally shows effective results in character development in various contexts, fields of study, institutions, countries, and levels of education. Moreover, it is supported by intensive practical training, understanding of adequate criteria; internalization of goals; clarity of criteria; student earnestness. Extracurricular activities are based on the Attachment to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning Extracurricular Activities in Elementary and Secondary Education, concerning Guidelines for Extracurricular Activities. The forms of extracurricular activities can be in the form of: Krida, for example: Flag Raiser Troops (Paskibra), and others. In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units, it is stated that extracurricular activities are character development activities in the context of expanding the potential, talents, interests, abilities, personality, cooperation, and independence of students optimally. Based on the data above, the existence of PASKIBRA BANDUNG CITY in schools can be an activity that is sufficient to support the activities of SMA, SMK and MA students in their respective schools, which is also in line with the motivation to improve their academic abilities, in the context of implementing the planned Character Education Strengthening Development Program, by each educational unit towards the Pancasila Student Character Profile.

Cooperation and support from various parties, the Bandung City Government through the Youth and Sports Service, the West Java Provincial Government through the Provincial Education Office, Principals of High Schools, Vocational High Schools, MAs throughout the City of Bandung, Teachers, Educators and Education Personnel, and School Committees, so that the Paskibra Training and Development program for the City of Bandung is in accordance with the shared expectations. This 2021, the 37th anniversary of Paskibra in Bandung, seems to be increasingly trying to inspire more young students who have high motivation to challenge themselves, explore their potential to become part of a generation of changers and motivators who are preparing to make changes in their lives that are beneficial towards kind. The challenge we face today is that the world is always changing, and nothing is constant but change itself. #worldready, changing lives in the changing world, is his current vision and mission. Since 7 September 2017, at Lane End, London, United Kingdom, Paskibra Bandung City and Purna Paskibra Indonesia Bandung City have signed a good partnership with IAYP (International Award for Young People), so that every member is active in various Paskibra Bandung activities (and routinely record written reports for each activity) will

simultaneously obtain an International standard IAYP certificate. Then this condition makes it interesting, related to the discipline and consistency of its coaching and training activities in supporting the strengthening of character education in the education unit. The main problem in this research is that the process of understanding the practice of habituation behaviors that show these characters, goals and programs, implementation, problems, and solutions for strengthening character education through Paskibra Bandung extracurricular activities at the high school level by using a diary of self-understanding in improving consistency practice KI 1 (Spiritual Attitude) and KI 2 (Social Attitude) so that things will no longer happen like just a subject or knowledge of definition what character is.

## II. METHODS

This research uses a qualitative approach that does not look for cause and effect, but rather seeks to understand certain situations in the form of case study research, which is a research conducted intensively, in detail, and in depth on an organization, institution or particular phenomenon. The main instrument in qualitative research is the researcher himself (Bogdan and Biklen, 1982: 27), according to Nasution, (1988: 54) qualitative research prioritizes humans as research instruments because humans have high adaptability, which can always adapt to changing situations. changes encountered in the research. Researchers can always refine and expand questions to obtain more detailed data according to their wishes.

This study uses a descriptive method because there is some information that can be obtained for problem solving, namely; first, information on the current state (present condition); second, the information we want (what we may want); and third, how to get there; how to achieve it (how to get there). The type of descriptive research chosen is a case study, using data collection techniques such as observation, interviews, documentary studies, and library studies. The data collection technique in this study refers to the view of Krathwohl (2001: 314) that: Qualitative data may be gathered in as many ways as the researcher's creativity permits. Although the most widely used source is observation, analysis of records and documents is also common. In addition to observation in a sociological tradition, methods of eliciting responses from individuals using interviewing or stimulated response technique, as psychologists do, may be useful. Based on the description above, the opinion is that qualitative data can be collected in various ways in line with the creativity of the researcher.

## III. RESULTS AND DISCUSSION

### **The aim of the Program for Strengthening Character Education through Extracurricular Activities Paskibra Bandung City for High School Level**

Increasing the Strengthening of Character Education through Extracurricular Activities in general is good and runs according to the program that has been determined based on Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education, one of which is through extracurricular activities, then Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning One of the ways to strengthen character education in educational units is through extracurricular activities, then in more detail explained, the Regulation of the Minister of National Education Number 39 of 2008 concerning Student Development, and the Regulation of the Minister of Education and Culture Number 62 of 2014 concerning Extracurricular Activities, which is one form of the criteria for extracurricular activities is Paskibra (flag raisers troop).The Program for Strengthening Character Education through Paskibra Extracurricular Activities in Bandung City aims is also to improve the Practice Consistency Assessment of KI 1 (Spiritual Attitudes) and KI 2 (Social Attitudes) in the report book on student learning outcomes of Paskibra extracurricular members recorded with consistently in Good predicate. The use of the Self-Habituation Understanding Diary from good practice activities in daily life is integrated into the implementation of good practice in PABP and PPKN subjects as the direct person in charge of the Practice Consistency Assessment of KI 1 (Spiritual Attitudes) and KI 2 (Social Attitudes).

Attitude Dimensions of KI 1 and KI 2 in the Appendix to the Regulation of the Minister of Education and Culture Number 20 of 2016 concerning Competency Standards. Graduates of Elementary and Secondary Education have spiritual and social attitudes that reflect the Enhancement of Strengthening

Character Education through Paskibra Extracurricular Activities. It also refers to the vision, mission, and goals of the school program in order to increase the Strengthening of Character Education through Extracurricular Activities. The plan to increase the strengthening of character education through extracurricular activities is also included in the curriculum and student affairs program at SMA Negeri 16 and SMA 18, Bandung. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 (Permendikbud RI No. 22 of 2020) concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 describes the Character Profile of Pancasila Students as the ultimate goal of student profiles with the expected character from the program objectives. Strengthening character education. The aim of the program to strengthen character education through extracurricular activities of Paskibra Bandung City at the high school level by using a diary of self-understanding in improving the consistency of practice KI 1 (Spiritual Attitude) and KI 2 (Social Attitude) is in line with the Character Profile of Pancasila Students.

This is clearly explained in the Paskibra coaching and training curriculum that uses a happy village/happy family approach pattern system whose essence is the habituation of behavioral attitudes that mainstream Pancasila in action in accordance with the six dimensions of the Pancasila Student Profile Character. The purpose of the Strengthening Character Education Program through Extracurricular Activities of Paskibra Bandung City at the High School Level by Using Diary of Understanding Self-Habituation in Improving Consistency in Practice of KI 1 (Spiritual Attitudes) and KI 2 (Social Attitudes) is to realize the Pancasila Ambassador program for Paskibraka Indonesia. This is enshrined in Presidential Regulation of the Republic of Indonesia Number 13 of 2021 concerning the Guidance of Pancasila Ideology to the Young Generation through the Heritage Paskibraka (Flag-Raiser Troops) Program, and Regulation of the Pancasila Ideology Development Agency of the Republic of Indonesia Number 1 of 2021 concerning Implementing Regulations of Presidential Regulation Number 13 of 2021 concerning Development of Ideology Pancasila to the Young Generation through the Heritage Paskibraka (Flag-Raiser Troops) Program. Based on the description of the regulation, it is clearly increasingly emphasized by Presidential Decree No. 13 of 2021 and BPIP RI Regulation No. 1 of 2021 which explains about paskibraka members as ambassadors for Pancasila. The name of this ambassador refers to that the paskibraka members officially become government delegates as role models for other students who are intelligent with Pancasila character. Duta Pancasila Paskibraka Indonesia, hereinafter abbreviated as DPPI, is an organization that accommodates Retirees who have participated in the Pancasila Ideology Development and are appointed by the Head of BPIP

#### **Implementation of Strengthening Character Education through Extracurricular Activities Paskibra Bandung City High School Level**

The implementation of Strengthening Character Education for SMA Negeri 16 and SMA Negeri 18 is structured and implemented within the framework of one year of planned learning in school work programs and practical technical guidelines for daily, weekly, monthly, and final habituation activities as evaluations for grades X, XI and XII. The school work program was designed by the school management team including the vice principal of curriculum, vice principal of infrastructure, vice principal of public relations, teachers, and vice head of student affairs, as well as student council supervisors and extracurricular coaches and trainers at the school. Habituation of good practices in daily life such as reading the Qur'an, praying in congregation, studying verses and memorizing letters, commemorating religious and national holidays, increasing discipline of obedience and defending the state through the implementation of ceremonies, attitudes, behavior, appearance, speech, tolerance, sharing, social services and so on, have been comprehensively integrated and sustainable with PABP and PPKN subjects and have become points of assessment for KI 1 spiritual behavior and KI 2 social attitudes in the implementation of school program activities.

Implementation of daily, weekly, and annual habituation of good practice activities in learning, traditional activities that become school culture described in the school program are implemented and integrated during distance learning- from home (PJJ-BDR), Student Council Leadership Basic Training activities, and Paskibra extracurricular activities in particular. The attachment to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning

Extracurricular Activities in Primary and Secondary Education, Regarding Guidelines for Extracurricular Activities states that Paskibra is a form of activity or Krida of the Flag-Raiser Troops (Paskibra). Paskibra is also mentioned in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units, stating that extracurricular activities are character development activities in the context of expanding the potential, talents, interests, abilities, personality, cooperation, and independence of students. optimally.

Paskibra Bandung City units of SMA Negeri 16 and 18 implement strengthening character education through coaching and training activities consisting of a curriculum for Youth Leadership Skills Training materials, then material for the dimensions of Pancasila Students' character profiles, then PIP material (Pancasila Ideology Development) as Pancasila Ambassadors for Paskibraka Indonesia. , and integrated with the material themes in PABP and PPKn subjects in schools. Paskibra coaching and training activities in habituation of good practice implementation using the Happy Village Approach system (Pancasila in Action) are carried out daily in Unit Training activities (weekly training), Basic Training Education (Diklatsar, every 2 weeks), Assignment Training for Holiday Ceremonies National or just an exercise in the assignment of collaborative activities with other institutions, Latgab (a joint exercise for all members of high school extracurricular activities throughout the city of Bandung, once a month). Paskibra coaching and training activities are carried out through a habituation process which is everything that is done repeatedly to familiarize individuals in behaving, and thinking correctly. In every habituation process, the core of experience, while being accustomed is something that is practiced. Repetition is the mother of knowledge. That is, repetition or habituation is the mother of knowledge or knowledge and skills. The theory of habituation is an educational process that takes place by getting students to behave, speak, think and carry out certain activities according to good habits. Strengthening character education through habituation activities is based on the Qur'an and Hadith as well as the opinions of education experts. Among the words of God related to the theory of exemplary is QS. al-Maidah (5): 30-31, QS. al-Ahzab (3): 21, and QS. al-Mumtahanah (60): 4, while those relating to the theory of habituation are QS. al-Nūr (4): 58. Likewise, the hadiths used include the Hadith of the Prophet narrated by Abu Dawud. Exemplary and habituation in education is very much needed because psychologically, students imitate the behavior or figure of the figure they idolize, including the teacher. Habituation is also important in learning activities. This is because any knowledge or behavior obtained by habituation will be very difficult to change or eliminate so that this method is very useful in educating children.

Therefore, based on the findings in the field, the activities carried out by the object of research towards the end of the coaching and training were carried out by centralizing basic education and training and dormitory supervision for 24 hours, habituation of daily good practices through; Pre-Pusdiklatsar, Pusdiklatsar, Dormitory (dormitory from Home), DBDR (daily good practice of a happy village from home), Dormitory at Rindam 3 Siliwangi, and the P2M-HAT project (community service and outdoor living). Each of these activities is planned in the activity plan guide (rengiat). Strengthening character education in every activity is carried out, guided, supervised and recorded in the report form of the Diary of Understanding Self-Habituation in Improving the Consistency of Practice KI 1 (Spiritual Attitudes) and KI 2 (Social Attitudes). So that it can be used as personal branding or a portfolio description of the consistency of character discipline activities of Paskibra students. The activities at the Paskibra are collaborated with the IAYP (international award for young people) Program, so that after a minimum of 6 months of physical recreation activities, skills training, and community service, and carrying out expeditions/explorations at P2M-HAT, they will get a brevet and an international level bronze certificate that reflects the dimensions of having global competence.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture of 2020-2024 outlines; Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with the values of Pancasila, with six main characteristics: faith, fear of God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creative. Based on this description, it is in line with Strengthening Character Education

through coaching and extracurricular activities Paskibra Bandung City by Using the Diary of Understanding Self-Habituation in Improving the Consistency of Practice KI 1 (Spiritual Attitudes) and KI 2 (Social Attitudes), in the end towards the realization of Pancasila student character profiles. Students who are consistent with disciplined, intelligent character who are committed to implementing Pancasila in action because it is also integrated with the implementation of PABP and PPKN learning, PIP material (Pancasila ideology development) through the activities of the Indonesian Paskibraka Ambassadors Program, which is directly practiced in their daily lives is growing very well , consistent, comprehensive, integrated, and sustainable.

### **Problems in the Application of Strengthening Character Education through Extracurricular Activities Paskibra Bandung City High School**

Problems that arise in the Application of Strengthening Character Education through Paskibra Bandung City Extracurricular Activities at the High School Level Using Diary of Understanding Self-Habituation in Improving the Consistency of Practice KI 1 (Spiritual Attitudes) and KI 2 (Social Attitudes), are categorized into two, namely specific and general. Specific problems include that there are still many students, parents, and some teachers who do not fully support extracurricular activities. Common problems are such as inadequate budget funds, an unorganized administrative system and a lack of writing culture in extracurricular programs and reports, because not all extracurriculars such as paskibra use complete self-reflection sheets and Diary of Understanding Self-Habituation in Improving the Consistency of KI Practice 1 (Spiritual Attitude) and KI 2 (Social Attitude). The next problem that arises is the low motivation due to the lack of information about the details of extracurricular activities so that there is a misunderstanding of the benefits that can not be directly felt in the current instance, but rather on the long-term benefits. In addition, the competition for many choices of extracurricular activities that are more attractive in this millennial era and according to the interests, talents, and potential of each student, which is increasingly varied, has also contributed to the low motivation factor. While factors from within the members themselves are also a separate problem that must be found strategic solutions to solve them with various reasons for problems such as parental permission, clashes with other activities, not being able to divide time, etc.

It appears that the motivation to save discipline has decreased, starting from bored, and lazy to follow some activities and write in a diary. Supporting funds for coaching and habituation training to strengthen character education through extracurricular activities are not sufficient to become a separate problem. Such as the lack of funds to improve the qualifications of trainers and seniors, funds to carry out extracurricular training facilities, and community service activities, as well as the lack of funds to develop the potential of extracurricular members, especially Paskibra in carrying out activities outside the school environment. In addition to funds from the government and schools, non-binding sources of aid funds from the community in this case parents are also less supportive even during the current pandemic and even before the pandemic did not show significant assistance. The impact of the pandemic has also influenced and greatly affected the current extracurricular activities and training. Because all sources of funds are diverted and prioritized for emergency funds for the prevention and control of COVID-19, some extracurricular activities are disabled because schools cannot support providing funds for extracurricular activities, one of which is honorarium or replace transportation and food and drink for extracurricular trainers. In addition to inadequate funding sources, the current situation and conditions require students to study at home. While some extracurricular activities require group practice, face-to-face practice, or offline, which during this pandemic is not possible, only online. So this is the reason for the cessation of some extracurricular activities at school.

The other problem is that there is no communication, coordination, consultation and consolidation or discussion between coaches and extracurricular trainers as well as PABP teachers and PPKN teachers, especially Paskibra extracurricular members in Bandung regarding standard technical implementation guidelines related to technical details of objectives and programs, implementation, evaluation and solutions to the problem of strengthening character education through Paskibra Bandung extracurricular activities at the high school level by using a diary of self-understanding in improving the consistency of the practice of KI 1 (Spiritual Attitude) and KI 2 (Social Attitude). So far, the program for extracurricular activities is

generally depend to the coaches and trainers. Then the problem is that there is no support from the relevant agencies in this case the Disdik KCD (Branch Office of the West Java Province Education Office) region VII. Furthermore, the informant, emphasized that although there were still obstacles in the authority of the Bandung City Paskibra Extracurricular at the SMA level, it could be realized as a solution to the communication problems above.

However, if there is no support from the relevant agencies, it becomes the next problem at the implementation stage in schools. In this case KCD Disdik Region VII has not been able to mobilize schools to make minimum standards of implementation technical instructions (juklak/juknis) related to technical details of objectives and programs, implementation, evaluation and solutions to problems of strengthening character education through extracurricular activities Paskibra Bandung City at the SMA level by using a diary of understanding self- habituation in improving the consistency of the practice of KI 1 (Spiritual Attitudes) and KI 2 (Social Attitudes).Furthermore, the statement of findings in the field explained that the problems mentioned above also occurred as a result of changes in government policy regarding the policy on the responsibility for fostering high school students who were originally in the Bandung City Education Office, shifted to the responsibility of the West Java Provincial Education Office. Meanwhile, Paskibra activities in Bandung City of SMA level are under the responsibility of the Regional VII Education Office Branch Office. This is one of the causes of the emergence of problems in the span of control of communication, coordination, consultation, consolidation and intensive discussion between the school and the Bandung City Paskibra related to strengthening character education through extracurricular activities for the Bandung City Paskibra at the high school level in particular.

#### **Solutions to Problems in Strengthening Character Education through Paskibra Bandung City Extracurricular Activities at the High School Level**

Solutions to improve Character Education Strengthening through Extracurricular Activities Paskibra Bandung City High School Level by Using Diary of Understanding Self-Habituation in Improving the Consistency of Practice KI 1 (Spiritual Attitudes) and KI 2 (Social Attitudes) from internal factors, including students from extracurricular members of Paskibra City Bandung, seniors, trainers, instructors, and coaches are expected to improve understanding, skills in habituation activities of good practice strengthening character education in everyday life. The results of triangulation with informants obtained an explanation that increasing character education strengthening that comes from internal factors in essence is the need to change the philosophical paradigm of Paskibra activities which were originally limited to extracurricular activities with marching skills competence, flag ceremony, changed as an integrated activity with Strengthening Education Character through Paskibra Bandung City Extracurricular Activities at the High School Level Using Diary of Understanding Self-Habituation in Improving the Consistency of Practice KI 1 (Spiritual Attitudes) and KI 2 (Social Attitudes) which have the task of transforming, developing, implementing, and disseminating the character profile of Pancasila students through education one of them is learning PABP and PPKN subjects, and the Pancasila Ambassador for Paskibraka Indonesia through Pancasila ideology development material (PIP) which mainstreams Pancasila in action.

Meanwhile, it was also mentioned that the solution to the problem of Strengthening Character Education through Extracurricular Activities Paskibra Bandung City at the High School Level by Using the Diary of Understanding Self-Habituation in Improving the Consistency of Practice KI 1 (Spiritual Attitudes) and KI 2 (Social Attitudes) from the external side can be carried out by schools with regulatory support and facilitation from the relevant government. Institutionally from schools, the provincial education office, and the Bandung City Paskibra in order to increase the Strengthening of Character Education through Extracurricular Activities Paskibra Bandung City at the High School Level by Using the Diary of Understanding Self-Habituation in Improving the Consistency of Practice KI 1 (Spiritual Attitudes) and KI 2 (Social Attitudes) ) can be carried out, among others: coaching, training, discussion group forums (FGD), obliging every actor of extracurricular paskibra policy at the city level, the education office, schools, and the community in this case (parents of students), to carry out intensive communication and not be carried out with competition approach, and programmed scientific discussion forums.

Solutions to improve Character Education Strengthening through Extracurricular Activities Paskibra Bandung City High School Level by Using Diary of Understanding Self-Habituation in Improving the Consistency of Practice KI 1 (Spiritual Attitudes) and KI 2 (Social Attitudes) from internal factors in students extracurricular members of Paskibra Bandung City, seniors, trainers, instructors, and coaches according to information on findings in the field, among others, by increasing motivation and awareness of their obligations to carry out activities according to well-planned programs, increasing creativity in arranging activities for habituation of good practice or the results of thoughts and discussions. intensive like FGD. There needs to be a philosophical paradigm shift regarding the urgency of Paskibra activities which were originally extracurricular activities with the same kind of activities, unattractive, boring, tiring, and useless, turned into innovative and creative good practice habituation activities to increase the attractiveness that is beneficial in the future which automatically increases the motivation of the students. The solution to other problem factors is Strengthening Character Education through Paskibra Bandung City Extracurricular Activities at the High School Level by Using Diary of Understanding Self-Habituation in Improving the Consistency of Practice KI 1 (Spiritual Attitudes) and KI 2 (Social Attitudes) from the external side, including: educational activities, coaching, training, and programmed creative innovative activities such as Paskibra activities in Bandung with the LKPP curriculum (Youth Skills Training) with the Happy Village approach system which is integrated with the KI syllabus, KD PABP and PPKN subjects, IAYP activities, and PIP Duta Pancasila Paskibraka Indonesia. In addition, the government can make regulations in terms of improving infrastructure, improving infrastructure, increasing the relationship between extracurricular activities and learning.

In addition to the factors above, what is very important is the commitment from the government, especially the West Java Provincial Education Office, in this case at least KCD Region VII to help policy actors, the board of directors, the organization's high council, coaches, instructors and trainers for Paskibra at the Bandung City level with the school through Principals, Deputy Head of Student Affairs, OSIS Trustees, Paskibra Extracurricular Trustees, Deputy Head of Curriculum and PABP and PPKN teachers who do not yet have an understanding on this matter, to be assisted in facilitating communication and discussion, besides that they can also facilitate budget funds because so far the funding for implementation the integration of extracurricular in learning as an activity of good practice activities for the implementation of strengthening character education in schools is still very minimal in budget and part of it is still borne by students through independent savings. The informant emphasized that this is part of the solution that should be fought for by interested parties so that the implementation of Strengthening Character Education can run according to the goals and programs that have been previously designed. To increase motivation and overcome boredom in Paskibra, open communication, the doctrine of understanding about motivation is given by giving appreciation in the form of rewards for distributing brevet and special certificates for those who always remain active and consistent in their activities. Furthermore, it was explained that apart from that in the management structure there is a section on varied recreational fields, whose activities are devoted to anticipating the decline in motivation and the emergence of boredom when doing activities at Paskibra.

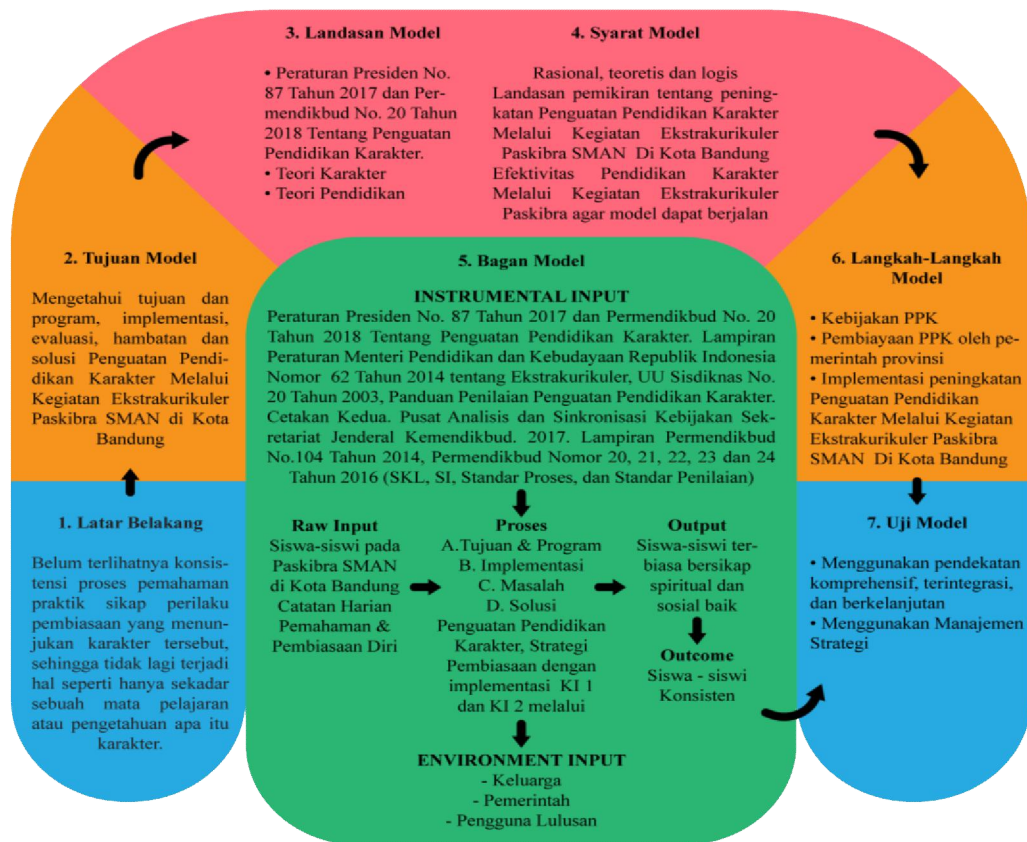
#### **IV. CONCLUSION**

The general conclusion of the research is the implementation of a program to increase the strengthening of character education for extracurricular activities of Paskibra Bandung City towards the character profile of Pancasila students in the context of implementing Strengthening Character Education through Extracurricular Activities Paskibra Bandung City High School Level by Using Diary of Understanding Self-Habituation in Improving the Consistency of KI Practice 1 (Spiritual Attitude) and KI 2 (Social Attitude) have been implemented, but have not provided optimal impact. Increasing the strengthening of character education through Paskibra Bandung Extracurricular Activities The SMA level is still constrained both internally and externally. Internal constraints are the low level of understanding, skills and motivation of students. Meanwhile, the external constraint is the low level of involvement, support and supervision to improve the consistency of the practice of KI 1 (Spiritual Attitudes) and KI 2 (Social Attitudes).



## V. MODEL HIPOTETIK

### Consistency Hypothetic Model Strengthening Character Education Through Extracurricular Activities For Sma Paskibra In Bandung



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