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APPLICATION OF PANCASILA VALUES IN INTRA-SCHOOL STUDENT ORGANIZATION ACTIVITIES

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Abstract

This research uses a literature review method to investigate related themes in a particular field of study. This approach allows researchers to investigate and evaluate various points of view, findings, and arguments that have been put forward by previous researchers, as well as identify knowledge gaps that still exist in this field of study. The aim of this research is to collect, analyze and synthesize relevant literature in order to gain an in-depth understanding of the topic under study. Through the steps of identifying relevant sources, critical analysis of existing literature, and synthesis of important findings, this research produces a comprehensive understanding of the latest developments in the field of study. The findings of this research present various points of view, arguments and findings that have been put forward by previous researchers, as well as identifying knowledge gaps that still need to be explored further. The results of this study provide a strong basis for forming conclusions and recommend future research directions in this area.

Keywords : Literature review, literature synthesis , identification of knowledge gaps

Introduction

Education is a process that includes three aspects, namely the individual, society or national community where the individual is located, and all realities, both material and spiritual, that influence the formation of the character and fate of the individual and society. According to (National Education System Law, 2003), education is a deliberate and planned effort to create a learning environment and learning process that allows students to actively develop their potential, including spiritual strength, good morals, and the necessary skills. for themselves, society, nation and state . Based on the understanding and analysis that has been presented, it can be concluded that education is a conscious effort to develop a child's potential so that he has the strengths and skills he needs. Texar Klari Vocational School aims to be an educational facility capable of forming students who can develop their abilities without neglecting cognitive aspects, especially in behavior that is in accordance with Pancasila values. Even though education has been implemented, the implementation of Pancasila values is still not fully implemented well by students. According to the explanation that has been given, Pancasila values have a fundamental position in the preamble to the 1945 Constitution and are the basic principles of the State. The Preamble to the 1945 Constitution contains four main ideas which are basically an elaboration or derivation of the values of Pancasila. Before discussing the meaning of organization, it is necessary to quote several definitions from experts. James D. Mooney (1974), as quoted in Sutarto (2015: 23), stated that organizations are a form of human association to achieve common goals. Hendyat Soetopo (2010: 23) also states that organization is a metaphor that describes the desire to test organizational ideas, where organized individuals develop laws for delegation and membership of collective decisions. Organizational learning occurs when organizational members act as learning agents for the organization. From these several definitions, it can be explained that an organization is a system where people in groups work together to achieve certain goals. The existence of an organization involves many factors, including cooperation between individuals and shared goals. The Intra-School Student Organization

(OSIS), for example, was born with the aim of improving the quality of learning in schools. Initial observations show that the implementation of Pancasila values by students has not been optimal, which could have an impact on their behavior. This is certainly not in accordance with Pancasila values, especially if it is carried out by educated children who are the nation's young generation. This research is motivated by the lack of attitudes and behavior that are in accordance with Pancasila values and the lack of application of Pancasila values in everyday life, both at school and outside school. Pancasila values, according to Kaelan (2016), are the basic philosophy of the Indonesian State which reflects a noble outlook on life, consciousness, legal ideals and morality, and is the character of the Indonesian nation which was condensed by the founders of the State into five precepts on August 18, 1945. Thus, it is important to ensure that Pancasila values are implemented well in education, so that students can form attitudes and behavior that are in accordance with these values, in accordance with the ideals of the Indonesian nation.

Research Methodology

The research method used in this study is a literature review. The steps taken include identification of relevant sources, critical analysis of existing literature, and synthesis of key findings to construct a comprehensive understanding of the topic under study. This approach allows researchers to investigate and evaluate various points of view, findings, and arguments that have been put forward by previous researchers, as well as identify knowledge gaps that still exist in this field of study. Literature analysis is also used to support the formation of strong conclusions and recommend future research directions.

Result & Discussion

Form and Application of Pancasila Values in Intra-School Student Organization Activities

Has various aspects related to the development of student behavior. Based on research results, these activities take various forms, such as flag ceremonies every Monday, commemoration of major holidays such as Teachers' Day and Isra Mi'raj, as well as social service activities. These activities aim to improve student behavior, such as discipline, courage and responsibility, as well as applying Pancasila values in everyday life. The findings of this research indicate that intra-school student organization activities can develop good behavioral attitudes in students. These activities are an important basis for forming students' thinking abilities, discipline and responsibility. Apart from that, student organization activities also aim to facilitate students in channeling their talents and aspirations, as well as developing their potential through various positive activities. The aim of the Intra-School Student Organization (OSIS) is to ensure students grow and develop in accordance with national education goals, increase student participation and initiative, strengthen students' resistance to negative influences, both from outside and within the school, and strengthen extracurricular activities to support curriculum achievement. Thus, OSIS aims to create a strong school environment and make a positive contribution to student development in accordance with Pancasila values and national education goals. From the explanation above, it can be concluded that OSIS aims to increase the school's resilience to negative influences that conflict with educational goals. These goals include efforts to increase student participation and initiative, foster student resilience against negative influences from outside and within the school, and strengthen extracurricular activities to support curriculum achievement. The theory that supports this goal is the concept of values, which are divided into two groups: values of being and values of giving. Conscience values include honesty, courage, love of peace, self-reliability, discipline, and so on. Meanwhile, the values of giving include loyalty, trustworthiness, respect, affection, and so on. These values are taught to children from elementary school through Pancasila and Citizenship Education. However, the challenge is how to teach it so that students get used to behaving in accordance with these values in everyday life. Therefore, the OSIS as a forum for student development in schools plays an important role in encouraging students to practice these values through the activities they carry out.

Problems with Pancasila Values in Intra-School Student Organization Activities

Pancasila is a very important basis and way of life for Indonesia in forming an independent and sovereign country. Pancasila is the result of serious and systematic thinking, which is the basis, principles and guidelines for living together in an independent country. Pancasila cannot be separated from its contributions, especially from Soekarno's excavations. Pancasila values are the source of all sources of law in the Indonesian state, which reflect the outlook on life, awareness, legal ideals and noble morals of the Indonesian nation. The values of Pancasila are contained in the preamble to the 1945 Constitution and have a position as fundamental state principles. The Preamble to the 1945 Constitution contains four main ideas which are derivations from the values of Pancasila. Pancasila is a belief that is rooted in the hearts of many Indonesians, but it is sometimes forgotten that the five principles of Pancasila do not stand alone, but are interrelated. Pancasila values are the core guidelines in national

and state life, and every symbol used as a state symbol contains meaning in accordance with Pancasila values. In the context of philosophy, Pancasila as a philosophy is a value. The five principles of Pancasila are values that must be carried out and practiced in society and everyday life. The application of divine values shows recognition and belief in God as the creator of the universe, as well as a just and civilized humanity. This confirms that the Indonesian nation is a religious nation and has civilized humanity. Thus, Pancasila values are not only the philosophical basis of the state, but also the moral and ethical foundation for every citizen in living their life in society. The application of Pancasila values can be seen in the activities of OSIS members at school, where they develop an attitude of politeness and love towards others. Students are taught to help friends who are experiencing difficulties voluntarily, which is part of the human values that must be lived out in organizational activities, both in the school environment and outside of school. Furthermore, the value of unity implies efforts to unite as an Indonesian nation in strengthening nationalism in the Unitary State of the Republic of Indonesia. This unity also recognizes and appreciates the diversity that exists in Indonesia, where differences are not the cause of conflict but can be a source of togetherness. This awareness can be strengthened by a deep understanding of the spirit of "Unity in Diversity". Popular values, which are led by wisdom in deliberation/representation, contain the meaning of government that comes from the people, for the people, and by the people, through consensus deliberation. This value reflects the understanding of democracy which emphasizes decision making through deliberation and consensus.

Lastly, the value of social justice for all Indonesian people is the basis and goal for creating an Indonesian society that is just and prosperous physically and mentally. Justice is a fundamental value that is hoped for by all nations, so that the desired Indonesian state is a just country. Thus, the application of Pancasila values in intra-school student organization activities is a satisfactory effort to form students with good attitudes and behavior. The steps taken aim to reduce gaps and achieve set goals, as well as providing a platform for students to develop positive behavior. From this explanation, it can be concluded that the forms of activities in applying Pancasila values in intra-school student organization activities are used as student practice in developing good attitudes and behavior. This is because this form of activity involves aspects that influence students' attitudes and behavior, such as developing students' thinking abilities, creativity and activeness. These aspects are then directed according to the characteristics of the activities of the intra-school student organization itself. Based on the research findings, the form of activities for implementing Pancasila values in intra-school student organization activities at TEXAR Klari Vocational School is considered by respondents as an effort to develop students' good attitudes and behavior. This needs to continue to be developed as part of improving and developing students' potential and talents towards a better direction. In this way, students are expected to become aware of the importance of good behavior and be able to practice Pancasila values in society, so that quality students and citizens can be created. In OSIS, one aspect of Pancasila values that is applied is through the section on national and state life. An OSIS member stated that one of his duties in this section was to be in charge of the flag ceremony every Monday. The process of selecting flag ceremony officers every week is a difficult task because you have to consider various factors, including the busyness of other friends. OSIS members must be careful in selecting officers so that training and carrying out ceremonies can run well. This is a concrete manifestation of the application of Pancasila values in OSIS activities, especially in national and state life.

Definition, functions and objectives of Intra-School Student Organizations (OSIS)

Intra-School Student Organization (OSIS) is an organization that operates within the school environment and aims to help students achieve common goals. Its function is as a platform for students to organize, where they can convey ideas, suggestions and policies that support the achievement of common goals. Apart from that, OSIS has the aim of supporting student development in schools. This aims to ensure that every student who graduates not only has academic knowledge, but also has a patriotic, religious, moral spirit and understands the importance of organizations.

The Role of IntraSchool Student Organizations (OSIS) in Schools.

All schools in Indonesia are required to have an Intra-School Student Organization (OSIS), because this organization has a very important role in the lives of students at school. OSIS not only functions as a place to socialize, organize and achieve common goals, but also has a very important role in student development. Many OSIS activities have a direct impact on students, such as Basic Student Leadership Training (LDKS) activities. In this activity, students are trained to understand the meaning of leadership, how to lead and be led, as well as organizational, coordinating and other skills .

Definition, function and objectives of the Pancasila Student Profile

The Pancasila Student Profile is a concept that is part of the strategic plan of the Ministry of Education, Culture, Research and Technology to realize the vision of Indonesian students who continue to learn throughout their lives. This profile emphasizes that ideal students are those who have global competence and behave in accordance with the noble values of Pancasila. The function of the Pancasila Student Profile is as a tool to translate the educational vision and mission promoted by the Ministry of Education, Culture, Research and Technology into a format that is easier to understand by educational practitioners and parties involved in the world of education in Indonesia. Apart from that, the function of the Pancasila Student Profile is as a guideline in education in Indonesia, so that educators and students understand the direction and purpose of the learning and learning process they are undergoing. The aim of the Pancasila Student Profile is to become the final basis for all learning, programs and activities in each educational unit that has graduate competency standards. To achieve these graduate competency standards, Pancasila students are expected to have six main dimensions:

1. Have faith and devotion to God Almighty and have noble character.
2. Have a global attitude of diversity.
3. Mastering the values of mutual cooperation.
4. Be independent.
5. Able to think critically.
6. Innovate and be creative.

Each dimension in the Pancasila Student Profile has elements that become standards or benchmarks for assessing the extent to which a student has achieved that dimension. OSIS was originally the result of a combination of various organizations inside and outside the school. Before 1970, many student organizations were formed, both led by school principals and external parties, which were vulnerable to conflict and the interests of these organizations outside the school environment. Therefore, in 1970-1972, the idea arose to combine them into one organization with the name Intra-School Student Organization. OSIS functions as a forum for students to socialize, organize and coordinate to achieve common goals. Apart from that, OSIS has an important role in the school environment because it is part of the education system which aims to develop students through four development channels: First, as a Student Organization, OSIS provides students with the opportunity to learn to organize and manage an organization together. Apart from that, OSIS is also a forum for students to channel their aspirations in organizing as well as a means of communication and coordination between fellow members. One of the functions of the OSIS is as a place for students to convey creative ideas, provide suggestions, and so on. Second, through Leadership Training activities, students can learn about leadership, both being a leader and being led, choosing good leaders, and instilling a spirit of leadership in each student. Furthermore, the OSIS also manages Extracurricular Activities, which are activities outside school hours that are positive and act as a preventative against negative things that might happen. Apart from that, OSIS is also developing Wawasan Wiyata Mandala. Wiyata Mandala Insight is a student's view of their learning environment or knowledge about the area where the student is studying. The Pancasila student profile is a strategic plan for education in Indonesia issued by the Ministry of Education, Culture, Research and Technology, aimed at creating students who have global competence, character and behavior in accordance with the noble values of Pancasila. The Pancasila student profile has six dimensions and elements in them as benchmarks and the character that students will have throughout their lives. The first dimension is being devoted to God Almighty and having noble morals, where students are expected to be able to apply religious values in accordance with the religion they adhere to and implement their religious teachings in their behavior and daily life. Efforts to grow the profile of Pancasila students who are devoted to God Almighty and have noble morals can be done at school by providing direction and understanding about religion as well as through habits such as praying together and implementing 5S (smile, greeting, greeting, politeness and manners). In the second dimension, "Global diversity," students are expected to be able to love their own culture and accept culture from other regions or countries without reducing their love for the culture of their ancestors.

To realize the Pancasila student profile in this dimension, students can start by participating in cultural activities and introducing their culture to other people. In the 3rd dimension, "Mutual cooperation," students are expected to be able to work together to help each other in their environment. At school, efforts to grow the profile of Pancasila students in this dimension can start by working together to maintain the cleanliness of the school environment, such as not littering. In the 4th dimension, "Independent," students are expected to be able to develop their abilities independently in learning and achieving. At school, the Pancasila student profile in this dimension can be instilled, for example by avoiding cheating on tests or exams. In the 5th dimension, "Critical reasoning," students are expected to be able to use critical thinking skills in evaluating information and making decisions. At school, the profile of Pancasila students in this dimension can be developed through deliberation activities, election

of OSIS administrators, election of class presidents, as well as reviewing and evaluating any information received. In the 6th dimension, "Creative," students are expected to be more creative in all areas, both in the learning process and in creating useful things. To realize the Pancasila student profile in this dimension, students can create creative work in the form of appropriate technology and so on. In developing the Pancasila student profile, there is a strengthening project called "P5" or "Pancasila Student Profile Strengthening Project," which is carried out outside class hours such as extracurricular activities. Character education is an effort to shape a person's morals, personality and ethics so that they become the basis for their behavior and thinking. In Indonesia, character education is regulated by Presidential Regulation of the Republic of Indonesia Number 87 of 2017. This regulation emphasizes the importance of integrating Pancasila values, such as religiosity, discipline, honesty, tolerance, the spirit of nationalism, democracy, love of the country, hard work, communication skills, creativity, independence, appreciation for achievement, curiosity, interest in literacy, social awareness, peace, environmental awareness, and responsibility in curricular, extracurricular and intracurricular activities at school. Schools are responsible for strengthening character education by paying attention to developing students' potential in a holistic and integrated manner, providing examples in implementing character values in the educational environment, and encouraging positive habits at all times. Omeri (2015) highlights that character education is a system that includes knowledge, values and displayed behavior. Character development can be done by paying attention to individuals in a social and cultural context that supports students' mental health.

Intra-School Student Organization (OSIS)

OSIS, as an organization at the school level in Indonesia, is managed by selected students under student guidance by the student affairs department. All students in the school where the OSIS is located are considered members of the OSIS. The election of OSIS administrators is carried out democratically through a nomination and election process by all students at the school. Students are given conscious, planned, directed and regular attention to develop students' attitudes, personalities and skills in accordance with the objectives of National Education as regulated by Law Number 20 of 2003 concerning the National Education System and Regulation of the Minister of National Education of the Republic of Indonesia Number 39 of 2008 Concerning Student Development. According to the Ministry of National Education's OSIS guidebook (2011), there are three functions of OSIS: as a platform for student activities that support student development; as a motivator who encourages students' enthusiasm to be involved in student activities in order to achieve set goals; and as a preventive measure to help students integrate with the environment and overcome attitude problems that may arise. The OSIS's responsibilities also include efforts to maintain school security from threats from both inside and outside as well as controlling student behavior. The organizational structure and duties of the OSIS management include several core activities that must be carried out in accordance with the functions of the OSIS. Regulation of the Minister of National Education of the Republic of Indonesia Number 39 of 2008 states ten main student development activities which are explained in detail in the OSIS guidebook. These activities cover various aspects such as fostering religious values, character, personality, achievement, human rights, creativity, health, culture, technology and communication. All of these activities are carried out by the OSIS under the supervision of student development management.

Conclusion

Based on the findings and discussion regarding the application of Pancasila values. In intra-school student organization activities at the TEXAR Klari Karawang Vocational School, there are some conclusions as follows:

1. General Conclusion

The general conclusion is that the Application of Pancasila Values in Activities Intra-School Student Organizations can run very well at TEXAR Vocational Schools Clarify. This can be seen for example in terms of activities to apply values. Pancasila among students who take part in OSIS activities is running very conductively, even students are more disciplined in their time, respect each other and can behave better.

2. Specific Conclusions

Developing students' behavioral attitudes through the application of Pancasila values. Intra-school student organization activities provide many benefits. Ceremonies every Monday, holding activities on holidays and devotion Social activities are several activities carried out to develop attitudes and student behavior through varied methods. So that by holding these activities students are more able to behave well, and this good behavior arises through self-awareness and without coercion.

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