

THE HISTORICAL URGENCY OF PASKIBRA IN REALIZING A SENSE OF RESPONSIBILITY

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ABSTRACT

KEYWORDS

History, Paskibra, Responsibility

ARTICLE INFO

Accepted:1- 10-2023

Revised:12-1-2023

Approved:8-1-2024

The type of research used in this research is qualitative research. The data collection techniques carried out in this research are as follows: (1) Observation (Observation, documentation and traiangulation. Research results: The history of paskibra in forming responsible attitudes and behavior is very meaningful for the development of students in getting a better learning experience. Through habituation and training in moral and religious aspects that develop from childhood will develop better behavior and responsibility. In connection with moral actions that correlate with responsibility, it is stated that those who have a higher level of moral consideration have a significantly higher level of socialization and responsibility. Conversely, those with low levels of moral consideration have significantly higher levels of socialization and responsibility

INTRODUCTION

History Paskibra is an activity carried out at school or in the community to support learning programs. There are several sources that can be used as a formulation regarding the history of Paskibra as stated in Minister of Education and Culture Decree No. 060/U/1993, No. 061/U/1993 and No. 082/U/1993 states that: "The history of Paskibra is an activity held outside of class hours as stated in the program structure in accordance with the circumstances and needs of the school. "The history of Paskibra is in the form of enrichment activities and improvement activities with curricular programs"

The history of Paskibra includes several types of activities such as arts, sports, personality development, and to increase students' potential. This activity aims to help student development according to student needs, potential, talents and interests. Based on the description above, it can be explained that what is meant by Paskibra History is a means of self-development for each student which is carried out not only in the teaching and learning process but can also be done outside the classroom which supports the achievement of the vision and mission of

Paskibra History. In the History of Paskibra, students are directed to be able to develop their potential, interests, talents and abilities in various fields according to their choice.

The history of Paskibra provides various experiences about various things that were done. The objectives of implementing Paskibra History in schools are stated in Permendiknas No. 39 of 2008, namely: 1) Developing students' potential optimally and integratedly which includes talents, interests and creativity. 2) Strengthening students' personalities to realize the resilience of the school as an educational environment so that it avoids negative efforts and influences that conflict with educational goals. 3) Actualizing students' potential in achieving superior achievements according to their talents and interests. 4) Preparing students to become citizens of society with noble, democratic character, respecting human rights in order to create a civil society. In the Decree of the Director General of Basic Education Number 226/C/Kep/O/1992, it is explained that the aim of Paskibra History is to deepen and broaden students' knowledge, recognize the relationship between various subjects, channel talents and interests, and complete efforts to develop the whole person. Based on the description above, it can be concluded that through the History of Paskibra, it is hoped that the talents and potential that students have can be developed and optimized, so that they can become individuals who are superior, creative, have noble character, have knowledge and skills, are physically and spiritually healthy, have good personality. who is steady, and has a sense of responsibility towards society and the nation. The results achieved by students after taking extracurricular lessons have an impact on learning outcomes in the classroom, namely in certain subjects that are related to extracurriculars, namely getting good grades in those lessons. Usually students who are active in Paskibra History will be skilled in organizing, managing, solving problems according to the characteristics of the extracurricular they are involved in

Responsibility is one of several attitudes that are values in character education. Responsibility is a person's attitude and behavior to carry out their duties and obligations. Responsibility is an attitude of being ready to choose a choice that you want to make in life, and being ready to face the consequences of the choice that has been made. Thus, everything that has been done should be considered in depth first and not rushed. Because an irresponsible person, according to Fatchul Mu'in, is a person who has low self-control, is hasty in choosing an option. Responsibility means having self-control, being able to carry out tasks well individually and in groups, and having high accountability. This is as stated by Fatchul Mu'in in his book that, someone who is responsible is someone who has accountability. Where someone can be held responsible and can be held accountable.

RESEARCH METHODS

The type of research used in this research is qualitative research. Qualitative research is research that intends to understand phenomena about what research subjects experience, for example behavior, perceptions, actions holistically and in a descriptive manner (Moleong, 2007:6). Qualitative research is not merely about seeking the truth, but rather about the subject's

understanding of the world around him. This research uses a qualitative approach because the research describes the phenomena studied in the form of descriptions that show how to instill the value of caring through scouting extracurricular activities in students.

Data sources in research are subjects from which data can be obtained. According to Moleong, it is stated that the source of qualitative data is words or actions, the rest is additional such as documents, other data sources. The data sources for this research are: (1) Primary data sources. Primary data sources were obtained by researchers through structured interviews and field observations with respondents. A respondent is a person who is asked for information about a fact or opinion, this information can be conveyed in written or oral form. The respondents in this research were coaches and students (scout members) in the Front Group. (2) Secondary data sources. From this secondary data, it is hoped that it can add broader insight and knowledge to researchers so that the results of research on instilling the value of caring through scouting extracurriculars can be revealed carefully by researchers.

The data collection techniques carried out in this research are as follows: (1) Observation. This observation is carried out directly to understand and find out the behavior shown by students and coaches as well as what activities are involved in scouting activities for students in an effort to form a sense of care through scouting activities within the school environment and outside the school with the aim of obtaining clear and correct information. (2) Interviews. In collecting data, researchers used open interviews and in-depth interviews to obtain valid data about the formation of a sense of caring through extracurricular scouting for students. Interviews were conducted with research subjects including scout leaders and scout members. (3) Documentation Study.

The data analysis method in this research was carried out using qualitative analysis by carrying out data interactions, namely: (1) Data display. This means searching for and collecting the necessary data and researchers recording all data objectively and as is according to the results, observations and interviews in the field. Analysis during data collection was carried out using multiple sources of evidence. Classify with the informant about the rough draft of the research report. (2) Data reduction. The research process focuses on simplifying, abstracting, transforming rough data that emerges from written notes in the field (Milles, 2007: 16). Data reduction is a form of analysis that sharpens, categorizes, directs and discards what is not needed and organizes secondary data in such a way that it can be retrieved and verified. (3) Presentation of data. Presenting a collection of structured information that provides the possibility of drawing conclusions in taking action (Milles, 2007: 17). Data presentation is an analysis of designing rows and columns in a matrix for qualitative data and determining the type and form of data intended in the matrix boxes. (4) Drawing conclusions (data verification). Drawing conclusions by re-action of notes in the field or conclusion is a re-action of notes in the field or conclusion can be reviewed as arising from data which must be tested for truth, robustness and suitability which constitutes its validity. Drawing conclusions must be based on data reduction and data presentation which is the answer to the problems raised in the research (Milles, 2007:19).

RESULTS AND DISCUSSION

RESULT

The history of Paskibra provides various experiences about various things that were done. The objectives of implementing Paskibra History in schools are stated in Permendiknas No. 39 of 2008, namely:

- 1) Developing students' potential optimally and integratedly which includes talents, interests and creativity.
- 2) Strengthening students' personalities to realize school resilience as an educational environment so as to avoid negative efforts and influences that conflict with educational goals.
- 3) Actualizing students' potential in achieving superior achievements according to their talents and interests.
- 4) Preparing students to become citizens of society with noble, democratic character, respecting human rights in order to create a civil society.

In the Decree of the Director General of Basic Education Number 226/C/Kep/O/1992, it is explained that the aim of Paskibra History is to deepen and broaden students' knowledge, recognize the relationship between various subjects, channel talents and interests, and complete efforts to develop the whole person.

Based on the description above, it can be concluded that through Paskibra History, it is hoped that students' talents and potential can be developed and optimized, so that they can become individuals who are superior, creative, have noble character, have knowledge and skills, are physically and spiritually healthy, and have good personalities. steady, and have a sense of responsibility towards society and the nation.

The results achieved by students after taking extracurricular lessons have an impact on learning outcomes in the classroom, namely in certain subjects that are related to extracurriculars, namely getting good grades in those lessons. Usually students who are active in Paskibra History will be skilled in organizing, managing, solving problems according to the characteristics of the extracurricular they are involved in.

d. Characteristic features History of Paskibra

- 1) Be under the auspices of a school or other educational institution.
- 2) History of Paskibra is carried out outside class hours.
- 3) There are various kinds of activities that students are interested in.

e. Function History of Paskibra

- 1) Development, that is, function History of Paskibra to develop students' abilities and creativity according to their potential, talents and interests.
- 2) Social, namely function History of Paskibra to develop students' abilities and sense of social responsibility.

- 3) Recreational, namely functionThe history of Paskibra is to develop a relaxed, encouraging and fun atmosphere for students that supports the development process.
- 4) Career preparation, namely the function of Paskibra History to develop students' career readiness.

f. BenefitHistory of Paskibra

It is hoped that the history of Paskibra will not only provide benefits for developing students' creativity but also foster students' nationalist attitudes so that good character and love of their homeland are formed. This activity is also useful for filling students' free time to do positive things. In this way, Paskibra History will have a good impact not only on the students themselves but also on their environment.

g. ScopeHistory of Paskibra

The scope of Paskibra History is based on activities that support and support co-curricular programs. The history of Paskibra can support intra-curricular and co-curricular activities because these three activities have a close relationship and cannot be separated, so they help each other from one lesson to another.

h. PrinciplesHistory of Paskibra

By adhering to the objectives of Paskibra History in schools, the principles of Paskibra History can be established as expressed by Oteng Sutrisna, namely:

- 1) According to All students, teachers and administrative personnel should participate in efforts to improve the program.
- 2) Teamwork is fundamental.
- 3) Restrictions on participation should be avoided.
- 4) The process is more important than the result.
- 5) The program should be comprehensive and balanced enough to meet the needs and interests of all students, the values of education at school and the efficiency of its implementation.
- 6) These activities should provide rich sources of motivation for classroom teaching, whereas classroom teaching should also provide rich sources of motivation for student activities.
- 7) These extracurricular activities should be seen as an integral part of the entire educational program at school, not just additional or as stand-alone activities.

Based on the explanation above, it can be concluded that the principles in Paskibra History are really needed to serve as guidelines in running extracurricular programs. Extracurriculars have the principle of giving students the freedom to choose the activities they like so that they actively participate in the activities they have chosen, of course they must be in accordance with the students' potential, talents and interests.

DISCUSSION

Paskibra is an abbreviation of Flag Raising Troops. Paskibra is a forum for students who are appointed to respect the red and white, be disciplined, tough, responsible, never give up, and their job is to be flag bearers. In one of the student development materials, which is stated in the Decree of the Minister of Education and Culture No. 0416/U/1984, namely regarding preliminary state defense education which is organized by schools, including the formation of school flag-raising troops (paskibra). These activities include various types of

activities, including Marching Rules (PBB), Flag Ceremonial Procedures (TUB), as well as Student Leadership Training (LKS) at pioneer and beginner levels.

Paskibra members have the main task of carrying out flag ceremony activities. In essence, the flag ceremony is a reflection of the nation's cultural values and is an educational effort that can include achieving various educational goals. Disciplined attitudes, physical and spiritual fitness, movement skills, leadership skills are things that can be obtained through flag ceremony activities.

b. Vision and Mission of Paskibra

1) Vision

Provide knowledge about the basic elements of PBB (Marching Rules) and provide direction to each Paskibra member to be disciplined.

2) Mission

- a) Forming a disciplined personality.
 - b) Strengthen the ties of brotherhood between Paskibra members.
 - c) Providing knowledge about the UN to every member of the paskibra.
 - d) Form a strong mentality.
- c. Paskibra's objectives

The goals for students who take part in Paskibra extracurricular activities include:

- 1) Students are able to show their ability to be any officer in a flag ceremony.
- 2) Students can broaden their national insight and foster a spirit of nationalism through extracurricular activities of Paskibra.
- 3) Students are able to become leaders and role models and can organize well because of their discipline.
- 4) Students can improve their skills and discipline through extracurricular activities.
- 5) Students become responsible because they are given routine tasks in flag ceremonies.
- 6) Make it easier for members to face the future by providing a certificate from the local government for having been a flag raising officer during state holiday ceremonies.
7. Gather and develop members so that they become Indonesian students and citizens who believe and are devoted to God Almighty, have the spirit of Pancasila, are loyal and obedient to the Unitary State of the Republic of Indonesia and become Guides to Mother Earth.
8. Practice and secure Pancasila.
9. Developing character, independence and professionalism, maintaining and enhancing a sense of brotherhood, kinship, unity and oneness, realizing complete cooperation and a spirit of service to the nation and state, fostering a sense of responsibility and dynamic creativity as well as national awareness among members and their families .

10. Forming Indonesian people who have mental resilience (tough), sufficient knowledge and technical skills to be able to carry out their work (responsive) and physical/physical endurance (agile).

It appears that the extracurricular activities of Paskibra in forming a sense of responsibility have a role related to fostering and developing a sense of responsibility. This shows that the Paskibra extracurricular is in line with the objectives of citizenship education, namely to foster insight and awareness of the nation and to form attitudes and behavior of love for the homeland based on national culture. An attitude of responsibility is a conscious action that is able to carry out its duties and obligations towards oneself, the environment, family and also obligations towards Allah SWT. A person with a responsible attitude always has consideration in choosing what he wants to do, and has high accountability

CONCLUSION

The history of paskibra in forming responsible attitudes and behavior is very meaningful for the development of students in getting a better learning experience. Through habituation and training in the moral and religious aspects that have developed since childhood, better behavior and responsibility will be developed. In relation to moral actions that correlate with responsibility, it is stated that those who have a significantly higher level of moral consideration have a significantly higher level of socialization and responsibility. Conversely, those who have a low level of moral consideration have a significantly higher level of socialization and responsibility. low Responsibility is meant as a condition where all actions or deeds or attitudes are the embodiment of moral values and moral values and noble moral and/or religious values. It could also be said that being responsible means being within the order of norms, moral values and religion, and not outside them. All actions, deeds or attitudes that are outside the realm of moral and religious values or norms cannot be held accountable

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