



# Enhancing Cooperative and Critical Thinking Skills as Part of the Pancasila Student Profile through Scouting Activities at SMP Negeri 3 Singaraja

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## Abstrak

Penelitian ini bertujuan untuk menganalisis penerapan penguatan karakter berdasarkan Profil Pelajar Pancasila dengan fokus pada dimensi gotong royong dan berpikir kritis melalui kegiatan ekstrakurikuler pramuka di SMP Negeri 3 Singaraja. Latar belakang penelitian ini berangkat dari meningkatnya kekhawatiran terhadap degradasi moral, perundungan (bullying), dan intoleransi di kalangan peserta didik. Permasalahan tersebut mencerminkan urgensi untuk merevitalisasi pendidikan karakter sebagaimana ditekankan dalam Kurikulum Merdeka, yang memprioritaskan pengembangan karakter melalui enam dimensi utama. Di antara dimensi tersebut, gotong royong dan berpikir kritis dianggap esensial dalam menumbuhkan nilai-nilai kebangsaan dan ketangguhan pada generasi muda. Penelitian deskriptif kualitatif ini menggunakan metode observasi, wawancara, dan dokumentasi untuk mengumpulkan data dari pembina pramuka, staf sekolah, dan peserta didik. Hasil penelitian diharapkan dapat mengungkap sejauh mana integrasi nilai-nilai karakter diterapkan dalam kegiatan ekstrakurikuler, mengidentifikasi hambatan yang dihadapi, serta memberikan solusi untuk pelaksanaan yang lebih efektif. Pada akhirnya, penelitian ini berkontribusi dalam meningkatkan kapasitas sistem pendidikan untuk menanamkan karakter moral yang kuat sesuai dengan nilai-nilai Pancasila.

**Kata kunci:** pendidikan karakter, berpikir kritis, gotong royong, kegiatan ekstrakurikuler

## Abstract

*This research aims to analyze the implementation of character strengthening based on the Pancasila Student Profile, focusing on the dimensions of mutual cooperation and critical thinking through scout extracurricular activities at SMP Negeri 3 Singaraja. The background of the study stems from the increasing concern over moral degradation, bullying, and intolerance among students. These issues reflect the urgency to revitalize character education as emphasized in the Merdeka Curriculum, which prioritizes character development through six key dimensions. Among these, mutual cooperation and critical thinking are deemed essential in cultivating civic values and resilience among the younger generation. This qualitative descriptive research utilizes observation, interviews, and documentation to gather data from scout advisors, school staff, and students. The findings are expected to reveal the extent of the integration of character values in extracurricular activities, identify obstacles, and propose solutions for effective implementation. Ultimately, this research contributes to enhancing the educational system's capacity to instill strong moral character aligned with the values of Pancasila.*

**Keywords:** character education, critical thinking, mutual cooperation, extracurricular

## 1. INTRODUCTION

Education plays a vital role in shaping the future of a nation. It is a conscious effort to develop human potential to become quality individuals with strong character, ethics, and the ability to make decisions that benefit society. As the foundation of national progress, education must go beyond cognitive development to include the formation of values and civic responsibility. The Indonesian education system, guided by Law No. 20 of 2003, aims to produce citizens who are faithful, healthy, creative, independent, and responsible toward their environment and nation. Recent studies and national assessments reveal growing concerns regarding student behavior. A report by CNN Indonesia (2023) cited the Ministry of

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Education's national assessment findings that 24.4% of students in Indonesia experience bullying in school. Such behavior has negatively impacted students' motivation and reflects a broader moral degradation. This underscores the urgent need to revitalize character education in line with the values of Pancasila

In line with the Merdeka Curriculum, character education focuses on six key dimensions, two of which mutual cooperation and critical thinking are essential in today's increasingly diverse and dynamic society. These dimensions foster teamwork, empathy, and the ability to analyse problems logically and independently, which are vital competencies for Indonesian youth. The scout extracurricular program (Pramuka) is an effective medium for implementing character education outside the classroom. Scouting promotes values such as cooperation, discipline, responsibility, and civic spirit. These activities provide students with experiential learning opportunities that strengthen their social and moral values.

Hence, this research explores the implementation of character strengthening based on the Pancasila Student Profile, specifically the dimensions of mutual cooperation and critical thinking, through scout extracurricular activities at SMP Negeri 3 Singaraja. The study seeks to assess implementation processes, identify challenges, and offer recommendations for improvement. Based on initial observation and literature review, several issues were identified. First, national reports indicate a high rate of bullying among students, leading to decreased motivation to learn. Second, field observations at SMP Negeri 3 Singaraja revealed that some students unconsciously engage in bullying or show intolerant behaviour. Third, there is a growing concern regarding juvenile delinquency and moral disintegration, which threatens the values of Pancasila. Therefore, revitalizing character education becomes imperative.

Theoretical Benefit: This research contributes to the development of character education theory, particularly regarding the implementation of the Pancasila Student Profile in middle schools. It serves as a reference for strengthening educational policies and classroom practices aligned with national values. Practical Benefit: For schools, the findings of this study offer insights into improving extracurricular programs as tools for character development. It can support the evaluation and refinement of strategies in promoting critical thinking and cooperation among students through scout activities, contributing to holistic student development.

## **2. METHOD**

This research employs a qualitative descriptive method aimed at obtaining in-depth understanding of the implementation of character strengthening based on the dimensions of mutual cooperation and critical thinking within the Pancasila Student Profile through scout extracurricular activities. The qualitative approach is suitable because it allows the researcher to explore social phenomena, attitudes, and processes as they occur naturally in the school environment, without manipulating variables. The research setting is SMP Negeri 3 Singaraja, and the primary subjects include scout leaders, school staff, and students actively participating in the Pramuka extracurricular program. Data were collected through observation, interviews, and documentation. Observations were made to examine the implementation process and the behaviors shown by students during scout activities. Interviews were conducted with scout leaders and school officials to gather information about planning, execution, and perceived challenges. Documentation such as photos, schedules, and written reports supported the analysis.

The data analysis technique used in this study follows the interactive model of Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing/verification. Through this approach, the researcher can systematically interpret the information gathered to identify themes, patterns, and the depth of character education implementation through extracurricular learning. To ensure data validity, several triangulation

techniques were employed. These include source triangulation (comparing data from different informants), method triangulation (using multiple data collection methods), and theoretical triangulation (analyzing findings using multiple perspectives or frameworks). These strategies enhance the credibility and reliability of the findings, making them relevant for both academic and practical application in the context of character education.

The research was conducted over a specific period that aligned with the school's extracurricular schedule to ensure natural observation of the activities without disrupting the regular learning process. The researcher also maintained ethical standards by obtaining permission from the school and ensuring the anonymity and confidentiality of all respondents. The involvement of students in this study was entirely voluntary, and their participation aimed to understand how character values are internalized and manifested through meaningful activities in scouting. This approach helped capture authentic interactions and provided rich qualitative data to support the study's conclusions.

### **3. RESULTS AND DISCUSSION**

#### **3.1. Implementation of Character Strengthening through Scout Activities**

The implementation of character strengthening in the dimensions of mutual cooperation and critical thinking through scout activities at SMP Negeri 3 Singaraja was carried out through structured routines, teamwork-based projects, and reflective discussions. The scout program provided students with real-life experiences that encouraged collaboration, empathy, and civic engagement. Activities such as group camping, joint decision-making, and community service became platforms for practicing mutual cooperation and understanding the importance of contributing to shared goals.

During weekly scout sessions, students were divided into small groups or “regu” that allowed them to take on different roles and responsibilities. These roles rotated, giving each student the chance to lead and support various tasks. This structure not only built accountability but also developed communication and leadership skills. The group-based setting fostered a sense of unity and shared responsibility, especially when the success of a task depended on collaboration among all team members.

Another key component was the use of reflective dialogue after each major activity. Students were asked to reflect on what went well, what challenges they encountered, and how they resolved conflicts. These discussions were facilitated by scout leaders who encouraged open-ended questions, promoting critical thinking. Students learned to evaluate their own decisions, consider alternative solutions, and articulate their perspectives with clarity and respect.

Character values were also instilled through ceremonial traditions, discipline in dress code, and adherence to scout codes of conduct. These elements reinforced a culture of respect, order, and pride in group identity. Students developed internal discipline, learned to value punctuality, and showed more awareness of their behavior in public settings reflecting the internalization of character values in both formal and informal ways.

Overall, the implementation of scout activities proved to be a consistent and effective approach to strengthening character in students. The combination of structured group tasks, personal reflection, and value-based traditions created a comprehensive learning environment. Students were not only exposed to moral ideals but were actively involved in applying those

values in practical and meaningful ways, thus supporting the broader objectives of the Pancasila Student Profile.

### **3.2 Challenges in Implementation**

Despite the overall success of the scout-based character strengthening program, several challenges were identified during its implementation. One major issue was the varying levels of student awareness regarding the purpose and long-term benefits of each activity. While some students actively participated and reflected on their experiences, others engaged merely to fulfill attendance, without understanding the intended character outcomes of teamwork, empathy, and critical thinking.

Another challenge involved passive participation and individualistic behavior among certain students. Although the program emphasized collaboration, a few students struggled to contribute actively within their groups. These students were either hesitant to take initiative, lacked confidence, or were reluctant to share responsibilities. This behavior disrupted group dynamics and hindered the development of mutual cooperation, which is a core value being nurtured.

Inconsistent attendance also emerged as a barrier. Some students failed to attend scout activities regularly due to personal or academic reasons. This disrupted the continuity of learning and made it difficult to evaluate students' progress in character development. The irregular presence of participants also created challenges for team-based assignments, where each member's contribution was crucial to the success of group activities.

From a logistical standpoint, the school faced limitations in facilities and resources to support all the planned scouting programs. There was a shortage of outdoor equipment, limited access to reflective materials, and insufficient supervision when multiple groups conducted activities simultaneously. These constraints made it harder to carry out high-quality experiential learning tasks and to ensure consistent character reinforcement across all participants.

Lastly, limited training for facilitators and scout leaders on how to integrate the Pancasila Student Profile into extracurricular learning added to the difficulty. Some mentors relied heavily on routine tasks and lacked the pedagogical skills to foster reflective dialogue or assess character development effectively. This highlights the need for professional development programs and capacity-building efforts for educators who manage character education through extracurricular platforms..

### **3.3. Critical Thinking Development through Scouting**

Critical thinking was developed through problem-solving tasks, outdoor simulations, and scenario-based discussions during scout sessions. Students were encouraged to analyze situations, propose solutions, and evaluate the impact of their actions during group reflection activities. This approach aligned with the goal of enabling students to think logically, make decisions based on reason, and reflect on outcomes. Teachers and scout leaders played a crucial role in guiding students through open-ended questions and collaborative problem-solving processes.

One notable activity that fostered critical thinking was the simulation of community-based problems, such as managing waste in a school environment or resolving peer conflict. In these simulations, students worked in groups to assess the situation, determine causes, and develop action plans that could realistically be implemented. These tasks helped them

understand the importance of evidence-based reasoning and considering multiple perspectives before reaching a conclusion.

In addition to structured tasks, spontaneous problem-solving often occurred during outdoor activities such as camping or hiking. For example, when encountering unexpected challenges like equipment failure or group disagreements, students were required to make quick decisions, delegate responsibilities, and evaluate the consequences of their choices. These real-life problem scenarios trained students to remain calm, logical, and solution-oriented under pressure skills essential for lifelong learning and active citizenship.

Reflection journals and group discussions served as tools for metacognitive development. After each activity, students were asked to write or discuss what they had learned, what strategies they used to solve problems, and how they would approach similar situations in the future. This reflective process helped internalize critical thinking as a habit of mind, rather than a skill applied only in academic contexts. It also promoted self-awareness and accountability in decision-making.

Overall, scouting provided a unique and authentic environment where students could practice critical thinking in meaningful ways. By combining structured learning with real-world scenarios, the program succeeded in equipping students with analytical and evaluative abilities that supported both their personal growth and alignment with the values of the Pancasila Student Profile. The consistent application of critical thinking in diverse situations contributed to the holistic development of students as thoughtful and responsible members of society.

#### **4. CONCLUSION**

The implementation of character strengthening through scout extracurricular activities at SMP Negeri 3 Singaraja has proven effective in developing the dimensions of mutual cooperation and critical thinking as outlined in the Pancasila Student Profile. By engaging students in structured, reflective, and collaborative tasks, scouting provided authentic learning experiences that fostered both social values and cognitive growth. Despite facing several challenges such as inconsistent participation and limited resources, the program successfully created opportunities for students to internalize civic values, practice problem-solving, and work collaboratively. This study highlights the importance of integrating character education into extracurricular activities as a strategic effort to shape responsible, thoughtful, and cooperative future citizens.

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