

National Insight Extracurricular Activities as a Medium for Strengthening Students' Interest and Pancasila Education in Senior High Schools

Ekstrakurikuler Wawasan Kebangsaan sebagai Media Penguatan Minat dan Pendidikan Pancasila di Tingkat Sekolah Menengah Atas

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Abstract

This research is important to see the existence of extracurricular national insight in order to strengthen students' interests, its existence in integrating the content of Pancasila learning into extracurricular activities that make this extracurricular interesting, and this extracurricular is a pilot project that does not yet exist in other schools. This research uses qualitative research methods, with data collection techniques of observation, interviews, and documentation. The subjects of this research are the principal, extracurricular coaches, and students who are members of extracurricular activities from grade 10 to grade 12. Data analysis techniques with data selection, data presentation and conclusion drawing and by testing data validity through triangulation. The results showed: that interest strengthening was carried out not only relying on internal interests but also stimulating interests that arose due to stimuli from the environment, interests channeled through extracurricular activities were measured to determine the extent to which extracurricular activities could accommodate the interests of students properly seen from the increase in knowledge and abilities of students, and the climate made supportive so that students could channel their interests optimally by presenting a recreative climate without discrimination by optimizing the role of teachers. In conclusion, the presence of this extracurricular activity is able to accommodate the interests of students well, able to integrate with the content of Pancasila Education and optimal support from the school.

Keywords: *Extracurricular, interests, national insight.*

Abstrak

Penelitian ini penting dilakukan untuk melihat eksistensi ekstrakurikuler wawasan kebangsaan dalam rangka penguatan minat peserta didik, eksistensinya dalam mengintegrasikan muatan pembelajaran Pancasila ke dalam kegiatan ekstrakurikuler yang menjadikan ekstrakurikuler ini menarik serta ekstrakurikuler ini bersifat pilot *project* yang belum ada di sekolah lainnya. Penelitian ini menggunakan metode penelitian kualitatif, dengan teknik pengumpulan data observasi, wawancara dan dokumentasi. Subjek penelitian ini adalah Kepala Sekolah, Pembina ekstrakurikuler dan peserta didik yang tergabung dalam kegiatan ekstrakurikuler baik dari kelas 10 hingga kelas 12. Teknik analisis data dengan pemilihan data, penyajian data dan penarikan kesimpulan serta dengan melakukan pengujian keabsahan data melalui triangulasi. Hasil penelitian menunjukkan: penguatan minat dilakukan tidak hanya mengandalkan minat internal tetapi juga menstimulus minat yang muncul karena rangsangan dari lingkungan, minat yang disalurkan melalui ekstrakurikuler dilakukan pengukuran untuk mengetahui sejauh mana ekstrakurikuler dapat mewadahi minat peserta didik dengan baik dilihat dari adanya penambahan pengetahuan dan kemampuan peserta didik, dan iklim yang dibuat mendukung agar peserta didik dapat menyalurkan minatnya secara optimal dengan menghadirkan iklim re-kreatif tanpa diskriminasi dengan mengoptimalkan peran guru. Kesimpulannya hadirnya ekstrakurikuler ini mampu mewadahi minat peserta didik dengan baik, mampu mengintegrasikan dengan muatan Pendidikan Pancasila dan dukungan yang optimal dari sekolah.

Kata Kunci: Ekstrakurikuler, minat, wawasan kebangsaan.

1. Introduction

One of the important pillars in the process of building a nation is education. The young generation through education is prepared to become the successor of a broad-minded nation, including national insight. Nationalistic insight is the way we view ourselves as a nation that must be able to reflect the sense and spirit of nationalism and be able to maintain its identity as a nation (Nurfatimah & Dewi, 2021).

Strengthening nationalistic insight for the younger generation is a shared responsibility, including the government, schools, and families. Schools in this case must realize that the education process is not just about providing learning materials in the classroom. Schools must also provide a forum for students to strengthen their potential outside the classroom, namely through extracurricular activities. Extracurricular activities are educational activities outside the applicable curriculum provisions. However, they are pedagogical and support education in the context of achieving school goals with various considerations in their implementation, such as consideration of the aspects of talents, interests, abilities of students, environmental conditions, and good cooperation between the parties involved in it (Yulyanti et al., 2022). Extracurricular activities have been regulated in 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, stipulated in article two, which confirms that extracurricular activities are organized with the aim of developing the potential, talents, interests, abilities, personality, cooperation and independence of students optimally so that the objectives of national education can be achieved (Rosidi, 2022).

Extracurricular activities have the potential to be an effective medium that is not only limited to additional activities for students to channel their interests. However, extracurricular activities are also able to become a forum for strengthening interests in relation to the learning process. Extracurricular activities can be integrated with existing subjects at school, this is so that students can gain a more comprehensive understanding and knowledge. To ensure this, it is necessary to measure the extent to which existing extracurricular activities are able to play a role in strengthening students' interests and being able to integrate them with existing subjects at school in accordance with their functions (Hasyim et al., 2025).

Realizing this, requires the role of schools to be able to create a safe and comfortable school climate for students. Not only a safe and comfortable climate during the learning process but also until the implementation of extracurricular activities. All components of the school community must have a strong commitment to creating a school with a safe and comfortable climate for all. One of the functions of extracurricular activities is to present a recreative atmosphere, which is a pleasant atmosphere (Rosidi, 2022). Through extracurricular activities that are carried out in a comfortable climate, students can channel their interests optimally so that they will gain more comprehensive abilities and knowledge because of these activities. Moreover, extracurricular national insight is an extracurricular activity whose content integrates with Pancasila subjects in class, packaged in a way that makes students not bored either through discussions or debate mechanisms, while still paying attention to climate aspects so that they feel comfortable in participating in extracurricular activities.

Based on the background that has been stated, researchers want to explore and analyze how extracurricular activities can carry out their functions well, especially with regard to strengthening students' interests. Moreover, this national insight extracurricular is a pilot project extracurricular. This makes this research interesting because currently, only SMAN 2 Banjarmasin has this extracurricular activity. In addition, the presence of extracurricular national insight provides a new

nuance by integrating the content of Pancasila learning in the classroom into extracurricular activities. The results of this study will serve as a reference for future similar studies and can be a consideration for other schools and related agencies to organize extracurricular national insight in other schools.

2. Literature Review

2.1. Extracurricular

Extracurricular activities are activities that are prepared to accommodate and provide direction for the interests, talents, passions, and personalities of students, which are used as a means of detecting students' talents (Mentari et al., 2020). Extracurricular activities, which are usually abbreviated as "ekskul", are additional activities that are carried out outside of school hours. This activity aims to help students in shaping their character in accordance with their respective interests and talents (Chairani & Juwita, 2019). Extracurricular activities have three main functions, namely the social function to develop students' abilities and sense of responsibility, the recreational function to create a relaxed and pleasant atmosphere, and the development function as a forum for developing the talents, potential, and interests of students to channel their abilities and creativity (Muflich & Rokim, 2021).

Extracurricular activities will run well when accompanied by a climate that is able to make students feel safe and comfortable. Extracurricular activities have principles in their implementation, not only on individual principles that focus on the potential and interests of each learner, but also on the principle of fun. Fun means that there is no coercion for students to take part in extracurricular activities so that they can be actively involved in these activities (Saihudin, 2018). Aside from being a place to develop learners' potential, extracurricular activities can also provide wider social experiences for learners and make learners more prepared in preparing for their future careers through capacity building (Chairani & Juwita, 2019).

2.2. Nationalistic Insight

Nationalistic insight can be interpreted as the soul and spirit in the form of the spirit of the national life of a country whose spirit will greatly affect the existence of the country. A country with a great national spirit will easily maintain the existence of its country (Nurgiansah, 2021). Nationalistic insight for the Indonesian people mandates that citizens be able to place unity, integrity, and the interests of the nation and state above personal and group interests. Nationalistic insight develops the principle of unity, namely Bhinneka Tunggal Ika, based on Pancasila (Wiratmaja et al., 2021).

The basic components in shaping the values of national insight are contained in every point of Pancasila. The first principle is about freedom of religion and guarantees to practice it. The second principle is about equality and upholding justice. The third precept states the unity of the nation above all else. The fourth principle upholds the principle of deliberation and consensus with regard to leadership, wisdom, thought, and representation. The fifth principle emphasizes the value of social justice for all (Suargana & Dinie, 2021). The values of national insight are manifested in the unity of the nation, which has fundamental characteristics ranging from respecting human dignity as a creature of God Almighty; being determined to become a nation that lives independently, freely, and unitedly; love for the nation and homeland; democracy and popular sovereignty; to having social solidarity (Nurfatihah & Dewi, 2021).

2.3. Pancasila Education

Pancasila is a fundamental thing that is taught in the Pancasila Education component in schools; this aims to form good and intelligent citizens. The presence of Pancasila Education so that students are able to internalize the values contained in it. However, it is a problem today when this subject is mostly delivered with conventional methods such as lectures. Given that the values of Pancasila conveyed to students can only be internalized and understood properly until they are followed up through actions when they are interested, one of the efforts is to convey them through methods that are fun, creative, communicative, and far from the indoctrination impression (Hariyanti, 2022).

Pancasila Education is part of the compulsory curriculum that can be found at all levels of education. The obligation of Pancasila Education is with the aim of being able to develop students to become individuals with character. The importance of Pancasila Education for students to be implemented is because Pancasila Education serves as a guide or guide in thinking to behave in everyday life. The last part of Pancasila Education is that the values contained in it can be understood, lived, and practiced in everyday life; this makes students become strong people and not easily shaken by their belief in the truth of Pancasila (Permana, 2023).

The values contained in Pancasila Education will be implemented in everyday life, which will be the main purpose of Pancasila Education. The implementation can be found in daily life, starting from the family environment and school to society. Schools need to ensure that students really well understand the values contained in it. These values are listed in each point of Pancasila which, if practiced properly in life will form a person who has a good personality or character. Pancasila education is the responsibility of schools in the teaching process, because schools must play a role in preparing students to face life (Wulandari, 2020).

2.4. Interest

Interest means the amount of interest a person has in a stimulus. Interest is a strong encouragement for someone to be able to do something according to their wishes. Interest is an important factor for a person because it will be a motivation that affects attention, thinking, and achievement (Lena et al., 2020). One's interest must be developed to achieve educational goals. In the context of education, interest will be a development process by directing all existing abilities to direct a person to an activity that he is interested in or likes (Sidda & Subaidi, 2022).

In general, interest can be divided into personal interest and situational interest. Personal interest is a relatively stable individual characteristic aimed at an activity. Meanwhile, situational interest is an interest that grows due to stimuli from the environment (Lena et al., 2020). Interest according to Rochajati (2020), can be seen in three parts namely, expressed interest can be seen from someone who is able to express their interests or choices using certain words, realized interest can be seen from a person's ability to express their interests through actions or actions and finally inventoried interest which can be seen from a person's ability to be measured by answering certain questions or choices for certain activities.

Interest due to external encouragement is determined by the ability of the existing environment to stimulate it. Schools have a role in stimulating students' interests to grow well, one of which is through the role of teachers who are competent and able to keep up with the changing times (Saputri & Sa'adah, 2021). Teachers are able to play a role in providing positive responses to students in order to arouse their enthusiasm for achieving something (Magdalena et al., 2020). This is also part of the role of teachers in the school environment as role models, inspirers, motivators, dynamicators, and evaluators (Adawiah & Dian, 2022).

3. Research Methods

This study employed a qualitative research design. The primary objective was to analyze the implementation process of the extracurricular program on national insight (*wawasan kebangsaan*) to strengthen students' interest and integrate it with the content of Pendidikan Pancasila at SMAN 2 Banjarmasin, South Kalimantan Province. This approach was selected because it allowed the researcher to explore the social phenomenon in a contextual, interpretive, and indepth manner, in line with the characteristics of the research problem.

The research process was conducted in three stages: the pre-field stage, the fieldwork stage, and the data analysis stage. The pre-field stage involved preliminary studies, determination of the research location and subjects, and the preparation of research instruments, including interview guides and observation sheets. The fieldwork stage included data collection through observation, interviews, and documentation. Data analysis involved data reduction, display, and conclusion drawing.

Data were collected using three main techniques. First, non-participant observation was conducted to directly observe the implementation of extracurricular activities without the active involvement of the researcher. Observations were carried out over one month (four meetings) using an observation sheet that focused on students' interest development and the relevance of the activities to Pancasila Education content. Second, semi-structured interviews were used to obtain indepth information from various stakeholders. Informants were selected using purposive sampling based on specific criteria relevant to the research objectives. The informants were chosen for their direct experience, sufficient knowledge, and active involvement in the extracurricular program, ensuring the data collected was rich and contextual. A total of 11 informants participated in this study, including the school principal, extracurricular advisors, and students actively involved in the program, with each student representing different grade levels. The interview guide was developed based on indicators related to students' interests and forms of integration with Pancasila Education.

Third, documentation complemented the data through related documents such as attendance lists, activity photographs, video recordings, and other supporting materials. The data were analyzed using the Miles and Huberman model, which involves data reduction, display, and conclusion drawing. Data analysis was conducted continuously and simultaneously from the initial data collection until comprehensive findings were obtained. Triangulation techniques were applied to ensure data validity, including source, time, and methodological triangulation. In addition, prolonged observation and member checks were conducted to ensure the credibility and validity of the data while minimizing interpretation bias. These strategies helped establish the scientific credibility and accountability of the findings (Sugiyono, 2023).

4. Results and Discussion

4.1. Interest Reinforcement Strategy

Every human being is born with their specialty. Humans tend to do something because of an interest in themselves. This interest can come from inside or outside himself. As stated by Lena et al. (2020), there are two types of interest, namely interest that comes from within and from outside the self due to environmental influences. As carried out by SMAN 2 Banjarmasin, in the context of attracting students to join the extracurricular national insight, not only relying on the interest that comes from within the students themselves, but also providing stimuli from outside so that students become interested in participating in this extracurricular activity. Learners who

have had an interest from the start are an example of the emergence of internal interest, which comes from their encouragement. Maintaining existing interest and generating interest from the environment requires a stimulus in the form of stimuli given to students.

The stimuli provided vary, ranging from socialization during the orientation of new students, by showing how this extracurricular national insight runs to displaying the achievements that have been achieved by extracurriculars that are relatively young, socialization to each class conducted by seniors to promotion through social media in an attractive manner by making creative videos and posters.

"Of course we will carry out socialization, but long before that we sit together with all levels to discuss so that this program can be of interest to students. Then we make a plan so that students can be interested, especially in the field of national insight, including during Pancasila Education lessons to spark their interest in joining the extracurricular program. Of course, the existing strategy is supported by the facilities and infrastructure". (Interview result of informant I, principal, December 12, 2024).

These efforts have paid off because most of the students who are members of this extracurricular activity are actually interested after getting stimulation from outside, in this case, the school. The efforts given by the school are part of fostering interest that comes from outside and must continue to be developed (Sidda & Subaidi, 2022). The growing interest is not only due to environmental stimulus through invitation, but the school also provides facilities and infrastructure that support them to express their interests optimally.

4.2. Interest Assessment

It is not impossible to measure interest. As stated by Rochajati (2020), interest can be measured properly so that it can be assessed and then known. Reinforcing this, Yulyanti et al. (2022) conveyed that the presence of extracurricular activities is a pedagogical support for education. Of course, it must be seen to what extent this support can really be supported by measuring its development. Schools take measurements to ensure that students' interests are truly accommodated and channeled properly based on predetermined indicators.

"Talking about indicators, we will look first at the education quality report card, one of the components in it is related to literacy and numeracy. Then, we can also see from their report card grades, if the grades are not there we can see from their assignment grades, it can be seen when in class they are active in doing assignments and speaking to express their opinions, from this indicator we can see whether it is successful or not". (Interview result of informant II, Civics Teacher and National Insight extracurricular coach, December 12, 2024).

The results of the interview above convey that the school always sees how this extracurricular process runs in accommodating the interests of students well so that it continues to run in achieving the goals that have been set. The school sees the development of each of its students in participating in extracurricular activities. Apart from being seen from the report card instrument of each student, for example, in the knowledge component of the Pancasila subject, it is seen from daily, monthly, mid-semester exams to the final semester exam. Interest can also be seen through the increase in the ability and knowledge of students (Lena et al., 2020). In line with that, Sidda & Subaidi (2022) stated that interest that is channeled optimally will make a person exert all his abilities in the activities he is interested in so that there is an increase in knowledge and abilities.

4.3. Integration of Pancasila Education

Extracurricular national insight, as the name implies, does not only play a role as an extracurricular in the process of strengthening interest alone, but also as a forum for integrating and strengthening Pancasila Education subjects in the classroom into activities that are outside the classroom, namely through extracurricular activities. The process makes students gain more complex knowledge and understanding of the content in Pancasila Education, especially with regard to national insight. They get this through the process that occurs in the extracurricular activities, which are packaged in an interesting way, one of which is through debates. They are given an issue that is happening related to the national insight that they will debate. Through this method, they become more enthusiastic in following it, making their critical reasoning better, improving teamwork, and making them able to understand and appreciate other people's points of view.

"I definitely gained much knowledge about deeper national insight and even gained knowledge that I never got through classroom learning. I can also improve my critical reasoning, and it is because the method used is very fun, and not monotonous every meeting. Until a deep understanding of the material that makes me able to implement it in my daily life, at least my position as a student". (Interview result of informant III, Students who are members of the National Insight extracurricular, December 12, 2024).

Based on the results of interviews conducted with the informants above and the results of observations obtained by researchers, it is known that the process of running this extracurricular activity is packaged interestingly, not using one-way methods such as lectures that make students uninterested, but using fun methods so that they are stimulated in participating in this extracurricular activity. The discussion method chosen makes it easier for students to understand and internalize the values of Pancasila including national insight in it (Hariyanti, 2022). They also become broader in their understanding and knowledge when invited to look at issues related to Pancasila and national insight that are currently hot. The ultimate goal is that they are able to internalize the values contained in Pancasila into their daily lives which makes them grow into individuals who are in accordance with the guidelines of Pancasila (Permana, 2023).

4.4. School Climate

A person's interests can be channeled optimally with increased knowledge and abilities from a person when supported by a good climate in channeling interests. Extracurricular activities must ensure that the climate built is a climate that is able to make students who are in it comfortable in participating in these activities, because one of the functions of extracurricular activities is to be able to present a recreative atmosphere, namely an atmosphere that is happy and fun (Rosidi, 2022).

A recreative atmosphere that makes learners happy and fun also means an inclusive atmosphere, an atmosphere that is able to give good attention to all without discrimination. This atmosphere also ensures that they are able to express their views or opinions freely without any restrictions that can prevent them from developing. They eventually feel comfortable in this atmosphere, feel comfortable when expressing their opinions, and are comfortable giving suggestions and criticizing the arguments of other colleagues. This creates a climate that is very supportive for them to grow well. Not only does this apply to them, but this atmosphere must also start even from the coaches and coaches as representatives of the school.

This factor can trigger the success of someone who can channel their interests well. Teachers as coaches play a role in paying attention to all students without exception in order to know the development of each existing student, starting from looking at monthly reports to going directly to the field when extracurricular activities are running. Not only that, teachers as coaches also always motivate the sidelines of the school learning process. In addition to motivation, teachers also reinforce by giving positive responses from each student, which makes them feel cared for. In the end, they are happy and maintain their enthusiasm.

In line with this, Magdalena et al. (2020) said that teachers must play a role in providing attention and reinforcement to students so that they can be well directed and always motivated so that their enthusiasm is maintained. In schools, teachers not only carry out their function as teachers, but teachers are also required to carry out various roles, be it role models, inspirers, motivators, dynamize, or evaluators (Adawiah & Dian, 2022). All of this in the extracurricular context must be done in order to ensure that extracurricular activities that run can run well in order to accommodate the interests of students optimally through the positive culture that is built.

5. Conclusion

Extracurricular national insight can accommodate and strengthen students' interests in it well. Strengthening interest is done by not only focusing on internal interest, but also providing stimuli so that external interest arises, such as conducting direct socialization during the orientation of new students, socialization during class through social media such as Instagram by making interesting videos and posters, it is supported by a supportive climate for students in the process, namely a recreative climate. A climate that ensures they feel safe and comfortable in their activities without discrimination and is supported by the role of schools, especially teachers, with their role as role models and motivators and always providing positive affirmations so that students feel cared for and maintain their enthusiasm in developing their interests. This extracurricular activity has also succeeded in integrating Pancasila Education subjects in the classroom into extracurricular activities, which makes the understanding and knowledge of students who are members of it more complex and indepth.

The researcher suggests that schools and related agencies should include this extracurricular activity in other schools, considering the success of this extracurricular activity, which is able to accommodate students' interests well and integrate the content of Pancasila subjects with extracurricular activities that are attractively packaged.

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