

jpte@unm.ac.id 1

872-Devi Vijayanti Octavia.pdf

 Class AA 11 Class AA Universitas Pendidikan Muhammadiyah Sorong

Document Details

Submission ID

trn:oid:::1:3305843055

Submission Date

Jul 31, 2025, 7:15 PM GMT+7

Download Date

Jul 31, 2025, 7:20 PM GMT+7

File Name

872-Devi_Vijayanti_Octavia.pdf

File Size

469.3 KB

14 Pages**7,615 Words****44,975 Characters**

14% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography

Match Groups

-  **45 Not Cited or Quoted** 13%
Matches with neither in-text citation nor quotation marks
-  **9 Missing Quotations** 1%
Matches that are still very similar to source material
-  **0 Missing Citation** 0%
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted** 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 13%  Internet sources
- 4%  Publications
- 6%  Submitted works (Student Papers)

Match Groups

- 45 Not Cited or Quoted** 13%
Matches with neither in-text citation nor quotation marks
- 9 Missing Quotations** 1%
Matches that are still very similar to source material
- 0 Missing Citation** 0%
Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted** 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 13% Internet sources
- 4% Publications
- 6% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Student papers		
	Universitas Khairun		6%
2	Publication		
	Ratnasari Ratnasari, Endayani Endayani, Asmanah Asmanah, Ayu Desrani. "The R...		2%
3	Internet		
	jdi.h.bpip.go.id		1%
4	Internet		
	attractivejournal.com		<1%
5	Student papers		
	Universitas Negeri Surabaya The State University of Surabaya		<1%
6	Internet		
	www.preprints.org		<1%
7	Internet		
	wacana.ub.ac.id		<1%
8	Internet		
	blog.hubspot.com		<1%
9	Internet		
	infor.seaninstitute.org		<1%
10	Internet		
	journal.ia-education.com		<1%

11	Internet	ejournal.ppsdp.org	<1%
12	Internet	journals.scholarpublishing.org	<1%
13	Internet	www.jurnal.ppkn.org	<1%
14	Publication	Muhammad Robba Masula. "The Role of Islamic Boarding Schools in Character Fo...	<1%
15	Internet	diglosiaunmul.com	<1%
16	Internet	e-journal.hamzanwadi.ac.id	<1%
17	Internet	jurnal.umb.ac.id	<1%
18	Publication	Bambang Subianto, Zaka Hadikusuma Ramadan. "Analisis Implementasi Progra...	<1%
19	Publication	Salman Alfarisi, Achmad Budi Susetyo. "Strategy Of MSMES Development Based ...	<1%
20	Internet	conferences.uin-malang.ac.id	<1%
21	Internet	ejournal.unhasy.ac.id	<1%
22	Internet	journal.um-surabaya.ac.id	<1%
23	Internet	journal.ypmma.org	<1%
24	Internet	www.coursehero.com	<1%

25	Internet	1library.net	<1%
26	Publication	Iswati Iswati, Agus Pahrudin, Eti Hadiati, Andi Thahir. "Transformation of Madras...	<1%
27	Internet	admin.calitatea.ro	<1%
28	Internet	journal.lontaradigitech.com	<1%
29	Internet	journal.multitechpublisher.com	<1%
30	Internet	journals.usm.ac.id	<1%
31	Internet	www.techscience.com	<1%



Strengthening Pancasila Leadership Character through the “Desa Bahagia” System: The Case of the Paskibraka Training Programme

Devi Vijayanti Octavia^{1*}, Encep Syarief Nurdin², Yadi Ruyadi³

^{1,2,3}Indonesia University of Education, Bandung, Indonesia



DOI: <https://doi.org/10.46245/ijorer.v6i4.872>

Sections Info

Article history:

Submitted: May 05, 2025

Final Revised: June 08, 2025

Accepted: June 13, 2025

Published:

Keywords:

Paskibraka; “Desa Bahagia” System; Character; Leadership Pancasila.



ABSTRACT

This study aims to evaluate the integration of the “Desa Bahagia” system as a character education framework in the Paskibraka national youth leadership training programme, with the goal of strengthening Pancasila-based leadership character. Employing a qualitative case study approach, data were collected through in-depth interviews with trainers, alumni, and coordinators, participatory observation during training sessions, and document analysis of programme curricula and reports. Thematic analysis was applied to interpret the data. Findings reveal that the “Desa Bahagia” System, which emphasizes holistic development (physical, mental, emotional), effectively fosters leadership traits aligned with Pancasila values, including discipline, cooperation, and social responsibility. However, regional disparities in implementation such as inconsistent trainer expertise and facility quality create challenges in achieving nationwide uniformity. This study offers a novel approach by systematically analyzing the “Desa Bahagia” system as a pedagogical model for embedding Pancasila ideology into youth leadership training. It provides actionable insights for policymakers to optimize the programme through standardized training modules, equitable resource allocation, and enhanced philosophical understanding of the system’s principles among stakeholders. Improvements in infrastructure, trainer capacity-building, and curriculum alignment are critical to ensure the programme’s scalability and sustainability. These enhancements will strengthen Indonesia’s pipeline of ethically grounded, nationally conscious young leaders.

INTRODUCTION

The development of Pancasila leadership character is a fundamental aspect in the formation of young people who can face the challenges of the times and play an active role in the development of the Indonesian nation. Amid the challenges of globalisation, technological disruption, and increasingly complex cultural flows, strengthening national identity and the noble values of Pancasila are urgent needs in the education system and the development of the younger generation. Pancasila as the ideology and foundation of the state, provides value guidelines that must be applied in the life of the nation and state (Sari & Najicha, 2022). This is in line with the urgency of forming future leaders who are able to think visionary, act fairly, and have a spirit of devotion to the nation.

As the successor of the leadership relay, the younger generation plays an important role in realising the ideals of the nation reflected in Pancasila. Through the practice of Pancasila values, they can form a soul, attitude and behaviour in accordance with Pancasila, which in turn will create a nation that cares about the life of society and the state (Wahyuni, 2024). Character development based on Pancasila as expressed by Syuzairi and Mahadiansar (2023) is very important in an effort to build a developed and prosperous country. Therefore, the role of character education is needed to produce leaders who are able to make wise and orientated decisions in the interests of the nation and state.



The Paskibraka programme is present as an effort to foster leadership character for Indonesia's young generation. In addition, the Paskibraka programme is also expected to strengthen awareness of the importance of love for the country, which is closely related to the discipline of participants (Audina et al., 2021). The programme not only teaches technical skills such as marching, but also aims to build character based on Pancasila values. BPIP strives for the programme to not only emphasise physical aspects, but also strengthen understanding of nationalism, unity, and leadership based on Pancasila. In line with this, the goal of the Paskibraka Programme is to produce future national leaders with Pancasila character. The programme provides training that includes not only marching, but also Pancasila ideology, strengthening national values, and pamong mentoring through the Desa Bahagia System approach during the education and training camp (Wire, 2023).

The "Desa Bahagia" System is a system whose members consist of Paskibraka candidates to be introduced to leadership characteristics based on Pancasila accompanied by coaches, facilitators, trainers and pamong (BPIP, 2022). This approach combines physical, mental, and emotional development of Paskibraka candidates with the aim of creating a balance between discipline and participants in undergoing training camps. The Desa Bahagia system is designed so that the entire training process not only instils discipline and technical skills, but also builds strong moral and social character (Budiman & Darmawan, 2022). However, while the management and implementation of the programme is becoming more structured, the challenge of uniformity of implementation across regions remains an issue that needs to be addressed. In this case, the implementation of the "Desa Bahagia" System as part of the training camp for Paskibraka candidates, which aims to create a balance between discipline and happiness of participants, has not been fully implemented in accordance with the guidelines set by BPIP.

Community involvement in character building activities has a significant positive impact on the development of the younger generation, and supports the national goal of forming a generation based on Pancasila (Rahayuningsih, 2021; Yusuf et al., 2024). Based on the results of the preliminary study conducted by the researcher, it was found that there are differences in the implementation of the "Desa Bahagia" System in several regions, even though the programme has been formally implemented. This indicates a gap in the implementation of the programme in the field, which has the potential to reduce the effectiveness of leadership character development based on Pancasila values. The preliminary study showed significant variations in its implementation at the regional level, such as in Region III Cirebon.

Kusmawan (2013) showed that patriotic character development through Paskibraka is able to instil religious, cultural, and patriotism values that are important in shaping the nation's character. This issue is important because the character of future leaders is strongly influenced by the coaching process. If the implementation of the "Desa Bahagia" System is not carried out consistently according to national standards, then the strategic goal of the Paskibraka programme as a catalyst for Pancasila youth character building will be difficult to achieve evenly throughout Indonesia. In fact, the success of this programme is expected to be an integral part of the government's efforts in creating future leaders who are inclusive, have a national perspective, and have a high public service ethos. Character education needs to be applied in every area of life, so that the



world of education becomes the right place to produce a smart and well-behaved generation as the main step in achieving educational goals (Astuti et al., 2022).

In line with this, this study aims to analyze the implementation of the Paskibraka training programme through the “Desa Bahagia” System in fostering Pancasila-based leadership character, examine the role of Pancasila character education within this framework, and identify challenges and strategies in strengthening such character development. Guided by these objectives, the research addresses the following questions: (1) How is the “Desa Bahagia” System implemented in Paskibraka training programmes across regions, particularly in relation to national standards set by Bakesbangpol? (2) What role does Pancasila character education play in shaping leaders who embody Pancasila values, such as nationalism, discipline, and social responsibility? (3) What challenges hinder uniform implementation, and what adaptive strategies are employed to overcome these barriers? By addressing these questions, this research seeks to provide actionable insights for optimizing the programme’s structure under Bakesbangpol coordination, ensuring it consistently cultivates youth with both technical proficiency and unwavering Pancasila-oriented leadership integrity. The findings aim to contribute to the national agenda of producing future leaders capable of advancing Indonesia’s developmental and ideological goals in an era of globalization.

RESEARCH METHOD

The qualitative approach was chosen in this study because the main focus is to understand the process, meaning, and dynamics that occur in the implementation of the Paskibraka training program. This approach allows for in-depth and meaningful data collection, so that it can reveal realities that are not visible at first glance. As explained by Sugiyono (2014a), the qualitative approach focuses more on contextual understanding than generalization, but still pays attention to the transferability of research results to other similar situations. The case study design is used as the main method in this study to explore in depth a specific context, namely the implementation of the “Desa Bahagia” System in Paskibraka training in a particular area. Case studies are an approach that aims to obtain a complete and in-depth description of an entity through data collection and analysis over a certain period of time, while also potentially contributing to theory development (Abdussamad, 2021). This approach is very relevant to exploring the experiences and perceptions of informants regarding the implementation of the Paskibraka Program and its impact on the formation of Pancasila-based leadership character.

The research was conducted in locations that implement the “Desa Bahagia” System in Paskibraka training, namely in Cirebon City, Cirebon Regency, and Kuningan Regency. The research subjects included training participants, trainers, coaches, and related parties such as local youth and sports agencies. Subjects were selected purposively to ensure that the information obtained was relevant and made a significant contribution to the understanding of the phenomenon being studied. Data collection techniques included semi-structured interviews, participant observation, and documentation studies. Interviews were conducted with various groups of subjects to explore their experiences, perceptions, and understanding of the implementation of the “Desa Bahagia” System. In addition, researchers were directly involved in training activities to observe social interactions, group dynamics, and the application of Pancasila



values in the field. Documents such as training curricula, teaching materials, activity notes, and evaluation reports were also collected for systematic analysis.

Qualitative data was analysed using thematic analysis to identify themes that emerged from the interviews and observations. These themes will then be interpreted and synthesised to produce a deep understanding of the research phenomenon (Sugiyono, 2014b). Data analysis can be interpreted as the process of discussing and understanding data to determine its meaning, interpretation, and research conclusions (Niam et al., 2024). The analysis process began with the transcription of interviews and initial coding of observations and documents. Thematic analysis was used to identify patterns and themes that emerged from the data collected. Coding was done manually with the support of data organizing software to improve efficiency and consistency. To strengthen the credibility of the findings, researchers conducted source and method triangulation. Triangulation is a data analysis method that combines information from various sources to obtain a more comprehensive understanding (Susanto et al., 2023). Source triangulation was done by comparing information from various sources, while method triangulation was done through the use of a combination of data collection techniques. In some cases, when there were inconsistencies or differences in information between sources, researchers clarified through additional interviews or by referring to related official documents. In addition, to ensure the validity of the interpretation, some analysis results were shared with some informants to provide feedback (member checking). Thus, it is expected that this research can reveal various dimensions of programme implementation holistically, as well as provide practical recommendations for future programme improvements.

RESULTS AND DISCUSSION

Result

This study aims to analyse the implementation of the Paskibraka Program in fostering Pancasila leadership character through the “Desa Bahagia” System which is expected to contribute to the formation of future leaders with integrity and based on Pancasila values. The data collected includes the results of interviews and observations conducted in Cirebon and Kuningan Regency. One of the significant changes in the management of Paskibraka is the transfer of authority from the *Kementerian Pemuda dan Olahraga (Kemenpora)* to the *Badan Pembinaan Ideologi Pancasila (BPIP)* through a *Peraturan Badan Pembinaan Ideologi Pancasila Nomor 3 Tahun 2022*, Paskibraka is expected to be a more effective tool in teaching the values of the country's ideology. The programme aims to internalise the values of Pancasila, as well as to shape leadership character. This is highly relevant to the research that aims to strengthen Pancasila-based leadership character in the context of Paskibraka training. The selection process that includes *Pembinaan Ideologi Pancasila (PIP)* and General Intelligence selection is an effort to ensure that future leaders have integrity, discipline, and a strong sense of responsibility, which are part of the character of Pancasila leaders.

The implementation of Paskibraka training through the “Desa Bahagia” System demonstrates the integration of Pancasila values through various activities such as leadership training, social activities, and introduction to the culture of gotong royong. This ensures that participants not only develop their physical and mental abilities, but also deepen their understanding of Pancasila values. Some of the Pancasila values



identified during the training include discipline, gotong royong, and social responsibility. Discipline is not just about following rules, but also includes time management, planning activities, and commitment to certain standards. As one participant said in an interview:

"This training makes me more organised in everything, whether it's about time or responsibility. So I can be more disciplined without having to be reminded."

The value of cooperation taught in this programme reflects the fifth principle of Pancasila, which is *Keadilan Sosial bagi Seluruh Rakyat Indonesia*. Participants are trained to work together to achieve a common goal, both during ceremonies and other activities. One of the trainers stated:

"They learnt to trust each other, respect differences, and how to work in a team. This is important because living in society requires collaboration."

Through various quarantines, participants are encouraged to care about their social environment. Responsibility for the common good is a key principle in Pancasila's gotong royong spirit. Some of the key findings related to the implementation of the paskibraka training programme through the "Desa Bahagia" System include the integration of Pancasila values through leadership training, social activities, and the introduction of a gotong royong culture, so that participants are not only trained to develop physical and mental abilities, but also to deepen their understanding of Pancasila values. The Paskibraka programme has a very important role in the formation of youth leadership character based on Pancasila values. The Pancasila values contained in this programme include:

- The Paskibraka programme emphasises the importance of discipline in every aspect of life. Discipline here is not just about following the rules, but also how participants can manage time, plan activities, and adhere to set standards. In interviews with several participants, they stated that the discipline applied during Paskibraka training and activities made them more organised and responsible for their time and tasks.
- The aspect of cooperation taught in this programme is very relevant to the values of Pancasila, particularly those contained in the *sila ke-5*, namely *Keadilan Sosial bagi Seluruh Rakyat Indonesia*. Paskibraka participants are taught to work together to achieve a common goal, be it in the flag-raising ceremony or in other activities. This cooperation creates mutual respect, empathy, and the ability to work in a team, which is needed in social life.
- Social responsibility is a value embedded in Pancasila and an integral part of leadership character building. Through various social activities and participation in quarantine, Paskibraka participants are taught to care about their social environment. They are trained to have a sense of responsibility towards the common progress in accordance with the spirit of gotong royong contained in Pancasila.

From this explanation, it can be concluded that the Paskibraka training programme integrates Pancasila values such as discipline, cooperation, and social responsibility, which shape the leadership character of participants to be more organised, value cooperation, and care about mutual progress. It aims to create leaders who not only have technical skills, but also have a commitment to nation building. One of the successful implementations of the "Desa Bahagia" System is the active involvement of participants in supporting the Paskibraka programme. This is shown in the following table, which



links character education in the Paskibraka programme with the development of leadership potential among youth.

Table 2. The Relationship between Character Education in the Paskibraka Programme and the Development of Leadership Potential among Youths

Aspect	Description	Contribution to Leadership
Leadership Skills	Character education teaches participants to make fair and wise decisions, lead by example, and respect differences.	Enhance participants' ability to lead with justice and integrity, both in small groups and in larger communities.
Self-Confidence and Sense of Responsibility	The Paskibraka programme provides leadership training, hones communication and interpersonal skills, and instils integrity and a sense of responsibility.	Form leaders with integrity, confidence, and a high sense of responsibility towards their duties and roles.
Involvement in Nation Building	Paskibraka participants are involved in social activities that enrich their experience in working together with various parties.	Expand participants' leadership experience in enhancing problem-solving and co-operation skills.

(Source: processed by Researchers, 2025)

This table shows how character education based on Pancasila values plays an important role in developing leadership skills among Paskibraka participants, which is not only limited to physical aspects, but also in strengthening their moral and social character. In addition, there are challenges faced, such as discretionary policies related to selection standards such as age and height, which can hinder equal opportunities. This is relevant because the Paskibraka training programme can create more equitable opportunities, but it must ensure that character quality standards are maintained. Thus, consideration should be given to strengthening local administrative capacity and technological infrastructure to make the Paskibraka training programme run smoothly and efficiently.

Interviews with coaches and facilitators revealed that the “Desa Bahagia”-based coaching system focuses on the balance between discipline and happiness, although in practice, some regions struggle to maintain this balance due to differences in facilities and limited training time. Most participants found it helpful in improving their national spirit, but there were also challenges related to uneven understanding between regions of the philosophy of the “Desa Bahagia” System. Based on the findings in the field, this study recommends several improvements to increase the effectiveness of the implementation of this programme, including more intensive counselling to coaches and trainers on the standards applied in the “Desa Bahagia” System, increasing resources and supporting facilities for programme implementation, especially in areas that still have difficulties in accessing adequate facilities, and continuous evaluation of programme implementation at the regional level to ensure conformity with the national guidelines set by BPIP.

Based on these statements, this research shows that the Paskibraka programme through the “Desa Bahagia” System contributes significantly to leadership character building based on Pancasila values. The programme not only teaches technical skills, but



also strengthens participants' character in terms of discipline, cooperation, social responsibility, and leadership skills based on social justice and gotong royong contained in Pancasila. The "Desa Bahagia" System can be an effective method of fostering the leadership character of Pancasila, although there are still challenges that must be overcome, especially in terms of uniformity of programme implementation in various regions. With improvements in some of these aspects, it is hoped that this programme can continue to grow and make a major contribution in producing young leaders who are based on the values of Pancasila. The results of this study show the importance of monitoring and evaluation in the Paskibraka programme to ensure that its implementation is in line with expectations and is able to produce young leaders who have strong character, nationalism, and integrity.

Discussion

Implementation of the Paskibraka Training Programme through The "Desa Bahagia" System in Developing Leadership Character based on Pancasila Values

The Paskibraka Training Programme (*Pasukan Pengibar Bendera Pusaka*) is a form of leadership character development among youth based on the values of Pancasila. The main objective of this programme is to form a young generation that has integrity, discipline, responsibility, and high national spirit. The Paskibraka programme plays a crucial role in developing leadership character among Indonesian youth by emphasising Pancasila values, such as integrity, discipline, and national spirit. In this context, Paskibraka functions as a forum that can develop the leadership potential of youth, as well as instil the values of Pancasila, which is the basis of national life. An empirical study by Arifin et al. (2023) reinforces the program's success in instilling discipline and responsibility, while Resfira's (2019) findings on social resilience activities underscore its dual function in fostering individual growth and community impact. Therefore, the implementation of the Paskibraka training programme through the "Desa Bahagia" System focuses on increasing participants' engagement in the activities guided by the coaches.

The "Desa Bahagia" System is a coaching approach that emphasises Pancasila values, such as gotong-royong, social justice, and love for the country, through direct activities in the community. The Paskibraka programme through the "Desa Bahagia" System has shown effectiveness in shaping Pancasila leadership character, especially in the aspects of discipline and responsibility. However, cooperation and social responsibility still need to be improved to achieve more holistic character development (Dwita et al., 2023). This shows the relevance of more fundamental character development, especially to raise the quality of leadership among students in the face of a leadership crisis. Character education is at the core of the formation of individuals with integrity and ethics. Theoretical implications emerge through the alignment of the program with the 4 pillar character education model such as the pillars of thinking, feeling, heart and soul proposed by Daniyarti et al. (2024) to become a solid foundation for the development of sustainable morals and personality in every citizen. This approach invites participants to apply these values in everyday life, so that it is expected to form the character of leaders with integrity and based on Pancasila.

Character education is a form of human activity in which there are educational actions aimed at the next generation with the aim of forming individuals to always be able to develop themselves and train their abilities in order to live better. Based on the theory of



character education (Rahardjo et al., 2023), this program operationalizes Pancasila values such as integrity, discipline, and national spirit into actionable leadership competencies. The integration of Pancasila as a philosophical framework is in line with the theory of transformational leadership, where leaders are formed through moral development and the formation of collective identity. In this context, the “Desa Bahagia” System approach applies this principle by creating an environment that supports character formation during the Paskibraka training program.

The implementation of the “Desa Bahagia” System in the Paskibraka programme contributes significantly to the formation of participants' leadership character. From a policy perspective, the alignment of the program with the objectives of the BPIP (2025) shows its role in combating the leadership crisis through youth development based on ideology. This development aims to form a young generation that not only has technical skills, but also a strong character based on Pancasila values. This is because in the process of developing Paskibraka members, there is an emphasis on seven main character values that must be possessed by each participant and these values include discipline, independence, responsibility, nationalism, togetherness, leadership, and religiousness (Paat et al., 2022). Thus, the “Desa Bahagia” System approach is not only effective in improving the discipline and social responsibility of participants, but is also relevant to the theory of character formation and supports the national goal of forming a young generation with a Pancasila spirit.

The Role of Pancasila Character Education in the Paskibraka Training Programme through The “Desa Bahagia” System to Improve Pancasila Leadership Character

The character education implemented in the Paskibraka programme is closely related to the development of young people's leadership potential. The Pancasila values taught in this programme include discipline, cooperation, social responsibility and social justice. Paskibraka participants are given the opportunity to implement these values not only in formal activities, such as flag ceremonies, but also in activities conducted during the Paskibraka training programme. While the physical training in the flag ceremony symbolises national unity, the deeper significance of the programme lies in its alignment with transformational leadership theory. In addition to physical training in marching, Paskibraka members also undergo mental, spiritual, and leadership training through *Pandu Ibu-Indonesia Berpancasila* exercises that aim to prepare them to be the next generation and future leaders with a flag-carrying troop as a symbol of Indonesian youth unity and struggle (Sumarto, 2022). Through the implementation of Pancasila values in social activities during the Paskibraka training programme, Paskibraka participants are not only trained in physical and mental aspects, but also in social and leadership aspects.

This is in line with transformational leadership theory, where leaders are moulded through moral inspiration and collective growth. Transformational leadership is a leadership style that inspires and motivates followers to reach their full potential and contribute to the greater goals of the organisation (Harsoyo, 2022). This theory is relevant in Paskibraka coaching as it emphasises individual development through inspiration and support, in line with the goal of forming leaders with Pancasila character (Suriagiri, 2020). In this case, the relationship between Pancasila character education and leadership potential development is evident in participants' involvement in social activities. Pancasila leadership is a distinctive and unique leadership concept for Indonesia, which is based on the noble values in Pancasila as the state ideology and foundation. This



concept is not just about leadership style or managerial skills, but also reflects a philosophy of life and a deep view of how a leader should behave and interact with others (Simarmata et al., 2022).

The aspects of discipline, cooperation and social responsibility taught in the programme are direct manifestations of the values contained in Pancasila. In line with this, communities with high social capital are more likely to work together to achieve common goals, such as in policies involving community participation in natural resource management, which are more effective in communities with a tradition of gotong royong. Robert Putnam's Social Capital Theory explains the impact of social capital on government performance and community welfare (Santoso, 2020). The value of social justice stated in the 5th precept, as well as the spirit of gotong royong reflected in the 2nd precept, become a solid foundation in every action of Paskibraka participants. Previous research shows that Paskibra extracurricular activities can improve student discipline and responsibility. For example, research at SMK Ganesha Tama Boyolali revealed that the cultivation of Pancasila values through Paskibra is effective in improving members' discipline in various aspects such as time, politeness, and responsibility (Karsono & Noviansyah, 2024). In addition, the aspects of discipline and sense of social responsibility taught are manifestations of these values. This is in line with studies that emphasise the importance of Pancasila education in shaping young generations with character (Resmana & Dewi, 2021; Sutisna et al., 2022).

Lickona (1991) states that character education consists of three main components, namely moral knowledge, moral feelings, and moral action. Moral knowledge includes an understanding of values such as honesty, responsibility, and justice, which in Paskibraka is applied through material on Pancasila. Moral feelings are related to the development of emotions that support these values, such as empathy and love for the country, which are fostered through togetherness activities and respect for state symbols. While moral action involves the application of values in real behaviour, which is done through discipline, cooperation and leadership training in Paskibraka as a form of real practice of these moral values. In line with this, the implementation of this approach is not only effective in improving participants' discipline and sense of social responsibility, but also very relevant to character building theory and broader national goals (Zurohman & Bahrudin, 2021). In the Paskibraka training programme through the "Desa Bahagia" System, character education integrates moral knowledge, moral feelings, and moral actions to shape discipline, social responsibility, and leadership, which are in line with character building theory and national goals. Thus, the Paskibraka training programme through the "Desa Bahagia" System plays an important role in the formation of leadership character based on moral values.

Challenges Faced and Efforts Made in the Paskibraka Training Programme through the "Desa Bahagia" System for Strengthening Pancasila Leadership Character

One innovative approach in the implementation of the Paskibraka programme is through the "Desa Bahagia" System. The term "Desa Bahagia" is a place where people practise Pancasila in their daily lives (BPIP, 2022). The village provides lessons on simplicity as the meaning of life, so that participants not only acquire technical skills, but are also guided to apply the values of Pancasila in daily life as an exemplary example that benefits the nation and state (Hidayat & Sumarto, 2020). Through this approach,



participants not only acquire technical skills, but are also taught to apply the values of Pancasila in daily life.

There were challenges faced, including differences in understanding of programme implementation standards in different regions, as well as limited resources and facilities in some regions. Most participants felt an improvement in discipline, but the consistent application of moral values was still something that needed to be improved. In line with this, Hikmayati & Tahyuddin (2018) applied Skinner's operant conditioning theory, which explains that behaviours such as discipline can be reinforced through positive and negative reinforcement in an educational context. In addition, paskibraka can instil an attitude of assertiveness, responsibility, discipline, confidence, and leadership. This activity can foster the spirit of nationalism, such as love for the country, willingness to sacrifice, unity and integrity, and the spirit of reform or never giving up (Hasanah, 2019).

Based on interviews with coaches and facilitators, the "Desa Bahagia"-based coaching system shows that there are difficulties in maintaining a balance between discipline and happiness. To build *Pandu Ibu Indonesia Berpancasila*, the "Desa Bahagia" System is used to centralise training for Paskibraka candidates in line with the *Peraturan Badan Pembinaan Ideologi Pancasila Republik Indonesia Nomor 3 Tahun 2022 Peraturan Pelaksanaan Peraturan Presiden Nomor 51 Tahun 2022 Tentang Program Pasukan Pengibar Bendera Pusaka*. In addition, continuous evaluation of the programme implementation is also important to ensure conformity with the national guidelines set by the Badan Pembinaan Ideologi Pancasila (BPIP). Recommendations to improve the effectiveness of Paskibraka implementation include capacity building of coaches regarding the standards applied and development of facilities that support the programme (Syafi'i et al., 2023). Therefore, the main recommendations to improve the effectiveness of the implementation of this programme are more intensive counselling to coaches and trainers regarding the standards applied in the "Desa Bahagia" System, as well as increased resources and supporting facilities in areas that are still experiencing difficulties.

Based on the *Surat Edaran Deputy Bidang Pendidikan Dan Pelatihan Badan Pembinaan Ideologi Pancasila Nomor 1 Tahun 2024 Tentang Pembentukan Pasukan Pengibar Bendera Pusaka Tingkat Kabupaten/Kota Dan Provinsi Tahun 2024*, the Paskibraka programme aims to form a cadre of future national leaders who have Pancasila character through leadership, skills, and discipline development. This is in line with the research objective of strengthening the leadership character of Pancasila at the local level through Paskibraka training. One important aspect of this Circular Letter is the selection process that includes the selection of national insight, Pancasila, and personality selection, which can be applied in the Paskibraka training system in Desa Bahagia. This is relevant because Paskibraka training will teach the values of Pancasila and strengthen the character of leaders who prioritise national values. The Circular also emphasises the importance of collaboration between local governments and various parties in the formation of Paskibraka participants who can become models in Paskibraka training programmes to strengthen the ideology of Pancasila.

The recommendation to expand approaches such as the "Desa Bahagia" System in line with the government's efforts to produce young people who have the spirit of Pancasila seems very relevant. In this context, it is expected that every individual in the community plays an active role in the character building process of the younger generation (Sakinah & Dewi, 2021). Thus, it is recommended that a similar approach be applied more broadly, by involving the community in the process of fostering the character of the younger



generation. This is in line with the government's efforts to create a generation with the spirit of Pancasila through the Paskibraka programme (BPIP, 2025). Thus, the “Desa Bahagia” System approach is not only effective in improving participants' discipline and social responsibility, but is also relevant to character building theory and supports the national goal of creating a young generation with Pancasila character.

CONCLUSION

This study suggests that the Paskibraka training program implemented through the “Desa Bahagia” System serves as an important mechanism for cultivating Pancasila-based leadership character among Indonesian youth. By integrating physical, mental, and emotional development, the program goes beyond technical skill development to instill core values such as discipline, teamwork, social responsibility, and national pride. From a policy perspective, these findings suggest a standardized framework to ensure equitable implementation. In addition, integration with competency-based assessments to align for measurable character development indicators. These findings underscore the program's alignment with Pancasila leadership theory where the development of collectivist morals and ethics (*gotong royong*) is prioritized. However, the effectiveness of the program depends on consistent implementation across regions, as disparities in resources and facilitator understanding create critical challenges for national character education policies.

One significant limitation of this study is the variation in the programme's implementation across different regions, which impacts the uniformity of outcomes. The inconsistent application of the “Desa Bahagia” System due to local differences in facilities, understanding, and resources hinders the full realization of the programme's potential. Additionally, the study's reliance on qualitative methods means that the findings might be subject to researcher bias and limited generalizability to broader contexts outside the study areas. Future research could focus on the long-term impact of the Paskibraka programme on participants' leadership trajectories and societal contributions. Additionally, comparative studies between regions with varying levels of programme implementation could offer valuable insights into the factors that contribute to its success. A more quantitative approach could also be employed to assess the scalability of the programme and its broader applicability in different educational settings.

REFERENCES

- Abdussamad, Z. (2021). *Qualitative Research Methods*. CV. Syakir Media Press.
- Arifin, M. T., Faridi, F., & Yazid, S. (2023). Heart Education as an Effort to Develop Character Students at Mts Al Jauharotunnaqiyah Daliran Cilegon City - Banten. *Research and Development Journal of Education*, 9(2), 538. <https://doi.org/10.30998/rdje.v9i2.17306>
- Astuti, F. R. F., Aropah, N. N., & Susilo, S. V. (2022). Moral Education as the Foundation of Behavioural Character Value. *Journal of Innovation in Primary Education*, 1(1), 10-21.
- Audina, D., Soleh, D. A., & Sumantri, M. S. (2021). Character Education of Love for the Country and Discipline in Flag Ceremony Activities in Jakarta Elementary Schools. *Journal of Basic Education*, 5(1). <https://doi.org/10.26740/eds.v5n1.p60-68>
- BPIP. (2025, January 22). *Rakornas Paskibraka 2025: Print A Generation with the Spirit of Pancasila*. Bpip.Go.Id.



- Budiman, F. A., & Darmawan, E. D. (2022). Skills Training Management and Youth Leadership with A "Desa Bahagia" System Approach its Impact on Exemplarity. *Journal of Social and Humanities*, 1(1), 55-66. <https://doi.org/10.59820/soma.v1i1.47>
- Daniyarti, W. D., Mapata, Fatihin, Moh. K., Suyitno, Bhoki, H., Kwen, K. M., Santoso, J., Udin, T., Andika, A., Sayekti, S. P., & Santosa, RB. S. (2024). Character Education (concepts, models, designs, and strategies to shape children's personalities). Literacy Nusantara Abadi Group.
- Dr Sumarto, M. Pd. I., D. (2022). Pancasila and the Millennial Generation. Literasiology Book Publisher. [www:http://literasikitaindonesia.com](http://literasikitaindonesia.com)
- Dwita, F., Supardi, & Luis, T. (2023). Introducing the Importance of Character Building as the First Step in Building the Spirit of Leadership for Students of Smk Yatindo Bekasi City. *Jurnal Abdimas Ilmiah Citra Bakti*, 4(4), 759-769. <https://doi.org/10.38048/jailcb.v4i4.2270>
- Harsoyo, R. (2022). Bernard M. Bass Transformational Leadership Theory and its Application in Improving the Quality of Islamic Education Institutions. *Southeast Asian Journal of Islamic Education Management*, 3(2), 247-262. <https://doi.org/10.21154/sajiem.v3i2.112>
- Hasanah, S. U. (2019). Paskibra Extracurricular Activities in the Context of Fostering Students' National Spirit Character. *Journal of Citizenship Education*, 3(2). <https://doi.org/10.31571/pkn.v3i2.1443>
- Hidayat, R., & Sumarto. (2020). Pancasila Self-Concept. Literacyology Book Publisher. <http://literasikitaindonesia.com>
- Hikmayati, C., & Tahyuddin, D. (2018). Character Development Process of Paskibra Members in Ogan Ilir Regency. *Journal of Nonformal Education and Community Empowerment*, 2(2), 100-107. <https://doi.org/10.15294/jnece.v2i2.27480>
- Karsono, & Noviansyah, W. (2024). The Cultivation of Pancasila Values as an Effort to Increase the Discipline of Smk Ganesha Tama Boyolali Paskibra Members. *Journal of Global Citizen: Scientific Journal of Citizenship Studies*, 13(1), 1-13. <https://doi.org/10.33061/jgz.v13i1.10791>
- Kusmawan, T. (2013). Strategy of Fostering Patriotic Character Through Paskibraka (Case Study of Paskibraka Bandung City).
- Lickona, T. (1991). Educating for Character: How Our Schools Can Teach Respect and Responsibility. Bantam Books.
- Niam, M. F., Rumahlewang, E., Umiyati, H., Dewi, N. P. S., Atiningsih, S., Haryati, T., Magfiroh, I. S., Anggraini, R. I., Mamengko, R. P., Fathin, S., Mola, M. S. R., Syaifudin, A. A., & Wajdi, F. (2024). Qualitative Research Methods. Widina Media Utama. www.freepik.com
- Paat, M. T. P., Sambiran, S., & Monintja, D. (2022). The Role of Government in the Development of the Bitung City Heritage Flag Raising Troops (Study at the Youth and Sports Office). *Journal Governance*, 2(2), 1-8.
- Peraturan Badan Pembinaan Ideologi Pancasila Nomor 3 Tahun 2022 Tentang Peraturan Pelaksanaan Peraturan Presiden Nomor 51 Tahun 2022 Tentang Program Pasukan Pengibar Bendera Pusaka, Pub. L. No. 3, Badan Pembinaan Ideologi Pancasila Republik Indonesia 1 (2022). https://jdih.bpip.go.id/common/dokumen/2022_perbpip_3_peraturanpelaksana_perpres51tahun2022_salinanjdi.pdf#viewer.action=download



- Peraturan Presiden Nomor 51 Tahun 2022 Tentang Program Pasukan Pengibar Bendera Pusaka, Pub. L. No. 51, Badan Pembinaan Ideologi Pancasila Republik Indonesia (2022).
https://jdih.bpip.go.id/common/dokumen/2022_perpres_51_programpasukanpengibarbenderapusaka_salinan.pdf#viewer.action=download
- Peraturan Presiden Republik Indonesia No. 51 Tahun 2022 Tentang Program Pasukan Pengibar Bendera Pusaka, Pub. L. No. 51, bpk.go.id (2022).
<https://peraturan.bpk.go.id/Details/205303/perpres-no-51-tahun-2022>
- Rahardjo, Jayadiputra, E., Husnita, L., Rukmana, K., Wahyuni, Y. S., Nurbayani, Salamah, Sarbaitinil, Nazmi, R., Djakariah, & Mahdi. (2023). Character Education Building a Superior Generation with Integrity. Sonpedia Publishing Indonesia.
- Rahayuningsih, F. (2021). Internalisation of Ki Hajar Dewantara's Educational Philosophy in Realising the Pancasila Student Profile. Social: Journal of Social Studies Education Innovation, 1(3), 177-187.
<https://doi.org/10.51878/social.v1i3.925>
- Resfira, R. (2019). The Role of Civic Education in Building A National-Spirited Society. Journal of Civic Education, 2(2), 15-20.
- Resmana, M. T., & Dewi, D. A. (2021). The Importance of Pancasila Education to Realise Pancasila Values in Social Life. Journal of Education and Entrepreneurship, 9(2), 473-485. <https://doi.org/10.47668/pkwu.v9i1.134>
- Sakinah, R. N., & Dewi, D. A. (2021). Implementation of Pancasila Values as the Basic Character of the Young Generation in Facing the Industrial Revolution 4.0 Era. Journal of Citizenship, 5(1), 152-167. <https://doi.org/10.31316/jk.v5i1.1432>
- Santoso, T. (2020). Understanding Social Capital. CV Saga Jawadwipa.
- Sari, R., & Najicha, F. U. (2022). Understanding the Values of Pancasila as the Foundation of the State in People's Lives. Harmony: Journal of Social Studies and Civics Learning, 7(1), 53-58. <https://doi.org/10.15294/harmony.v7i1.56445>
- Simarmata, N. I. P., Kato, I., Purba, B., Purba, S., Silalahi, M., Raynonto, M. Y., Andriasan, S., Handiman, U. T., Hidayatulloh, A. N., Karwanto, Samosir, K., Putri, D. M. B., Yuswardi, & Djufri, I. (2022). Leadership and Decision Making. <https://www.researchgate.net/publication/362705542>
- Sugiyono. (2014a). Understanding Qualitative Research. CV. ALFABETA. www.cvalfabet.com
- Sugiyono. (2014b). Mixed Methods.
- Surat Edaran Deputy Bidang Pendidikan Dan Pelatihan Badan Pembinaan Ideologi Pancasila Nomor 1 Tahun 2024 Tentang Pembentukan Pasukan Pengibar Bendera Pusaka Tingkat Kabupaten/Kota Dan Provinsi Tahun 2024, Pub. L. No. 1, Badan Pembinaan Ideologi Pancasila Republik Indonesia (2024).
https://jdih.bpip.go.id/common/dokumen/2024_se_deputi4_1_pembentukanpasakibrakatingkatkabupatenkotaprovinci2024_signed.pdf#viewer.action=download
- Suriagiri. (2020). Transformational Leadership. CV. Radja Publika.
- Susanto, D., Risnita, & Jailani, M. S. (2023). Data Validity Checking Techniques in Scientific Research. Qosim: Journal of Education, Social & Humanities, 1(1), 53-61. <https://doi.org/10.61104/jq.v1i1.60>
- Sutisna, M., Sucherman, U. U., Suandi, D., & Kumalasari, S. (2022). The Urgency of Early Pancasila Education for Generation Z. Journal of Citizenship Virtues, 2(2), 327-338. <https://doi.org/https://doi.org/10.37640/jcv.v2i2.1518>



- Syafi'i, A., Saied, M., & Hakim, A. R. (2023). The Effectiveness of Education Management in Shaping Self-Character. UBS Journal of Economics and Business, 12(3), 2023. <https://doi.org/10.52644/joeb.v12i3.237>
- Syuzairi, M., & Mahadiansar. (2023). Pancasila Education. Aksara Library. www.pustakaaksara.co.id
- Wahyuni, D. T. (2024). Pancasila Education as One of the Forms of National Character in the Global Era. Research Horizon, 4(1), 17-24.
- Wire, P. (2023, July 25). BPIP: Paskibraka cadre of future leaders with Pancasila character. Antaranews. <https://www.antaranews.com/berita/3651870/bpip-paskibraka-kader-calon-pemimpin-berkarakter-pancasila>
- Yusuf, F., Rahman, H., Syamsuddin, A. F., Irfan, M., & Sayidiman. (2024). PKM Training on Pancasila Student Profile Strengthening Project (P5) for Elementary School Teachers at SDN 3 Mimika. Panrita Journal: Journal of Community Service, 2(2), 47-54. <https://doi.org/10.47435/jcs.v2i02.2803>
- Zurohman, A., & Bahrudin, B. (2021). The Role of Civics in Shaping Pancasila Citizens. Journal of Civics & Social Studies, 5(1), 24-30.

***Devi Vijayanti Octavia (Corresponding Author)**

Indonesia University of Education, Bandung, Indonesia
 Email: devi.octavia@upi.edu

Encep Syarief Nurdin

Indonesia University of Education, Bandung, Indonesia
 Email: encep.syarif@upi.edu

Yadi Ruyadi

Indonesia University of Education, Bandung, Indonesia
 Email: yadi.ruyadi@upi.edu
