

# The effect of the application of *Hasta Karya* activities on scout extracurriculars to strengthen the kreatif dimension on the profile of *Pancasila* students

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## Abstract

Education is the right of every human being that continues to be improved by the government, one of which is through an independent curriculum with a *Pancasila* student profile. However, the implementation of *Pancasila* student profiles at this time is not optimal, especially in developing students' creativity. The purpose of this study is to find out whether the application of *Hasta Karya* activities in Scout extracurricular activities has an effect on strengthening the creative dimension of the *Pancasila* student profile in the school environment. The research was conducted at the UPI Serang Pilot Laboratory Elementary School using a quantitative approach with the experimental method and the *One-Group Pre-test-Post-test design*. The sample consisted of 38 students in grades IV, V, and VI who participated in Scout extracurriculars. The results showed a significant improvement in the students' creative dimension, with an average *pre-test score* of 55.05 and *post-test* of 65.03. The t-test produced a significance level of  $0.000 < 0.05$ , showing that the application of the work has a positive effect on the creative dimension of students. Therefore, according to the results of the calculations that have been carried out, it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted, while the null hypothesis ( $H_0$ ) is rejected. It was also found that the average value of n-Gain was 0.4008 which indicated that the increase in students' creative dimension after participating in the *Hasta Karya* activity was in the medium category. These findings confirm that *Hasta Karya* activities contribute positively to strengthening students' creative dimensions.

Keywords: *pancasila* student profile; creative dimension; scout extracurriculars; *hasta karya*.

## INTRODUCTION

Education is a fundamental right that every individual must obtain. Education has a strong connection with human life, both in the present and in the future. Through education, it is hoped that there will be an increase in self-confidence, the development of self-potential, skills, independence, creativity, and knowledge (Yana, Arianto, and Huda, 2022). Therefore, education plays a role in encouraging students to think critically and analytically. Along with the advancement of science and technology, the educational curriculum has changed to meet the needs and answer the challenges that arise in the modern era. The government continues to strive to improve the quality of national education through various curriculum improvements (Muktamar *et al.*, 2024). This change is a response to the development of the times and the demands of the world of education that continues to develop. One of the innovations presented by the government is the Independent Curriculum (Nainggolan, 2023). This curriculum focuses on the development of student independence in building soft skills and character through the *Pancasila* Student Profile Strengthening Project (P5). P5 is designed to integrate the values of *Pancasila* in the teaching and learning process with the aim of forming students who have faith, fear God Almighty, have a global diversity attitude, are independent, able to work together, think critically, and are creative. The *Pancasila* Student Profile is designed to answer the

fundamental challenges in the world of education in Indonesia, namely creating students with competencies that are in accordance with the needs of the national education system. In this context, the *Pancasila* student profile provides a skills program that supports the achievement of graduate competency standards at each level of education. The goal is to develop individuals who are in line with the values of *Pancasila*. This competency includes internal aspects related to Indonesia's personality, beliefs, and national standards, as well as external aspects related to social life and challenges faced by the nation in the era of the Industrial Revolution 4.0. (Ministry of Education and Culture, 2022).

According to research conducted by Wahidah *et al.*, (2023), it is stated that the current implementation of the *Pancasila* Student Profile is still less than optimal. This is due to the impact of the new curriculum, so many schools in Indonesia have not implemented it properly. The main factors that affect are the lack of understanding of educators, the lack of socialization from schools and the government, and the limited preparation carried out, especially related to P5. This condition makes it difficult for educators to guide students to the maximum, so that the goal of character formation expected from the *Pancasila* Student Profile, including in the creative dimension, is difficult to achieve. Intania *et al.*, (2023), in their research also said that there are several obstacles in realizing the *Pancasila* student profile, which include limited time for the implementation of teaching and learning activities (KBM), low student interest in subjects, and lack of active student participation during the learning process. The low creativity of students in learning is one of the challenges in the world of education today. Some of the factors that cause this include the lack of teachers' attention to student needs, the use of monotonous learning strategies, and the lack of activities that spur creative thinking and active student participation in the classroom (Dakhi, 2022). According to research conducted by Kusmiati (2022), it also shows that the level of student creativity is still low. This is influenced by the attitude of students who are reluctant to put forward new ideas and the limited opportunities to express themselves according to their respective creative potential.

To overcome these problems, the application of alternative learning methods can be done by encouraging students to innovate both verbally and visually. Handicraft activities or *Hasta Karya* are believed to be able to develop students' creativity as a whole. Through the work mix, students not only learn to make works of art, but are also encouraged to create new ideas in modifying existing works. Thus, students are expected to be able to move actively and think imaginatively. Because students' focus is on the activities carried out and the process of making interesting work cubits, enthusiasm and enthusiasm in working can increase their creativity (Tarissa *et al.*, 2024). Limited learning time in carrying out activities that support the development of students' creativity requires additional learning hours for teachers. Therefore, the world of education has various programs designed to develop these various aspects. One of the programs that has been implemented in schools in Indonesia for a long time is the Scout activity. Scouts are non-formal educational organizations that aim to shape students' character, skills, creativity, and independence through various outdoor activities. The implementation of Scout activities in every school has become a common obligation. The researcher aims to apply *Hasta Karya* activities in the Scout extracurricular to observe its impact on increasing student creativity. Therefore, the main focus of this study is the application of cubic work in the Scout extracurricular as an effort to strengthen the creative dimension of students, which is beginning

to be developed at the elementary school level. The application of activities that support the creative dimension in extracurricular programs is still rare, and this is one of the novelties in this study. This research was carried out at the UPI Serang Pilot Laboratory Elementary School, because the school requires Scout extracurriculars for grades IV, V, and VI.

## METHOD

This study uses a quantitative approach. According to Sugiyono (2024), quantitative research is research based on the philosophy of positivism, conducted on a specific population or sample, by collecting data using research instruments, as well as statistical data analysis, with the aim of describing and testing predetermined hypotheses. The research design used is Pre-Experimental Design. This design was chosen because it is not yet a fully controlled experiment, due to the presence of external variables that can affect dependent variables. This study uses the One-Group Pretest-Posttest Design, as explained by Sugiyono (2024), which involves pre-testing before treatment is given, so that treatment results can be more accurate by comparing them with pre-treatment conditions.

This study involved one sample group, namely students in grades IV, V, and VI of the UPI Serang Pilot Laboratory who participated in the Scout extracurricular. Sampling was carried out using the non-probability sampling method, namely the census technique, which involves all members of the population as a sample due to the relatively small population number, which is less than 100 students (Sugiyono, 2024). Students are given a questionnaire containing the same statement in the pre-test and post-test. The purpose of this study is to determine the influence of *Hasta Karya* activities in the Scout extracurricular on strengthening the creative dimension in the *Pancasila* student profile. Data analysis was carried out using the Paired Sample t-test (Paired Sample t-test) and the N-Gain test to measure how much the students' creative dimension increased after participating in scouting activities.

## RESULTS AND DISCUSSION

The work activities in the Scout extracurricular at the UPI Serang Pilot Laboratory Elementary School are designed to support the development of the creative dimension in the *Pancasila* student profile. The program involves a series of structured and interactive activities, where students are invited directly to produce innovative and meaningful handicrafts. The activity not only aims to train fine motor skills and creativity, but also to instill *Pancasila* values, such as mutual cooperation, responsibility, and love for the homeland, which are in line with the principles of education in the Scout movement. With this approach, students not only gain an enjoyable learning experience, but also build character and creative thinking abilities that can be applied in various aspects of life. This research was carried out in five sessions consisting of pre-test, three sessions of *Hasta Karya* activities, and post-test.

### Research Activities

The implementation of *Hasta Karya* activities in the Scout extracurricular at the UPI Serang Pilot Laboratory Elementary School aims to strengthen the creative aspect of the

*Pancasila* student profile. This activity is designed as a series of planned activities that actively involve students in creating creative handicrafts, in line with the values of scout education and *Pancasila*. The following is an explanation of the implementation of these activities based on the experimental stages that have been formulated in this study.

### ***Pre-test***

In the first session, students undergo a pre-test to assess their abilities in the creative dimension. This session will be held on Wednesday, October 16, 2024. The test includes an assessment of various aspects of the creative dimension, such as the ability to produce original ideas and ideas, create original works and actions, and have flexibility in thinking. *The pre-test* is carried out individually to get an initial idea of the level of creativity of each student. Considering that the schedule of each class is different, the implementation of the pre-test is carried out separately for each class.



Figure 1. Implementation Pre-Test

### **Treatment**

In this study, the treatment or strength of the cubic work in the scout extracurricular was carried out three times. Each session is designed with a different theme, which aims to develop students' creative aspects through the process of making handicrafts. The following is an explanation of the *Hasta Karya* activities starting from the first session to the third session. (1) second Session, making marker place products. The second scout extracurricular meeting was held on Friday, October 25, 2024, at 13.00–14.30 WIB, involving students in grades IV, V, and VI. This activity is in the form of making cubits, markers or pencils from used bottles and hemp rope. The tools and materials used include seven used bottles, double tip glue, hemp rope, decorations, scissors/cutters, and glue gun. Students were asked to bring used bottles, double-tip glue, and scissors/cutters, while other materials were provided by the researcher. Students are grouped by scout squad (three men's squads and two women's squads). After receiving the guide module, they prepare the tools and materials and begin manufacturing with the help of researchers. This activity aims to train students' skills and creativity.



Figure 2. Making the First Session Work Cubit

(2) third session, making marker places with additional vases. At the third meeting of the Scout extracurriculars, Friday, November 1, 2024, at 13.00–14.30 WIB, students made hasta works in the form of markers and vases using used bottles and straws. The tools and materials used include three used bottles, straws, used cardboard, decorations, scissors/cutters, and glue gun. The activity began with the distribution and explanation of the modules by the researcher, followed by the preparation of tools and materials by students in groups. The manufacturing process includes: cutting used bottles, gluing straws with glue, covering the cardboard with straws, gluing the bottles to the cardboard, and adding decorations. The end result is a marker holder and a flower vase that is ready to be used.



Figure 3. Making *Hasta Karya* Second Session

(3) fourth session, making wall decorations. At the fourth meeting of scout extracurricular activities, Friday, November 8, 2024, students made flower-shaped wall decorations from used paper and cardboard. The activity took place at 13.00–14.30 WIB with structured steps. Starting with the division of modules and explanations of the work steps, students then form groups, prepare tools and materials. The manufacturing process begins with cutting waste paper into small pieces according to the module, folding it in opposite directions, and gluing it into paper sheets. The used cardboard is cut into a circle, then the leaves are neatly pasted on the surface. Students also make stalks out of paper rolls reinforced with skewers and decorate them with additional leaves. As a finishing touch, they added flowers from red cardboard in the center of the decorations and put a hemp rope on the back to hang them. This activity trains creativity, fine motor skills, and group cooperation, while also introducing the concept of recycling.



Figure 4. Making Third Session *Hasta Karya*

### ***Post-test***

The last session was a *post-test* which aimed to measure the increase in the dimension of students' creativity after participating in the *Hasta Karya* activity. The assessment was carried out using the same instruments as during *the pre-test* to obtain comparison data. The fifth meeting will be held on Monday, November 11, 2024. Since the schedule of each class is different, the post-test is conducted separately in each class. The researchers visited three classes in turn. The first post-test was carried out in grade IV with a total of 14 students. The activity began with the researcher greeting students, explaining the purpose of the activity, and providing education about the importance of creativity in learning. After that, the researcher shared post-test questions and provided instructions for filling out the students' creative dimension questionnaire. Students are given about 15 minutes to complete post-test questions. After completion, the questionnaire was collected, and the activity ended with motivation from the researcher. A similar process is carried out in class V and class VI.



Figure 5. Post-Test Implementation

## Data on *Pre-test* and *Post-test* Results of Students' Creative Dimension

The results of this study were obtained through the measurement of pre-test and post-test scores using an instrument in the form of a questionnaire consisting of 20 statements. The questionnaire was designed to measure the creative dimension of grade IV, V, and VI students who participated in Scout extracurricular activities at the UPI Serang Pilot Laboratory Elementary School. Data collection was carried out in two main stages: the initial stage pre-test which aimed to find out the level of creativity of students before participating in the *Hasta Karya* activity, and the final stage post-test which was carried out after the students participated in the series of activities. The results of filling out the questionnaire by students at both stages are presented in the form of a table that shows a comparison of pre-test and post-test scores, so that it can provide an overview of the influence of *Hasta Karya* activities on strengthening students' creative dimensions.

Table 1. Pre-test and Post-test Results of Students' Creative Dimension

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Pre-Test           | 38 | 47      | 66      | 55.05 | 4.650          |
| Post-Test          | 38 | 54      | 77      | 65.03 | 4.559          |
| Valid N (listwise) | 38 |         |         |       |                |

Based on the results of the descriptive analysis, the pre-test scores of 38 participants showed a range of values between 47 to 66, with a mean of 55.05 and a standard deviation of 4.650. After the implementation of the activity, the post-test score increased, with a minimum score of 54 and a maximum of 77, an average of 65.03, and a standard deviation of 4.559. Overall, the average score increased by 18.13% from pre-test to post-test, which indicates a positive change after the implementation of the activity.

## Normality Test

In this study, the normality test was performed using the Shapiro-Wilk method, which was chosen because the number of samples (N) used was less than 50. In this test, the data is considered to be normally distributed if the significance value obtained is greater than 0.05 ( $p > 0.05$ ). Thus, this method allows researchers to determine whether the data meets the normality assumptions required for a particular statistical analysis. The results of this normality test are then presented in the form of tables or graphs to provide a clearer picture of the distribution of data used in this study.

Table 2. Normality Test Results

|           | Kolmogorov-Smirnova |    |      | Shapiro-Wilk |    |      |
|-----------|---------------------|----|------|--------------|----|------|
|           | Statistics          | Df | Sig. | Statistics   | Df | Sig. |
| Pre-Test  | .107                | 38 | .200 | .959         | 38 | .180 |
| Post-Test | .144                | 38 | .045 | .955         | 38 | .133 |

Based on Table 2 above, the results of the normality test in 38 samples showed a significance value based on the Shapiro-Wilk table for the pre-test of 0.180 and the post-test of 0.133. Since the two significance values are greater than 0.05, it can be concluded that the pre-

test and post-test data are normally distributed. Therefore, further statistical analysis can be carried out using the parametric method, namely the t-test (paired sample t-test).

### Hypothesis Test

In this study, the hypothesis test aims to analyze the influence of *Hasta Karya* activities in Scout extracurricular activities on strengthening students' creative dimensions in *Pancasila* student profiles. The statistical analysis method applied is the t-test (paired sample t-test), because this study uses one group of experiments with a one group pretest-posttest design. The results of the test are taken based on the significance value, which is declared significant if the value is  $< 0.05$ . This t-test is used to compare the average results of the initial test (pre-test) and the average results of the final test (post-test). The formula used in this analysis is as follows:

$$t = \frac{\sum D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Information:

t = t-value for re-observation

D = Difference between paired scores

N = number of samples

Table 3. Paired Samples T-Test Results

|                           | Paired Differences |               |                 |                                           |          | t       | Df | Sig.(2-tailed) |
|---------------------------|--------------------|---------------|-----------------|-------------------------------------------|----------|---------|----|----------------|
|                           | Mean               | Std.Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |          |         |    |                |
|                           |                    |               |                 | Lower                                     | Upper    |         |    |                |
|                           |                    |               |                 |                                           |          |         |    |                |
| Pair1<br>pretest-posttest | -9.97368           | 3.77393       | .61221          | -11.21414                                 | -8.73322 | -16.291 | 38 | .000           |

Based on table 4.7, the results of the paired sample t-test show a significance value (2-tailed) of 0.000, which is smaller than 0.005. This indicates that there is a significant difference between the *pre-test* and *post-test data* in determining the creative dimension in the *Pancasila* student profile for grade IV, V, and VI students at the UPI Serang Pilot Laboratory Elementary School. Thus, the application of *Hasta Karya* activities in the Scout extracurricular has been proven to significantly increase the creative dimension of students in accordance with the *Pancasila* student profile. Based on the results of the analysis, the alternative hypothesis ( $H_a$ ) was accepted, while the null hypothesis ( $H_0$ ) was rejected. Therefore, it can be concluded that *Hasta Karya* activities are influential in strengthening the creative dimension of students.

### N-Gain Test

The N-Gain (Normalized Gain) test is a method used to evaluate the level of effectiveness of learning or intervention based on a comparison between pretest and posttest

results. This method provides an overview of the extent of improvement or change achieved by students after being given treatment in a study. The N-Gain test is a very relevant analytical tool in educational research, especially in experimental design, because it is able to show the level of success of the program or learning strategy applied. By measuring the difference between the initial ability (pretest) and the ability after treatment (posttest) (posttest), the N-Gain test not only helps in assessing the effectiveness of the intervention but also provides information about the quality of the improvement produced. This makes it an ideal tool for measuring the results of various approaches or innovations in the learning process.

Table 4. N-Gain Test Results

|                    | N  | Minimum | Maximum | Mean    | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| Ngain_score        | 38 | .13     | .81     | .4008   | .15036         |
| Ngain_persen       | 38 | 13.04   | 81.25   | 40.0784 | 15.03595       |
| Valid N (listwise) | 38 |         |         |         |                |

Based on the analysis of the N-Gain test conducted in this study, an average N-Gain of 0.4008 with a standard deviation of 0.15036 was obtained. These results show that the N-Gain value is in the range of 0.30 to 0.70. Therefore, the increase in the creative dimension of students after participating in *Hasta Karya* activities can be categorized in the medium category. This shows that *Hasta Karya* activities make a significant contribution to student creativity, even though the impact has not reached a high level. This finding illustrates that the application of *Hasta Karya* activities can support the development of students' creative dimensions in a measurable and positive manner.

## CONCLUSION

Based on the results of the research, it can be concluded that the application of *hasta karya* activities in the Scout extracurricular at the UPI Serang Pilot Laboratory Elementary School has a significant impact in strengthening the creative dimension of the *Pancasila* student profile. The results of the discussion that have been explained earlier show that the average pre-test score is 55.05, while the average post-test score increased to 65.03, which shows an increase of 18.13%. The hypothesis test using the t-paired sample t-test produced a significance value of 0.000, which is smaller than 0.05, thus proving the influence of *hasta karya* activities in strengthening the creative dimension of *Pancasila* student profiles. In addition, the N-Gain test was also carried out to measure the extent to which *hasta karya* activities affected the creative dimension of the *Pancasila* student profile. Therefore, the *hasta karya* activities carried out in scout extracurriculars have been proven to increase the creative dimension of students with the category of improvement at a moderate level.

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