

APPLICATION OF THE THIRD PRECEPT VALUES OF PANCASILA IN FORMING STUDENT DISCIPLINE AND LOVE OF COUNTRY THROUGH PASKIBRA EXTRACURRICULAR ACTIVITIES

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ABSTRACT

This study aims to analyze the application of the third principle of Pancasila, "Indonesian Unity," in shaping discipline and love for the country through Paskibra extracurricular activities at SMA Negeri 7 Balikpapan. The study uses a qualitative approach with descriptive methods, with data collected through observation, in-depth interviews, and documentation. The research informants consisted of one civics teacher who also acted as the Paskibra advisor and three students from different grade levels. The data were analyzed through reduction, presentation, and verification, with data validity maintained through source and technique triangulation. The results showed that Paskibra activities played a strategic role in shaping students' discipline and love for the country. Regular training through marching drills, flag ceremonies, and respect for national symbols not only trains discipline but also fosters solidarity, responsibility, and nationalism. Thus, Paskibra can be seen as an effective means of internalizing Pancasila values in the school environment.

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INTRODUCTION

Pancasila occupies a position as the foundation of the state and the nation's philosophy of life, which serves as a guideline in various aspects of national and state life (Saputri et al., 2023). The values contained in Pancasila are not only normative but also serve as concrete references in shaping the nation's character. The third principle, "Indonesian Unity," plays an important role because it emphasizes the spirit of unity, solidarity, and love for the homeland. This is in line with the objectives of national education as stated in Law Number 20 of 2003 concerning the National Education System, which emphasizes that education serves to develop abilities and shape the character and civilization of the nation (SISDIKNAS, 2003).

The implementation of Pancasila values faces the challenge of intense globalization. The influx of foreign cultures often influences the mindset of the younger generation, who tend to be individualistic, undisciplined, and less concerned about the nation's unity in diversity (Mendrofa et al., 2024). This phenomenon can also be seen at SMA Negeri 7 Balikpapan, where some students still exhibit undisciplined behavior, such as arriving late to school, failing to comply with rules and regulations, and showing a lack of respect during flag ceremonies. This condition shows that the values of discipline and love for the homeland, which should be embodied in the implementation of the third principle of Pancasila, have not been fully internalized.

Character education is one strategic solution to overcome these problems. According to Thomas Lickona (2012), as cited in *The Concept of Character Education from the Perspectives of Thomas Lickona and Ki Hajar Dewantara* (Hikmasari et al., 2021), character education consists of Moral Knowing, Moral Feeling, and Moral Action. This process can be explained through the concept of value internalization.

According to Tilaar (2000, as cited in *Moral Values Internalization* (Nursyamsiah, 2015), internalization is the process of instilling values that takes place from value transmission, value transaction in interactions, and value internalization as part of an individual's personality. In addition, Ki Hajar Dewantara's idea of the three centers of education, namely family, school, and community, also emphasizes that the character building of students does not only take place in the classroom but also through school activities such as extracurricular activities. Extracurricular activities are enrichment and improvement activities related to programs outside of school and programs within school (Salsabilah et al., 2023).

Extracurricular activities aim to optimally develop students' potential, interests, talents, and independence to support the goals of National Education (Permendikbud Nomor 62, 2014). Schools play a role as centers for character education that instill noble national values while shaping students' personalities (Hikmasari et al., 2021).

In this case, the Paskibra extracurricular activity is a strategic platform for instilling national value: rooted in the third principle of Pancasila. In line with this, according to (Efendi & Mediatati, 2025), it is emphasized that the Paskibra extracurricular activity plays an important role in shaping the nationalistic character of students through discipline, solidarity, and respect for national symbols. The Paskibra extracurricular activity is not only required to understand the meaning of unity (knowing) but also to foster a sense of love for the homeland (feeling) and to manifest it through discipline and responsibility towards national symbols (action).

Discipline and love for the homeland are two main aspects relevant to the Paskibra extracurricular activity. According to (Taufik & Akip, 2021), discipline does not only mean obedience to formal rules, but also awareness of maintaining order. According to (Hasanah, 2019), love for the homeland is an attitude of loyalty and appreciation for the nation, while (Hanifa et al., 2022) emphasizes love for the homeland as a form of responsibility and commitment to protecting national symbols. Through marching drills, flag saluting activities, and ceremonial activities, students are accustomed to consistently internalizing these values.

Several previous studies have also proven that extracurricular activities contribute to the character building of students. According to (Ahiruddin et al., 2024) extracurricular activities can improve students' discipline, especially in terms of punctuality, compliance with rules, and responsibility.

Meanwhile, according to (Karsono & Noviansyah Wahyu, 2024) it is emphasized that extracurricular activities play a role in fostering a sense of nationalism, solidarity, and leadership in students. However, neither study specifically examined the application of the third principle of Pancasila in shaping students' discipline and love for the country through extracurricular activities.

This study focuses on the lack of explicit research linking Paskibra extracurricular activities with the application of the third principle of Pancasila. Previous studies have emphasized aspects of discipline, nationalism, or leadership in general, but have not highlighted how the value of Indonesian unity is actually applied through Paskibra extracurricular activities.

This gap indicates the need for research that directly links the third principle of Pancasila with the process of character building in students. This study examines how the third principle of Pancasila can be applied through extracurricular activities in the flag-raising troop. The researcher was interested in this topic due to the phenomenon observed in the field of low discipline and a lack of respect among students for national symbols.

This certainly raises an important question about how the third principle of Pancasila should be instilled so that it truly becomes part of the students' actual behavior. Therefore, this study aims to answer that question by examining the role of the flag-raising troop as a medium for applying the values of Pancasila. The purpose of this study is to analyze the application of the third principle of Pancasila through Paskibra extracurricular activities at SMA Negeri 7 Balikpapan, particularly in shaping students attitudes of discipline and love for the country.

The research questions are:

1. How are the values of the third principle of Pancasila applied in the Paskibra extracurricular activities at SMA Negeri 7 Balikpapan?
2. How does this implementation influence the formation of discipline and patriotism among students?

This study provides theoretical and practical benefits. Theoretically, this study contributes to strengthening the literature on character education, particularly in relation to the internalization of the third principle of Pancasila through extracurricular activities. This study can be used as a reference for academics in linking the values of Pancasila with the actual practice of character building in schools.

Practically, this research is useful for schools and Paskibra coaches as input in designing more effective activity programs to instill the values of discipline and love for the country. For students, this research can increase awareness of the importance of Paskibra, not only as marching practice, but also as a means of shaping a personality with national character.

METHOD

This study employed a qualitative descriptive approach, as it allows researchers to explore in depth the application of the third principle of Pancasila within Paskibra extracurricular activities and its role in shaping students' discipline and patriotism. The research was conducted at SMA Negeri 7 Balikpapan, selected as the research site due to its active and consistently implemented Paskibra program. Data were collected during the period of May 14 to July 14 2025, through semi-structured interviews, participatory and non-participatory observations, and documentation. Research subjects were determined using purposive sampling (Sukwika, 2023), a technique that selects informants based on specific criteria considered most relevant to the research objectives. The informants consisted of four individuals one Civics teacher who also serves as the Paskibra advisor, along with three students from grades X, XI, and XII who had varying levels of experience in the extracurricular activity. Data validity was ensured through source and technique triangulation by comparing the results of interviews, observations, and documentation, as well as through member checking by reconfirming the findings with the informants to ensure alignment with their experiences. Data analysis followed the stages of qualitative research, namely data reduction, data presentation, and conclusion drawing or verification (Sugiyono, 2023). Ethical considerations were maintained by obtaining official permission from the school, informed consent from each participant, and ensuring the confidentiality of informants' identities throughout the research process.

RESULTS AND DISCUSSION

Balikpapan State High School 7 was chosen as the research location because this school has active and regularly held Paskibra extracurricular activities. Balikpapan State High School 7 is located on I Mulawarman, Lamaru Village, East Balikpapan District, Balikpapan City, East Kalimantan Province, Postal Code 76117. The flag-raising ceremony extracurricular activity at Balikpapan State Senior High School 7 is attended by 30 students, consisting of 10 tenth graders, 14 eleventh graders, and 6 twelfth graders.

The Paskibra extracurricular activity is supervised by a trainer from the relevant agency, namely the Indonesian National Armed Forces (TNI), who regularly provides training in marching skills and instills a sense of discipline and love for the country in the students. Training sessions are held every week, specifically on Fridays after school hours from 1:20 PM to 5:30 PM WITA and on Saturday mornings from 7:30 AM to 12:00 PM WITA. With this consistent schedule, students receive intensive training in both discipline and instilling a sense of patriotism.

This is in line with the findings of which explains that consistency in scheduling and structured coaching in Paskibra extracurricular activities contributes to the formation of discipline in students. According to (Hasanah, 2019),

it is also emphasized that the Paskibra extracurricular activity is a strategic platform for fostering national spirit and love for the homeland through the activities carried out.

The results of interviews conducted by researchers with Paskibra coaches and active Paskibra members at SMA Negeri 7 Balikpapan showed positive responses regarding the application of Pancasila values, especially the third principle, in shaping discipline and fostering a sense of patriotism among students. The Civics teacher and Paskibra extracurricular advisor (G1) emphasized that:

"Every training session instills a spirit of camaraderie, so that students learn to be responsible and work together as a team. Their discipline is also much better trained than students who do not participate in the flag-raising ceremony extracurricular activity because every minor violation will result in a warning or punishment."

This is in line with the findings of which explains that through extracurricular activities, students are trained to be disciplined, responsible, and have a firm and confident attitude as part of character building. Similarly (Efendi & Mediatati, 2025), explains that the solidarity born in Paskibra plays an important role in strengthening the spirit of unity and nationalism among students.

This statement is reinforced by a tenth-grade student (S1) who said:

"Since joining the flag-raising ceremony extracurricular activity, I have become more accustomed to being punctual and disciplined because if I am late, I will be reprimanded. Regular training has also made me accustomed to obeying school rules."

A similar sentiment was expressed by a 12th grade student:

"In every practice, we not only practice marching but are also taught to respect the flag and sing the national anthem Indonesia Raya solemnly. From this, I learned that love for the country is not only expressed through words but also through concrete actions."

This finding is reinforced by (Herlina & Dewi, 2021), which confirms that extracurricular activities involving the flag and national symbols are an effective means of fostering nationalism and love for the country among students. This finding is also consistent with (Karsono & Noviansyah Wahyu, 2024), which states that student discipline improves through the habit of punctuality, compliance with rules, and responsibility in extracurricular activities.

The results of this interview show that schools, through Paskibra coaches, systematically instill the values of the third principle of Pancasila in practice, both through strengthening student discipline and cultivating a love for the homeland. A strict coaching system and consistent enforcement of rules demonstrate that Paskibra extracurricular activities function as a means of character building.

In practical terms, the implementation of the Paskibra extracurricular activity at Balikpapan State High School 7 can serve as an example for other schools in utilizing extracurricular activities as a strategic platform for applying the values of Pancasila. This result is supported by the research " in a study at State Senior High School 3 Salatiga, which shows that Paskibra extracurricular activities, including marching drills, flag ceremonies, and national awareness materials, have a positive impact on students' understanding and practice of nationalism.

In line with this, research (Herlina & Dewi, 2021) through research at SMA Negeri 4 Bengkulu Utara found that Paskibra extracurricular activities can increase students' sense of nationalism by instilling discipline and respect for national symbols. This study also found that consistent and structured Paskibra extracurricular activities play a major role in fostering student discipline (Mu'arif et al., 2025), while other studies suggest that extracurricular activities play an effective role in shaping attitudes of discipline, responsibility, and respect for national symbols (Fibrianto & Bakhri, 2017). Paskibra extracurricular activities can be used as a model for programs to foster discipline and nationalism among students. These findings can be taken into consideration by education policymakers to strengthen support

Implementation of the Third Principle of Pancasila, Indonesian Unity, Through Paskibra Extracurricular Activities

The third principle of Pancasila, namely Indonesian Unity, emphasizes the importance of nationalism, unity, and integrity in the Unitary State of the Republic of Indonesia (NKRI). The application of the third principle is realized through the character building of students that emphasizes solidarity, discipline, responsibility, and love for the country. Education is a strategic means of developing quality human resources, in accordance with Article 3 of Law

Number 20 of 2004 concerning the National Education System, which states that national education aims to develop the potential of students to become people who are faithful, pious, noble, creative, and have social responsibility in shaping a dignified and competitive national identity (SISDIKNAS, 2003).

Schools play an important role as formal educational institutions in instilling the values of Pancasila and strengthening the spirit of nationalism among students. The application of Pancasila values, especially the third principle, is not only realized through classroom learning, but also through the integration of extracurricular activities. Extracurricular activities are activities carried out outside of school hours to support the development of students' potential, interests, talents, and character (Permendikbud Nomor 62, 2014). At SMA Negeri 7 Balikpapan, the school's efforts to instill the values of Pancasila are emphasized by the Civics teacher and Paskibra (G1) Extracurricular Advisor, who states:

"Balikpapan State High School 7 is very active in instilling the values of Pancasila, and the school strictly prohibits discrimination among students. The implementation of the third principle, namely Indonesian unity, is carried out through learning activities and extracurricular activities that play an important role in character building, one of which is the Paskibra extracurricular activity."

The Paskibra extracurricular activity is one of the flagship programs that plays a strategic role in shaping the character of students. Research conducted by (Titin et al., 2024) confirms that the Paskibra extracurricular activity is able to foster a strong sense of nationalism through marching drills, flag-raising ceremonies, and an understanding of the nation's history of struggle. These results are also supported by (Rahmawati & Pujiyanto, 2024), which emphasizes that the Paskibra extracurricular activity provides concrete experiences for students in facing challenges while strengthening leadership.

Research findings at SMA Negeri 7 Balikpapan indicate that students' direct involvement in the Paskibra extracurricular activity can help them understand the values of leadership, nationalism, and the spirit of unity. In line with this, statements from 10th-grade students (S1) affirm that:

"Paskibra extracurricular activities are closely related to the third principle of Pancasila. One way this is applied is through the development of love for the country, for example by flying the red and white flag on national holidays, and we as members of Paskibra are taught to respect national symbols."

This statement is in line with (Hasanah, 2019), which emphasizes that love for the homeland is reflected in loyalty, concern, and respect for national symbols, and is also reinforced in the study (Hanifa et al., 2022), which states that love for the homeland is also manifested in the form of responsibility and commitment to protecting national symbols.

This is also reinforced by grade XI (S2) students who stated that:

"In the Paskibra extracurricular activity, there is a very strong concept of solidarity, meaning that if one member is in pain, all members are in pain. This shows that each Paskibra member does not stand alone, but is mutually responsible and united in a common goal."

Statements from grade XI (S2) students emphasizing solidarity as a core value are also in line with the findings of (Efendi & Mediatati, 2025), which show that extracurricular activities such as the flag-raising ceremony can foster solidarity and togetherness, contributing to the strengthening of nationalism among students. Similarly, research conducted by (Fibrianto & Bakhri, 2017), confirms that extracurricular activities in the flag-raising troop not only shape discipline but also foster morality and nationalism in students through marching drills, respect for the flag, and the implementation of state ceremonies.

Extracurricular activities in the flag-raising ceremony not only foster discipline and love for the country, but also promote the value of mutual cooperation as a tangible manifestation of the third principle of Pancasila. In practical terms, the pattern of guidance through extracurricular activities in the flag-raising ceremony at Balikpapan State High School 7 can be used as a model for other schools in strengthening character education. Furthermore, the results of this study are relevant as input for education policymakers to strengthen support for extracurricular activities based on national identity so that character education not only addresses the cognitive domain but can also be internalized in the attitudes and behaviors of students.

Bulding Discipline and Love for The Country in Students through Paskibra Extracurricular Activites

Discipline can be defined as orderly and consistent behavior in daily life without violating agreed-upon rules. This attitude is very important for students to have in building social interactions both in school and in the community. Discipline needs to be instilled from an early age because it has a positive impact on personality development and readiness to face future challenges. Etymologically, the term discipline comes from the Latin word “*disciplina*”, which in English is known as discipline and has the meaning of order, obedience, self-control, and controlling behavior (Samuel et al., 2023). The main function of discipline is to develop the ability to control oneself, respect rules, and obey applicable norms. In education, student discipline reflects behavior that is in accordance with school rules, which aim to foster awareness, efficiency, and positive character building.

This is in line with the implementation at Balikpapan State Senior High School 7, where discipline is instilled through extracurricular activities such as the flag-raising ceremony. Students are accustomed to arriving on time, maintaining neatness, and obeying rules and regulations as a concrete manifestation of the third principle of Pancasila, namely Indonesian unity. This finding is in line with the research" which states that the Paskibra extracurricular activity is effective in shaping student discipline, especially in terms of compliance with rules and responsibility. The formation of a disciplined attitude in the school environment can be done through various approaches, one of which is through routine activities such as holding a flag ceremony every Monday, arriving on time, and consistently enforcing school rules. In addition, the learning process in the classroom is also an important medium for instilling the value of discipline, for example, through adherence to class rules that have been agreed upon together and the completion of tasks on time.

Extracurricular activities also play an important role in shaping student discipline. The Scout, Paskibra, and Intra-School Student Organization (OSIS) extracurricular programs contribute to building discipline through structured activities and character building. Among these various activities, the Paskibra extracurricular program is one of the flagship programs at the Balikpapan 7 State Senior High School that has proven effective in instilling discipline in students. This is evident from the results of an interview with the Paskibra Advisor and Civics Teacher (G1), who stated that:

"The Paskibra extracurricular activity has a significant influence on shaping the character of students, especially in terms of discipline. In the Paskibra extracurricular activity, not only is the importance of discipline emphasized, but also training in concentration and overall focus. The rigorous training process, which requires unity, teaches Paskibra members to be part of a single unit so that each individual must be able to control themselves both physically and mentally."

Researchers also found that in extracurricular activities at SMA Negeri 7 Balikpapan, fostering a love for the country is carried out through very strict rules, with students being trained to show full respect for the red and white flag. This includes the obligation to fold the flag correctly without error, raise and lower the flag on time every day, and maintain discipline by arriving at school at 6:30 a.m. Students are also required to pay their respects when the flag is raised and to remain silent and stop all activities when the Indonesian national anthem is played. This is in line with the statement made by a 10th grade (S1) student who said that:

"The change I have felt since joining the flag-raising club extracurricular activity is discipline, especially in terms of time. Before joining, I was often late for school. However, after becoming a member of the flag-raising club, I started to get used to coming early, at 6:30 am., to attend the morning assembly."

In line with this, the results of research conducted by (Efendi & Mediatati, 2025), show that Paskibra activities, including marching drills and flag ceremonies, play an important role in fostering a sense of nationalism and respect for national symbols among students. This is reinforced by (Hasanah, 2019). which emphasizes that the formation of love for the homeland is reflected in attitudes of loyalty, respect, and concern for the nation and its symbols. In line with the research (Hanifa et al., 2022), it is emphasized that love for the homeland can also be manifested through responsibility in maintaining the honor and integrity of national symbols.

The results of interviews conducted by researchers with students show that extracurricular activities in the flag-raising ceremony play an important role in shaping attitudes of discipline and punctuality, neatness of appearance, and respect for national symbols. These findings are in line with (Ahiruddin et al., 2024), which states that Paskibra extracurricular activities are effective in in shaping students' discipline in terms of dress code, marching, and carrying out state duties. Student involvement in the Paskibra extracurricular activity also fosters a sense of patriotism, which

is manifested through respect for the flag, the national anthem, and participation in routine flag ceremonies and national holiday celebrations. This is confirmed by a 12th grade student (S3) who stated:

“After becoming a member of the flag-raising troop, I felt a heightened sense of concern for national norms, one of which was through respect for the national anthem. For example, when my classmates did not stand up when the Indonesia Raya anthem was played, I would remind them to stand up as a form of respect for the country.”

These findings indicate that student involvement in extracurricular activities contributes significantly to increasing national awareness and love for the country. This is in line with (Hasanah, 2019), which states that love for the country is a mindset and behavior that reflects loyalty, concern, and high regard for the nation and its symbols. In line with this, research conducted by (Sindy & Muhibbin Ahmad, 2024) confirms that Paskibra extracurricular activities foster discipline through punctuality, obedience to rules, and love for the homeland through respect for state symbols and active involvement in state activities.

This is also emphasized in the research (Shidiq et al., 2024), which states that extracurricular activities in the flag-raising troop are a strategic means of strengthening Pancasila-based character education in fostering discipline, solidarity, and love for the country, which can be manifested in the actual behavior of students. In practical terms, these findings are not only relevant to Balikpapan State High School 7 but can also be used as a model for other schools to adapt in order to foster discipline and a sense of patriotism among students. By using structured extracurricular training, the flag-raising ceremony not only serves as a marching activity but also as a medium for character education that instills concrete national values.

For education policymakers, the results of this study can be taken into consideration in strengthening support for national-based extracurricular activities as an effort to develop students who are disciplined, responsible, and have a sense of patriotism.

CONCLUSION

The results of the study show that the Paskibra extracurricular activities at SMA Negeri 7 Balikpapan play a strategic role in instilling the values of the third principle of Pancasila, particularly in shaping the discipline and love for the homeland of students. The training process, which is carried out regularly through marching drills, pel ing state ceremonies, and respect for national symbols, not only fosters students' awareness of the importance of discipline, but also shapes their behavior in appreciating national values. The Paskibra extracurricular activity has proven to be an effective character education platform because it is able to internalize the values of unity, solidarity, responsibility, and obedience through structured, consistent activities that are in line with national education objectives. Thus, Paskibra activities not only serve as physical training, but also as an instrument for the moral, ethical, and national identity development of students.

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