



The Implementation of Scouting Extracurricular in Building Students' Character

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ABSTRAK

Kendala implementasi pembinaan karakter melalui kegiatan ekstrakurikuler pramuka menyebabkan banyaknya siswa golongan siaga dan penggalang lebih fokus ke permainan daripada materi serta masih terdapat siswa yang tidak patuh terhadap peraturan kegiatan kepramukaan. Tujuan penelitian ini adalah untuk menganalisis implementasi penanaman karakter pada peserta didik melalui kegiatan ekstrakurikuler pramuka. Penelitian ini termasuk penelitian kualitatif deskriptif. Populasi dalam penelitian ini adalah seluruh siswa SDN Tlogosari Kulon 06 Semarang yang berjumlah 91 siswa. Keabsahan data diperoleh melalui dua triangulasi, yaitu triangulasi teknik dan triangulasi sumber. Pengumpulan data melalui observasi, wawancara, dan catatan di lapangan. Triangulasi teknik untuk menguji kredibilitas data. Metode analisis data yang digunakan adalah metode analisis kualitatif. Hasil analisis menunjukkan bahwa kegiatan yang dilakukan saat ekstrakurikuler kepramukaan sudah mengimplementasikan penanaman kelima sikap yang perlu dicapai oleh siswa. Sikap religius,

integritas, dan nasionalis siswa sudah baik, meskipun implementasi keseluruhan sikap telah dilakukan secara merata namun siswa masih membutuhkan penekanan pada sikap mandiri dan gotong-royong. Sebagian besar siswa masih merasa keberatan jika dijadikan satu regu dengan teman dari kelas lain, belum memiliki kemandirian untuk berangkat dan menggunakan atribut lengkap saat ekstrakurikuler kepramukaan tanpa harus diperintah dan diperingatkan berkali-kali oleh guru kelas maupun Pembina.

ABSTRACT

Constraints to the implementation of character development through scout extracurricular activities have caused many students in the alert and mobilizing groups to focus more on the game than the material and there are still students who do not obey the scouting activity regulations. The purpose of this research was to analyze the implementation of character planting in students through scout extracurricular activities. This research was using a descriptive qualitative research. The population in this research was all students of SDN Tlogosari Kulon 06 Semarang, totaling 91 students. The validity of the data was obtained through two triangulations, namely technical triangulation and source triangulation. Collecting data through observation, interviews, and notes in the field. Triangulation technique for testing data creation. The data analysis method used was qualitative analysis method. The results of the analysis showed that the activities carried out during extracurricular scouting have implemented the planting of the five attitudes that need to be achieved by students. The students' religious, integrity, and nationalist attitudes are good, even though the implementation of the overall attitude has been carried out evenly, students still need an emphasis on independence and mutual cooperation. Most students still object to being made into a team with friends from other classes, they do not yet have the independence to go and use complete attributes when scouting extracurricular activities without having to be ordered and warned repeatedly by class teachers and coaches.

1. Introduction

Education is an important factor in building superior human resources. Through education, a person can improve intelligence, skills, develop self-potential, and can form a person who is responsible, intelligent, and creative (Nurkholis, 2013; Paramita, 2016). Conceptually education in Indonesia has been directed to form good student character. This is further emphasized in the 2010-2014 Ministry of National Education Strategic Plan, which states that the vision of education is to produce smart and competitive Indonesians. What is meant by an intelligent Indonesian person is a comprehensive intelligent person, namely spiritual intelligence, emotional intelligence, social intelligence, intellectual intelligence and kinesthetic intelligence (Aji, 2016). School is one of the

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formal educational institutions that has important influence in realizing students who have good achievements and examples. Through intellectual education, a person will be able to think logically so that he can quickly adjust to the situation and be able to solve problems quickly and accurately.

The current problem is the waning sense of nationality and character of the younger generation. This is confirmed by research conducted by (Bakhri, 2018) which stated that Indonesia is facing the problem of waning the sense of nationality by the younger generation caused by the flow of globalization. Research conducted by (Ardiansyah, 2015; Damanik, 2014) also stated that the problem in students that is happening at this time is the level of low student independence, not yet embedded discipline in students, not yet embedded student leadership attitudes. This problem was also found in one elementary school. Based on the results of observations and interviews with supervisors, data was obtained that showed that many students of SDN Tlogosari Kulon 06 Semarang were more focused on games than material. In addition, there are still many students who do not obey the rules in scouting activities. And there are many other things that show the lack of implementation of character planting in students through scout extracurricular activities at SDN Tlogosari Kulon 06 Semarang. The results of interviews with students also showed that students' interest in scout extracurricular activities was due to the fun factor of playing with friends during scouting activities. so that new activities in scouting are needed which are associated with improving the character of students at SDN Tlogosari Kulon 06 Semarang.

The lack of character instilling in students will gradually backfire for the existence of the Unitary State of the Republic of Indonesia (NKRI) itself, it is proven that various moral issues, character, character traits are still problems that hinder the development and noble ideals of our nation, such as increasing moral degradation, ethics, declining student courtesy, increased student dishonesty, such as the habit of cheating on exams, skipping classes during school hours, reduced respect for parents, teachers, and for figures who should be respected. Various problems that occur as a result of the decline in the character of the younger generation make this a cause for concern. Therefore, various efforts have been made to improve the character of students, one of which is through extracurricular activities. One of the extracurricular activities presented to be able to shape the character of students is the scout extracurricular. The results of research conducted by (Erliani, 2017) which stated that scouts can shape national character such as a sense of nationalism, love for others, discipline, independence, mutual cooperation, care, and respect. Research conducted by (Supadi, 2020) also stated that scouting extracurricular activities can shape students into good citizens, because they can develop social-emotional character (SECD) in students. So that extracurricular activities are needed that can shape student character.

Extracurricular activities are activities carried out in order to develop certain aspects that are carried out outside the classroom. Extracurricular is an educational activity carried out by students outside of standard curriculum study hours. Extracurricular activities can shape the student's personality. Extracurricular activities are activities that are used by students as a forum for those who have an interest in participating in these activities (Kristianto & Fitriana, 2019; Ratnawati, Imron, & Benty, 2018). This activity was intended for students to develop their personalities, interests, and abilities in various fields outside the academic field. Extracurricular activities that are followed and carried out by students both at school and outside of school, aiming for students to enrich and expand themselves (Luthviyani, Setianingsih, & Handayani, 2019). Expanding yourself can be done by broadening knowledge and encouraging the development of attitudes or values. One of the extracurricular activities that are in accordance with school programs and can develop the skills of students and their discipline is extracurricular scouting (Ardiansyah, 2015; Bakhri, 2018). The compulsory extracurricular is an extracurricular program that must be followed by all students, except for students with certain conditions that do not allow them to take part in these extracurricular activities (Damanik, 2014). Extracurricular activities are usually carried out for character building in students. This is especially true in Elementary Schools. Currently character education is one of the important topics for the younger generation. Elementary school is the main target of how the character building begins. One of the extracurricular activities that can shape the character of students is the scout.

Scouting extracurricular activities are extracurricular activities that are required to be implemented at the primary and secondary school levels. Scouting is one solution to foster student character for the better (Elisa, Prasetyo, & Hadi, 2019; Hariyanti, 2013). Scouting extracurricular activities are one of the places where the cultivation of character values is channeled well. Scouting activities can be a place to instill character in students. Through the activities undertaken, students can be more responsible and explore. In the scouting material, students are taught attitudes that can be applied daily. The extracurricular goals of scouting are inseparable from realizing the national

goals stated in the preamble to the 1945 Constitution, namely protecting the entire Indonesian nation, creating public welfare, educating the nation's life and participating in implementing world order based on eternal peace, independence and social justice (Ardiansyah, 2015). Scout activities have a positive impact on students' social development. This is also proven by research conducted by (Elisa et al., 2019) which stated that scouting has a positive impact on students because in addition to providing experience it also improves student skills and fosters good character values. Research conducted by (Prananda, n.d.) which states that scout extracurricular activities can foster student character. Research conducted by (Pratiwi, 2020) stated that scout extracurricular activities affect the disciplinary character of elementary school students.

Based on this explanation, the research objectives were formulated, namely to analyze the implementation of character planting in students through scout extracurricular activities. In scouting activities, the aspects that are considered are the five main character values that come from Pancasila, namely religion, nationalism, integrity, independence and mutual cooperation. The importance of character education led to the insertion of character implementation through scout extracurricular activities.

2. Research Method

This research was a descriptive qualitative research. There were two kinds of data that could be collected by researchers in this research, namely qualitative and quantitative data. Qualitative data is data in the form of words, sentences, gestures, facial expressions, charts, pictures and photos. Meanwhile, quantitative data is data in the form of numbers or qualitative data which is reported or scoring (Sugiyono, 2015).

The population in this study was all students of SDN Tlogosari Kulon 06 Semarang, totaling 91 students. The data that has been collected in the form of interviews, observations, questionnaires and test results are analyzed to be processed into information in the form of descriptions according to the focus of the study. This qualitative data came from observations, teacher interviews, student interviews, and notes in the field. The data analysis method used is qualitative analysis method.

The validity of the data was obtained through two triangulations, namely technical triangulation and source triangulation. Technique triangulation to test data credibility was done by checking data from the same source with different techniques (Sugiyono, 2015). Source triangulation is a data collection technique performed on various data sources (Sugiyono, 2015). In this study the researchers used five standby groups, five groups of activists, two groups of standby groups, and two groups of coaches.

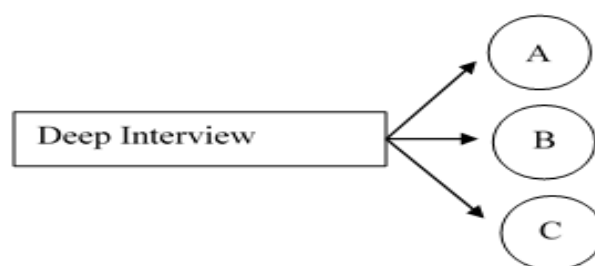


Figure 2. Triangulation of sources with different data sources

3. Result and Discussion

Based on data from observations that have been made, there are two scouting extracurricular coaches at SDN Tlogosari Kulon 06 Semarang who come from inside the school and two coaches from outside the school. The mentors from inside the school, namely Mrs. Anisah Kusuma Wardani and Mr Dwi Susanto Setiawan, who guided the alert and gologan groups in turn, while the advisors from outside the school, namely Mr Abdul Munip, who guided the alert group and Mr Muhammad Sholikin who guided the mobilizers. After conducting interviews with four coaches, synchronous data was obtained between one coach and another. The data obtained, namely the implementation of character planting in scouting extracurricular activities has been good, but there are still some student actions that show that there is still a lack of implementation of character planting in scouting extracurricular activities, so that a deeper study of student attitudes has not been achieved. Based on observations that have been made, the implementation of scouting activities has shown five attitudes that build students' character, namely religious, nationalist, integrity, independent, and mutual

cooperation. Some of the attitudes that students did not show were independence and mutual cooperation. There were some student habits that showed some attitudes that have not been achieved, but most students showed a lack of independent and mutual cooperation. Students did not have the awareness to go scouting, students left forcibly because it is a compulsory extracurricular and routine attendance is carried out. Even when extracurricular activities took place students were still busy playing alone with their friends so they did not pay attention to the instructions given by the coach. When there are group activities, students still often come to groups of friends who are close and do not focus on the group, and still do not want to cooperate with the team in solving challenges, but still focus on close friends.

Based on the interviews and questionnaires that have been filled in by the scouting extracurricular coaches of the standby class and the activists of SDN Tlogosari Kulon 06 Semarang, it shows the same conclusion. There have been changes that have occurred in the scouting of SDN Tlogosari Kulon 06 Semarang from the start as a coach until now but have not been significant. Previously students were still difficult to manage, arrived late, now they are a little better but still not optimal. Scout extracurricular activities at SDN Tlogosari Kulon 06 Semarang are held every Wednesday from 15.30 to 17.00 WIB. The activities carried out in scouting extracurricular activities are varied. Every activity carried out has implemented the character values that students need to achieve, namely independence, integrity, nationalism, religion, and mutual cooperation. The implementation is carried out as a character inculcation in students. Based on the five characters that need to be achieved, there are two characters that are not yet optimal, namely independence and mutual cooperation. The advisor of the standby group and the group of mobilizers must remind students repeatedly that scouting extracurricular activities are compulsory extracurricular activities so that students leave, and when the coach provides material students do not have the awareness to pay attention and are still cool to joke with their friends. Most students who are made into a team with another class who are of one group are still difficult to work together to complete challenges or instructions given by the coach.

In general, the implementation of character planting through scouting extracurricular activities is good. Of the five main characters that need to be achieved, namely integrity, independence, nationalism, religion, and mutual cooperation, the scouting extracurricular students of the alert and mobilizing groups have achieved all three characters, namely religious, nationalist and integrity. However, the independent attitude and mutual cooperation of students are still not optimal. There are various kinds of activities carried out during the scouting extracurricular activities that are adjusted to the difficulty level of the group, but the activities carried out between the standby group and the mobilizer are not much different. Activities carried out include rigging teaching about independence and mutual cooperation, standby barung, team building, the United Nations which teaches about nationalism, cohesiveness and independence, memorizing Pancasila, Dwi Darma, Dasa Darma which teaches the value of nationalism, as well as being taught religious character of piety, religious tolerance, memorizing letters and prayers. The activities carried out during the scouting extracurricular activities have implemented the planting of the five attitudes that need to be achieved by students.

There are two groups in the scouting extracurricular activities of SDN Tlogosari Kulon 06 Semarang, namely the standby group and the mobilizer group. The alert group coaches and the mobilizing groups from inside and outside have implemented attitudes in accordance with the *dwi satya*, *dwi darma*, and *tri satya*. Every activity carried out in both groups has its own meaning that can shape the character of students. The standby group practices *dwi satya* and *dwi darma*. *Dwi satya* contains: For my honor I promise to seriously carry out my obligations towards God Almighty, the Unitary State of the Republic of Indonesia, and according to family rules, every day to do good. *Dwi darma*; alert to filial piety to his father and mother, alert to be brave and not give up. Meanwhile, the community groups practice the *tri satya*, which contains; For the sake of my honor, I promise that I will seriously carry out my obligations to God Almighty and the Unitary State of the Republic of Indonesia, to practice Pancasila. Helping others live and preparing themselves to build society, and fulfill the *dasa darma* (Dalimunthe, 2015; Damanik, 2014). Cultivating character is one of the things that is emphasized at various levels of education, especially at the elementary school level. Strengthening character is one of the government programs. In the dream it is stated that the government will revolutionize the character of the nation. The Ministry of Education and Culture implements the strengthening of the nation's future character through the Strengthening Character Education (PPK) movement which prioritizes the five main character values that come from Pancasila, namely religion, nationalism, integrity, independence and mutual cooperation. The importance of character education leads to the insertion of character implementation through

learning in class and outside the classroom, namely through extracurricular activities (Kemendikbud, 2017; Santosa, 2014). There are various kinds of extracurricular activities that implement character, but scout extracurricular activities are one of the extracurricular activities that can instill the five-character values which are the priority programs of the President and Vice President of Indonesia. Every activity carried out in scouting extracurricular activities is an implementation of character planting carried out to students. Given the importance of scout extracurricular activities as an implementation of character planting in students, extracurricular activities are used as extracurricular activities that are required in accordance with Ministerial Regulation Number 63 of 2014 (Kemendikbud, 2017; Supadi, 2020).

Research conducted by (Larasati, 2017) also revealed that scouting extracurricular activities are in line with the goals of character education. Research conducted by (Maunah, 2015) also stated that scouting activities emphasize universal value aspects so that they can make students ethical and responsible. Research conducted by (Putri, 2017) also found that the character values in scouting obtained by students were love of nature, loving each other, having a patriot spirit, polite, knight, obedient, deliberate, willing to help, steadfast, diligent, skilled, happy, careful, modest, discipline, courageous, loyal, responsible, trustworthy. Scouting also instills character values because each activity is designed to teach about independence and implements the cultivation of independent attitudes of students in the alert and group groups through scouting extracurricular activities (Priyoutomo, 2016; Purwaningsih, 2017). The inculcation of five attitude character values through scouting extracurricular activities has been well implemented. Scouting activities contain the substance of divine values, kinship, deliberation and consensus, justice or tolerance (humanitarianism), which are the basis for a view of life or as a foundation for the philosophy of the Indonesian nation. Observing the principles contained in gotong royong, there are clearly inherent aspects of social capital. The value of mutual cooperation in society has a positive relationship with social capital in the sense that the strengthening of mutual cooperation will indirectly contribute to building social capital in society (Utomo, 2018).

4. Conclusion

Based on the results of data analysis, it can be concluded that the activities carried out during scouting extracurricular have implemented the five attitudes that need to be achieved by students. The cultivation of five attitude character values through scouting extracurricular activities at SDN Tlogosari Kulon 06 Semarang had been implemented well, namely religious, nationalist, and independent, but there are still attitudes that have not been achieved optimally by students in the alert and community groups, namely independent and mutual cooperation.

Based on the conclusion, it is suggested that students pay more attention to instructions from the coach, and enjoy more activities in the scouting. It is recommended that the coach provide innovative activities that emphasize an independent attitude and mutual cooperation.

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