

SCOUT EXTRACURRICULAR CONSTRUCTION OF ELEMENTARY STUDENT DISCIPLINE CHARACTER BUILDING

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Abstract

The purpose of this study was to describe the process of forming the disciplinary character of third grade students of SDN Karangasem 03 through scout extracurricular activities. This study used descriptive qualitative method. Data collection uses observation, interview, questionnaire, and documentation techniques. Data analysis technique were carried out by validity testing using source triangulation, technique triangulation, and time triangulation and confirmability testing. The results of this study indicate that: (1) Formation of the character of discipline through scout extracurricular activities is carried out at three stages, namely the initial stage which introduces conditions and activities, the central stage of the students begins to carry out activities, and the final stage is marked by students' awareness of disciplinary behavior; (2) There are five forms of scout extracurricular exercises such as the PBB (line rule), rigging, apple ceremonies, applause and singing, and one-day camps that can build student discipline; (3) The process of constructing the character of discipline through scout extracurricular activities has received acceptance and neglect responses. So that there are still some children who have not been disciplined.

Keywords: Discipline, Character Construction, Scout, Extracurricular

1. INTRODUCTION

Education does not only focus on the intelligence aspect. In fact, there are three things that become the focus of education, namely building knowledge, building skills, and building character. In the educational environment, it is necessary to strengthen character to create order and order in life. Character strengthening can be carried out with the PKK (Strengthening Character Education) program in the school environment. Permenikbud No. 20 of 2018 concerning Strengthening Character Education in Formal Education Units article 1 explains that PKK is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, feeling, thinking, and sports with involvement and cooperation between units. education, family,

The application of character strengthening in instilling character values in formal education can be carried out in an integrated manner in intracurricular, co-curricular, and extracurricular activities. This has been regulated in Presidential Decree No. 87 of 2017

Article 6. The implementation of PKK in extracurricular activities is the strengthening of character values in the context of expanding the potential, talents, interests, abilities, personality, cooperation, and independence of students optimally.

Hadiyanto in Komalasari (2017) states that extracurricular activities are activities that are carried out outside of regular school hours, on

holidays, inside or outside school, regularly or only at certain times. There are three types of extracurricular activities at SDN Karangasem 03, one of which is scout extracurricular activities.

In the 2013 curriculum, scout extracurricular activities become compulsory extracurricular activities at the primary and secondary education levels that must be followed by students. This is as described in Permendikbud No. 63 of 2014 concerning Scouting Education as Compulsory Extracurricular Activities in Basic and Secondary Education Article 2. The purpose of implementing scout extracurricular activities is to further strengthen personality formation and to better link the knowledge gained in the curriculum program with environmental conditions and needs (Didin, 2017).

Nainggolan (2016) in his research explained that the purpose of scouting education is to educate students to have a strong spirit of unity and integrity, to have high activity in discipline, independence, honesty, cooperation, responsibility, and love for the country. From these objectives it can be concluded that scout extracurricular activities can shape the character of student discipline. According to Gunawan (2014) discipline is a manifestation of attitudes and actions that obey the law and respect time because they are driven by the spirit of courage to act, not a factor of fear of sanctions. This is done by gradually training students to do anything alone without having to be helped. Students are also trained to obey applicable regulations, carry out their activities on time.

However, some mass media often report on student deviant behavior related to discipline that does not reflect a student with character. This is in line with the results of initial research conducted by researchers at SDN Karangasem 03 Batang Regency. Based on the results of observations and interviews, it was found that students did not comply with school regulations that did not show disciplinary behavior. Like leaving for extracurricular training or going to school late, not wearing the appropriate uniform with a schedule, not wearing complete uniform attributes, and there are differences in the character of the discipline between students who take part in extracurricular activities and not. These problems can still be fixed by instilling character education to teach discipline to students. Through positive activities such as implementing scout extracurricular activities at school.

This is supported by relevant research. Such as research conducted by Syahrina Dhahirah (2017) with the title "The Influence of Scout Extracurricular Activities In the 2013 Curriculum Against Classroom Student Discipline V SD Negeri 10 Banda Aceh". Syahrinashows that scout extracurricular influences the character of student discipline. There is a change in disciplinary behavior in students. Then the research conducted by Mislia (2016) with his research entitled "

The Implementation of Character Education through Scout Activities" In the Journal of International Education Studies. Mislia found that scouting skills or other forms of training in the extracurricular scouting activities shape the character of students. The characters that can be formed are meticulousness, patience, cooperation, responsibility, social care, courage, self-confidence, perseverance, creative, religious, patriotism, environmental awareness, freedom, discipline, curiosity, and hard work. Mislia also explained that the character building strategy included intervention, role model, habituation, facilities, strengthening, and order by other parties. Both studies explain that scout extracurricular activities can play a role in character building students.

Based on this background, the formulations of the research problems are: (1) How is the process of building the character of responsibility through scout extracurricular activities at SDN Karangasem 03; (2) What is the form of scout extracurricular training at SDN Karangasem 03 to shape the character of student responsibility; (3) How do students respond to the process of forming the character of responsibility through scout extracurricular activities at SDN Karangasem 03.

The objectives of this study were (1) to describe the process of building disciplinary character through scout extracurricular activities at SDN Karangasem 03; (2) identifying the form of

scout extracurricular training at SDN Karangasem 03 to establish student discipline;

(3) describe the student's response to the process of forming disciplined character through scout extracurricular activities at SDN Karangasem 03.

2. METHOD OF INVESTIGATION

This study used descriptive qualitative method. Qualitative research methods are research methods used to examine the condition of natural objects, where the researcher is the key instrument, the data collection technique is done by triangulation (combined), the data analysis is inductive, and the results of qualitative research emphasize the meaning more than generalization (Sugiyono: 2010). The research method was used because it was to study the natural conditions regarding scout extracurricular activities, character construction, and discipline for the third grade students of SDN Karangasem 03 Batang Regency. Researchers go directly to the field to find the data they need. Researchers obtain data by recording all events, words, actions, and documenting them in photos or recordings.

The subjects of this study were scout coaches, class teachers, school principals, and 35 third grade students of SDN Karangasem 03. Meanwhile, the objects in this study were the character of scout discipline, responsibility, and extracurricular activities. Data collection techniques using the method of observation, interviews, questionnaires, and documentation. Observations and interviews were carried out for three meetings, to obtain saturated data from research subjects. Credibility test and confirmability test are used to test the validity of the data. To ensure the validity of the data obtained, triangulation techniques are used. The triangulation used is technical triangulation, source triangulation, and time triangulation as well as using reference materials.

Data analysis was carried out twice, namely analysis before in the field and analysis during the field. The pre-field analysis was carried out on the initial research to determine the focus of the study. Then the data while in the field are analyzed using qualitative analysis description techniques, where the researcher will describe the situation or phenomenon obtained and then will analyzed in words

to draw conclusions. In this study, qualitative data analysis from Miles and Huberman was used which consisted of four stages, namely data collection, data reduction, data presentation, and drawing conclusions or verification (Ulfatin: 2017).

3. FINDINGS AND DISCUSSION

Scouting education is a practical educational process by applying the basic principles of scouting and scouting education methods whose goals are to form the personality, character, noble character, and life skills of each member (KMD Editor Team: 2011). Scouts can form character, one of which is discipline. This study aims to describe the process of forming student disciplinary character through scout extracurricular activities. The results of the research are as follows:

The Construction Process of Disciplinary Character Formation

The construction process for the formation of disciplinary character for grade III students of SDN Karangasem 03 Batang Regency through scout extracurricular activities consists of several stages. These stages are a phase to instill a disciplined character in grade III students through scout extracurricular activities. As a mandatory extracurricular, scout extracurricular activities have a significant role in the character construction process of students. The stages in the disciplinary character construction process include the initial stage, the central stage, and the final stage. Then the three stages of character construction, the researcher narrated as follows:

1. Early stage

This stage is the stage where students enter the scout extracurricular environment. In this stage students are introduced by the scout coaches about the rules and regulations that apply in scout extracurricular activities at SDN Karangasem 03. In addition, students are introduced to behaviors and actions that are not in accordance with scout code of conduct. Like leaving late, not wearing attributes in uniform, talking during ceremonies, being noisy in class. The supervisor gives students not to do this, because if they do things that violate the rules, they will get sanctions.

This shows an agreement between the supervisor and students to always be disciplined in daily life at school. The coach also collaborates with the class teacher to find out the development of the character of the student's discipline. This introductory activity is carried out as a provision for students to be able to adapt to the environment, activities, and regulations in scout extracurricular activities.

2. Central Stage

The central stage is an important stage in the construction process of disciplinary character building. At this stage students begin to be directly involved in activities in the scout extracurricular activities and in the intense teaching and learning process followed by students. All class III students are able to be involved in scouting extracurricular activities. However, there are always students who don't go to practice in every meeting. In scout

extracurricular activities there are activities that have been designed and formed by scout coaches to become a culture by students. These activities are a means of self-development or self-actualization of students in discipline. Actualization of students to be disciplined is done by harmonizing heart, thought, exercise, feeling and intention.

a. Exercise your heart

The character building of student discipline through scout extracurricular activities is done by familiarizing students with prayer before and after doing routine training activities. By getting used to doing these things students can be disciplined in doing their assignments on time.

b. Thinking

Students use their minds to complete the assignment given by the teacher or scout builder. Scouts are ready to complete their duties with the right disciplines and can get good results and submit assignments on time.

c. Sports

The scout scout extracurricular material is about love for nature and human affection. So that students must be disciplined by protecting their environment. This can be done by disposing of the trash in its place. The running sanction is enforced, making students disciplined in throwing away their snacks to be disposed of according to their place.

d. Cultivation of Taste and Intention

With a sense of cooperation and togetherness among students, it can form student discipline. Because if there are students who make mistakes such as taking out the trash or leaving late. Other students will remind and invite their friends to go together so they are not late coming back.

Lisayanti (2014) in her research explains that scout extracurricular activities can instill character values through thinking, heart exercise, exercise, feeling and intention. These four ways are holistically and coherently complementary and are related to one another in shaping character which becomes the embodiment of noble values.

e. Final Stage

At this stage, grade III students have begun to form their disciplinary character. These characters are formed according to the activities that the students participate in while in the scout extracurricular environment at SDN Karangasem 03, Batang Regency. At this stage, students begin to take part in the scout extracurricular life. The roles played by students are different. For example, students who become barung leaders in their groups have more encouragement to be disciplined in following scout extracurricular activities. This is because these students feel that they are an example for their friends in a group.

In addition to starting to understand roles, at this phase students are accustomed to being disciplined.

These habits such as leaving on time, wearing uniforms according to the rules, sending letters when not leaving, collecting assignments on time and so on. Because for students, discipline is a need to be able to actualize and interact with others in everyday life.

Sumarlika (2015) explains that scout extracurricular activities have a very strong influence in shaping student character. can't be done in an instant.

Character building need role model / model, patience, habituation, and repetition. Scout extracurricular activities at SDN Karangasem 03 have implemented habituation and modeling carried out by students who have roles and scout coaches in shaping student character.

Scout Extracurricular Forms to Form Discipline Character

Student discipline is built through scout extracurricular activities with activities that are interesting, fun, and challenging.

This character continues to be built through scout extracurricular activities with existing training forms. The forms of scout extracurricular training that can build student disciplinary character are as follows:

1. PBB (Lining Rule)

According to Ali (2018) in the scout movement environment, marching rules are called marching skills. The goal is to cultivate a physical attitude that is firm, agile, a sense of unity, a sense of discipline, and responsibility. UN exercises really require a high degree of focus and discipline. At SDN Karangasem 03 UN exercises are carried out for 15 minutes per meeting. This is so that students can line up with the correct movements and rules. Niken (2016) in his research explains that there is a significant relationship between adherence to the rules of marching in scout activities with student discipline. This is evidenced by the higher the level of student obedience to the rowing rules, the higher the level of student discipline.

2. Rigging

Nasrudin (2018) skills of rigging are used for various purposes including making stretchers, installing tents, making clothespins, and flagpoles. From the skill of making knots and ties, it is hoped that it can form the character of a scout who is careful, patient, has a spirit of cooperation, discipline, and responsibility. Students are taught by a coach on how to make a correct and tight knot. From these activities students are taught to be disciplined. Because if students make knots with discipline, the knots that are made are not tight and can endanger people if they are used to put up tents, make flagpoles, and clothespins.

3. Apple Ceremony

This apple ceremony is carried out before and after routine scout extracurricular training as a form of conditioning and equality of perception regarding scouting material among coaches, coaches, and students. With the habituation of the apple ceremony, student discipline will be created. The reason is that in the ceremony, students are also checked for neatness and completeness in uniform. This check is done repeatedly so that students get used to discipline. Scout coaches and teachers also took part in giving examples in the correct uniform. So that will form discipline in students.

4. Clap and Sing

Clapping and singing are activities carried out to introduce students to the scout extracurricular activities that are fun and fun. When students are tired, they are invited to do singing activities while clapping their hands to restore their enthusiasm and make the mood happy. So that students can refocus with activities. With this activity students can be disciplined by knowing when to joke and when to be serious about their activities.

5. One Day Camp (persari)

The one-day camp in scout alert is usually called the Standby Party. This activity is a meeting between the standby bases of each school that sends one male barung group and one female barung group. They compete in competitions whose material is scouting, such as the United Nations (rowing rules), rigging, right or wrong, art, and other activities.

From the results of the research, the activity of a one-day standby party or camp (persari) is the mouth of routine training at school. The construction process during routine training was successfully implemented in Persari activities. This is because all private and group activities at the standby party must be managed and carried out by each individual or group.

The five forms of training are very saturated at every standby base. Students in doing activities are just that I always repeated. No. could it is undeniable that students will feel bored in following extracurricular activities scout. required different activities to increase student interest in activities extracurricular scout that could develop and strengthen character students. This is also in line with Lacey J.Hilliard (2014) in his research explain about the guide or scouting with a varied and quality program can develop character and other positive results for teens.

Student Response to Disciplinary Character Building Process

According to Frista Kenanga (2014) scouting education is an educational process outside the school environment and outside the family environment in the form of activities interesting, fun, healthy, orderly, directed, practically carried out with the basic principles of scouting and scouting methods aimed at character building. In a

character building process, there are positive and negative responses. It is a form of

The effect of understanding character values is transformed by scout extracurricular activities. Extracurricular activities as a medium in the construction of disciplinary character formation, received several responses from students. The response is as following:

1. Acceptance Response

In the construction process a character usually generates various responses, one of which is an acceptance response. According to Harucakra (2016) the acceptance response arises because students are required to participate in scout extracurricular activities, school curricula that require students to take part in scout extracurricular activities, and professional coaches who become role models for students. These three things are also the reasons for grade III students to respond well to scout extracurricular activities.

Student acceptance response to the construction of disciplinary character formation through scout extracurricular activities can be seen from the behavior of class III students. Based on the results of the disciplinary questionnaire, students were able to arrive at school before training and learning hours began, students brought complete stationery, students dressed neatly in uniforms with complete attributes, and obeyed all applicable regulations and so on. This discipline is not only applied by students to scout extracurricular activities. But also in everyday life at school.

The existence of this acceptance response, cannot be separated from the role of the scout coach in planning what activities will be carried out on scout extracurricular activities. So that the scout coach must know, understand, and understand who he is building. During scout extracurricular activities, scout coaches too invites students to rest while listening to the story. This is so that students can take the message of the story and can apply it in everyday life, especially in discipline.

According to Noviani (2017) in his research entitled "Cultivating Character Education Values Through Sociology Subjects" the process of cultivating character values can also be given through the lecture method. Lectures can be given using case examples or advice given when students make mistakes. With this, students consciously or not have responded to the construction of character building disciplines. So slowly the disciplinary character construction in students gets stronger.

2. Rejection Response

In the character education construction process, there must be a rejection response which is considered normal. For example, the scout extracurricular activities at SDN Karangasem 03 received a rejection response. This response arises because there is no awareness from the students that

they are obliged to take part in scout extracurricular activities. This response also appears because each student has different interests. So it is not uncommon to find students who refuse to participate in scouting extracurricular routine training activities.

Some students think that scouting extracurricular activities make them tired and boring. This was shown when they practiced PBB, they felt that the activity was not interesting and tiring. Even though with the UN activities students can practice for discipline. Students prefer to play with friends around the house rather than leaving for the Boy Scouts.

Rejection or neglect by students, indeed appears but not purely as a failure in the scout extracurricular activities. The rejection comes from internal factors of students. Formation construction process

Disciplinary character there must be the inculcation of disciplinary character values that do not run smoothly. This is because basically each individual has carried the character values in him that they have practiced in everyday life. Embedding character in students in a character building construction process through scout extracurricular activities and the learning process cannot be separated from the influence of the environment. In the environment there are objects that will be imitated and can influence the formation of the character of the discipline. The result is that students come to school late, do not carry out pickets, do not have complete and neat uniforms, and so on.

Both of these responses will lead to diverse student behavior. There are students who have developed and have good disciplinary character. However, there are also students who do not have disciplined characteristics. This can affect students' lives. According to Singh Annu (2014) in his research entitled "Extracurricular Activities and Student's Performance in Second School" explains that students who take extracurricular activities generally have great opportunities that are beneficial to themselves, such as getting high grades, being diligent in going to school, and having broad insights. The reason is that by participating in extracurricular activities, a person will definitely form a disciplined character identity to achieve success in life.

4. CONCLUSION

Based on the results of research and discussion of the construction process for the formation of student disciplinary characters, it can be concluded as follows: (1) The process of constructing student disciplinary character formation has three stages. First, the initial stage is the stage to introduce the conditions and regulations

that apply in scout extracurricular activities. Second, the central stage, students participate in scout extracurricular activities and have their respective roles.

Third, the final stage of student discipline begins to take shape because of the awareness in students; (2) The character of student discipline is built through 5 forms of scout extracurricular exercises such as PBB, rigging, apple ceremony, clapping and singing, and one day camp. However, these activities are monotonous, so that the character building of discipline in students has not been strongly internalized; (3) The construction process of disciplinary character formation has two responses, namely the response of acceptance and response of neglect. From this response, it can be seen that the construction process through scout extracurricular activities has not been able to reach all third grade students of SDN Karangasem 03. So that the formation of disciplinary character is not evenly distributed. Finally, there are students who lack the character of discipline.

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