

The Substitution of Physical Education with Sekolah Alam Student Scout Learning Activities as the Means of Strengthening Education based Character Building in Natural Elementary School Ar-Ridho Semarang

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Abstract

The current research attempts to study SASS standing for Natural Elementary School Student Scout learning activities covering the roles of SASS as the substituent of physical education, the reason underlying physical and sports education omission, SASS peculiarity in strengthening character building, character value taught in SASS, the participation of SASS in strengthening character building. It also aims at looking into the background of academic of the teachers involved in SASS, general issues in SASS such as planning, execution, and evaluation. It is qualitative research with case study research design; data analysis is conducted by using Nvivo 11 software. It is found that physical and sports education is not fully omitted; it is the part of SASS as a school under *Jaringan Sekolah Alam* Nusantara (a Nature School association in Indonesia). Natural Elementary School Ar-Ridho is mandated to hold SASS because it is the peculiar subject of a Nature School. SASS is the means to train students organizational skill as well as the means to build their character. There are five values of character taught in SASS, namely religiousness, nationalism, self-reliance, cooperation, integrity. Daily activity sheet handed out to the students is the concrete procedure of building students' character. All the teachers involved in SASS coming from multidisciplinary backgrounds have obtained survival training programs. Generally, SASS is mostly similar to Physical education in term of planning, execution, and evaluation; the differences are in terms of the lesson plan, and mentoring session at the end of SASS class.

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INTRODUCTION

Character building is a complex issue in pedagogy. It is because there are many demands on how to educate students to keep away from bad habits and keep performing good habits such as to care to others, to contribute solutions in any circumstance. (Jones, 2015).

In general, Indonesia's formal schools pay less attention to character building. Their focus is mostly on students' cognitive development rather than affective development (Suyitno, 2012).

Amidst the moral degradation such as deception, corruption, violence, and virtue crisis, demands the school to conduct an educational program based character building as a concrete action to prevent against those morality issues, School as the formal educational institution plays an important role to build generations' character. (Rohendi, 2010).

Strengthening the character-building program is the main notion of developing national education. Through the Regulation of Ministry of Education and Culture Number 20 of 2018 in Verse (1) Chapter 2, strengthening educational program based character building is defined as the building of 5 values namely religiosity, nationalism, self-reliance, cooperation, integrity. The Minister of Education and Culture, Effendy (2018) states that strengthening the character-building program can be integrated into any subject or theme of a subject, including Physical and Sport Education.

Physical and Sport Education gives a positive impact not only restricted to students' affective but also psychomotor development aspects. It gives a positive impact on emotion and self-controlling so that the students can understand themselves. (Ward, and Griggs, 2017)

Also, it teaches humanity values such as honesty, confidence, virtue, liberty, equality, and respect to develop their responsibility and discipline. (Sullivan, 2007).

Meanwhile, social value taught in that subject aims at growing students' understanding of the acceptable social norm in the surrounding society (Jacobs, Knoppers, and Webb, 2013).

Character building in Physical and Sport Education is the ability to be sportive; it is the base of building students' good character so that the student will prioritize moral based consideration when they conflict (Shields, 2011).

One of the functions of sport is developing morality. It is because all sports contain positive tradition potentially implemented in daily life (Austin, 2013).

Considering the role of Physical and Sport Education as one of the means to strengthen students' character, it is the concern of all school, including Nature Schools. Nature School is the alternative amid the problem of education in Indonesia. Those are concerned with the development of Indonesian education realize the importance of developing humanistic education in which it has not been accommodated in the current formal educational institution. (Rohinah, 2014).

Conducting learning activities out of the classroom focuses on the internalization of students' positive values when they are exploring nature. The physical and sports activities are the appropriate means to develop their character. It is, therefore, such activities can give a positive impact on their self-development (Abduljabar, 2014).

According to Mouratidou, Goutza, and Chatzopoulos (2007) the value of sportiveness contained in Physical education can affect students affective and develop their morality so that it can cope with the current moral problems. Among the Nature Schools under JSAN (*Jaringan Sekolah Alam* Nusantara/Nature Schools Association in Indonesia), Natural Elementary School Ar-Ridho does not hold Physical education. SASS is held once in a week, and it takes full-day school duration.

The goal of learning activities in Nature Schools is to grow students' creativity. It is in line with the function of education to transform values in their daily life (Fauzi, 2018).

Character building and strengthening are a must in the educational process. Education should not be oriented only on cognitive development, but also affective development such as attitude, and politeness, thus they are

expected to be more sociable. It is suggested that childhood phase is the most optimal to build character.

Natural Elementary School Ar-Ridho is one of Nature School in Semarang holding SASS. It is located in Meteseh village, the district of Tembalang,

There are four basic values developed in Nature School' s curriculum, namely *akhlak* (attitude) and *taqwa* (spiritual), knowledge, leadership, and entrepreneurship. The learning processes refers to the above value integrated into living values. The assessment processes are not only academic-oriented but also the character and skill-oriented (Maulana, 2016).

According to the preliminary observation, it is revealed that Ar-Ridho Nature School is under the Ministry of Education and Culture of Republic Indonesia' authority and it operationalizes Curriculum 2013, one of which concerns on character building. It thus implies the Character Building Strengthening Program is conducted by the school having operationalized Curriculum 2013 in their teaching and learning activities.

The above phenomenon and findings intrigue the researcher to conduct research dealing with SASS as the substituent of Physical education in di Natural Elementary School Ar-Ridhoas the means to strengthen students' character.

METHODS

The current research applies qualitative approach and case study research design. It attempts to describe and analyze the omission of Physical education in Natural Elementary School Ar-Ridho Semarang in which it is meant to strengthen students characters.

The location of the current research is Natural Elementary School Ar-Ridho Meteseh village, the district of Tembalang, Semarang starting from March 18, 2019 to April 7, 2019. The participants of this research are teachers, students, and headmaster. There are their kinds of data collection techniques, namely observation, interview, and document study.

The current research employs primary and secondary data Primary data are generated through observation, and interview, while the second is generated through document study

Data validation is conducted through triangulation technique. It is done through multiple sources of data investigation, technically perceived as a source of data triangulation.

Data processing and analysis consist of four continual componential cycles, namely data collection, data reduction, data display, and conclusion/verification (Miles, and Huberman, 2008).

In processing and analyzing the data, the researcher employs Nvivo. This software is equipped with various features that make data processing and analysis easier. It enables the researcher to save and organize the data, give label on the data. It also facilitates the researcher to generate more date from other sources. (Creswell, 2012).

RESULTS AND DISCUSSION

According to the data having been collected and analyzed with Nvivo 11, the findings are presented in table 1. Based on table 1, it is found that SASS learning activity does not substitute physical education; it is the supplementary part of SASS. The Nature School under *Jaringan Sekolah Alam Nusantara* (A Nature School Association in Indonesia) is mandated to conduct a SASS learning program as the particular of the subject of the schools under *Jaringan Sekolah Alam Nusantara*. SASS is an extracurricular learning activity mediated by nature. There are several things learned from this learning activity, namely disaster navigation, cultivation, and sports. Thus Physical education is not omitted; it is the complementary part of SASS. Also, there are only several Physical education lessons taught in SASS, namely outbound and scout.

There are three main focuses developed in SASS namely Islamics covering intensive Islamic mentoring, extra intensive Islamic mentoring, and nature exploration activities as the means to grow students' gratitude to God, leadership

outbound covering outbound installation, camping, and adventurous activity, life skills covering line-up training, physical basic skill, first aid training, safety procedure mountaineering,

land navigation, jungle cooking, trip management, and botanical zoological practical skills.

Table 1. The Research Findings of SASS as The Substituent of Physical Education in Alam Ar-Ridho Semarang

Aspects revealed	Results
The role of SASS as Physical education substituent	There is no omission of Physical education in the school; it is the part of SSAS held once a week, and it emphasizes extracurricular activities such as outbound, survival, hiking
The reason for Physical education omission and its substitution with SASS	Physical education omits to gain effectivity in term of time allocation. Also, SASS is the mandatory subject of the schools under <i>Jaringan Sekolah Alam Nusantara</i>
The peculiarity of SASS in strengthening students characters is reflected	It is reflected in the function of SASS namely the means of developing organizational skill and building character
Character values taught in SASS	The character values taught in SASS is in line with what mandated in the Curriculum 2013 namely religiousness, nationalism, self-reliance, cooperation, and integrity
SASS participation in strengthening education-based character building, Teachers' academic and competence profile involved in SASS	It is conducted through student daily activity report that monitors and control students' activities when they are not in the school The teacher involved in SASS come from a various academic background (they are not only majoring at Physical education) having been professionally trained in survival activities
Planning, execution, and evaluation in SASS	Generally, SASS is similar to Physical education. It slightly differs in term of lesson materials emphasizing extracurricular activities, and lesson plan format

Source: Results of observation and document study

Concerning the five-character values as mandated in the Curriculum 2013, namely Religiousness, nationalism, self-reliance, cooperation, and integrity, SASS accommodate those values taught in its respective learning activities. Religious value taught in Islamics learning through extra-intensive Islamic mentoring activity; Nationalism is taught through outbound, adventurous, and life skills learning activity where the students can understand the culture of regions out of Semarang. By so doing the students can have

better understanding on their country and in the end they will love their country, outbound learning and life skills, Self-reliance is taught in adventurous activities where the students are supposed to solve the problems they face by relying on themselves. Cooperation is taught in outbound learning activities, life skills learning, camping, adventurous activities, jungle cooking, and trip management. Those learning activities demand to accomplish the activities in the group; they are trained to solve the problems, plan and manage a trip with its aspects (i.e., financial, and logistic) cooperatively, Integrity is taught Islamics, outbound learning and life skills. Integrity is needed to implement the previous values; they will not perform the previous values without integrity.

Generally, SASS is similar to Physical education. It slightly differs in term of lesson materials emphasizing extracurricular activities, and lesson plan format.

CONCLUSION

Physical education is not really omitted in Natural Elementary School Ar Ridho' classes, and it is the part of SASS through SASS is operationally more extracurricular, The demand to conduct SASS is dealing with the regulation of *Jaringan Sekolah Alam Nusantara* (Nature School Association in Indonesia) which orders the conducting of SASS of the schools under their authority.

The peculiarity of SASS in applying education-based character building is reflected in the functions of SASS namely the means of developing organizational skill, and character-building Meanwhile the character values taught in SASS is not different from the character values by the government through The Curriculum 2013 which covers the development of religiousness, nationalism, self-reliance, cooperation, and integrity. The participation of SASS in strengthening character building is conducted

through concrete procedures, which one of them is through student daily activities report sheet; the students must report their activities when they are not in school. The teachers involved in SASS come from various academic backgrounds having been trained in survival program held by Yayasan Ar-Ridho. SASS learning is broadly the same as learning in Education, Physical, Sports, and Health in general, only a few differences were found in the planning format (RPP), and closing activities in the implementation of learning, while in the evaluation found no differences.

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