

## **POLICY ANALYSIS OF CHARACTER EDUCATION THROUGH SCOUT EXTRACULICULARS GROWING FAITH AND NATIONAL CHARACTER IN THEIR RESIDENTIAL CURRICULUM AT MOJOREJO 01 STATE ELEMENTARY SCHOOL, BATU**

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### **ABSTRACT**

The purpose of this study for the formation This sense of patriotism is closely related to the formation of useful student character for the future of the nation. The scout values in the scout dharma cover all the national characters that must be instilled in students. Researcher use approach qualitative, with type study descriptive. The target of this research is class IV and V students totaling 30 students, 2 homeroom teachers and 2 scout coaches, for this research activity which held in SDN Mojorejo 01 Batu. Technique collection data conducted through observation and Interview. Furthermore, data which obtained analyzed with process stages reduction data, data visualization (data presentation) and data verification stage . The results of the research are activities in the open, through marching activities, reading poetry, puzzle games taught to help each other struggle together in solving problems, dare to express opinions and speak in public and maintain the sustainability of nature, love for the environment, so that a sense of faith and character Nationality will grow with the ongoing activities carried out.

Keywords: Character Education, Faith and national character

### **INTRODUCTION**

Schools are currently facing challenges in educating the younger generation who are the successors of the nation, in terms of forming and developing character. Character building is one of national education purposes. Article I of the 2003 National Education System Law states that among the goals of national education is to develop the potential of students to have intelligence, personality and noble character. The mandate of the 2003 National Education System Law intends that education not only forms intelligent Indonesians, but also has personality or character. Character education is considered very important to start in early childhood because character education is an educational process aimed at developing values, attitudes, and behaviors that radiate noble character or noble character. Through the implementation of character education in elementary schools, it is hoped that students will have moral values and manners that form a strong personality. Students are the generation that will determine the fate of the nation in the future ( SP, JI, 2016) .. The character that has been formed since now will greatly determine the nation's character in the future. Character will be well formed, if in the process of growth and development, they get enough space to express themselves freely.

Character education is a system of instilling character values in school members which includes components of knowledge, intelligence or will, and actions to implement these values. According to Elkind and Sweet (2004), character education is defined as follows: *"character education is a deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even the face of pressure from without and temptation from within "*.

Spiritually intelligent implies being able to actualize through heart exercise to strengthen faith, piety and noble morality, including noble character and superior personality. Emotionally and socially intelligent refers to the ability to self-actualize through feeling to increase sensitivity and appreciation for the beauty of art and culture, being able to express and actualize oneself through social interaction. Intellectually intelligent is manifested in the ability to self-actualize through thought processes to gain competency and independence in science and technology. Kinesthetic intelligence leads to the ability to actualize oneself through exercise to create a healthy, fit, resilient, agile, skilled and agile person (Aji, 2016). This intelligence clearly reflects the goals of education, which emphasize the formation of national character. But in this case the formation of national character is still very far from expectations. Implementation in the development of student character in schools is not balanced with the development of student character in their environment. The environment greatly influences a person's character, even the micro-family system plays a major role in character formation.

Muchlas Samani and Hariyanto in (Widayani, 2016) explain that love for the motherland as method think, behavior a individual, which show faithfulness, concern and high respect for the physical, linguistic, social and cultural environment of the nation. Formation This sense of patriotism is closely related to the formation of useful student character for the future of the nation. Widan (2020) added that love for the motherland is the attitude of the citizens a patriotic country that always participates in preserving culture, economy, language and politics name wholeness and sovereignty nation as well as always attempted Becomes inhabitant country which good, responsible answer in accordance rule which apply. Furthermore, (Utami, 2018) add that lovesoil water can embodied in various exists among them maintain unity and unity, Dedicate your thoughts and skills in participating in building the nation and state. We know that Country Unity Republic Indonesia until moment this still Keep going face undermining and threats either from outside or from within. Therefore, we must be ready face every effort undermining and threat, by permanent realization of unity NKRI. In relation with Thing that, mustard (2017: 160) argue that which Becomes indicator One of the characteristics of being nationalist or loving the country is appreciating the services of the figures National hero; ready use product local; appreciate beauty natural and culture Indonesia; memorize national anthems; choose cruise in in country.

Based on this foundation, it can be underlined that conceptually our education has been directed to form good character. It was further emphasized in the 2010-2014 Ministry of National Education Strategic Plan, that the vision of education is to produce intelligent and competitive Indonesians. What is meant by intelligent Indonesian people are comprehensively intelligent people, namely spiritually intelligent, emotionally intelligent, socially intelligent, intellectually intelligent and kinesthetically intelligent (Ministry of National Education, 2010). As the Minister said Education Nadiem Makarim, education reform cannot be carried out through an approach administrative just, but must bring transformation culture To use create profile Student Pancasila (Syafi'i, 2021). One of the attempts made by the school to create a Student profile Pancasila ie with To do Program Extracurricular.

Scout values in the Scout Dharma cover all national characters that must be instilled in students. According to Hudiyono (2012: 70-82) there are friendly and sustainable character values with Scout extracurriculars, which are as follows: 1) Religious character, 2) Honest character, 3) Tolerance character, 4) Discipline character, 5) Work character hard character, 6) creative character, 7) independent character, 8) democratic character, 9) curiosity character, 10) national spirit character, 11) patriotism character, 12) appreciation character, 13) friendly/communicative character, 14) The character loves peace, 15) The character

likes to read, 16) The character cares about the environment, 17) The character cares about social, and 18) The character is responsible.

Based on findings research which conducted by (Setiawan, 2013) about role scout in instilling the values of love for the motherland in madrasah ibtidaiyah (Case Study at MI Al-Iman Sorogenen, Sewon, Bantul) show that scout have position very vital in grow the development of a sense of love for the motherland ( *patrioticism* ) for elementary school age children, this is supported because it is inside Theory activity Scout there is also score love soil water. (Suherman, 2022) activities extracurricular Scout which held in SMPN 4 Subdistrict Yellow, Regency Indragiri Downstream, aim for cultivate and accustom students to the behavior of loving the motherland. Students are then taught for always notice environment and utilise source power natural as should through activity education like activity gotong cooperate, activity camping and activity exploration. Through gotong royong activities, students are taught to help each other among their friends for clean environment, whereas in activity camp student pushed for guard cleanliness in camp and always notice natural in activity exploration. Fitriani (2022) put forward that based on description study which title Role Scout in Embed Score Love Soil Water in MIS Al-Istiqomah Cibingbin could conclude that Role Scout in Embed Score Love Soil Water by MIS Al-Istiqomah walk with good. Thing this seen from process planning which structured, start from timetable implementation, calendar weekly and monthly. Education scouting teach each member for embed love of land water. Because score love soil water, fate generation successor replace senior.

Based on the findings of previous research, the three studies examined character education through scout extracurricular activities in elementary schools. The difference between this research study and previous research is that this study focuses on policy analysis contained in the independent learning curriculum. The research conducted (Setiawan 2013) above carried out scouting activities, while the research conducted (Suherman, 2022) was carried out at the middle school level to above, and the research carried out (Fitriani 2022) the main study is more on the role of scouts, while this study is more on the policies in the independence curriculum to foster national character. Behavior as well as national act in Scouting listed clear in Dasadarma The third Scout is the Polite Patriot and the Knight. Scouts uphold these values there is on Trisatya as well as condition moral which spoken Dasadarma. related with formula the problems above, so that the purpose of this research is to describe the policy analysis of character education through scout extracurriculars to foster national character in their curriculum at SD Negeri Mojorejo 01 Batu.

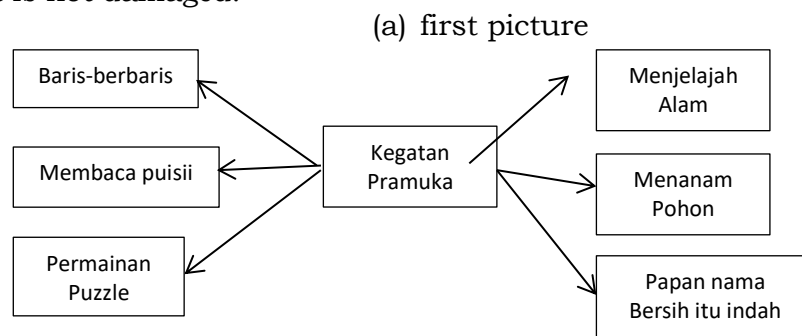
## METHOD

Researcher use approach qualitative, with type study descriptive. Thing this intended to describe the information that has been collected. The target of this research is class IV and V students totaling 30 students, 2 homeroom teachers and 2 scout coaches, for this research activity which held in SDN Mojorejo 01 Batu having its address at Jl. Mojopahit No. 02, Mojorejo, Kec. Junrejo, Batu City, East Java, with zip code 65322. Technique collection data conducted through observation and Interview. Furthermore, data which obtained analyzed with process stages reduction data, data visualization (data presentation) and data verification stage. According to Miles and Uberman (1992) in (Rijali, 2018) explains that data reduction is a selection stage that focuses on simplification, abstraction, and transformation data raw which appear from notes written in fieldwork which includes data collection, coding, research topics, and grouping. Furthermore, data presentation is an activity in which a set of information is collected, so that give opportunity for interesting conclusion and take action. Presentation data qualitative can be in the form of narrative text in

the form of field notes, matrices, graphs, networks, and tables. And withdrawal conclusion conducted in a manner Keep going continuously by researcher in field. From beginning data collection, the qualitative researcher begins to search for meaning, noting patterns that occur frequently (in profile theoretical), explanation, possibility configuration, track multiplication, and etc, results and proposition.

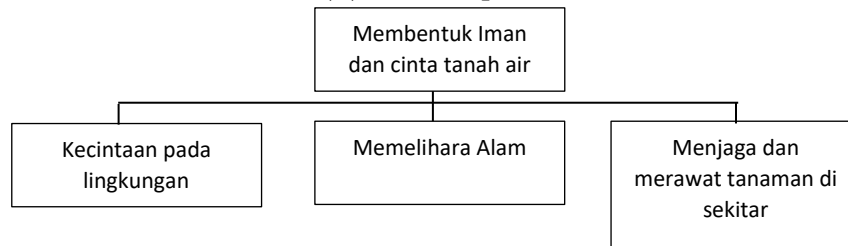
## RESULTS AND DISCUSSION

Based on the results of the data carried out by the researcher during the Scout extracurricular activities, the researcher found activities that were attended by all active participants without exception for those with sick leave. carrying out rowing activities, reading poetry and collaborative puzzle games carried out when in the afternoon the students were enthusiastic with the enthusiasm of struggling to complete a game given by the coachman's older brother so that curiosity and also struggling together with his group mates then exploration activities exploring nature around the school, such as cleaning up trash in the environment, planting trees, students learning about the natural environment, teaching students to always take care of nature so that it is not damaged and making signboards to always remind everyone that clean is beautiful. Here students are taught national character who always love their homeland, rich in natural resources and always take care of nature so that it is not damaged.



In the second step, through interviews with 5 participants who had been divided into representative groups during extracurricular activities taking place at SDN Mojorejo 01 Batu, researchers found that through scout extracurricular activities in the independent learning curriculum, the national character of love for Indonesia could be fostered. It can be seen from the activities that have been carried out when at school the students are disciplined in terms of entering school hours fulfilling obligations as students making a culture of struggle in terms of learning is a national character of love for Indonesia fulfilling obligations as students always enthusiastic in activities that love cleaning the environment throwing away Trash in its place. When you see a sign that reads clean, it's beautiful. Students always remember their love for the environment, caring for nature, and caring for the plants around them, so that faith and national character are built not only at school but also when at school. house. So all is expected Students place common interests above their personal interests. Interest together here, namely participating in Scout extracurricular activities. With scout extracurricular activities, students are expected to gain a lot of knowledge about growing national character.

## (b) second picture



Patriotic behavior can be formed through extracurricular activities according to roles and the purpose of Scouting activities in fostering patriotic behavior towards the environment. Students are required to follow and complete Scout activities at school. By participating in activity the participant educate prove behavior love to environment, because in implementation activity this covers problem solving by fighting together and exploring. In implementation of these activities, extracurricular scouting is a mutual activity related which aim for grow national character. By because that, couldconcluded that activity extracurricular Scout potentially grow attitude patriotic to environment.

## (c) third picture

SDN Mojorejo 01 Batu



Row activities



Puzzle Group



Plant Trees

Based on findings on that to create the national character of education can be done by carrying out scout extracurricular activities. as explained by (Syam, 2009) that nationalism is actually a set of knowledge, attitudes, and actions based on the awareness that the Indonesian people who are in the unitary state of the Republic of Indonesia, whose tribes, religions, ethnicities, traditions and culture are colorful. one and will continue to be maintained until whenever. This recognition of multiculturalism is based on an awareness of the importance of togetherness within the framework of Bhinneka Tunggal Ika. Saputra (2018) in his research find that education character (grow flavor love soil water) designed and implemented systematically to help students understand the values of human behavior that relate with Lord, self alone, person other, with environment and country which disclosed in thoughts, attitudes, feelings, words, and actions, and this can be done in extracurricular activities. Suti (2017) in his research findings suggest that the personality of loving the homeland can be created through activities extracurricular, there are some instilled patriotic traits such as love of white flag, language Indonesia, culture Indonesia and product local.

Based on findings on, researcher confirm that there is solving problems by fighting together and exploring nature learning in open places cleaning the environment throwing trash in its place protecting nature. This is in accordance with the Jews (2019) show that after knowing how do it in form behavior national character, implementation activity guard cleanliness environment and performing this solemn flag-raising ceremony had a great influence on thinking and attitude,

life, Public and connection youth moment this. There is three score education Islam in implementation of scouting activities, namely: covering aspects of faith education, worship education and education morals. Ratri (2019) found that perception student in value and guard character nationality with love natural and culture Indonesia and enjoy the services of the heroes through keroncong music. Then, the results of the study conducted by Ratri (2019) found that perception student in value and guard character nationality with love natural and culture Indonesia and enjoy the services of the heroes through keroncong music.

وَلَقَدْ آتَيْنَا لُقْمَانَ الْحِكْمَةَ أَنْ اشْكُرْ لِلَّهِ وَمَنْ يَشْكُرْ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ وَمَنْ كَفَرَ فَإِنَّ اللَّهَ غَنِيٌّ حَمِيدٌ. وَإِذْ قَالَ لُقْمَانُ لَ above وَصَيْنَا الْإِنْسَانَ بُولَدِيهِ حَمَلَتْهُ أُمُّهُ وَهَنَا عَلَى وَهْنٍ وَفَصَّلَهُ فِي عَامَيْنِ أَنْ اشْكُرْ لِي وَلِوَلَدِكَ إِلَيَّ الْمَصِيرُ.

*"And indeed We have given wisdom to Luqman, namely: 'Be grateful to Allah. And whoever is grateful (to Allah), then indeed he is grateful for himself; and whoever is not grateful, then indeed Allah is Rich, Most Praised '. And (remember) when Luqman said to his son, when he was teaching him: 'O my son, do not associate partners with (Allah) actually associating with (Allah) is truly a great despot'. And We commanded mankind (to do good) to two of his parents; his mother had carried him in a state of increasing weakness, and weaned him in two years. Give thanks to Me and to your two parents, only to Me is your return."*

Luqman's personal aspect when viewed from an educational perspective is that human quality is not seen from the point of heredity or race. Luqman's figure as an educator has advantages in the quality of his personality, not advantages in the form of ownership in the form of material or heredity. The advantage in this context is wisdom. Luqman is seen as an educational figure who has traits and behaviors that reflect wisdom. In the interpretation of Ath-Tabari, wisdom is defined as understanding in religion, thinking power, accuracy in speaking, and understanding in Islam even though he is not a prophet and was not revealed to him.

The implication of the meaning of wisdom for educational figures is that an educator not only always tries to improve his academic abilities, he also tries to harmonize with his practice. As explained in a hadith narrated by Imam Al-Bukhari in the book 'ilmi chapter Al-Igtibat fil 'ilmi wal hihmah.

According to Nurla Isna Aunillah (2011), character education is showing loyalty, caring, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation (Agus Wibowo, 2012). By having a sense of love for the nation and country, of course, one must be willing to sacrifice to defend the beloved nation and country from various threats from within or from abroad. Defending the country is the determination, attitude and actions of citizens based on love for the country and manifested in a willingness to protect, defend and advance the nation and state together (Amin & Yudi, Khilya, 2012).

## CONCLUSION

Based on results observation and Interview, activity extracurricular Scout which implemented in SDN Mojorejo 01 Batu is located at Jl. Mojopahit No. 02, Mojorejo, Kec. Junrejo, Batu City, East Java, with zip code 65322, aims to foster national character in students, always taught to always work together to solve problems together and protect nature by paying attention to the environment in utilizing its natural resources when carrying out activities in the open, through Marching activities, reading poetry, puzzle games are taught to help each other struggle together in solving problems, dare to express opinions and speak in public and maintain the sustainability of nature, love for the environment, so that a sense of faith and national character will grow as the activities carried out go on. . In addition, coaches and students are actively involved in extracurricular activities. Scout coaches

are responsible for all activities and also guide their younger siblings to always participate in active and fun scout activities.

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