

The Role of Population Activities as Extracurricular Required on Democratic Characters of Students

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Abstract

This research is motivated by the phenomenon of the decline of national morality, especially the younger generation, especially among students. This is indicated by the increasing prevalence of social-social phenomena such as the fading tradition, culture, social values, ethical norms and noble mind and character have begun to fade among students. The approach of this research is qualitative with a case study method. Data collection techniques in this study were observation, interviews, literacy studies, documentation studies and triangulation. The findings of this study are (1) the implementation of the scouting program activities designed and implemented effectively and efficiently as a means of strengthening the character values of students. (2) Strengthening the value of democratic character of students through scouting activities as compulsory extracurricular activities consisting of routine, spontaneous and exemplary activities. (3) Obstacles to be found include lack of active participation from students, lack of numbers of scout coaches and trainers, financial support, school skills in planning and implementing programs, and lack of facilities and infrastructure (4) The efforts made are the existence of technical guidance from the government, making planning and implementing programs that are interesting, effective, and efficient, requesting support from parents, using adequate facilities and infrastructure

Keywords: Scouting, Obligatory Extracurricular, Character, Democratic



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INTRODUCTION

Education is the most important thing in human life. Education can also be interpreted as a means to achieve a goal, because with education a person can develop self-potential, intelligence and skills to make himself useful in society. Education as a form of effort to create human beings who are knowledgeable as well as character, therefore there are specific goals that must be achieved gradually. To describe in detail the objectives of national education, it is stated in the Law on the National Education System (UUSPN) No. 20 of 2003 Chapter II Article 3 states that: National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation, Aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, Healthy, Knowledgeable, Competent, Creative, Independent, Being a democratic and responsible citizen (hlm, 2011: 221).

The journey of the curriculum in Indonesia from time to time has always experienced various renewals, this is because as a form of effort in the process of perfecting the concept and its implementation. One of the reasons for changing the curriculum from time to time is so that content relevant to the times so that it can meet the demands or needs of the community. Moreover, we know that the curriculum in the *gadang gadang* is the main tool used to achieve the success of national education (Yamin, 2010: 15). The existence of this curriculum change shows that the practice of education in Indonesia is dynamic and innovative. The last time the curriculum was changed was the 2006 curriculum Education Unit Level) which was

implemented from 2006 to 2013 and is now replaced with the 2013 curriculum which is also known as the enhanced KTSP core.

Hidayatullah (2013: 121) reveals that there are at least four reasons why the 2006 curriculum was replaced with the 2013 curriculum. First, future challenges such as globalization, environmental problems, advances in technology and information, the convergence of science and technology, and a knowledge-based economy. Second, the demands for fulfilling future competition qualifications which include the ability to communicate, the ability to consider the moral aspect of a problem and the ability to become an effective citizen. Third, social phenomena and Fourth, there is a perception from the community that so far the practice of education in Indonesia is too burdensome to only cognitive aspects, and pays little attention to character-based education.

Based on these four reasons, it can be said that the 2013 curriculum is fully in favor of the implementation of character education in every school. These efforts are made to overcome the character crisis that is currently engulfing this nation. Muhammad Nuh once said that religion in Indonesia has now lost its ethics, and education in Indonesia has also lost its character. The practice of education in Indonesia so far is cognitive oriented, making students intellectually intelligent but poor in emotional and spiritual intelligence. Character formation in the 2013 curriculum perspective is carried out through a learning process that not only raises Core Competencies (KI) in knowledge and skills aspects, but also has to bring up religious and social aspects. In addition, the implementation of character education is also carried out in an integrated manner with various extracurricular activities, one of which is Scouting activities.

The Indonesian state is now at its weakest point due to a long, never-ending crisis. The condition where the morality of the nation is still far from the maximum, especially the most highlighted is the morality of the younger generation. Bad behavior of some students in school uniform can be said to exist in any city in Indonesia. Student brawls are not only found in big cities but also have spread to remote areas of this country, even free sex behavior and the fading of traditions, culture, social values, ethical norms and noble character have begun to fade. The current crisis, one of the indicators of the biggest cause is the failure of the world of education, both formal, non-formal and informal education. In fact, these three sectors play a very important role in forming noble character, both for coaching and developing student character. Schools need to implement strategies to achieve their goals, one of which is by holding extracurricular activities in order to foster the character of their students. If observed extracurricular activities are no less important than intracurricular activities at school.

Extracurricular activities as a medium for fostering and developing students' abilities, interests and talents. Many extracurriculars have a set of values that are quite important for the process of maturation and their progress in the future. Not a few extracurricular activists who show expertise in various things. This kind of activity is able to reduce the turmoil of student delinquency, because it is assumed that one of the causes of student misbehavior is that they are not happy with the state of the family environment, so they use their free time on things that are not useful. On the other hand, by actively participating in extracurricular activities, it is hoped that they will feel happy to socialize with their comrades in arms and consider school as a source of inspiration to meet their needs and at the same time as a channel for their interests and talents, and not just a filler in their spare time. Extracurricular activities are the right place for character building and development. One of them is Scout extracurricular activities.

Character provides an overview of a nation, as a marker, as well as a differentiator with other nations. Character is the direction of how this nation treads and passes through an era and delivers it to a certain degree. A great nation is a nation that has character that is able to build a civilization (Hidayatullah, 2012 p. 1). The issue of character is indeed not completely

ignored by educational institutions, but with facts about the decline in character at our educational institutes in growing Indonesian people with character or noble character. Character education is not mere knowledge, but more about the personality and behavior of students. Character building is a shared task between parents, schools and the community or the surrounding environment. Through exemplary and advice that is carried out continuously, it will instill a sense of responsibility and independence in a student. They will also carry out their duties as seekers of knowledge with good awareness and ability and do not violate the rules so that character education is very important.

Character education is important for at least three reasons: 1) Character is an essential part of humans and therefore must be implemented, 2) Currently the character of the younger generation (even the older generation) is experiencing erosion, fading and dry existence, 3) There is a detolization of life which is measured by money. which is sought by justifying all means, 4) Character is one part of humans that determines the survival and development of the nation, both Indonesia and the world. (Meaning, 2013:52). Meanwhile, according to Saptono (2011: 24) there are 4 basic reasons why schools are currently the best place for young people to receive character education, namely: 1) Because many families (traditional and non-traditional) do not carry out character education, 2) Schools do not only aim at form a smart child, but also a good child. 3) The intelligence of a child is meaningful when it is based on kindness, 4) Because forming students to have strong characters is not just an additional task for the teacher, but the responsibility attached to his role as a teacher. Thus character education is very important in order to prepare a quality young generation and be able to develop all their potential

Currently, the government is prioritizing strengthening character education, hereinafter abbreviated as PPK, which is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, taste, thought, and sports activities with involvement and cooperation between educational units, families, and the community as part of the National Mental Revolution Movement (GNRM) which is further contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units. In addition, it has long been implemented as the basis for educational development which is implicitly affirmed in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 63 of 2014 concerning Scouting Education as a Compulsory Extracurricular Activity in Primary Secondary Education and Secondary Education, scouting activities are made as mandatory extracurricular activities. Because scouting is an extracurricular activity that has a clear vision, mission, direction, goals and strategies. The scouting movement educates Indonesian youth with the basic principles of scouting and scouting methods whose implementation is in harmony with the circumstances, interests and development of the Indonesian nation and society in order to become better Indonesian people, and members of Indonesian society who are useful for the development of the nation and state. Scouting activities can create students with character, if in the educational process not only develop scouting techniques (tekpram), but also develop organizational abilities, skills and attitudes.

RESEARCH METHODS

This research was conducted at SMAN 22 Bandung Jalan Rajamantri Kulon No. 17A, Turangga, Lengkong, Bandung City, West Java 40264. Election. The reason the researchers chose this school is because this school is one of the most well-known junior high schools in Bandung, especially in the development of scouting activities, located in Bandung Jalan

Rajamantri Kulon No. 17A, Turangga, Lengkong, Bandung City, West Java 40264 is an advanced school both in academic and non-academic fields, besides its strategic location making it easier for researchers to conduct research. Based on the problems and research objectives that have been stated, which this study seeks to obtain complete and in-depth information about the implementation of scouting activities as mandatory extracurricular activities in an effort to strengthen character at SMAN 22 Bandung, therefore, researchers use research with a qualitative approach. To analyze the implementation of scout activities as a mandatory extracurricular in an effort to strengthen the democratic character of students at SMAN 22 Bandung, the case study method is used. According to Maxfield (in Nazir, 2011, p. 57) case studies are "research on the status of the research subject with respect to a specific or distinctive phase of the whole personality". The research subjects are individuals, groups, institutions and communities, the purpose of the case study is to provide a detailed description of the background, characteristics and characteristics of the case, or the status of the individual, which is then based on the characteristics and characteristics of the individual. The typical character above will become a general thing (Nazir, 2011, p. 57). Based on the qualitative approach technique and case study method used in this study, the researcher has data collection techniques including interviews, observations, documentation studies and literature studies.

RESULTS OF RESEARCH AND DISCUSSION

Implementation of Scouting Activities as a Compulsory Extracurricular

Based on the observations of researchers through observations and interviews that have been carried out that the efforts of SMAN 22 Bandung in implementing the scouting program as a mandatory extracurricular activity are motivated by the Regulation of the Minister of Education and Culture Number 63 Year 2014 About Scouting Activities as a Compulsory Extracurricular in Elementary and Upper Secondary Education. The existence of a school program policy that requires scouting activities as mandatory extracurricular activities has long been a strategy to develop character education nationally. And 2013 is a momentum where the government is maximally developing character education in educational units with the aim of getting students with character and minimizing negative actions such as brawls for students in order to maximize a better positive impact.

Extracurricular activities at school are divided into compulsory extracurriculars and elective extracurriculars, scout extracurricular activities are mandatory extracurricular activities that must be followed by every student starting from elementary, junior high, high school / vocational school except those with specialization. Scouting is an inseparable part of the education system in preparing the nation's children to become cadres of the nation with good moral, mental, spiritual, intellectual, emotional, and physical qualities and skills. In Appendix III of the Regulation of the Minister of Education and Culture Number 81A of 2013 it is stated that extracurricular activities are educational activities carried out by students outside the standard curriculum learning hours as an extension of curriculum activities and carried out under school guidance aimed at developing personality, talents, interests, and abilities. wider range of learners or beyond the interests developed by the curriculum.

School program policies to develop character education are the realization of the school's vision and mission. This is reinforced by a research documentation study which found that the school vision of SMAN 22 Bandung is: The realization of an environmentally sound school that excels in the field of achievement based on noble character, while the mission of SMAN 22 Bandung is: First, to create a healthy school with an environmental perspective to support a conducive atmosphere. Second, improve the quality of the learning process, third, improve the

work performance of school personnel based on commitment and professionalism, and fourth, improve the attitudes and behavior of noble morals of all school members in daily life.

The study of program implementation as well as a study of the school's vision and mission of the three research participants was in accordance with Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education, Regulation of the Minister of Education and Culture Number 81A of 2013 concerning Curriculum Implementation, and Regulation of the Minister of Education and Culture Number 63 of 2014 concerning Scouting Activities as Compulsory Extracurricular in Elementary and High School Education. The policy of the school program to develop character education is carried out in Teaching and Learning Activities (KBM) and extracurricular activities. The researcher's study is based on the opinion of expert Wahjosumidjo (2008 p. 264) that extracurricular activities can also strengthen personality formation and to better link the knowledge gained in the curriculum program with environmental conditions and needs, complement efforts to foster, strengthen, and form student personality values and The opinion of Koesuma et al (2010, p. 9) that the vision and mission must form a superior character with divine values, towards oneself, attitude of mind, and the environment as well as strengthen the values of life and behavior in schools to build harmonious connections with family and society.

The opinion of the researcher is in line with the opinion of the experts Wahjosumidjo, (2008 p. 264) that extracurricular activity programs can strengthen the formation of personality and to better link the knowledge gained in the curriculum program with environmental conditions and needs, complement the efforts of coaching, strengthening, and forming values. student personality. We know that when implementing a program, it is necessary to have a synergy between all parties so that the goals to be achieved can be realized. Researchers examine the implementation of scouting activities as a compulsory extracurricular at SMAN 22 Bandung. The implementation of scouting activities as a mandatory extracurricular at SMAN 22 Bandung is carried out outside the planned curricular lessons for every the week. For SMAN 22 Bandung, the implementation is on Saturday with a duration of 2 x 45 minutes, starting from 12.00 WIB to 16.00 WIB. The activities carried out are the result of planning that has been carried out by the Principal, Deputy Principal for Student Affairs, Deputy Principal for Curriculum and Scouting Coaches, which are poured into the syllabus of scouting activities for the next one year, scouting activities begin with a briefing carried out by the coaches. and the scout trainer before the opening ceremony, the trainer adjusts the student's training area according to the characteristics of the training process, then continues with the opening ceremony or apple, all students of class x are required to follow it. They gathered with their respective props. The ceremonial officers take turns every week, after the apple is finished, all the props are gathered with their members.

Then the Scout Coach delivered the material to all students of class X. At that time the Scoutmaster made observations. After the material was delivered, the scout coach gave questions to each prop. They were given time to solve the questions for 15 minutes. After they finished, all the props immediately collected them to the supervisor, and it was used as an assessment material. At SMAN 22 Bandung, they chose to organize extracurricular activities with a classic format for various reasons, such as being more efficient in terms of budget use and being more practical and efficient in their implementation because all classes can be included at one time. But the drawback is that not all student activities can be controlled and guided properly by the teacher because there are too many students, especially class X. The form of scouting activities as mandatory extracurricular activities at SMAN 22 Bandung is of course a lot of them such as group dynamics, ropes, PBB, rescue skills First Emergency (PPGD), Pioneering Skills, Morse and Simaphore Skills, Password Reading Skills, Exploration, Trace

Marks, Wandering Activities etc. The activity is oriented to the character development of students, because it is hoped that students will naturally have high awareness and show character activities every day with the students' own instincts without any coercion. When students carry out daily life, they are organized and in accordance with the provisions of the school program so that without coercion, students are aware of the importance of character.

Assessment of extracurricular activities, an assessment is given to the performance of students in extracurricular activities. The criteria for success are determined by the process and participation of students in the extracurricular activities they choose. The assessment was carried out qualitatively. Especially for scouting activities as a mandatory extracurricular at SMAN 22 Bandung, students are required to get satisfactory grades in each semester. Values below satisfactory in two semesters or or one year will be given a sanction that the student must follow a special program that must be carried out by the student. This means that specifically for scouting activities as mandatory extracurricular activities, it must be followed by class x students. Because the assessment is based on the participation and achievement of students in an extracurricular activity that they participate in, only satisfactory grades or not are included in the report card. Schools can also give rewards to students who have very satisfactory achievements in a compulsory or optional extracurricular. Assessment techniques carried out by teachers include:

1. Assessment is carried out in various ways that include aspects of attitudes, knowledge, and skills in the form of tests, non-tests, both written, oral, and practical.
2. Structured assignments and unstructured independent activities
3. Attitude assessment is carried out through observation, peer assessment, or by using a journal.
4. The value report is stated in a descriptive form by referring to the criteria.

This is because there are various character values that can be internalized through the organization of scouting activities. The aim is none other than to make students have personalities who are faithful, devoted, have noble character, have a patriotic spirit, obey the law, discipline, uphold noble values nation, life skills, physically and mentally healthy. As well as being a citizen who has the spirit of Pancasila, is loyal and obedient to the unitary state of the Republic of Indonesia and is a good and useful member of society, who can build himself and be jointly responsible for the development of the nation and state, has concern for fellow life and the natural environment. .

Character education will straighten various negative behaviors of children into positive ones in accordance with the second goal of character education in Kesuma's statement above. The straightening process, which is interpreted as a behavior modification, is understood as a pedagogical process, not an uneducated coercion or conditioning. The goal is to be able to guide and facilitate children to have positive (good) characters in accordance with values. The third goal of character education according to Kesuma is to build a harmonious connection with family and society in playing the responsibility of character education together. This goal means that the process of character education in schools must be linked to the educational process in the family. There needs to be communication that is carried out between the school and parents to achieve character education that is not only carried out in one area but also has a responsible role wherever the child is.

CONCLUSION

Character education will broaden students' horizons about moral and ethical values which will make them more capable of making morally accountable decisions. In this context,

character education applied in educational institutions is a means of civilizing and humanizing. When you want to create an environment that respects and produces personal figures who have balanced intellectual and moral abilities so that society and the younger generation will become more humane. The implementation of scouting activities as a mandatory extracurricular in an effort to strengthen the democratic character of students at SMAN 22 Bandung will be carried out well if it is designed and implemented effectively and efficiently, it will be a means of strengthening the character values of students, especially strengthening the democratic character.

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