

**SCOUT EXTRACURRICULAR AS A WAY IMPLEMENTATION OF CHARACTER
EDUCATION IN ELEMENTARY SCHOOL
(Viewed from the Angle of Tamansiswa Values)**

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Abstract

Descriptive research results show that : 1) implementation of character education through scout extracurricular means by habituating, exemplary, practicing Scout Honor Code, conducting learning, outdoor activities, and giving skills. The Tamansiswa values used to review the implementation of scout activities include *Tringo, Tri N, Ngandel-Kendel-Bandel-kandel, Tetep-Mantep-Antep, Suci Toto Ngesti, and Neng-Ning-Nung-Nang.* 2) character values formed include: religious, disciplined, honest, hard work, independent, curiosity, communicative, caring for the environment, responsibility, enthusiasm, and confidence. 3) supporting factors include: having been required for scout extracurricular activities, support from school members, budgetary fees, qualified scout coaches, creative scout coaches, student motivation and parental motivation. 4) inhibiting factors include: the implementation of scout activities during the day, weather, the difficulty of conditioning students, lack of student motivation, children's play environment, and lack of parental support.

Keywords: character education, Scout Extracurricular, Tamansiswa

INTRODUCTION

School is a place to develop and prepare students to be intelligent and characterless individuals. Character education is one of the hopes to realize well-behaved individuals. Character does not form suddenly, but requires a long and continuous process, with the aim that character can be an important part of oneself. Character education should be given in various levels of education, especially at the elementary school level. This is because elementary school (SD) is a place for students to get provisions to continue to the next level of education.

Speaking of elementary school education (SD) is inseparable from the participation of educational figures namely Ki Hadjar Dewantara. Where he is a figure who cares about the education of this nation who later founded the Tamansiswa College as a college that aims to realize human beings who are independent physically and mentally. One of the noble values that he sparked was *Sitem Among*, namely a system of education with a family spirit based on nature and independence. The system among becomes an education system adopted in education in Indonesia.

The implementation of the system among others is not only done through formal education, but can be applied to non-formal education. One non-formal education that is considered capable of carrying out character education is scout extracurricular. Scouting education as a compulsory extracurricular activity on Basic Education and Secondary Education as stipulated in Permendikbud No. 63 of 2014 concerning "Compulsory Extracurricular Scouting Education". Scout education is non-formal education that has the aim of implementing character education to build a good society and nation. This can be seen from the Scout Honor Code, which is stated in the Dwi Darma Pramuka for standby members and Dasa Darma Pramuka for members of the raiser. Character education is an attempt to revive the ideal-spiritual pedagogy that was once lost (Zaim Elmubarok, 2007: 104). Whereas, According to Muchlas and Hariyanto (2013: 45) "character education is the process of giving guidance to students to become fully human characters in the dimensions of heart, mind, body, and feeling and intention". The same understanding is also expressed by Zainal Aqib (2011: 38) "character education can be interpreted as a social aid so that individuals can grow in living their freedom in living together with other people in the world".

According to Boentarsono, et al. (2012: 34) The purpose of education according to Tamansiswa is to "build a protege to be a believer and a devout believer in God Almighty, independent of inner mind, noble mind, intelligent and skillful ...". The educational system used in Tamansiswa is carried out according to the "Among Systems". The Tamansiswa College implements the national education system by continuing to practice and develop the teachings of Ki Hadjar Dewantara as an effort to implement character education. Next is the Tamansiswa Trilogy which is used in the formation of student character (Nurul Zuriah, 2011: 123).

The Center for Curriculum and Bookkeeping (in the Character Education Implementation Guide 2011: 7) suggests that in order to strengthen the implementation of character education in education units 18 values derived from religion, Pancasila, culture, and national education goals are identified, namely (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love the homeland, (12) appreciate achievement, (13) friendly / communicative, (14) love peace, (15) love to read, (16) care for the environment, (17) care for the social, (18) responsibility.

Extracurricular activities are expected to develop capabilities possessed by students. Students are free to choose one of the many extracurricular activities that the school holds. Scout extracurricular activities become compulsory extracurricular activities that must be followed in Elementary School (SD) Education and Secondary Education stated in Permendikbud No. 63 of 2014 concerning "Compulsory Extracurricular Scouting Education". According to Jana et al. (2011: 21) "Scouting Education is a process of practical education, outside of school and outside the family conducted in the open in the form of activities that are interesting, challenging, fun, healthy, organized and directed ...".

DISCUSSION

Character Education Implementation on Scout Extracurricular Activities in Elementary Schools Viewed from the Viewpoint of Values

Student Scouting activities as forming character of students will be reviewed using the noble values of Tamansiswa as follows.

a. Line of March Activity

Activities are reviewed with the noble values of Tamansiswa *Linear Linear Tringo (Ngerti, Ngroso, Nglakoni)*. Understanding when students are asked for positions ready students understand what must be done. *Ngroso* students feel that he must do a ready position. *Nglakoni*, after understanding and *learning about the* students, is doing the position of the suction according to what the instructor instructs. Character values that are formed are discipline, students are taught a discipline in obeying the instructions of the coach.

b. Tap or Hand Activity

Tap or Hand activity in terms of the noble value Tamansiswa of *Toto Ngesti Tunggal's Suci*. Students are asked to clap odd and even according to the instructions of the coach. Wrong students are asked to come forward singing to entertain other friends. The meaning of *Suci Toto Ngesti Tunggal* is a clean heart, clarity of mind, noble ideals and inner order. So with a clean heart, clear mind, having noble ideals and inner discipline make students honest even though they will get punishment when students pat wrong.

c. Chemistry Password

Quiz The chemical password quiz in terms of the noble value of Tamansiswa *Mantep* comes from *Tetep-Mantep-Antep*. The coach allows students to go home quickly if students are able to complete the chemical password quiz with all the correct answers. Students work chemically on password quizzes diligently, it looks like students go back and forth to deposit answers to coaches. *Steady* with meaning diligently working does not turn right and left and orderly goes forward, so students earnestly to complete the task given by the Trustee that is diligently working on chemical password quiz shows the character of hard work.

d. camping activities

Camping viewed from the noble values of Tamansiswa *Kendel* from *Ngandel-Kendel-Bandel-Kandel*. In camping activities students are taught to live independently not to depend on parents starting from waking up, bathing, eating, all done alone. In one camp group students are asked to help each other to complete the tasks given by the coach. *Kendel* here has the meaning of believing in God's help, so students believe in themselves and when students find it difficult students believe in God's help. *Kendel* here also means students are able to do their own

work without the help of others. The value that is formed from camping activities is independent and communicative.

e. Rigging Activity

Activities are viewed from the noble value of Tamansiswa *Tri N (Niteni, Nirokke, Nambahi)*. *Niteni*, students first understand the explanation from the scout coach. *Nirokke*, students mimic what the coach does. *Add*, students develop the direction given by the coach. From the rigging activities the character values formed are curiosity, discipline, and responsibility.

f. Making Tower Activity

Activity of making a tower was viewed from the noble value of Tamansiswa *Neng* from *Neng-Ning-Nung-Nang*. In the activity of making students tower in groups competing to make the highest performance with the fastest time. *Neng* with no hesitation, so students when in groups together make towers and communicate with each other between friends without feeling cangug to get champions. From this activity the values formed are communicative and hard work.

g. Making Masks Activity

Activity of making masks from paper powder that is unused is viewed from the values of Tamansiswa *Tri N (Niteni, Nirokke, Nambahi)*. *Niteni*, so students understand the explanation given by the coach. *Nirokke*, students mimic the builders of the steps in making masks. *Add*, when students are finished making students add decorations according to their wishes. Character values formed from the activity of making masks are caring for the environment

h. The "Siaga" Festival Activity

The "Siaga" Festival activities in terms of the noble values of Tamansiswa used are *Tringo (Ngerti, Ngroso, Nglakoni)*. At the standby party activities students begin to be taught to serve as group leaders, group vice presidents, secretaries, and treasurers. *Understand*, the students understand what task to be done, *Ngroso* that students feel that the task is its obligations to be done, *nglakoni* which students perform tasks that have been agreed by the group. Character values that can be formed through standby party activities are responsible, independent and communicative.

i. Making "Makrame" Whistle Activity

activity of making a whistle game is viewed from the noble values of Tamansiswa *Tringo (Ngerti Ngroso, Nglakoni)*. *Understand*, so students first see how to make a whistle game taught by the coach, if students are confused the students immediately ask the coach. After that *Ngroso*, so students feel to participate in doing what is done by the coach. *Nglakoni*, students do what is practiced by scout builders. The character value that is formed from the activity of making a whistle makarame is enthusiasm and curiosity.

j. Makin Cheers

Making Cheers activities made from the noble values of Tamansiswa *Neng-Ning-Nung-Nang*. Students are asked with their groups to make the yells as attractive as possible and practice the yells in front of other friends. *Neng* who has no hesitation and shy meaning, so students are confident when asked to come forward to display yells by the coach without hesitation and shyness.

Value of Character Formed Through Scouting Extracurricular Activities in Primary Schools

Based on the results of data collection through observation, interviews, and documentation in Tegay Public Elementary School, the character values formed through scout extracurricular activities include.

a. Religious

The religious value generated from routine activities carried out before and after the activity takes place, namely by praying according to the beliefs of each student.

b. Discipline

This value of discipline is taught by coaches through routine activities, namely by arriving on time, and discipline in dressing. Discipline values are generated from marching activities, so students are taught to discipline during marching activities. When ready the students are no longer allowed to speak, so students must obey the instructions given by the coach. In addition to rigging activities, students are taught to discipline to prepare rigging from home.

c. Honest

This values are generated from the game of pat, so students follow instructions from the coach to pat odd and even. If a badly punished student is asked to get a punishment, here students are taught to concentrate and be honest when students do a wrong pat. In addition, it is also seen when the coach asks students to advance for those who are not full attributes.

d. Hard Work

Hard Work value of hard work is generated from quiz activities to solve chemical password problems. So students are challenged by the coach to solve the password of the climax and when students are finished they are allowed to go home, but note that all the answers are correct. This made the students work hard to solve the chemical password problem. The value of hard work was also seen in the activity of making whistle games, so students tried to finish making a whistle game before the activity was finished. Besides the value of hard work also seen in the activity of making towers from bamboo, students were seen working hard to complete the tower as high as possible and in a fast time.

e. Independent

This values are generated from camping activities, with camping activities students are trained to learn independently and not rely on parents. This is seen when students have to cook their own food, prepare their own clothes, and take care of all their own needs. Independent values can also be seen in standby party activities, so students are independent in completing assignments from all activity posts that have been provided without mentoring assistance.

f. The Curiosity

This value of curiosity is generated from rigging activities, in that activity many students ask the function of the dead rope to tie what, the rope of life to tie what, rope for what and so on. Besides that the value of curiosity was also seen in the activity of making whistle games, many students asked how to install a whistle, what its function was, and how to use it when the makrame was finished.

g. Communicative

This value is generated from the activities of making towers, in the activity of making student towers together with their groups vying to make the tower as high as possible. With these activities can train communication between fellow groups in arranging towers. Communicative values are also seen in camping and standby parties, so students communicate with each other to group members to complete a task from the coach.

h. Environmental care

The Environmental care value of care is generated from the activity of making masks from paper powder, with the use of used newspapers to make students learn to use paper that is no longer used. It teaches students to care about the environment.

i. Responsibility

This value of responsibility results from daytime activities and camping, while on standby parties students are formed into several groups. In each group there are leaders, representatives, secretaries, treasurers, and members. This makes students responsible for their respective duties. The value of responsibility can also be seen in the activities of rigging, making makrame whistles, and making masks from paper powder, so students are responsible for the tasks given by the coach to prepare the materials to be used in the activity.

j. The spirit

Spirit of values was generated from the activities of making whistle games, because in the activity of making a whistle game produced a whistle-making work that was later used by students, so students were enthusiastic in making the whistle makrame. In addition, the value of enthusiasm can also be seen when making yells so students compete to make the yells as good as possible.

k. *Confidene*

The confidence value of confidence is generated from the activities of making yells, in each group asked to make yells that the students are asked to practice the results of the yells made in front of other students. This can train students to be confident.

So it can be concluded that in scout activities there are character values that are formed including religious, disciplined, honest, hard, independent, curiosity, communicative, caring for the environment, responsibility, enthusiasm, and confidence, but only from some students only, some of the other students are still not established.

CONCLUSION

Based on the results of the research and discussion in the previous chapter, the results of research on the implementation of character education through scout extracurricular activities at Tegalpanggung Elementary School in terms of the noble values of Tamansiswa can be summarized as follows.

1. Implementation of character education through scout extracurricular activities in Elementary School in a way, including: habituating to routine activities that must be carried out by students, providing exemplary examples to students, practicing Scout Honor Code in accordance with standby groups, learning while doing, activities outside the room, and the provision of skills as the provision of life for students in everyday life.
2. The results of the analysis of scout extracurricular activities as forming the character of students at Tegalpanggung Elementary School, which were then reviewed from the noble values of Tamansiswa, as follows.
 - a. The line march activity as one of the forms of student discipline character, in terms of the noble values of Tamansiswa *Tringo (Ngerti, Ngroso, Ngelakoni)*.
 - b. The pat game as one of the shaping of students' honest character, in terms of the noble value Tamansiswa of *Toto Ngesti Tunggal's Suci*.
 - c. The chemical password quiz is one of the forms of the character of students' hard work, in terms of the noble values of Tamansiswa *Tetep-Mantep-Antep*.
 - d. Camping activities as one of the students' independent and communicative character formers, viewed from the noble values of Tamansiswa *Ngans-Kendel-Kendel-Bandel-Kandel*.
 - e. Rigging activities as one of the characters forming curiosity, discipline, and student responsibility, are viewed from the noble values of Tamansiswa *Tri N (Niteni, Nirokke, Nambahi)*.
 - f. The activity of making the tower as one of the forms of communicative character and hard work of students, in terms of the noble values of Tamansiswa *Neng-Ning-Nung-Nang*.

- g. The activity of making masks as one of the characters in the care of the students' environment is seen from the noble values of Tamansiswa *Tri N (Niteni, Niroke, Nambahi)*.
- h. "Siaga" festival activities as one of the forms of students' responsibility, independence and communicative character, in terms of the noble values of Tamansiswa *Tringo (Ngerti, Ngroso, Nglakoni)*.
- i. The activity of making a whistle game as one of the characters in the spirit and curiosity of students, in terms of the noble values of Tamansiswa *Tringo (Ngerti, Ngroso, Nglakoni)*.
- j. The activity of making yells or cheers as one of the forms of students' self-confidence character, in terms of the noble values of Tamansiswa *Neng-Ning-Nung-Nang*.

The characters formed in Tegalpanggung Public Elementary School through scout extracurricular activities include: religious, disciplined, honest, hard work, independent, curiosity, communicative, caring for the environment, responsibility, enthusiasm, and self-confidence, but only from a number of students. Other students still haven't appeared.

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