

**DEVELOPMENT OF CHARACTER EDUCATION DEVELOPMENT THROUGH THE
SCOUT MOVEMENT
(Study of Scouting Activity Problems at MA Darul Ma'rifat Numbay Jayapura)**

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ABSTRACT

This study describes the development of character building through supervision in the form of supervision. This research is motivated by the many deviations that occur in society. This deviation shows the decline of the national character. MA Darul Ma'arif Numbay implements the development of character education through the scout movement. The purpose of this study was to obtain an overview of the design, implementation and consequences of character education through the MA Darul Ma'arif scouting activities. The research method is a case study using triangulation techniques to obtain data, namely. observation techniques, interviews and document analysis. The data analysis used was pre-field data analysis and data analysis during the field, namely. H. Data reduction, presentation and conclusion. Based on this research, scouting can be an alternative in character building.

Keywords: character, character education, scouting activities

INTRODUCTION

In ancient times, Indonesia was one of the most influential countries in the world and was known for its oriental culture which highly respected customs and traditions. but now the characteristics of the Indonesian people are starting to weaken. This is evidenced by the many deviations that occur in society. These deviations include theft, murder, cyber crime, free sex, drug addiction, pedophilia and others. If these deviations continue, the character of the Indonesian nation will not only weaken but will also be lost. Educational institutions must be able to minimize the occurrence of these differences. However, what happened was that deviant issues came from educational institutions. For example, the news of the stabbing of a student reported around papua.com: "Mimika police arrested a teenager on Jalan Busiri Ujung Kota Timika, last Sunday (14/6) and slashed one person. The stabbing was based on a dispute between two student gangs. ." This issue is proof of the failure of educational institutions in meeting the educational goals set out in the 2003 National Education System Law.

Educational institutions are required to organize character education for students at all levels of education. This is in accordance with the views of Ki Hajar Dewantara (in Samani and Hariyanto, 2012, p. vii) that education refers to the efforts that must be made to develop

the character, soul and body of a child. These three parts must continue to be developed so that the child grows as a whole.

Character education can also be carried out in official or unofficial educational institutions. Non-formal education is a form of education that is given to students in an organized way outside the formal education system. "Aini, (2006). Informal education refers to activities aimed at training people to gain skills, experience and competence, where these activities are carried out outside of formal education. Informal education is an activity carried out individually which is an important educational activity deliberately carried out to serve the community with the aim of learning to excel outside the Coombs school system (in Kamil, 2012)

One of the extracurricular programs is the development of personality, talents and skills outside of academics as extracurricular activities. Unit types and scope of informal education include literacy training, community learning activity centers, courses and training, and extracurricular activities Sudjana, (2008). based on this argument that extracurricular activities are part of informal education and scouting is part of extracurricular activities. extracurricular programs, namely programs outside of formal education that are carried out at certain times and are influenced by a leader as a forum for students to channel their talents and interests. Another opinion also states extracurricular activities as educational activities that are held outside of teaching and learning activities and guidance services whose purpose is to help students find, filter and develop their interests, skills and potential through special activities, which are carried out with teachers and teaching staff. Lestari, 2016). After so long carrying out extracurricular activities from elementary schools to tertiary institutions, the impact seen on student skill development is not very significant and comprehensive. This resulted in the management of extracurricular activities not being optimal, but only showing the development of students' interests and skills (Lestari, 2016).

METHOD

This study uses the problem research method (case study), which can provide a comprehensive and in-depth description of a group, activity, organization or other characteristics as they exist at an exclusive point in time. The informants and participants used as data sources in this study were MA Darul Ma'arif Numbay students. Data collection techniques used in this study include the use of observation techniques, interviews and documentation. The data analysis process uses pre-field analysis and field analysis as exemplified by Miles and Huberman using data reduction, presentation and inference.

FINDINGS AND DISCUSSION

After carrying out the process of collecting and analyzing data, findings were obtained regarding planning, application, and what will occur in the development of character education through scouting activities at MA Darul Ma'arif Numbay. What will happen is that the research findings on the implementation of MA Darul Ma'arif Numbay extracurricular activities can be said to be going very well and having high reactivity. Where the subject said that the extracurricular activities carried out were carried out so well, this could be seen from members who were active before carrying out activities such as preparing all the necessary equipment for the scouting extracurricular activity application process. This is in line with the opinion of Mukhlas M Dedi, (2017), scout extracurricular learning applications include the activity of front groups, the activity of scout coaches and the number of scout members, SKU and SKK learning methods and learning tools and media. So implementing this extracurricular activity includes the activity of all people involved in its implementation, be it fellow students, as well as the activity of scout coaches in motivating and guiding their students.

Implementation is also seen as a step in a series of plans. Nurdin (2002) says that the implementation of action programs is clearly planned and predictable. When the planning period is considered closed, enter search criteria. In simplified terms, implementation can also be seen as the implementation stage of a pre-planned series. Browne & Wildavsky (in Ahadiyah, 2012) argue that it is in line with the statement that lead time is a type of extension of related activities.

Scout Extracurricular Materials

Based on what will happen, observations and research interviews on extracurricular activity training materials are adapted to the skills of the participants, beneficial to the participants, in sync with the needs of the participants and the materials accompanying the Scout activities so that Scout members know better. One of the materials taught in non-Scouting training is the Biological side of Values. Based on previous interviews, it can be concluded that the material presented in external activities is very good and in accordance with learning needs. Training materials are defined as teaching materials used as material for discussion in training. This is in line with the statement (Basri, 2015) Training materials are prepared according to the needs of the trainees in such a way that the learning objectives do not deviate. Systematic processing of learning materials and contexts. Materials to be processed must be in accordance with the intended purpose.

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Evaluation

According to the results of extracurricular activity evaluation research, this evaluation activity was originally carried out by scouts. Each member evaluates the results of his work, participants convey the good and bad consequences of their work, convey the obstacles encountered during the activity, while the student activities in this activity provide lots of feedback or new things. views Inspired by the movements of the participants, when there is a conflict with other team members, each member returns to the discussion, re-evaluates the other's movements, evaluates the other team members. the ability of each team member and this is used as a reference for further training and the results of this assessment are then shared with Scoutmasters. after the rest of the team has made an assessment. The trainer then provides evaluation and input to each team member. In fact, the evaluation process carried out by the coach was carried out from the beginning of the activity until each team member had prepared their duties. For non-scout activities, students are divided into several team members.

Each group member has a name. With this selective evaluation, the coach can see which group has good work methods, is compact, completes work on time, has satisfactory work results, is creative, is responsible for participating in competitions. The purpose of this educational assessment is to find out the progress and success of the students themselves. After completing the assessment task, students are responsible for cleaning the equipment they use and returning it to the patrol room. When finished, students gather to pray together, this prayer is a sign that today's extracurricular activities have been completed. After the prayer, the

students greeted the scouts and said goodbye to the scout coaches. This is in accordance with Stake's opinion (Sudjana, 2006) that evaluation is a response activity to a program that has been implemented, that evaluation is specifically directed at program implementation activities that require information about the program. Based on this explanation it can be concluded that evaluation systematically functions to collect, process, analyze and present information as input for decision making. Sudjana, (2009) states that there are several types of evaluation, including (a) Formative evaluation, namely evaluation carried out at the end of a training program to see the level of success of the training process. (b) Diagnostic assessment is an assessment aimed at examining participants' weaknesses and their causes. c) selective evaluation is evaluation for selection purposes.

CONCLUSION

The application of scouting extracurricular activities at MA Darul Ma'arif Numbay is described as very good, reflected in the disciplined, active, responsible participants and achievements. MA Scout material Darul Ma'arif Numbay is aligned with the needs of scouts. There are several methods used, such as the lecture method, question and answer, playful learning. In this activity the team participants gave an evaluation to their members, after which the scouts and scouts took part in the evaluation activities at MA Darul Ma'arif Numbay. Evaluation in scouting classes is carried out by means of trainers observing and evaluating how students work in groups during the implementation process until the end of the activity.

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