

## SCOUTING EDUCATION EXTRACURRICULAR PROGRAM IN FORMING STUDENTS' CHARACTER AT A STATE HIGH SCHOOL IN POSO CITY

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### ABSTRACT

This article discusses the use of scouting education extracurricular program in forming students character at state senior high school in Poso city, Central Sulawesi. The research utilized a qualitative method with data collection techniques such as direct observation, in-depth interviews, and document analysis. The research findings indicate that the implementation of the extracurricular scouting education program at a Senior High School in Poso was based on the scouting extracurricular activity work program at the Senior High School. Routine activities include Enforcement Deliberation, Ambalan Working Council Meeting, Ambalan Guest Reception Camp, Scouting Material, Enforcement Test, and Scout Agility Competition. Additional activities include End of Year Camp. Participation/Complementary Activities include Social Activities and Regional Activities. The extracurricular scouting education program in shaping students' character impacts the formation of honest character, tolerance, and responsibility for the Senior High School students.

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### ARTICLE INFORMATION

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### 1. Introduction

Conceptually, education in Indonesia has been directed at forming good character. The Ministry of National Education's Strategic Plan for 2015-2019 explains that the vision of education is to produce intelligent and competitive Indonesian people. This means that Indonesian people are comprehensively intelligent, spiritually intelligent, emotionally intelligent, socially intelligent, intellectually intelligent, and

kinesthetic intelligent. This concept is an educational design that aims to achieve the formation of students' character. With this concept, it is hoped that through educational activities in schools, schools will be able to shape students' personalities as outlined in the 2003 National Education System law.

In forming students' character, several values must be familiarized and firmly instilled according to the Character Count, which consists of six values: honesty, responsibility, fairness,

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caring, and nationalism (Jumahir, Nurdin, Pettalongi, Fitri, & Aftori, 2023). These six attitudes are the main characteristics that the nation's next generation must possess. Honest attitudes are starting to erode with the shift in this era of globalization and will harm other positive character values in a person. The formation of students' character is currently hampered by various social problems in the students' environment, including a family environment that is less concerned with character development. This community environment is unresponsive to multiple acts of juvenile delinquency and several other social phenomena.

As time passes, the character issue becomes a serious concern for this nation. Seeing how character is declining in this nation, character education has become vital to implement. Even the National Ministry has designed a curriculum for character education, which should be instilled from an early age. Discipline is the entry point for most educational institutions or schools for character education (Mardatillah, Pettalongi, & Nurdin, 2023). If there is no respect for rules, authority, and the rights of others, then there is no suitable environment for teaching and learning.

The existence of regulations that are not balanced with disciplinary action is also familiar on various occasions that we usually encounter, one of which is at school. In some agencies or educational institutions that apply punishments for violators, they are a scourge that puts students under pressure to obey these rules. So, fear dominates more than disciplined awareness within the students themselves. Discipline must be

applied in all educational institutions and every student, aiming to give students a high sense of responsibility as the next generation of a nation's intelligence and character. Students are the nation's next generation and are future assets for the Indonesian government. (Alrienciehie, Anas., Salahudin).

Education is believed to be a medium capable of developing the potential within each student so that they have religious and spiritual strength, self-control, personality, intelligence, character, and the skills needed by themselves and society. Because it is sustainable to create golden and superior generations who are expected to be able to bring the Indonesian nation into a better country, this aligns with Lockona's opinion in his book *Character Matters*, which suggests that our habits will shape our character.

Parents can influence, good or bad, the formation of their students' habits, likewise with teachers who teach. With the power of example, it is a concrete action that can be applied in school life. For example, when a teacher teaches students how to solve peer problems by taking the angle of application/habituation from others (Thoma Lickona), discipline from an early age greatly influences the students themselves and their future as future generations of the nation with character.

In response, educational institutions will likely provide learning in the classroom and self-development education. This needs to be given with the aim that students have the character values expected by the Indonesian people, namely discipline, religion,

independence, honesty, hard work, friendliness, tolerance, curiosity, creativity, democracy, love of the country, national spirit, loves peace, likes reading, cares socially, cares about the environment, responsible, and appreciates achievements.

## **2. Literature Review**

### **2.1 *Understanding Extracurricular Programs***

Optimal achievement of educational goals cannot be achieved face-to-face in the classroom only because the classroom's teaching and learning process only develops students' cognitive aspects, so it tends to ignore other elements, such as affective and psychomotor aspects. Development of affective and psychomotor aspects will be more easily achieved through direct appreciation and experience, in the sense that this form of teaching cannot only be completed in the form of face-to-face in class but must also be supported through forms of education outside of scheduled class hours, such as extracurricular programs.

Extracurricular programs, in terms of language, consist of two words: extra and curricular. The word extra has an additional meaning outside the official one, while curricular has a meaning related to the curriculum (Pratama, Pettalongi, & Nurdin, 2022). Extracurriculars are programs carried out by students outside of study hours or part of the scope of lessons given at school and are not an integral part of the subjects set out in the curriculum. In the Minister of Education and Culture Regulation Number 62 of 2014

concerning Extracurricular Programs, it is explained that:

Extracurricular programs are curricular programs carried out by students outside class hours, under the guidance and supervision of the education unit, aiming to develop students' potential, talents, interests, personality, cooperation, and independence in realizing educational goals.

Extracurricular programs are carried out by students outside of learning hours, both in the school environment and outside the school, aiming to increase understanding, creativity, talents, and interests and provide guidance to students (Marsh & Kleitman, 2009). Extracurricular programs are also understood as programs carried out by students outside of learning time and are part of counseling to increase and assist in developing students' potential in the form of talents and interests guided directly by competent and authorized teachers at school (Olszewski-Kubilius & Lee, 2004).

Implementation of this program is a process of actualizing the potential quality of students because, so far, the teaching and learning process through face-to-face classes needs to provide more space and time for students to develop other desires. So sometimes, in formal education (face-to-face in class), more space is required to develop students' affective and psychomotor aspects. The mental abilities that are trained generally focus on understanding knowledge material, memory, and logical reasoning, so it

often happens that educational success only depends on the extent to which a student can produce the teaching material provided; this causes the creative potential to be hampered. Based on the explanation above, the author can understand that an extracurricular program is a program carried out by students under the guidance, supervision, or responsibility of the school, taking place inside or outside the school, which is determined by a specific schedule, and is intended to enrich, improve, expand the participants' knowledge and develop positive attitude values towards students. Extracurricular programs are more focused on group programs; therefore, these extracurricular programs must be well prepared, requiring cooperation from the school and parties related to these programs.

## **2.2 Scouting Education**

Scouting means "at the forefront." The word scout is a series of "Pra Mu Karana." Pra is a continuation of the word "praja, " meaning people or citizens. "Mu" is an abbreviation of the word "muda" which means immature. "Ka" is an abbreviation of "karana," which means the act of earning. Thus, the scout movement implies a movement of the people or young citizens who are capable and willing to work (Rahman, Wassliman, Hanafiah, & Iriantara, 2021).

The Indonesian Scout Movement is the name of a non-formal organization that organizes scouting education in Indonesia. According to Mertoprawiro Soedarsono (1992: p. 17), the word scout

is a series of three words: Pra, an abbreviation of Praja, which means people or the country's color. Mu is an abbreviation of Muda, which means young, and Ka is an abbreviation of Karana, which implies action and income.

In this way, the scout movement means a movement of young people or citizens who can work (Mills, 2013). The scout movement is also understood as a youth educational movement that organizes scouting with the support and guidance of adult members. As an educational movement, the Scout movement's efforts cannot be separated from the basic pattern of national education, which is one of the other means of education (family, school, peer group, work environment, and society).

Scouting is a term for the Scout Movement members, including alert scouts, raising scouts, enforcer scouts, and pandega scouts (Mills, 2011). Another member group is the Scoutmaster. Ambalan, trainer, pamong saka, quarter staff, and supervisory board. The educational process outside the school environment and outside the family environment in the form of engaging, fun, healthy, regular, directed, practical activities carried out in the open with basic scouting principles and scouting methods whose ultimate goal is the formation of character, morals, and noble character is called "scouting." Scouting is a scouting education system adapted to the circumstances, interests, and development of Indonesian society and nation (Bahri, Junaidi, and Nasution, 2013: 9).

### 2.3 Character Values in Scouting Education

In scouting education, a pledge or sacred promise is deeply rooted in every student and the scout's extended family. This pledge is known as the Basic Principles of Scouting. Scout dharma, as referred to in paragraph 6 of Law Number 12 of 2010 concerning the Scout Movement, includes 10 values, namely:

- a) a piety to God Almighty,
- b) love of nature and compassion for fellow humans,
- c) polite and chivalrous patriot,
- d) obedient and likes to negotiate,
- e) willing to help and steadfast;
- f) diligent, skilled, and happy.<sup>1</sup>

The values of scouting education are achieving the importance of faith and devotion to God Almighty, love of nature and fellow human beings, love of the homeland and nation, discipline, courage and loyalty, mutual help, responsibility, trustworthiness, clarity in think, say, and do, thrifty, careful, and modest, and diligent and skillful (Jarman, 2005).

Character education is a form of human activity in which educational actions are intended for the next generation. Character education aims to continuously improve the individual's self and train their abilities towards a better life. According to Lickona, character education is a deliberate effort to help someone so that he can understand, pay attention to, and carry out core ethical values.

#### a. Religious

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<sup>1</sup>Undang-undang No. 12 Tahun 2010 Tentang Gerakan Pramuka, Pasal 1 menjelaskan tentang Gerakan Pramuka

Attitudes and behaviors that are obedient in carrying out the teachings of the religion they adhere to, tolerant towards the practice of worship of other religions, and living in harmony with followers of other religions (Yamani & Nurdin, 2023). Examples of daily behavior are carrying out the obligation to pray five times a day for Muslims and other worship services for other religions, not disturbing the worship/rituals/celebrations of followers of other religions, mutually maintaining peace between adherents of other religions, etc.

#### b. Honest

Behavior that is based on efforts to make oneself a person who can always be trusted in words, actions, and work. An example of everyday behavior is when someone is given an assignment, and he always maintains his attitude by not lying or cheating/plagiarizing someone else's work, not adding or subtracting words that happened, etc.

#### c. Tolerance

Attitudes and actions that respect differences in religion, ethnicity, opinions, attitudes, and acts of other people who are different from themselves. Examples of everyday behavior are not imposing one's view above group interests, allowing followers of other religions to worship in peace and safety, etc.

#### d. Discipline

Actions that demonstrate orderly behavior and compliance with various rules and regulations. Examples of everyday behavior are obeying the rules for polite dressing in certain formal places such as offices, universities, etc.,

and always arriving on time to work, college, or school.

*e. Hard working*

Behavior that shows serious effort in overcoming various obstacles and completing tasks as well as possible. An example of everyday behavior is always putting in the best effort when doing something, such as doing assignments or trying to achieve our dreams.

*f. Creative*

Think and do something to produce a new way or result from something you already have. An example of daily behavior is an effort to continue to hone one's abilities, for instance, in writing, by seeking new knowledge that can give rise to innovative thinking in the future.

*g. Independent*

Attitudes and behavior that do not easily depend on others to complete tasks. An example of daily behavior is being able to carry out tasks yourself if you can do them yourself, not always relying on other people to complete them.

*h. Democratic*

A way of thinking, behaving, and acting that equally assesses the rights and obligations of oneself and others. An example of everyday behavior is carrying out duties, not just demanding rights.

*i. Curiosity*

Attitudes and actions always strive to know more deeply and broadly about something learned, seen, and heard. An example of everyday behavior is looking for Indonesian vocabulary whose meaning we cannot yet understand and find out the truth.

*j. Spirit of nationality*

A way of thinking, acting, and insight that places the interests of the nation and state above the interests of oneself and one's group. An example of daily behavior is bringing glory to the good name of the Indonesian by volunteering or making achievements in the international arena.

*k. Love of the Motherland*

A way of thinking and behaving that shows a high sense of loyalty, concern, and appreciation for the nation's language and physical, social, cultural, economic, and political environment. An example of daily behavior is practicing the values of Pancasila and the 1945 Constitution every day because it is a way of life for the people of Indonesia.

### 3. Methodology

This study used qualitative multy case study method. A qualitative research method is a naturalistic research method that is conducted in natural settings (Nurdin, Scheepers, & Stockdale, 2022; Yin, 2011). Qualitative methods will produce descriptive data, then analyze and interpret it with a thematic approach (Nurdin & Pettalongi, 2022). The cases study of this research was a StateSenior High Schools in Poso city, Central Sulawesi province in Indonesia. The high schools are situated in the centre of a multicultural city which belong to Department of Religious Affairs Indonesia .

Data was gathered through direct observation, in-depth interviews, and written document analysis. In-depth interviews involve ten lectures and five policy makers from four universities. We also interviewed six students within the

school to get more insight from the student's perspectives. Meanwhile, written document analysis includes the content of the extra curricular programs within the school to understand the scouting programs in forming students character. Data analysis in this study was carried out by thematic data analysis as suggested by Corbin and Strauss (Corbin & Strauss, 1990). The thematic analysis referred to in this study is by finding themes in data from observations, in-depth interviews, and written document analysis. The data analysis process was completed if no new themes were found in the data (Rusli, Hasyim, & Nurdin, 2021; Rusli & Nurdin, 2021). Data verification was carried out by comparing data from three sources: observation, in-depth interviews, and written document analysis.

#### **4. Result and Discussion**

##### **4.1 Implementation of extracurricular scouting education programs**

Senior High School 4 Poso is one of the high schools that is quite popular in Poso Regency. Senior High School 4 Poso has two majors that are popular and needed by the community: the Natural Sciences and Social Sciences. Based on the results of the author's observations, Senior High School 4 Poso this year has 197 students, with details of 101 being male and 96 being female, consisting of 2 religions, namely Islam and Christianity, from various ethnic backgrounds, namely Bugisnese, Kailinese, and Javanese. This proves that Senior High School 4 Poso is a multicultural school with diverse

students and equal opportunities for the entire community to receive education at school.

Based on this, it aligns with Thomas Lickona's theory (1992: p.12-22) that character education is education to shape a person's behavior to be better and manifest in everyday behavior. The definition of character education above means that it not only directs and shapes students to have good personalities but also entirely and comprehensively shapes them into a generation capable of bringing about good change. Apart from creating an intelligent generation, character education can also produce a generation with characteristics that match the knowledge they learn.

The concept of character education at Senior High School 4 Poso can be seen from the principle of school openness in accepting all forms of human diversity individually and as social creatures. The focus on transparency can be seen in the school's policy of admitting students without looking at their differences, whether they are differences in attitudes or the students' character. Openness at Senior High School 4 Poso can also be seen in the diversity of educators by data from the author's observations on the previous page on data on Senior High School 4 Poso educators.

One of the strategies of Senior High School 4 Poso in character education for students is to utilize extracurricular activities to form character values and increase the actions and skills of students at Senior High School 4 Poso. The extracurricular activities programmed by Senior High School 4 Poso are the Marching Band,

Sports, Arts, Red Cross Youth, and Scouting.

Of the various extracurricular activities carried out at Senior High School 4 Poso, the scouting program is the most effective activity in character building because, in scouting activities, many values can shape students' character. The importance of character education is religious, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love of the country, respect for achievement, friendly and communicative, love of peace, love of reading, care for the environment, social care and responsibility implemented with exciting activities which are of course very popular with students.

Senior High School 4 Poso in implementing scouting extracurricular activities, refers to Minister of Education and Culture Regulation Number 63 of 2014 concerning scouting activities as mandatory extracurricular activities that all students must participate in, except for students with certain conditions who do not allow them to participate. As explained by the Principal of Senior High School 4 Poso, Mrs. Hj. Betsi Kabilaha, S.Pd. M.Si that:

One of our ways of accommodating all forms of differences in student attitudes and behavior is with extracurricular activities because they allow students to come together so that it is easy for us to instill character education values. Extracurricular scouting is an effective way of character building for students because it contains many activities

that lead to social, cultural, and character values. The implementation of scouting activities in this school follows the 2013 curriculum policy that scouting education is carried out as a mandatory extracurricular activity in primary and secondary education; for this reason, all students are required to participate in scouting activities in the form of weekly training activities and holidays scouts that the scoutmaster has prepared.

Based on the statement from the principal of Senior High School 4 Poso above, Senior High School 4 Poso's scouting activities were packaged as interesting, fun, healthy, organized, focused, and educational and carried out in the open with basic scouting principles and scouting methods, which will ultimately form noble character, morals, and manners. These activities stimulate students to know more, increase agility, and create good morals following the scout movement's code of honor.

Implementing scouting education activities at Senior High School 4 Poso is carried out by the front group 101-102 Ambalan Tadulako Palindo Ndaya board at Senior High School 4 Poso as a forum for bringing together all scout members, planning, implementing, and coordinating all forms of scouting activities at Senior High School 4 Poso.

#### **4.2 The Value Of Character in Scouting**

Based on the eighteen-character education values, three character education values serve as a reference in instilling character values in scouting

extracurricular activities at Senior High School 4 Poso: tolerance, honesty, and responsibility. The explanation is as follows:

### **1. Tolerance Value**

Tolerance is an attitude of respect for all beliefs, opinions, stances, and different or contradictory habits (Koleva, Graham, Iyer, Ditto, & Haidt, 2012). Tolerance can also be called an attitude of feeling tense or respecting other people's feelings. Being tolerant of differences in various cultures, tribes, ethnicities, genders, social statuses, and religions that exist in society is one way to avoid clashes, which will undoubtedly be found due to a lack of mutual respect between others. School is an effective place to instill the value of tolerance because instilling the value of tolerance at school can be easily implemented directly by students in the school environment. Through habits at school in the form of obeying rules, speaking politely and not offending other people, respecting opinions when studying in class, and making friends regardless of one's culture, ethnicity, gender, and religion is one strategic way to foster a tolerant attitude and avoid relationships between students are damaged due to diversity problems so that social relationships between students are less harmonious.

Senior High School 4 Poso, in facing different forms of student diversity, seeks to instill the values of character education as a solution to this diversity. One strategy for planting character education values at Senior High School 4 Poso is through extracurricular activities. One of the

extracurricular activities That is effective in instilling character-building values at Senior High School 4 Poso is scouting extracurricular activities. Scouting extracurricular activities are practical in instilling character education values, especially the value of tolerance, because they are mandatory activities for students. Students gathered one scouting activity from class 10 to class 12 and from various backgrounds, including culture, ethnicity, gender, social status, and religion. Therefore, through extracurricular scouting activities, Senior High School 4 Poso instills the value of tolerance in creating and building attitudes of mutual respect, mutual understanding, and mutual trust in students so that they can live side by side and in harmony in the school environment.

In this regard, the Deputy Principal said as followt:

One of the values that we instill in this school is the value of tolerance. Tolerance is essential because we see the students' diverse backgrounds here, consisting of various ethnicities, religions, and characters. Therefore, we are trying to encourage teachers here in every student activity not to forget to include the values of tolerance. This includes scouting extracurricular activities. Scouting activities here are mandatory for students so that all students can gather as one in this activity. Scouting activities here are carried out indoors or outdoors to provide a recreational element for students and are open to all students

without differentiating between students.

Based on the explanation above, it can be understood that the value of tolerance at Senior High School 4 Poso in scouting extracurricular activities is implemented in the attitude of students who respect each other and the teachings of the religion they believe in. Tolerance in scouting activities is stated in the values of the Dasa Dharma scouting. Dasa dharma is a moral provision that must be instilled in scout members to develop into humans with morals, respect, and love for fellow human beings, nature, and piety towards God Almighty. In principle, religious life in scouting is directed at forming individuals who believe and are devout, increasing students' participation and initiative to protect and develop themselves and their environment to avoid efforts and cultural influences that conflict with religious values.

## ***2. Value of Honesty***

Honesty is a straight heart, not lying (saying what is true), not cheating/not playing around, and following the applicable rules (Parzuchowski & Wojciszke, 2014). Seeing the development of today's increasingly sophisticated era, it is inevitable that there will be many deviations caused by a lack of wisdom in using technology and social media, which results in many variations, especially dishonest behavior that develops in society, even in the school environment. Forms of deviation in society include sharing news or informing about information that is not

yet valid on social media, worldly attitudes, individualistic attitudes, and other deviant behaviors. There are deviations in educational institutions, including student dishonesty, such as cheating and not attending school properly, for various reasons, such as not doing homework, being late for class, and other forms of deviation.

Suppose these forms of deviation are left without effort to overcome them. In that case, they will negatively impact future generations, such as lying, corruption, stealing, and other negative behaviors, even though educational institutions are a forum for educating the nation's children and have a role and function in instilling good values, including the value of honesty which is hope in the current era. Planting the value of honesty in the school environment through habituation will create individuals who spread kindness in their words and actions. Therefore, it is essential to instill the value of honesty in students through formal educational institutions, namely schools.

One of the schools that considers the importance of instilling the value of honesty in the school environment is Senior High School 4 Poso. The cultivation of the value of honesty in Senior High School 4 Poso is carried out through the school's habituation, advice, and extracurricular activities program. Among the extracurricular activities that are considered adequate in the process of instilling the value of honesty are scouting extracurricular activities. As explained by the Deputy Principal for Student Affairs that:

It is very important to instill the value of honesty in students

because honesty reflects the morals of an educated person. Honesty means saying what is true, not lying and hiding things. The form of instilling the value of honesty that we have carried out is through habituation in the form of strict supervision and instructions not to cheat on exams, instructions not to take friends' belongings or school belongings, not to lie to friends and teachers, to be honest when making mistakes and Report to the teacher when you find money or items at school.

Honesty is a noble and knowledgeable attitude that a person must have. Honesty is the primary basis for creating peace and upholding truth values in society, nation, and state. Therefore, Islam is presented as a teaching that spreads peace throughout nature. It emphasizes that a Muslim must have an honest attitude to be implemented in worship, muamalah, and everyday life.

### ***3. Value of Responsibility***

Responsibility is awareness of doing something that is one's obligation, awareness of carrying out one's rights and obligations in a balanced manner so as not to disturb the public interest, one's actions can be accounted for morally and socially, one dares to bear all the consequences of one's actions (Nelkin, 2011).

Fostering a sense of responsibility in students is very important, especially for students at the Senior High School or Vocational High School level. Students at this level try to find their identity and

become independent but often cannot control their emotions. On the other hand, an attitude of responsibility also greatly influences students in the learning process. To foster a sense of responsibility in students, teachers need continuous habituation so that the sense of responsibility becomes part of the student's personality. Having a sense of responsibility is closely related to achievement at school. Learning requires great personal responsibility. In other words, learning responsibility is an obligation that students have to carry out their duties, namely learning, which is an effort process based on specific practices or experiences to acquire new skills or behavior by accepting all the consequences with full awareness and willingness.

Senior High School 4 Poso is one of the schools that instills the values of character education, including the value of responsibility. The value of responsibility is instilled through intracurricular and extracurricular activities, carried out regularly, and controlled by educators. One of the extracurricular activities that is very influential in fostering the value of responsibility towards students is scouting extracurricular activities. As explained by the Principal of Senior High School 4 Poso:

“One of the values that we instill in students at this school is the value of responsibility. Responsibility is a significant value so that students are aware of their obligations as students. Among the forms of cultivation and habituation that we carry out can be seen making cleaning schedules in each class,

cleaning schedules at the teacher's notice board, coming to school according to the specified time, and assignments by educators in the class that must be carried out correctly."

Based on this explanation, the form of responsibility values instilled at Senior High School 4 Poso in scouting extracurricular activities can be seen in the implementation of the scouting principle in point 9, which reads "responsible and trustworthy." On this basis, the various scouting activities emphasize the students' sense of responsibility as scout members. As explained above, forms of training in instilling the value of commitment in scouting extracurricular activities at Senior High School 4 Poso include forming a display board as a forum for students to learn to be leaders, manage time, work together, and be responsible for their tasks.

## 5. Conclusion

The implementation of the extracurricular scouting education program at a Senior High School in Poso was carried out by the front group 101-102 Tadulako Palindo Ndaya Pangkalan board of Senior High School Poso once a week on Fridays afternoon. The implementation of scouting activities is based on the scouting extracurricular activity work program at the Senior High School. Routine activities include Enforcement Deliberation, Ambalan Working Council Meeting, Ambalan Guest Reception Camp, Scouting Material, Enforcement Test, and Scout Agility Competition. Additional

activities include End of Year Camp. Participation/Complementary Activities include Social Activities and Regional Activities. The extracurricular scouting education program in shaping students' character impacts the formation of honest character, tolerance, and responsibility for the Senior High School students.

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