

## Scouting Strategy in Implementation Character Building at Sekolah Alam Ungaran (SAUNG)

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### Abstract

Character education is an important issue caused by the emergence of the behavior of the younger generation that is contrary to Indonesian religious, social, legal, and cultural norms. The objectives of this study are to analyze Scouting learning strategies in the implementation of Character Building in SAUNG, analyze the results of the impact of scouting on changes in student behavior in SAUNG, and analyze implementation barriers and solutions. This research uses descriptive qualitative methods. The subject of the study consisted of the Principal, teachers, and students at the Alam Ungaran School. Data analysis techniques are carried out by data collection, data reduction, data presentation, and conclusions. The validity of the data uses source triangulation and engineering triangulation. The results of this research are through the Scouting strategy in the implementation of Character Building in SAUNG schools which includes planning, implementing, and evaluating, which can shape student behavior discipline, leadership spirit, confidence, and responsibility. Obstacles that often occur include a lack of character building from the environment outside the school such as the community and family environment. The solution is through habituation and approach to students. The existence of this research can be a reference to form good character in students.

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## INTRODUCTION

School is a strategic infrastructure for students in shaping personality education. School shaping character for students is one of the goals of education. The expected educational objectives are contained in article 3 of Chapter II of Law Number 20 of 2003 concerning the National Education System as follows. "National education functions to develop and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

Based on these national education goals, national education in schools is not only related to the academic field but must also be balanced by shaping the personality of students. The balance between education and the formation of character personality does need to be considered by the school and the parents of students. When this balance is achieved, then education will be the basis for improving children's faith, knowledge, and morals (Sani & Kadri, 2016).

Character building is very important and instilled from an early age to develop a positive character for the child. So this is where the important role of the family in providing a good education for a child at an early age. Character Building in an educational institution must be applied but the most important role is in the family. The responsibility in instilling character education is not only in school but the role of the family as the main environment that will encourage students to acquire the values of character education itself. However, the role of schools is also very influential because teachers are often role models for students, and habituation in good schools can affect children at home or in the community.

According to Mulyasa (Nur et al, 2016), the integration of character-building values into all school subjects should be seen as a paradigm in which teachers in all subjects have a role as character educators. The implementation of character education in schools aims to develop learning that is integrated with the personality values of all subjects.

The vision of character education in the education system has become a natural phenomenon of the situation of political and social development and tends to demand the character of the nation with the progress of the times as life is today.

Activities formed at school, regular, planned activities, extracurricular activities that are the main programs in the process of student formation, and internal parts of the learning process to meet learning needs. Both activities are usually carried out in schools and have one common goal: the acquisition of knowledge, and the development of students' values and attitudes. One of the activities that support the implementation of character education in schools is the Scout movement.

The Scout Movement is an informal educational institution that organizes education Scouting in Indonesia. Organizations that take place outside the classroom are commonly referred to as activities extracurricular at school. The word Scout stands for Praja Muda Karana which means a young man who likes to work. Scouting is an activity that instills the noble values of Scouting, becomes the norm of honor and morality for the Scout movement, and can be used as a means to educate the character of children on the groundwater.

Schools should provide character education as a strategic means to build generations in the country. The formation of personality is important for Indonesian society to create and strengthen a strong country. Karno emphasized that "This country must be built with character building in mind. The formation of character is what makes Indonesia a great, developed and noble country and does it with dignity" (Samani, 2011).

Sekolah Alam Ungaran (SAUNG) located in Semarang Regency is an alternative school that uses the natural environment as the main medium in the learning process. Hungarian Nature School (SAUNG) is also a school that provides and supports personality education. The school is professionally run with a vision of character education. A typical curriculum states that schools seek to educate students into a superior, strong, and leader-oriented generation. The curriculum also refers to the formation of Islamic beliefs, worship, and morals. Leadership/Leadership Spirit; As well

as getting used to an environmentally friendly culture and forming an entrepreneurial spirit.

Based on the background of the problem above, there is Setiawan's research (2020) which states that the role of parental attention and parental affection has a significant effect on character education from the early childhood years. There are similarities with this study, namely regarding character education, there are also differences in this study, namely in the subjects of Setiawan's research conducted at an early age while this study was carried out with adolescence.

The author is interested in discussing and studying the following: (1) How is the scouting strategy in the implementation of character building in terms of planning, implementing, evaluating learning at Sekolah Alam Ungaran? (2) What is the impact of the influence of scouting in scouting implementation strategies on changes in student behavior at Sekolah Alam Ungaran? (3) What are the obstacles to the implementation of scouting learning strategies in the implementation of character building and what kind of solutions are implemented at Sekolah Alam Ungaran?

The objectives of this study are as follows. (1) Analyze and describe the Scouting learning strategy in the implementation of Character Building when viewed in terms of planning, implementing, and evaluating learning at Sekolah Alam Ungaran; (2) Analyze and describe the results of the impact of scouting in scouting implementation strategies on changes in student behavior at Sekolah Alam Ungaran; (3) Analyze and describe the implementation obstacles and solutions applied in overcoming problems Scouting learning strategies in the implementation of Character Building at Sekolah Alam Ungaran.

The theoretical (academic) benefits of this study are (1) The results of this study are expected to add field data and help find synthesis about Scouting Learning Strategies in the Implementation of Character Building at Sekolah Alam Ungaran (SAUNG). (2) The results of this study are expected to be useful for developers of science related to Learning Strategies for Scouting Activities or Scouting in the Implementation of Character Building in educational units.

The practical benefits of this research are (1) It can help students increase knowledge and be able to recognize self-character and want to cultivate

themselves to become a person with good character according to the vision and mission of the school. (2) Teachers can develop the ability to recognize the character of each student faced. So as to be creative in educating students to be good and responsible (3) For the Education Unit, providing new insights and creativity in order to increase effectiveness in the learning process, as well as improving character building programs.

Education according to John Dewey (Muslich, 2013) is the process of forming basic intellectual and emotional skills for nature and fellow human beings. According to Ki Hajar Dewantara, education guides all the natural forces that exist in children and allows them to achieve the highest level of security and well-being as members of human beings and society. Education generally means an attempt to improve a child's personality (inner strength, personality), mind (intelligence), and physical growth (Munib et al, 2012).

Character is a characteristic that everyone has and influences behavior, attitudes and lifestyles in life. Human behavior is determined by environmental factors, based on conditioning theory. This means that when a person grows up in an environment of character, he becomes a person of character (Sugandi, 2015).

A character is a form of implementation of individual thinking in settlement, explanation, decision-making, and action, which is formed through processes of familiarity, environment, and community. According to Wisnarni (2017), familiarity is a very important aspect of character building as part of the repetitive learning process.

The meaning of the word character comes from the Greek word *Karasso*. This means a blueprint or basic format. This term means marking in English and marking a person's behavior or behavior. It is intended that a person's good and bad personality can be reflected in behavior and behavior in everyday life. Character plays an important role in determining a person's future life (Muhaemah, 2018).

Character education is a process that changes the range of possibilities that exist and the expectation that individuals grow well and be useful to other individuals and societies. The education that is urgently needed today integrates personality formation and learning and can

optimize all aspects of the child: cognitive, physical, social, emotional, creative, and spiritual development. Children with strong personalities can face all the problems and challenges of life (Rois, 2017).

Character education aims to improve the quality of educational processes and outcomes that lead to the formation of a complete, balanced, and noble personality of students according to the competency standards of graduates in each educational unit. Through character education, learners need to independently improve and use their knowledge to explore, internalize, and personalize noble character and personality values so that they appear in daily activities (Mulyasa, 2013).

Scouting is the largest youth organization in the world with national associations found in more than two hundred countries of the world. Scouting was founded by Robert Baden Powell, and designed as an informal citizenship training scheme. Scouting has values that will be instilled in teenagers. These values include loyalty, efficiency, clear thinking, and obligation (Robinson & Mills, 2012 in Mujiyono et al., 2020)).

Scouting activities are one of the activities in schools that can not only be used as a place to develop potential but also a place to instill character values in children that will influence students' mindsets and behaviors (Pipin et al,2021).

Mahmud and Samuel (2017) said that scouting is an organization that is packaged with interesting and fun activities and contains educational values. Scouting is carried out in the room and outside the room to provide a creative element for students.

According to Santoso (2014) Scouting as a vehicle for building student character. Scouting activities are a practical process of activities, carried out outside the classroom, arranged with activities that make students happy, challenged, and supervised, and can ultimately form children who behave well.

## **METHODS**

Based on the type of research approach used, is descriptive qualitative research. This study describes the "Scouting Strategy in the Implementation of Character Building based on the

2013 curriculum at Sekolah Alam Ungaran (Saung) Semarang Regency". This research took place at the Alam Ungaran School located on Jalan Ismaya Raya, No.57 Lorong Ds. Lerep, West Ungaran District, Semarang Regency with consideration, namely learning activities inserting character education through the scouting/scouting method every Friday. The primary data sources in this study are principals, vice principals, teachers, parents, and students, while the secondary data sources in this study come from curriculum documents, school curriculum documents, books, literature, regulations, archives, and previous research related to character education through scouting strategies based on the 2013 curriculum. The data collection techniques used in this study are observation, interview, and documentation. Data analysis techniques are carried out by data collection, data reduction, data presentation, and presentation of conclusions. This study used triangulation techniques to test the credibility of the data. Triangulation is a technique of checking the validity of data that utilizes something else. Researchers used source triangulation and triangulation techniques to check data from informants. The results of the credibility of the data are synchronized with the triangulation of observation techniques, interviews, and documentation. During the study, researchers prepared several questions and conducted interviews with speakers including principals, vice principals, teachers, parents, and students. furthermore, documentation techniques are carried out to obtain written data that already exists on the object of study at SAUNG.

## **RESULTS AND DISCUSSION**

### **A. Scouting Strategies in Caracter Building Implementation**

Every educational institution certainly has a strategy for building character education, including Sekolah Alam Ungaran (SAUNG) which is a nature-based educational institution that has the vision to become an educational institution based on the Qur'an and Rosul Sunnah and the mission of equipping teachers to be highly dedicated to educating, leading students to behaviors that are by the Qur'an and the Sunnah of the Prophet Muhammad SAW, equip students to have a

scientific spirit, leadership, and independence. In building this character education SAUNG uses scouting or scouting strategies. Scouting Strategies in Character Building Implementation in SAUNG schools, including planning, implementation, and evaluation.

**Planning** The concept of learning with the cultivation of values that have become part of the planning of the curriculum preparation of Sekolah Alam Ungaran (SAUNG) is contained in the curriculum document. Learning activities at Sekolah Alam Ungaran (SAUNG) emphasize more on the cultivation and formation of morals than their academic fields and in every learning, it is mandatory to insert character values of moral formation. Regarding the formation of good character, scouting programs or the curriculum applied namely the leadership and leadership curriculum. Planning carried out in scouting activities applies character values, in addition to the program that is prepared by making a weekly plan and daily plan activities. Especially for this activity every Friday from grade 1 to grade 6. There are also routine activities such as camps that are carried out regularly once a year which we call JAMBOREE SAUNG, there are more outbound activities, gardening, swimming, etc.

The implementation of character education implementation in Sekolah Alam Ungaran in shaping student behavior is also supported by the involvement of the school in running character education in the school. In addition, the process of implementing character building (character education) through scouting activities includes organizing various fields including learning methods, infrastructure, human resources, and cooperation with various parties including with parents of students. The organization carried out in accordance with the character values built by Alam Ungaran Elementary School update improves character education for students. Character values built at Sekolah Alam Ungaran (SAUNG) in an effort to educate character students are leadership, responsibility, and self-confidence. In addition to the three characters that are excelled in fostering character education through scouting activities, the school also has various activities that support the implementation of character building such as activities carried out using outbound methods, gardening, swimming, etc. to train courage,

responsibility in various challenges in scouting activities. Then, the purpose of student self-development through activities carried out in the implementation of character building, especially in scouting activities at Sekolah Alam Ungaran (SAUNG), the school facilitates students to be able to explore their potential in these activities. The organization carried out in accordance with the character values built by Alam Ungaran Elementary School update improves character education for students. Character values built at Sekolah Alam Ungaran (SAUNG) in an effort to educate character students are leadership, responsibility, and self-confidence. In addition to the three characters that are excelled in fostering character education through scouting activities, the school also has various activities that support the implementation of character building such as activities carried out using outbound methods, gardening, swimming, etc. to train courage, responsibility in various challenges in scouting activities. Then, the purpose of student self-development through activities carried out in the implementation of character building, especially in scouting activities at Sekolah Alam Ungaran (SAUNG), the school facilitates students to be able to explore their potential in these activities. The process of implementing learning scouting activities is carried out regularly on Fridays. So Friday is referred to as scouting day at SAUNG schools. These activities are adjusted to the weekly agenda. The implementation of this scouting activity is that students are trained to love nature and carry out activities such as outbound training courage, cooperation with friends, self-confidence, and responsibility.

Evaluation of teaching and learning activities in schools, in addition to planning and implementing learning, there is one important factor, namely evaluation. Evaluation is a series of activities to determine the process of implementing activities that have been planned. Based on the results of research, the school applies evaluation as a method to provide an assessment of students both in terms of cognitive abilities or knowledge, affective or attitude, and psychomotor skills. The process of evaluating character education through scouting activities at Sekolah Alam Ungaran (SAUNG), is carried out with weekly or monthly evaluation activities. At the end of each month,

there is an evaluation from the principal by evaluating all elements and observing student development in terms of student behavior, then the obstacles encountered during the week.

Thus an evaluation is very necessary to provide an assessment of the student, and the student's development is especially developing the student's self-character. Review how students perform habitual actions performed at school. So that students remain in the direction of good character.

### **B. Results of the impact of scouting in scouting implementation strategies on behavior change students at the Alam Ungaran School.**

Character values instilled in students through the implementation of scouting at Sekolah Alam Ungaran (SAUNG) can shape student behavior such as discipline, leadership spirit, self-confidence, and responsibility. So that students are able to adapt to the environment both at school and in the community. An applied character will be able to stick with the learner if taught regularly, become a habit, and be done well. Shaping the character of the student must start from the application of habits, and routines, so that it will be easy to do, then remembered by the student and ultimately attached to the student. The impact that is directly felt by students through scouting activities is leadership spirit because this is where students get learning to behave as a leader, be responsible for the tasks and obligations they must do, be confident that students can do the challenges given, not to forget students are also taught to blend with nature, namely preserving nature.

### **C. Obstacles and solutions for implementing scouting strategies in the implementation of character building at Alam Ungaran School**

Obstacles in implementing the Scouting learning strategy in the implementation of Character Building, namely habituation at home and school are sometimes out of sync. Obstacles often occur from the environment outside the school, both in the community and in the family environment of students. So it is necessary to coordinate with parents or guardians of students so that this vision of character building runs according to our expectations. The solution needed is to familiarize and take an easy-to-understand

approach for students so that students deliberately and happily do good self-habituation to develop the student's self-character.

The results of this research consist of strategies, impacts, and obstacles as well as solutions in the application of scouting in the Character Building Implementation in SAUNG schools. Scouting planning and execution every Friday and evaluated weekly and monthly. Implementation of Scouting activities such as camping, outbound, gardening, swimming, and so on. The impact that occurs character values instilled in students through the implementation of scouting at SAUNG shapes student behavior discipline, leadership spirit, confidence, and responsibility, makes students happy, and can ultimately form children who behave well. Obstacles that often occur come from the environment outside the school, with a lack of character building in the community as well as in the family environment. The solution needed is to habituate and approach students, so that they deliberately and happily do good self-habituation and develop good student character. This research will be useful for the community and can be used as a reference in fostering the character building of the younger generation and society in general.

## **CONCLUSION**

The results of this research consist of strategies, impacts, and obstacles as well as solutions in the application of scouting in the Character Building Implementation in SAUNG schools. Scouting Strategies in the Implementation of Character Building in SAUNG schools, including planning, implementation, and evaluation. Scouting planning and execution every Friday and evaluated weekly and monthly. The impact that occurs on character values instilled in students through the implementation of scouting in SAUNG shapes student behavior discipline, leadership, confidence, and responsibility. Obstacles that often occur from the environment outside the school, in the community, and in the family environment, there is a lack of good character. The solution needed is to familiarize and approach so that students deliberately and happily do good self-habituation to develop the student's self-character.

## SUGGESTION

Principals should strive to provide activities that are easy and enjoyable students at SAUNG so that students can easily implement these learning activities to form character in students. Teachers should help motivate students and encourage students to stay in good character. Invite students to get used to being honest, responsible, and confident in the school environment. Parents should teach or give examples of actions to students so that when outside of school students remain in good character.

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