



Implementasi Pendidikan Karakter Tanggung Jawab Melalui Ekstrakurikuler Pramuka pada Peserta Didik di SDN Caturtunggal 6

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Abstract

One of the character problems of today's students is their shortcomings sense of responsibility towards students. There are still students who feel it responsibilities are not yet optimal. This is illustrated in activities at school, for example students not carrying out their assignments obligations optimally, has no internal responsibility respecting fellow human beings, being late, throwing out rubbish not in place. Extracurricular Scouts sure can instilling the character of responsibility in students. This research aims to determine planning, implementation, evaluation, supporting factors and inhibiting factors for character education responsibility through Scout extracurriculars at SD N Caturtunggal 6. This type of research uses research qualitative descriptive. The research was carried out at SD N Caturtunggal 6. Research time in September 2023. Research subjects in this research are the Principal, Scout Leader and SD N Caturtunggal 6 students. Data collection techniques used observation, interview and documentation methods. Examination technique the validity of the data in this research uses triangulation techniques and source triangulation. The results of this research show that: 1) SD N Caturtunggal 6 in carrying out planning implementation of responsibility character education through extracurricular Scouting, namely by making a scout RPK, prepare facilities and infrastructure, prepare materials to be used in scout activities. Implementation Implementation Responsible character education through extracurriculars Scouting at SD N Caturtunggal includes implementation through self-discipline, working together with teammates, precisely Time when practicing, can control yourself, be persistent, and fulfill obligations in carrying out duties. The evaluation is that of the coach Scouts use special strategies to attract attention when students deliver material, the Scoutmaster provides special assistance for students who are considered lacking Conscientiousness in carrying out duties. 2) Regarding factors The supporters are example, will and cooperation between school residents and students' parents, the weather is not demands that the implementation of Scout activities is less than optimal.

Keywords: Character Building, Responsible Character, Research, Scout Extracurricular

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INTRODUCTION

Education is something that cannot be separated from humans. Education is the key to success. Education is a conscious effort to create a cultural heritage from one generation to another (Rahman et al., 2022). In all processes carried out by humans, processes occur education will produce attitudes and behavior which will ultimately become character or personality (Nurharyati, 2024). Throughout human life, humans experience education. Starting from the womb, children, growing up,



then becoming old and finally dying, humans experience a process Education, whether from parents, family, close friends, surrounding environment and school.

School is an educational institution that is responsible for providing various things knowledge and skills, as well as developing various values and attitudes, both through education formal or informal (Abdullah, 2022). Education according to Law no. 20 of 2003 concerning SISDIKNAS is a business conscious and planned to create a learning atmosphere and learning process so that students can actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills with which he treats himself, society, the nation and the country. Apart from that, according to the Ministry of National Education (Kemendiknas), there are 18 types of character values, namely: religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, national spirit, love of the country, appreciates achievement, is friendly/communicative, loves peace, likes to read, cares about the environment, cares socially and is responsible.

Responsibility is a form of character that is instilled through character education (Pertiwi, 2021). Responsibility is a person's attitude and behavior towards carry out their duties and obligations in accordance with the rules or procedures relating to themselves themselves, society, environment, country and God and dare to bear all the consequences (Hayati & Utomo, 2022). Responsibility is someone's obligation to do what is asked of them other (Nuralisha & Mahmudah, 2023). The character of responsibility is very important for students to apply, so that in the future students can become virtuous people and not neglect their obligations (Hidayati et al., 2021). Because of the importance of an attitude of responsibility, it needs to be instilled in students from an early age. Character education has the same essence and meaning as moral education and education morals (Alam et al., 2023). The aim of character education is to shape children's personalities so that they become good human beings, citizens of society, and good citizens (Iyan et al., 2022). Various media or methods can be used to develop the character of responsibility, one of which is through formal non-learning activities students do at school. The character value of responsibility can be applied through extracurricular activities.

Extracurricular activities are educational activities held outside school hours. These activities aim to help develop students according to their needs, potential, talents and interests through activities guided by supervisors or educational staff who have the ability and authority in their fields (Subarkah et al., 2023). Extracurricular activities are held regularly and programmed. Extracurricular activities are activities that facilitate students to improve their playing abilities and skills (Pangestu et al., 2021). One of the extracurricular activities that can help students in developing discipline, skills and responsibilities is extracurricular scout.

Scout extracurricular activities are one of the activities that can help in forming students' character. Through these extracurricular activities, students can develop their cognitive, affective and psychomotor skills (Yusdinar & Manik, 2023). Scouts also aim to shape students' character, leadership and sense of nationalism. Scouts also play an important role in the physical, mental, social and spiritual development of students. Scouting (Praja Muda Karana) is an educational

process outside the environment school and outside the family in the form of interesting, fun, healthy, regular, focused, practical activities carried out in the open with basic scouting principles and targeted scouting methods finally character formation. In scouting there are many activities to take part in, from start to finish all of which provide positive benefits for its members. In other words with participating in good scouting activities can make members enjoy scouting and become scouts in the future people with character (Nurdin et al., 2021).

The basic principles of scouting are the principles that underlie scouting activities in their efforts building the character of students (Fadhilah et al., 2021). This activity is very suitable to be used as a supporting activity Indonesian education which aims to produce Indonesian children with character (Risa et al., 2024). Here is the role of the coach Scouts are very influential for their students. In scout activities, scout leaders can: apply values and character to children, in at least three ways, namely: 1) Teachers can become an effective compassionate person, loves and respects students, helps them achieve succeed in school, build their self-confidence, and make them understand what morals are by looking at the teacher's way, they treat others with good ethics, 2) teachers can become a model, namely an ethical person who shows respect and responsibility tall, and 3) teachers can be ethical mentors, but not all teachers can use influence its ethics are positive (Erliansyah et al., 2024). Some teachers treat students poorly so lowering students' self-confidence. However, there are also many great teachers who provide models and able to build the character of their students to be good and better.

In implementing character education, students' responsibilities at SD Negeri Caturtunggal 6 have been implemented wake up optimally. At SD Negeri Caturtunggal 6 Scout extracurricular activities are seen as the right vehicle to cultivate the character of responsibility. In the scout extracurricular The supervisors at SD Negeri Caturtunggal 6 divide their students into 2 levels, namely alert level and level raiser. The alert level students consist of grades 3 and 4 and the raising level students consist of grades 5. In scout activities, Scout leaders provide games that have elements education, so that students will easily accept learning because it is carried out through games. This can be used as an alternative to improve students' responsible character. Through Scout extracurricular activities, character values can be instilled optimally by Scoutmaster to Scout members.

Apart from cultivating a high level of responsibility towards students, scouting extracurricular activities at SD Negeri Caturtunggal 6 also adds a plus value to student character such as discipline, independence, tenacity and collaborative cooperation between fellow students. From extracurricular activities scouts who have a positive impact on students even the name of the Caturtunggal 6 state elementary school took part in winning 1st place in the fundraising camp held by the Branch Quarter (kwarcab) at the end of 2022, and every year the Scouts at SD Negeri Caturtunggal 6 always take part in Kwartir Ranting (kwaran) camping activities. In 2023 SD Negeri Caturtunggal 6 managed to pass two Garuda scouts. There is a scouting extracurricular at SD Negeri Caturtunggal 6 It is strictly required for students in grades 3 to 5 and is not allowed if there are students who get grades C.

The Ministry of Education and Culture has its own reasons for carrying out scout activities in schools It is very mandatory, because scouting extracurricular

activities is a combination of processes development of attitudes and skills values. In this case, scouts have an important role to play shape children's character, especially in early childhood. (Regulation of the Minister of Education and Culture Republic of Indonesia No. 63 of 2014 concerning Scouting Education as an Extracurricular Activity Compulsory in Primary Education and Secondary Education). Schools need to have a strategy to perfecting character education. SD Negeri Caturtunggal 6 uses scout extracurriculars as a form of effort to strengthen character education to train students' physical character and training responsibility (Nurdin et al., 2021). The scout movement is a scouting organization that can form responsible attitude and strengthen students in maintaining the noble values of the nation face the challenges of the times. Thus, the scout movement was chosen by SD Negeri Caturtunggal 6 to be used as an extracurricular activity that can instill responsible character education responsible for the various activities contained therein.

METHODS

This research is qualitative research with a descriptive approach. Qualitative research is research used to examine the condition of an object natural ones, (as opposed to experiments) where the researcher is the instrument research (Sugiyono, 2019). Subjects can be called respondents, namely people who respond to something treatment given to him (Moleong, 2018). The technique for selecting research subjects is purposive sampling. Purposive sampling is a data sampling technique using certain considerations, such as the informant who is considered to best understand what is expected. Technique Data collection uses observation, interviews and documentation methods. Examination technique The validity of the data in this research uses technical triangulation and source triangulation. Implementation Responsible Character Education through Scout Extracurriculars for students at SDN Caturtunggal 6 is the focus of this research. The subjects of this research were the school principal, 2 Scout Leaders and 4 students who took part Scout extracurricular. The object studied is the implementation of character education responsibility through Scout extracurriculars. The data collection technique in this research is observation, interviews and documentation. Data collection instruments include observation guidelines, interview guidelines and documentation guidelines. Test the validity of the data using technical triangulation and triangulation source.

RESULTS & DISCUSSION

Responsibility is a state of being obliged to bear everything that has been done or done. Responsibility is a person's attitude and behavior to carry out tasks and obligations, both duties to oneself, society, the environment and duties to God Almighty One. (Amanda & Risminawati, 2017) states "responsibility is to respond in an appropriate way and worthy, responsible for the actions taken".

The Ministry of National Education states "responsibility is an attitude and behavior someone to carry out his duties and obligations as he should do, towards oneself, society, the environment (natural, social and cultural), the country and God Almighty".

Based on This opinion, it can be concluded that responsibility is a state of having the obligation to do everything that should be done with a sincere heart His actions can be held accountable without any coercion from other people.

Scouts have values that can shape good student character. Scout instill values that can instill the values of tolerance, independence, honesty, responsibility and moral values that students need to become individuals of good character. Therefore Scouts used SDN Caturtunggal 6 as an activity to implement Character Education Responsibility.

Responsibility has several indicators in it. Namely carrying out individual tasks well, accepting the risks and actions taken, not blaming or accusing others without accurate proof, return the borrowed item, admit the mistake and apologize, full of promises, does not blame others for his own mistakes and does what he is told without being asked (Zubaedi, 2019).

The responsibility in this case is that students can complete assignments independently both at during scout activities and classroom learning. Scoutmasters don't just provide material to students but also provides coaching, the coaching helps to improve students' proficiency towards scout understanding. This research is supported by behavioral research (Elviana, 2017). Responsibility can be embedded in the students themselves, through getting used to social life by involving students to complete tasks seriously and consciously such as doing tasks carefully, completing tasks on time, and having the ability self management.

Implementation of responsible character education through scout extracurricular activities for participants Education at SDN Caturtunggal 6 is held every Monday at 13.00-14.00. scout activities for Developing responsible character education runs optimally because it is supported by facilities and adequate infrastructure so that the geographical location of SDN Caturtunggal 6 is in the right area so that the distance between the student's house and the nearest school. This extracurricular scouting connection is mandatory related to previous research (Asrivi, 2020) which states that extracurricular activities scouting at SDN Rembul 02 has not been running optimally due to geographical location constraints mountains that make it impossible to carry out outdoor activities, distance from home and school which is too far, approximately 2 kilometers, so that scouting extracurricular activities are rare held.

The principal at SDN Caturtunggal 6 stated that to achieve success in implementing responsible character education through scout extracurriculars, one of which is can create good communication between teachers, teaching staff and parents to make things easier all matters including the implementation of character education and others. The role of the school principal able to involve students' parents in various student activities to create good relationships between the school and the surrounding community.

This research is related to previous research (Ratnawati et al., 2018) which stated the role of the school principal who is able to position the school as part of the surrounding community so that Scout extracurricular activities become a means or bridge to the real community. So you don't just focus on extracurricular activities, but you can also build good relationships with Society.

Scouting is effectively used as a forum for implementing character education responsibility because it is considered exciting and fun by students. In this case the scoutmaster easily teaches students to instill a sense of friendship and tolerance. Tolerance is attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions and attitudes of other people with himself (Pitaloka et al., 2021).

According to (Ulfa et al., 2015) the character of students' responsibilities can be known with indicators of learning responsibility, including: carrying out learning tasks regularly without having to informed, can explain the reasons for the learning he does, does not blame others, is able determine the choice of learning activities from several

alternatives, do the task yourself happily, can make decisions that are different from those of other people in the group, have interests who are strong enough to persevere in studying, can concentrate on studying, and have a sense of responsibility. Responsibility is closely related to school achievement.

The next indicator of responsibility is carrying out your own tasks happily. Students carry out their own tasks happily, meaning students are not forced or burdened and independent without depending on other people (Ulfa et al., 2015). Students who being responsible for carrying out one's own tasks happily can be described as doing tasks without feeling burdened and not dependent on other people (independent) in learning by trying as much as possible.

Strategies and innovations that have been carried out by teachers to support the implementation of education the character of responsibility through scout extracurriculars, namely by getting into the habit of fulfilling obligations in carrying out tasks, returning borrowed items, accepting risks and actions done. The process of successfully implementing responsibility character education through Scout extracurricular activities for students at SDN Caturtunggal 6 certainly cannot be separated from supporting factors. Based on the results of research that has been carried out, supporting factors in the implementation of education The character of responsibility through extracurricular scouting for students at SDN Caturtunggal 6 is as follows:

1. The principal's policy is to build good relationships between teachers, teaching staff and students' parents
2. The geographical location means that the houses are close together and in the right environment making it easier for students to carry out group assignments
3. Supported by the Merdeka curriculum policy
4. Students have great motivation to win at the camp event
5. There is a strategy to implement responsible character education
6. Adequate facilities and infrastructure
7. Good habits in the school environment

This is supported by previous research (Ratnawati et al., 2018) support from student parents and Scout coach who supports the implementation of character education through scout extracurriculars, facilities or tools needed for learning and the role of the school principal involving the community.

Inhibiting factors in implementing responsibility character education through Scouts at SDN Caturtunggal 6 include:

1. Different children's characters
2. Different motivations
3. Unfavorable weather (rain)
4. Scoutmaster if he has activities outside of school

This inhibiting factor is supported by research (Ratnawati et al., 2018) which states Inhibiting factors in implementing character education through scout extracurriculars are weather, for example, when there is an activity, it suddenly rains and the school environment does not support good conditions physical and environmental cleanliness levels.

CONCLUSION

Scouting is effectively used to instill responsible character education because It includes many activities that support the spirit of togetherness and independence, tolerance, good communication and friendship through various activities including camping. In implementing character education, responsibility is carried out through scouts, teachers, heads The school and the students' parents participate to maximize the material provided

by the Scoutmaster. The role of the school principal in establishing good communication with students' parents is very important influence the success of the character education strengthening program. The supporting factor in implementing responsibility character education is location The geography is very suitable so that the house and school are close together. Supporting factors others include adequate facilities and infrastructure, moral and financial support from parents, guardians, students' enthusiasm to get champions and good grades. Inhibiting factors in implementing responsibility character education through scouting is a weather factor that does not support, for example if it suddenly rains then scouting activities carried out in class. Another inhibiting factor is the difference in character and motivation The students themselves are different.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author (s) reported no potential conflicts of interest.

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