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40/2023

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Character Building through Scouts Extracurricular Activities: A Case Study at Private Madrasa Kudus Indonesia

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Abstract. This study describes character building through scout extracurricular activities in MTs. NU Banat Kudus. This research approach is qualitative, to reveal and understand the reality in Madrasah Tsanawiyah NU Banat Kudus. Data collection techniques through interviews, observation, and documentation study. The research findings are the interrelation of scout extracurricular activities by building student character, namely the learning outcomes in the classroom with attitudes and skills that students need to develop to have noble values of characters, including religious, honest, disciplined, democratic, socially caring, caring environment, tolerance, deliberation, help each other, communicative and appreciate diversity.

Keywords. character building, extracurricular, boy scout

Introduction

Education is the deliberate, systematic, and sustained effort to transmit, provoke or acquire knowledge, values, attitudes, skills, or sensibilities as well as any learning that results from the effort (Latham, 2020). Education is the socially organized and regulated process of continuous transference of socially significant experiences from the previous generations to the followings. The main way to receive an education is to take a course of training in the system of educational institutions.” According to this definition, education was the process of transmitting and receiving. Schweitzer in his remarkable work “*Kulturphilosophie*” state that education is the formation of the spiritual culture of personality, that is, the formation of the supremacy of reason over the disposition of men (Metcalf & Moulin-Stožek, 2021).

Education can create quality human resources, have broad views, and progress to achieve the desired goals. Education in the madrasah itself is carried out inside the classroom and outside the classroom, activities that exist outside the classroom are in the form of activities that can develop the personality of students later as a provision for basic abilities to plunge into society. One of the educational activities that can shape the personality of students is extracurricular activities.

Extracurricular activities are another effective way to help students build a sense of being valued as members of their community. Extracurricular activities are carried out outside

of school hours and are listed in the program according to circumstances and needs. Extracurricular activities are enrichment activities and improvement activities related to curricular programs. Extracurricular activities are more directed to the formation of students' personalities through various activities such as scouts, UKS, sports, arts, and the Youth Red Cross. One of the extracurricular activities that can shape student character is scouting activities (Elisa, 2019).

“Education quality” is a rich and contentious term, and how to define and improve education quality may receive contesting answers among students, teachers, schools, regions, and countries. Therefore, the ways to improve education quality may vary accordingly. The quality of education can be viewed either from a national perspective or a local government or school’s perspective. For example, a school may be most concerned about quality in terms of the school’s academic achievement, enrolment, and graduation rates. From a macro perspective, such as the national perspective, the quality of education is more concerned with quantity, structure, equity, teachers, and innovation. This chapter focuses on the latter perspective, which is framed as a “national concept” of education quality (Barrett et al., 2006).

Advances in science and technology, if not matched by strong personality and character maturity, will endanger their survival. The progress and prosperity of industrial society gave rise to new poverty, namely poverty of character and morals. Character functions as a means of controlling and controlling students, so that the human dimension is not tarnished by modernization. One of the causes of the low character of students is the lack of maximum character education in madrasas.

Experts say that the development of character education goes through four steps, namely in the learning process in the classroom, daily activities in the form of cultural development in educational units, both formal and non-formal, curricular and extracurricular activities, and activities at home and in the community. Therefore, if there is no effort to build the character of students, it is feared that there will be prolonged moral decadence, this is where the importance of character building through scout extracurricular activities (Feldman & Matjasko, 2005).

The settings of extracurricular activities serve as a place to act out the developmental tasks of adolescence. Extracurricular activities offer a means to express and explore one's identity, generate social and human capital, and offer a challenging setting outside of academics. Adolescents form their identity by developing skills, discovering preferences, and associating themselves with peers, and neighborhoods (Lang, 2021). The settings of extracurricular activities serve as a place to act out the developmental tasks of adolescence. Extracurricular activities offer a means to express and explore one's identity, generate social and human capital, and offer a challenging setting outside of academics. Adolescents form their identity by developing skills, discovering preferences, and associating themselves with others (Eccles & Barber, 1999; Youniss et al., 2002).

Being a member of a particular group structures what individuals do with their time and the kinds of values and norms to which they are exposed (Eckert, 1989). Participating in extracurricular activities helps adolescents come to understand themselves by observing and interpreting their behavior when they are engaged in these activities (Valentine, Cooper, Bettencourt, & DuBois, 2002). Thus, adolescents' identity and peer groups influence subsequent activity choices, shaping the nature of their developmental pathway. Later in adolescence, they may even select an activity according to its ability to affirm the valued aspects of their identity (Haggard & Williams, 1992).

Extracurriculars carried out in madrasas do not only develop hobbies, talents, and interests, but extracurricular activities are very closely related to improving character education and noble character so that the development of their identity is developed in extracurricular activities (Dahliyana, 2017). Furthermore, Dahliyana (2017) states that one of the extra activities developed in madrasas is scouting activity. In line with the thinking of Budimansyah (2010) that extracurricular activities are intended to further strengthen the formation of students' personalities.

Character education is a term that is increasingly getting recognition from Indonesians today, after experiencing various inequalities and behavior that is not characterized, for example, conflicts occur in society, brawls between students, ethnic groups, and racial issues (Sahlan, 2012).

Williams, et al., (2003: 33) argue that character education is not a new concept in education, but attention to character education increases with increasing criminal activity and deviant behavior of educational learners. Samani (2014) stated that character education is the process of giving guidance to students to become fully character human in the dimension of heart, mind, body, and sense and wish. Character education can be interpreted as value education, moral education, and character education, which have the purpose of developing the ability of students to give good and bad decisions, maintain what is good, and realize that goodness in daily life with a vengeance (Zulfaturrohmanawati, 2017).

The introduction of scouting education to students needs to be done early on, their character is not only formed as an independent figure but also taught to understand and implement good faith in God Almighty, honesty, courage, hard work, and other positive sides such as contained in the Dasa Dharma scouts (Muhaemin, 2019).

Research on scouting activities and character building has been carried out by several researchers, but with different approaches.

Latham (2020) investigated "Concept-Based Education. Student-Focused Learning: Higher Education in an Exponential Digital Era. Maryland". Teaching and learning theories are ever-evolving processes. Characteristics of learners, as well as supporting bodies of knowledge, change over time. To prepare graduates for an ever-increasingly complex and "globally interdependent world," educators must ground their style and pedagogy in "cognitive science, learning theory, and the commonsense reasoning of what works in teaching and learning"

Feldman & Matjasko (2005) made a review on "The role of school-based extracurricular activities in adolescent development" The review indicates that the associations between school-based activity participation and these outcomes are mostly positive but that the picture becomes mixed once moderator variables are included. The authors suggest areas for future research that include using new methods for measuring activities and applying an overarching theoretical framework to investigations of extracurricular activities and adolescent development. Finally, to move toward a causal model of activities and adolescent functioning, future research must consider the mechanisms through which activities exert their influence on development. The authors propose several possible mechanisms of participation in terms of adjustment during adolescence and young adulthood.

Zulfaturrohmanawati (2017) researched the implementation of character education in Dasa Darma of Scouts and Hizbulwathan Boys Scout Laws. The results are (1) aspect of the goal to inculcate the value of positive character, (2) habituation and practice, giving exemplary one, creation of a pleasant milieu of character (3) internalization of positive values inculcated by all the citizens of the school. While the difference is (1) the scout honor code is *dasa darma*, whereas Hizbul Wathan is the boy-scout laws, (2) scouting is universal, while Hizbul Wathan

is national, and (3) scouting fills knowledge, mental stability, and skills, experiences, social, spiritual, and emotional feelings, while Hizbul Wathan on Islam religion and scouting skills.

Ruhama (2016) researched "Integration of the Interconnection of Islamic Religious Education and Scouting Extracurriculars in Forming Student Personalities". The results of the study stated that the integration of the interconnection of Islamic Religious Education subjects with scout extracurriculars was implemented at SMPN 4 Surabaya, namely in the form of mutually supporting all competencies (attitudes, skills, and knowledge), which were designed and bound by the basic competencies and core competencies of each class together through a scientific approach by using Indonesian in shaping the personality of students.

Halimah et al (2020) investigated Character Education in Junior High Schools. Character education is the best preparation to meet students' personalities better in their lives. The results showed that there were fourteen character values found in the behavior of students of SMP Negeri 10 Sampit, namely religious, honest, tolerance, creative, independent, democratic, national spirit, love of the motherland, respect achievement, friendly/communicative, peace-loving, environmental care, social care, and responsibility. The inhibiting factors are the students and inadequate school facilities.

Elisa et al (2019) researched "Instilling Student Character Education Values Through Scout Extracurricular Activities". From the results of the study, it was concluded that the inculcation of student character education values through scout extracurricular activities has included the national character that must be instilled in students. How character education values through scout extracurricular activities are carried out by direct practice (Elisa, 2019). Yuliani et al's (2016) study entitled "Development of character education through the scouting movement" resulted the conclusion that the scouting activity program developed several characteristics of discipline, responsibility, and care for the environment that appeared in several activities. The same research was also carried out by Afandi and Rohmah (2015). The results of the study stated that through scouting students had the provision as prospective teachers through the undergraduate social program educating underdeveloped, outermost, and frontier areas students were able to have psychosocial skills to face various demands and challenges of life.

Research conducted by Gazali et al (2019) concerning inculcating student character values through scout extracurricular activities. Research states that scout extracurricular activities have many benefits for students, namely making students respect each other more, and training mentally and morally. Research by Jatmiko et al (2020) entitled "The Relationship between Scout Extracurricular Participation and Student Discipline Levels". The results showed that the level of Scout extracurricular participation got moderate results, and the results of the student discipline level got moderate results. There is a relationship between Scout extracurricular participation and the level of discipline of students at State Vocational Schools throughout Malang City. The relationship resulting from the variable Scout extracurricular participation with the level of student discipline is in the moderate category.

Looking at the previous research, this research is follow-up research related to character building through scout extracurricular activities, but the fundamental difference lies in the research focus which emphasizes character building through scout extracurricular activities located at Madrasa NU Banat Kudus, so this research has an element of novelty. The research object is part of one of the madrasas in the Kudus area of Indonesia, what distinguishes it from other madrasas is that it specifically manages girls. In addition, in the learning process of implementing strengthening character building for students, one of the activities is scouting.

Literature Review

The term character means having character and character. An individual with good or superior character is someone who tries to do the best for God Almighty, himself, others, the environment, nation and state, and the international world in general by optimizing the potential for self-knowledge and accompanied by awareness, emotions, and feelings. A person's character is determined by genetic factors, food, friends, parents, and goals. In the master design of character education (Sari & Isnaini, 2021; Ministry, 2010) it is explained that character configuration in the context of the totality of psychological and socio-cultural processes can be grouped into heart exercise (spiritual and emotional development), thought exercise (intellectual development), sports and kinesthetic (physical and kinesthetic development), the exercise of taste and intention (affective and creativity development) (Swadayani, 2014).

Majid and Andayani (2011) explain that the character comes from the Latin "character", "*kharassein*", "*kharax*", in English "character" and Indonesian "character", Greek "character" (from *charassein*) which means to make sharp, make deep. In the Poerwadar Minta dictionary, *character* is defined as psychological characteristics, morals, or manners that distinguish one person from another. Furthermore, character contains three main elements, namely knowing the good (knowing the good), loving the good (loving the good), and doing good (doing the good). In this way, it can be understood that character education is closely related to "habits" or habits that are continuously practiced and carried out (Dermawan, 2013).

Character is the characteristic of each individual concerning his identity (heart power) which is the essence of inner/spiritual qualities, ways of thinking, ways of behaving, and ways of working together in the family, society, and the State (Maksudi, 2013). Character is the foundation for the creation of four relationships in humans, namely his relationship with Allah SWT, his relationship with nature, his relationship with fellow human beings, and his relationship with the life of the world and the hereafter. Character is not born because of heredity but through a process of character education (Khamalah, 2017). According to Kesuma (2012), the main purpose of character education is to facilitate the strengthening and development of certain values so that children's behavior is realized, both during the school process and after the school process. This is reinforced by Hermino (2014) that character education has a higher meaning than moral education because it is not only related to the problem of right or wrong, but the planting of good habits in life so that students have awareness, understanding, care and a high commitment to implement them in life. everyday (Sayektiningsih et al., 2017).

Scout Extracurricular Activities and Character Values Extracurricular activities according to Hernawan, et al (2011) have a relationship pattern with school curricular activities. The types of extracurricular activities include; (a) Activities related to Fostering Faith in God Almighty, such as: commemorating religious holidays together, Friday prayers/services, *karawitan*; (b) Fostering the Life of the nation and state, such as: carrying out flag ceremonies every Monday, carrying out devotion social, following scout activities; (c) Discipline and regular life development, such as marching activities through *paskibraka*, carrying out school rules; (d) Development of organizational and leadership skills, such as: participating in OSIS and wall magazine activities; (e) Development of skills and entrepreneurship such as embroidery, batik, weaving, and painting; (f) Promoting healthy living and physical fitness, such as UKS, morning exercise every Friday, futsal, soccer, karate, martial arts, volleyball, and basketball; (g) Fostering appreciation and artistic creation, such as: participating in dance, orchestra, theater, and vocal development (Nafi'ah, 2014).

Some of the scout activities developed in madrasas include exploration, learning, and games. 1) exploration activities, the characters that are instilled in students, namely discipline,

care for the environment, tolerance, and communicativeness; 2) In this activity, always approach yourself to God Almighty, namely praying, the character that is instilled in students is religious; 3) The activities of taking notes, asking questions, and discussing instill character so that students always communicate tolerance, democracy, curiosity, confidence, and creativity; 4) The activity of painting bamboo instills character values in the form of: independence, hard work, creativity, discipline, and responsibility; The activity of bringing bamboo home from school instills character values: discipline and responsibility; 6) Marching activities foster the value of the character trait of discipline; Appointment activities as troop leaders foster democratic character values, discipline, responsibility, and creativity; 8) Pointing finger speed fosters character: discipline, communicative, confident, and creative; 9) The coach's applause develops the character of appreciating achievement; 10) Movement demonstration activities develop self-confidence and communicative character; The sudden offering and giving of games fosters a curious character (Dewi, 2014).

Character education can be carried out in educational institutions, both formal and non-formal. In formal education, character education is carried out through learning activities in class subjects, especially in the subjects of Citizenship Education and Religious Education. In non-formal education, you can go through the Scout Movement organization. The Scout Movement is an organization formed by Scouts to carry out scouting activities. The Scout Movement has 10 pillars that form a complete personality. The 10 pillars are summarized in the Dasa Darma which are the moral provisions for each of its members. Planting character education through the Scout Movement can be in the form of scouting activities at school in the form of extracurricular activities. Scouting extracurriculars has become a mandatory extracurricular that must be carried out by all students in every educational unit. The implementation of scouting activities as an extracurricular must be carried out according to government regulations (Yuliani & Halimah, 2016).

Methods

This study used a qualitative approach which was carried out in an NU-based private madrasa in the city of Kudus, Indonesia. The research subjects were the head of the madrasa, the deputy head of student affairs, teachers, scout coaches, and educational staff in the madrasah environment. Data collection techniques are interviews, observation, and documentation studies. The interview was conducted by asking detailed questions to the head of the madrasa, deputy head of the madrasa for student affairs, teachers, scout coaches, and educational staff within the madrasa. Analysis of the research data used the interactive data analysis technique of the Miles and Huberman model which included four activities, namely data collection, data display, data reduction, and data verification or concluding. The validity of the data in the research was obtained through triangulation and extension of observations so that the data obtained by the researcher is expected to be following the actual phenomenon.

Results and Discussion

Various activities have been attempted to shape the human character who is responsible for living life. Becoming a human being with character is certainly not easy, because it cannot be obtained by shortcuts or through heredity. An outcome to become a human being with character must be obtained through various experiences that have been passed or followed. One of the activities that are expected to form character values is scouting activities. Scouting is one of the many extracurriculars available. There are three terms in this extracurricular, namely scouting, scouting, and scouting. Scouting is a designation for members of the scout

movement, which includes standby scouts, raising scouts, enforcer scouts, and pandora scouts. Other member groups are scout coaches, mainstays, trainers, among *saka*, quarterly staff, and advisory councils. Scouting is the name of the activities of scout members, this is following what was conveyed by Wardani (2020).

The results of interviews and observations indicate that extracurricular activities that lead to the character building of students in madrasas include; Scouting activities are one of the extracurricular activities which are mandatory for all students from class VII and class VIII. Scouting is a continuous coaching process for young people, both as individuals and as members of society, whose ultimate goal is to make them human beings who are independent, caring, responsible, and hold fast to the values and norms of society, nation, and state. Meanwhile, the purpose of the scout movement is to develop and build character, mental, physical, and spiritual, knowledge, experience, and skills and prepare human builders, namely being able to do good deeds in their environment.

To realize these noble values, based on the results of interviews with scout coaches, madrasas carry out scouting as a mandatory activity for students which is carried out once a week. Some of the assignments from the scout coach include marching exercises for ceremonial activities, flag-raising officers, memorizing the text of the Dasa Dharma scouts, Survival or exploring nature, and camping. Understandably, the practice of leading the march in the flag ceremony for scout activities is expected to develop the character of love for the motherland of students in madrasas. The development of the character of loving the homeland through scouting activities is manifested in various activities, such as flag ceremonies, flag raising, singing national songs, national defense training, *paskibraka*, and especially scouting activities.

Scout activities are carried out once a week with high discipline. The flag ceremony activity is held every Monday and is attended by all students and teachers in the madrasah environment, to practice discipline and build the character of loving the motherland. The activity of singing the national anthem is carried out at the time of the ceremony, both at the flag ceremony every Monday and at the commemoration of national holidays. This is carried out with the aim of students having a sense of love for their homeland. State defense training is held during the Student Orientation Period (MOS) specifically for new students. To strengthen the mentality of the younger generation maturely and reliably, discipline, and character. In other words, the purpose of carrying out the flag ceremony and marching exercises, apart from getting used to students so that they always remember the services of heroes in fighting for independence, is also to foster a sense of love for the motherland in students. This is in line with the results of interviews with respondents that there are several skills taught in scout activities, including religious skills, emotional skills, managerial skills, physical skills, and social skills.

The results of the descriptive analysis of student character formation through scout extracurricular activities are supported by previous research by Elisa et al (2019). Instilling student character education values through scout extracurricular activities includes a national character that must be instilled in students. The scout coach explained that there were instilling the following characteristics: religious, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curiosity, national spirit, love of the motherland, appreciating achievement, friendly/communicative, love of peace, love to read, environmental care, social care, responsibility. How the value of character education through scout extracurricular activities is done through direct practice.

It can be said that the research of Elisa et al (2019) supports this research because the form of extracurricular scouting activities strengthens the character of students, especially the character of discipline and the character of love for the country. This is supported by

Indrakusuma's statement (2002) namely the purpose of discipline is to instill or get used to being disciplined both in madrasas and outside madrasas and in the end discipline grows from the heart. In survival training or exploring nature, it is hoped that students will not only be able to master basic scouting skills, but also have character, such as being honest, smart, tough, and caring as a manifestation of the second *Dasa Dharma*, namely love for nature and compassion for fellow human beings.

In the order of the flag ceremony, the national and regional anthems must be sung. In every song lyrics sung can inspire and increase the sense of love for the motherland and the nation. This love must be owned by all students. students must be proud of their homeland, nation, and country. Because this can counteract the rush of culture from abroad. A sense of love for the motherland can be used as a spirit to develop Indonesia. students as the younger generation, become the successors of the nation's development relay in the future. Survival training activities or exploring nature, this debriefing material is given to students in scouting activities. Survival activities are related to instilling a love for the motherland to explain the meaning and significance of Bhineka Tunggal Ika. This activity is expected to instill a spirit of unity and oneness in the scout activity participants. In carrying out survival activities or exploring nature students must unite to complete their tasks together. The next exercise is camping activities, which can be related to love for the motherland, in scouting activities can also be instilled by instilling brotherhood values. Brotherly values are taught to create a sense of the importance of brotherhood and togetherness which will later create values of tolerance and mutual respect among fellow students so that it is formed. union and oneness. In routine training activities, students are taught to be able to carry out ceremonies, in these ceremonial activities students are trained to do marching properly and correctly, trained to become ceremonial commanders, and flag raisers. These training activities can create courage and confidence in students as scout members (Ajirna, 2018).

The coaching and education organized in scouting activities aim to educate Indonesian children and youth so that they become: a) Humans with character, personality, and virtuous character who believe in and fear God Almighty, are mentally strong and have high morals, are highly intelligent and quality skills, as well as a strong and healthy body. b) Citizens of the Republic of Indonesia who have the spirit of Pancasila, are loyal and obedient to the Unitary State of the Republic of Indonesia and are good and useful members of society, who can build themselves independently and are jointly responsible for the development of the nation and state (Wardani, 2020). Among the several functions of national education are developing capabilities and forming dignified national character and civilization in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who believe, fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible.

It has been conceptualized that in scouting activities there are values in the *Dasa Dharma*, namely: Piety to God Almighty; Love for nature and affection to us fellow humans; Polite and chivalrous patriot; Obedient and like to consult; Willing to help and steadfast; Diligent, skillful and joyful; Thrifty, careful and unpretentious; Disciplined, brave and loyal; Responsible and trustworthy; Pure in thought, word, and deed. If you understand deeply the value of character education and *Dasa Dharma* Scouts have relevance. Therefore, scouting activities should strengthen the character-building of students in the madrasah environment. It is expressly stated that the 2013 curriculum makes scouting a mandatory extracurricular, this is because various character values can be internalized based on the implementation of scouting activities.

If students become members of the scout movement and then understand and practice the contents of the Dasa Dharma of scouts daily, then they will later become individuals with strong character, discipline, honesty, respect, and love for the motherland, beneficial to themselves, the nation and the country. Scouting is a vehicle for the formation of the character of students, it is carried out in the open, such as at camps, bonfires, wide games, and others, so that they feel happy and interested in participating. Scouting activities are very beneficial for them, one of which is being able to work with one another, establishing a spirit of cooperation, helping each other, increasing the spirit of courage and self-confidence, practicing as a leader, solidarity, and independence.

Some of the scout activities developed in madrasahs include exploration, learning, and games. 1) exploration activities, the characters that are instilled in students, namely discipline, care for the environment, tolerance, and communicativeness; 2) In this activity, always approach yourself to God Almighty, namely praying, the character that is instilled in students is religious; 3) The activities of taking notes, asking questions, and discussing instill character so that students always communicate tolerance, democracy, curiosity, confidence, and creativity; 4) The activity of painting bamboo instills character values in the form of: independence, hard work, creativity, discipline, and responsibility; The activity of bringing bamboo home from school instills character values: discipline and responsibility; 6) Marching activities foster the value of the character trait of discipline; Appointment activities as troop leaders foster democratic character values, discipline, responsibility, and creativity; 8) Pointing finger speed fosters character: discipline, communicative, confident, and creative; 9) The coach's applause develops the character of appreciating achievement; 10) Movement demonstration activities develop self-confidence and communicative character; The sudden offering and giving of games fosters a curious character..

Scout activities are carried out routinely by students. This is taught to be able to carry out ceremonial activities, during the ceremony students are trained to march in an orderly and correct manner, to be trained as a ceremonial commander, to raise the flag, to read the Pancasila text and the 1945 Constitution, as well as the Dasa Dharma. These activities can create a spirit of courage and self-confidence for students who are active in scout activities. Scout coaches provide interesting and fun games. Therefore, every August 14 madrasah is commemorated as the birthday of the scout movement, a scout day ceremony is always held which is held in the madrasah yard with all gender-based students and *ustadz/ustadzah* (the instructors) participating.

The instilled character values include honesty, responsibility, discipline, hard work, creativity, independence, democracy, national spirit, love for the motherland, and respect for diversity. This has been developed systematically, therefore every Saturday and on National Holidays the madrasah carries out a flag ceremony and commemoration of National holidays. Based on the results of interviews with respondents, among the habituation activities is that the madrasah carries out flag ceremonies every Saturday, at 06.45. Ceremonial attendants alternate between classes. On average, ceremonial officers such as ceremonial commanders, flag raisers, marching team commanders, text readers of Pancasila and the 1945 Constitution, and prayer reading officers are entrusted to students who have been guided in scout activities. Ceremonial activities usually begin with joint exercises guided by the ceremonial coach. Exercise is usually held every Thursday so that students carry out their assignments correctly and are ready.

According to Anas Salahudin and Irwanto Alkrienciehie (2013), there are indeed 18 character education values that must be instilled in students, one of the characteristics that must be possessed by students is love for the motherland, ways of thinking, attitudes, and actions that show loyalty, care, and appreciation high regard to the language, physical, social, cultural,

economic, and political environment of the nation. Following the results of the research, it can be concluded that character building is an effort that is systematically designed and implemented to help students understand the values of human behavior related to God, oneself, fellow human beings, the environment, and nationality which are manifested in thoughts, attitudes, feelings, words, and deeds.

Besides cultivating the character of loving the motherland, character education also fosters nationalism. National insight must be instilled in students to carry out the life of the nation and state. The national spirit of filling independence must not be extinguished. Therefore, through the implementation of flag ceremony exercises, the national spirit must continue to be inflamed among students in the Madrasah environment as the next generation of the nation. The reading of the Pancasila text by the coach and imitated by all ceremony participants are expected to be able to maintain and increase the national spirit.

Based on the interview, there were several ceremonies for national holidays held at madrasas, including: on August 14 the scout day ceremony was held, on August 17 the Republic of Indonesia independence ceremony, October 1 the Pancasila sacred day, October 22 the national *santri* day ceremony, date October 28 is the Youth Pledge Day ceremony, November 10 is the Heroes' Day commemoration ceremony, April 21st is the Kartini Day commemoration ceremony, and May 2 is the HARDIKNAS commemoration ceremony, and the end of the ceremony is always closed with a prayer led by the participants. students (Interview, April 7, 2021, at 11.45 WIB).

The character values of students can be built and strengthened through ceremonies commemorating national and Islamic holidays, including the following characteristics: 1) religious, that is, by feeling grateful for God's gift in the form of independence that the Indonesian nation has obtained and following the prayer at the end of the ceremony; 2) nationalism, that is, participating in the ceremony will add to the feeling of love for the homeland and appreciation for the services of heroes; 3) self-sufficiency, namely by preparing oneself as well as possible so that one can attend the ceremony properly and on time because the momentum cannot be repeated; and 4) *gotong royong* is the value of cooperation, namely collaboration between teachers and students so that their assignments can be carried out properly and responsibly (<https://radarsemarang.jawapos.com/> accessed on August 7, 2022).

The results of the descriptive analysis of student character formation through scout extracurricular activities are supported by previous research conducted by Rita Endah Saraswati (2017) which explains that students who actively participate in scout activities have many benefits such as: making new friends, feeling confident, honing responsibility, as well as emerging creative ideas and training children's mental resilience. This self-confidence and responsibility are carried out in the form of a sense of cooperation and mutual assistance.

The above activities, apart from instilling religious, nationalism, independence, and cooperation characters, also instilled the character of love for the motherland and a sense of patriotism. As Rosada (2009) that character can be developed through the stages of knowledge (knowing), acting (acting), and habit (habit). Character is not only limited to the element of knowledge, but it needs treatment and habits to act. Someone who knows goodness may not be able to act according to the knowledge he has if he does not practice doing those good things (Lickona, 1992).

This is also in line with previous research conducted by Rini Yuliani, Momoh Halimah, and Reni Bakhraeni (2016) stating that coaches plan scouting activity programs by developing several characters. More than half of the activity programs develop the character of discipline. In carrying out scouting activities, the character of discipline and responsibility appears in 7

activities or less than half. The results of the development of character education through scouting activities show that the dominant environmental caring character appears in more than half of the number of students. More than half of the students enjoy participating in scouting activities, and state that scouting activities need to be carried out at school. Based on this research, scouting activities can be an alternative to developing character education.

Efforts to form the character of students through these activities include other habits such as discipline, national spirit, caring for the environment, tolerance, communication, exemplary examples, giving assignments, giving lectures or advice, and imposing sanctions if students (scouting members) make a mistake. Habituation activities are carried out by holding routine exercises. In routine training activities, students (Scout members) are taught to be able to carry out ceremonies, in these ceremonial activities students are trained to do marching lines correctly, trained to become ceremonial commanders, and flag raisers. These training activities can create courage and self-confidence in students (Scouting members). In routine training activities, scout coaches strive to build character through various interesting and fun games. provide exemplary examples to students, by exemplifying good examples, and students are expected to be able to emulate and practice in everyday life (Ajirna, Nasir Yusuf, 2018).

The assignment given by the Scoutmaster to all students is related to character education on how to lead the ceremonial line, raise the flag during the ceremony, and memorize the Dasa Dharma Scouts. Besides planting character in students, it is also related to imposing sanctions. Every scout activity that takes place cannot be separated from the existence of sanctions or consequences given by the Scoutmaster. Sanctions for violations committed by students, such as late arrivals, incomplete scout uniform attributes, untidy clothing, and speaking when given advice. Sanctions are given to students, namely getting a direct warning from the coach and if they repeat the mistake, they are told to clean up the school environment. Giving strict sanctions makes students aware of each other's mistakes so that they can improve their attitudes and behavior and want to practice the Dasa Dharma of Scouts in the madrasa environment and everyday life (Ajirna, 2018).

Conclusion

The habituation process developed by Madrasah Tsanawiyah in extracurricular activities is that it requires students to take part in scout activities. every extracurricular activity carries the character values of students. As for strengthening the character instilled in scout extracurricular activities for students in the madrasah domain, including religious character, honesty, responsibility, discipline, hard work, creativity, independence, democracy, national spirit, love for the motherland, care for the environment, tolerance, deliberation, cooperation, and respect for diversity.

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