

Strengthening Character Education Through Scouts and Rebano Extracurricular Activities

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Abstract: This study aims to describe the planning, implementation, monitoring, and evaluation processes, as well as the supporting and inhibiting factors in strengthening character education through the Scout and Rebana extracurricular activities at SDN 1 Banyuasin III. The study employed a qualitative approach with a case study method. Data were obtained through in-depth interviews, participant observation, and document analysis, which were then analyzed using the Miles and Huberman interactive model, which includes data reduction, data presentation, and conclusion drawing. The results indicate that character education strengthening has been systematically integrated into both extracurricular activities. In the Scout activities, the characters of discipline, responsibility, and cooperation are the primary focus, while in Rebana, the values of religiosity, tolerance, and solidarity are emphasized. Activity planning is carried out through coordination meetings with the instructor and school officials, activities are implemented according to a pre-agreed routine schedule, and supervision is carried out directly by the instructor. Evaluations are conducted periodically to assess the achievement of character goals. Supporting factors include full support from the principal, the availability of competent instructors, and student enthusiasm. Inhibiting factors include limited infrastructure and scheduling conflicts with other activities. This study concludes that the extracurricular activities of Scouting and Rebana play a strategic role in shaping student character aligned with the Pancasila Student Profile. The implications of this research are the need to optimize facilities, increase the capacity of instructors, and foster synergy between schools, parents, and the community to strengthen the implementation of character education in elementary schools.

Keywords: Character Education, Elementary School, Extracurricular Activities

A. Introduction

Education not only focuses on academic aspects but also encompasses various other dimensions. One of the main elements in education is character formation (Khaidir & Suud, 2020). Character here refers to a person's overall personality, which is categorized as noble. Students who possess superior character are one of the primary

goals of the educational process. Character itself can be defined as traits, behaviors, and personality formed through the internalization of virtuous values (Rijal et al., 2023). These values form the basis for thinking, behaving, and acting in daily life. From this perspective, it can be concluded that character is a balanced combination of intellectual and emotional intelligence. Intellectual intelligence alone is insufficient without good emotional management. Therefore, the government has implemented various policies and strategies to build student character, ranging from character education and integrating character values into learning to developing a curriculum that accommodates student character development (Hanafiah et al., 2024). Character education emphasizes the application of virtuous values in daily behavior, so individuals who are dishonest, cruel, or engage in other immoral acts are considered to lack good character (Mappaenre et al., 2023; Yuan et al., 2023).

Conversely, individuals who behave according to moral norms are referred to as individuals with noble character (Nasrul et al., 2020). In education, teachers play a crucial role in developing character values in students so they grow into individuals with noble personalities (Arifudin & Raza Ali, 2022; Komariah & Nihayah, 2023). If character education is implemented optimally, the goal of national education, namely to educate the nation, can be achieved optimally because it touches the cognitive, affective, and psychomotor domains of students. Therefore, educators need to encourage their students to behave well, both at school and in the community. The progress of a nation depends on human resources with strong character, both individually and socially (Chasanah et al., 2020). Therefore, character development is a priority to realize a great, advanced, and dignified nation. In this regard, educational institutions play a key role in shaping the character of the younger generation. However, the current reality shows that our nation faces a serious threat in the form of a moral crisis and a degradation of character values (AB. Musyafa Fathoni et al., 2024). This phenomenon is evident in the increasing number of crimes in various forms that continue to develop in various aspects of life.

In the government sector, a report from the Corruption Eradication Commission (KPK) noted that in 2023, the rate of corruption increased compared to previous years. Bribery cases dominated with 791 cases, while money laundering cases reached 242. This situation indicates that the character crisis is not only occurring in the general public but also among individuals with higher education and strategic positions. In addition to government, crime is also increasingly prevalent in the public sphere. Technological advances, while having significant benefits, also have negative impacts if not properly managed (Brous et al., 2020; Choi et al., 2022). One negative impact is the rise in cybercrime. A character crisis is also occurring in education, for example, with teachers manipulating grades, a burgeoning culture of cheating, and a lack of discipline in the use of study time (Eshet, 2024; Martin et al., 2020). This phenomenon reflects a decline in morality among both students and educators. This situation is deeply concerning because it shows that education has not fully provided space for the development of honest behavior and the improvement of morality. Several

indications suggest that moral decline in various sectors, such as corruption and abuse of authority, is a result of the education system's weakness in carrying out its function as an institution for shaping the nation's character.

Furthermore, various social problems such as juvenile delinquency, student brawls, drug abuse, and low honesty values still frequently occur in Indonesia (Suryana & Muhtar, 2022). This phenomenon indicates a weak character among the younger generation. Recognizing this threat, the Indonesian government is striving to strengthen the character of the nation's children from an early age by introducing the Pancasila Student Profile in accordance with the vision and mission of the Ministry of Education and Culture, as stipulated in Minister of Education and Culture Regulation Number 22 of 2020 concerning the Ministry of Education and Culture's Strategic Plan for 2020-2024. At the elementary school level, character education plays a crucial role because childhood is a critical period in personality formation. Character education in elementary schools aims to instill good habits in daily life so that students have an awareness, understanding, and concern for implementing virtuous values (B. Aprilia et al., 2021). Character education in elementary schools is generally implemented through civic education. Istiningsih & Dharma (2021) suggest that civic education is not limited to classroom learning but encompasses all school activities, including extracurricular activities.

Extracurricular activities can be an effective means of strengthening students' character (Kartikasari et al., 2023). In the context of civic education, extracurricular activities aim to help students develop an interest in learning and instill a sense of responsibility as members of society. Research conducted by Nufa & Istichomahwati (2025) shows that students who participate in extracurricular activities tend to develop positive character traits, particularly in terms of discipline and responsibility. Another study by Aqodiah et al. (2023) found that Scouting extracurricular activities contribute positively to shaping students' character. These findings are supported by research by Susanti & Rahmawati (2021), which concluded that Scouting activities are effective in developing discipline, responsibility, and a collaborative attitude.

In addition to Scouting, the Rebana extracurricular activity has also been shown to have a positive impact on strengthening students' character (Anggyana & Komalasari, 2023). Fitriani & Mahfud (2020) revealed that the character traits developed through Rebana activities include discipline and responsibility. These findings are supported by research by Huda et al. (2024), who stated that strict rules in the Rebana extracurricular activity help foster discipline and responsibility in students. Based on these research findings, extracurricular activities are a strategy that can be used to strengthen character education. One school implementing this concept is SDN 1 Banyuasin III. The urgency of character strengthening in this school is based on indications of moral decline that are beginning to appear among students. Some students exhibit impolite behavior, disobey rules, and lack discipline. Family factors also play a role, especially for students who lack guidance at home due to busy

parents. Seeing this problem, the school believes that character education must be strengthened, one way being through extracurricular activities. Scouting and Rebana were chosen as character-building tools because they create an interactive and enjoyable learning environment and provide students with the space to develop their competencies. The success of this program depends heavily on the participation of all parties, including teachers, principals, and extracurricular activities. Therefore, this study aims to further explore the strengthening of character education through extracurricular activities.

B. Methods

This study uses a descriptive method with a qualitative approach to analyze the strengthening of character education through the Scout and Rebana extracurricular activities. A qualitative approach is applied to gain a deeper understanding of the phenomenon under study from the perspectives of the individuals involved (Sugiyono, 2021). This method focuses more on the meaning of a phenomenon, so qualitative descriptive research is very suitable to explore the process of strengthening character in extracurricular activities at SDN 1 Banyuasin III. This study involved several participants, namely teachers, Scout leaders, Rebana leaders, and students of SDN 1 Banyuasin III. The selection of participants was based on their involvement in implementing extracurricular activities related to character strengthening. This study was conducted at SDN 1 Banyuasin III, Banyuasin III District, Banyuasin Regency, South Sumatra Province. This school was chosen because it is currently striving to strengthen character education through extracurricular activities, making it relevant to the focus of this study. The main focus of this study is to examine character strengthening through extracurricular activities at SDN 1 Banyuasin III. Data collection techniques used were interviews, observation, documentation, and literature review. Data analysis was conducted in several stages, starting with data collection through in-depth interviews with key informants. The data obtained was carefully recorded, then reduced to filter the information most relevant to the research objectives. This reduction process involved selecting essential information and eliminating less relevant elements. After data reduction, the next stage was presenting the information in narrative form, tables, graphs, or other visualizations to facilitate interpretation. The final step was drawing conclusions and interpreting the analyzed results to answer the research questions.

C. Results and Discussion

The results of the study indicate that character education is closely related to school management. Therefore, in implementing character education through extracurricular activities, schools manage the values that need to be instilled, develop activity programs, determine learning methods, conduct assessments, and manage human resources such as mentors, trainers, and other components. The success of character education is highly dependent on management that involves planning,

implementation, and evaluation. In an effort to strengthen character education through the Scout and Rebana extracurricular activities at SDN 1 Banyuasin III, planning is carried out in a structured manner by establishing detailed steps so that program objectives are achieved effectively. In the initial stage of Scout extracurricular planning, an annual program is prepared that covers four main areas, namely student activities and training, joint activities in the front group, adult education (POD), and facilities and administration. Activities in the student training area include achieving Special Competency Requirements (SKK) such as SKK religion, patriotism, arts and culture, health, dexterity, and technical development skills, as well as social, mutual cooperation, community involvement, world peace, and the environment.

At the Siaga level, activities include leadership training, camping, and Siaga Bazaar games. Meanwhile, at the Scout level, activities include squad leader rehearsals, Saturday-Sunday camping (Persami), long-distance camping, level I competitions, social service, participation in various competitions, and refreshments. Other Scout programs include joint activities within the scout group, such as the celebration of the scout group's anniversary, commemoration of religious and national holidays, and social service. Character values developed through this program include discipline, honesty, awareness, kinship, religiosity, and responsibility. To improve the competence of instructors, a special training program is developed, while for administrative and infrastructure aspects, there is management of instructor handbooks, Siaga and Scout equipment, scout group service studios, and organizational administration such as scout group names, letter stamps, and membership cards.

Research shows that Scout extracurricular planning is carried out systematically and covers various aspects, from student training programs and joint training to improving instructor competence and managing administrative facilities. This is in line with the opinion of Aprilia et al. (2023), which states that planning is a systematic process of making decisions regarding actions to be taken in the future. The Scout program aims to instill character values based on the Scout code of honor, namely Trisatya and Dasa Dharma. Similar to the Scout extracurricular, the Rebana extracurricular planning is also arranged in the form of a detailed annual program, including weekly, monthly, and annual work programs, along with their objectives and implementation. In this planning, the main characters strengthened are religiosity, discipline, and responsibility. To ensure the success of this character formation, the school also establishes regulations that must be obeyed by students to create order in activities. Character education through Scouting extracurricular activities is implemented in accordance with the established annual work program. Character building is integrated into all Scouting activities, including those related to discipline, honesty, and responsibility.

Some activities are specifically designed to foster specific character traits, such as solidarity strengthened through camping and community service, religiosity through

communal prayer and commemoration of important holidays, and creativity developed through rope-making skills, handicrafts, obstacle courses, art, and culture. Overall, students are stimulated to internalize the established character through various activities. In this regard, instructors play a crucial role as role models, as students tend to imitate the attitudes and behavior of their instructors. Meanwhile, character education through the Rebana extracurricular activity is implemented with strict rules, both in terms of time and attitude, to instill discipline in students. Responsibility is fostered by giving students roles in playing and maintaining musical instruments. While the primary focus is on discipline and responsibility, patriotism is also found to develop through these activities. Students experience their participation in Rebana as a contribution to the nation, thereby fostering a spirit of patriotism. The successful implementation of character education through the Scouting and Rebana extracurricular activities depends not only on the competence of the instructors and trainers but also requires support from various parties, including schools, teachers, students, and parents. Research shows that all parties actively participate in supporting this program. Schools provide adequate facilities and infrastructure, teachers grant students exemptions from extracurricular activities, and parents provide both moral and material support.

In terms of evaluation, schools regularly assess students' character development through extracurricular activities. The success of character education is characterized by the development of positive character traits in students in accordance with the school's vision, mission, and values. Indicators of success can be seen in students' daily behavior, which reflects attitudes of faith, piety, noble character, mutual cooperation, and independence. Several factors support and hinder the success of character education through extracurricular activities. Supporting factors include the availability of facilities and infrastructure, high student motivation, and support from various parties. However, obstacles remain, such as difficult scheduling, limited human resources, and minimal funding. To overcome these obstacles, schools seek solutions by seeking additional funding sources, strengthening collaboration between teachers and extracurricular instructors, and considering additional Scout and Rebana instructors. Facilities and infrastructure play a crucial role in supporting the implementation of extracurricular activities. The availability of adequate facilities will ensure optimal implementation of activities.

In addition, educational financing is also a crucial factor, as efficient fund management will determine the sustainability of the program. Allocated funds must be used appropriately and based on priorities. Administratively, sound scheduling will ensure that extracurricular activities are balanced with intracurricular activities. The activity schedule is structured to avoid disrupting students' primary learning process. Based on interviews and observations, the supporting and inhibiting factors for the Scout and Rebana extracurricular activities at SDN 1 Banyuasin III are similar. Support from various parties, the availability of facilities, and student enthusiasm are the main factors that facilitate the activities. However, challenges include scheduling

difficulties, limited instructors, and financial constraints. To overcome these obstacles, the school has developed strategies such as seeking sponsors, increasing collaboration between teachers and instructors, and considering additional instructors to ensure optimal program sustainability.

D. Conclusion

Based on the research results and analysis, it can be concluded that this study successfully answered the research questions in accordance with the stated objectives. The conclusions reached cover several aspects, as follows:

1. Planning for Strengthening Character Education

Planning for strengthening character education through the Scouting extracurricular activity is structured as an annual program encompassing various activities aimed at instilling core character traits, namely faith and devotion to God Almighty, noble morals, global diversity, mutual cooperation, independence, creativity, and critical thinking. Furthermore, this program also encompasses improving trainer competency and managing facilities and administration. For the Rebana extracurricular activity, planning is more detailed with annual, monthly, and weekly programs. Regulations are also established to strengthen student character. Human resources serving as trainers or coaches must meet certain criteria, such as having a minimum of five years of experience in extracurricular activities and having demonstrated achievements. Technically, trainers are also expected to understand student characteristics, understand the objectives of character education, and have reflective skills in motivating, and be patient and disciplined. Budget planning is carried out in the School Activity Budget Plan (RAKS).

2. Implementation of Strengthening Character Education

The implementation of strengthening character education in Scouting extracurricular activities is carried out by integrating character values into all Scouting activities. However, there are several specific activities designed to strengthen specific character traits. Research shows that Scouting activities are able to foster the character profile of Pancasila students, such as faith and piety, global diversity, mutual cooperation, independence, creativity, and critical thinking. Meanwhile, in the Rebana extracurricular activity, character strengthening is carried out through the implementation of strict rules and role models, aimed at enhancing religious values in students. They are trained to be responsible in using and maintaining their musical instruments. Furthermore, creative character is also developed in students. The success of character strengthening through Scouting and Rebana extracurricular activities is inseparable from the role models set by leaders and the support of various parties, including schools, teachers, students, and parents. All parties play an active role in providing support according to their capacity.

3. Evaluation of Strengthening Character Education

Evaluation of strengthening character education in the Scouting and Rebana extracurricular activities is conducted periodically and comprehensively by assessing students' character development. Indicators of success include the extent to which prioritized character traits have been instilled in students, as evidenced by their attitudes in daily life. The results of the study indicate that the majority of students at SDN 1 Banyuasin III have demonstrated the characteristics of faith and piety, noble character, global diversity, mutual cooperation, independence, creativity, and critical thinking. This demonstrates that strengthening character education through extracurricular activities has been effective.

4. Supporting and Inhibiting Factors

The success of strengthening character education in the Scouting and Rebana extracurricular activities is influenced by supporting and inhibiting factors. Supporting factors include support from the school, teachers, and parents, as well as student motivation and the competence of the instructors or trainers. The availability of adequate facilities and infrastructure is also a crucial factor in the smooth running of these activities. However, several obstacles remain, such as limited time, human resources, and funding. However, overall, strengthening character education through extracurricular activities at SDN 1 Banyuasin III has been carried out in accordance with the principles of character education management.

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