

The Impact of Scout Extracurricular Activities on the Development of Student Character in Class VIII of SMPN 126 Jakarta

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Abstract

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The objective of this research is to determine the impact of scout extracurricular activities on the character development of eighth-grade students at SMPN 126 Jakarta. The utilized research methodology is quantitative research. The sampling methodology employed a questionnaire consisting of 51 statements. The sample for this study consisted of 18 Class VIII students from SMPN 126 Jakarta who participated in scout extracurricular activities. This research is classified as population research because the entire population was used as the sample. The sample consisted of 18 students from class VIII core scout. The findings of this study indicate that scout extracurricular activities (X) have a significant impact on the development of character (Y). This is substantiated by the outcomes of data analysis conducted using SPSS. Given that the t-table value at the 5% significance level is 2.120 and the calculated t-value is 2.157, it can be observed that the calculated t-value exceeds the t-table value, specifically $2.157 > 2.120$. Thus, it can be inferred that this study demonstrates a correlation between scout extracurricular activities and the development of character in eighth-grade students at SMPN 126 Jakarta.

Keywords: scout extracurricular activities, character building

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INTRODUCTION

Character is an intrinsic quality that is deeply ingrained in one's heart, serving as a distinguishing mark. It pertains to the moral values and principles that guide one's actions in everyday life (Harahap, 2021). Each individual possesses unique characteristics that are developed and shaped from birth. An individual's character can be shaped by their family environment or by the broader public environment. Where should an individual stay? Good character is synonymous with positive behavior, while bad character is synonymous with negative behavior. Characters have their origins in Latin, specifically referring to meaningful symbols that represent qualities, traits, thoughts, and individuality.

Character refers to the way in which humans demonstrate their values and beliefs towards God, themselves, other individuals, the environment, and their nationality. This is reflected in their thoughts, attitudes, feelings, words, and actions, which are influenced by religious norms, laws, manners, culture, and customs. Character is not just a momentary symptom, but rather a consistent manifestation of inner and spiritual goodness. Character classification This is referred to as moral character or moral identity.

Consequently, the cultivation of student character primarily focuses on fostering values and is grounded in virtue, thereby shaping the student's personality into a commendable character. The utilization of materials to cultivate desirable character traits in students, such as empathy and a sense of responsibility, serves as a fundamental prerequisite for effectively fostering national character.

The development of student character can be achieved through engaging in active learning activities. Students, as active participants, must actively engage in the development of character values in order to internalize and embody them effectively. Subsequently, utilize the knowledge and skills that students have acquired and currently possess as the foundation for all actions and behaviors.

Developing student character necessitates an instructional approach that integrates students with their social environment, community culture, and national culture. Character development serves the purpose of cultivating cultural values and accomplishments by instilling national cultural values that are relevant to present and future life. It also fosters the growth of new accomplishments that shape students' evolving characters. Hence, the cultivation of student character is the central aspect of a developmental process.

Presently, there is a prevailing character crisis affecting the younger generation. This phenomenon is marked by the numerous behaviors exhibited by teenagers that go against the established social norms of society. One of the contributing factors is the breakdown of the socialization process, which can be attributed to the transition of socialization agents for teenagers from the family setting to social groups (Kurniawan & Sudrajat, 2020). There are several indications of moral decline among students that are frequently observed. These include students displaying a lack of focus during teacher explanations, some students consistently disregarding the teacher's instructions, students engaging in playful behavior with their peers, and occasionally mocking their friends. This implies that your diligent approach to acquiring knowledge is diminished, along with a decrease in reverence for educators and a decrease in patience towards companions (Yusdinar & Manik, 2023).

Good manners are a crucial attribute that students must possess. The decline in students' good manners can be attributed to the influence of a hedonistic and selfish lifestyle that is easily accessible through exposure to people from different parts of the world. This lifestyle is considered to be a significant factor in shaping an individual's character. Undoubtedly, this exerts a detrimental influence on the cultivation of the national character within this country (Pustikasari, 2020). An essential attribute that every student must possess is a sense of courtesy towards others. These behaviors can be categorized as the five S culture, which includes smiling, greeting, saying hello, and being polite and courteous.

Discipline is a crucial character value that requires cultivation. The virtue of discipline is crucial for humans to possess in order to foster the development of other positive character traits. The significance of enhancing the integrity of disciplinary character is rooted in the fact that there is currently a substantial amount of deviant behavior that goes against disciplinary norms (Wuryandani et al., 2014). Instances of undisciplined conduct encompass failure to adhere to the school's dress code by not wearing a complete uniform, arriving late to school, and disregarding the clearly marked signs prohibiting stepping on plants. Engaging in graffiti on school premises, indiscriminately discarding waste, failing to meet assignment deadlines, regularly absenting oneself from school, disregarding uniform regulations, neglecting to adhere to the school's grooming standards, and displaying tattoos in violation of school policies, among other infractions. The presence of unruly conduct in the school indicates a significant issue regarding the cultivation of discipline and character education (Wuryandani et al., 2014). The manifestation of unruly conduct indicates that the instruction and education pertaining to character development that students receive at school does not exert a beneficial influence on alterations in students' day-to-day conduct. Essentially, students are aware that their behavior is incorrect, yet they lack the capacity to acclimate themselves to refraining from this erroneous conduct.

There are numerous additional negative characters that hinder the process of character development. To address the challenges in developing students' character, it is essential to enhance educational endeavors, including extracurricular activities. Extracurricular activities provide students with opportunities to develop and refine their talents and abilities, encompassing a wide range of areas such as physical, intellectual, emotional, and social skills. The targets in scouting education possess a distinctive attribute, as they are utilized to enhance character, a quality that is not commonly found in other extracurricular educational activities. The source of this information is Juwantara (2019).

Scouting is primarily an educational process that offers enjoyable extracurricular activities for young children. It is conducted outside the school and family environment, following a system of values based on Satya and Dharma Pramuka, and aims to provide specific educational principles and methods to its members. The citation (Ningrum et al., 2020) is provided.

The formation of character in extracurricular activities such as scouting involves the cultivation of values such as religiosity, tolerance, creativity, independence, diligence, honesty, democracy, discipline, patriotism, knowledge-seeking, national pride, peace-loving, friendliness, effective communication, a love for reading, respect for achievements, and a sense of responsibility towards the environment and society. Principles or beliefs that guide one's behavior and decision-making. This can be achieved through the implementation of diverse educational systems that are suitable for scouting, incorporating the fundamental principles of scouting (PDK) and scouting methods (MK). Law no. 12 of 2010, specifically Article 4, elucidates the purpose of the scout movement. In order for every scout to possess a character marked by faith, piety, noble morals, soulful patriotism, obedience to the law, discipline, and a commitment to upholding the sublime values of our nation, as well as proficiency in life as a member of our nation in maintaining and building the Republic of Indonesia, implementing Pancasila, and conserving the environment.

Scouts offer a diverse range of enjoyable and captivating extracurricular activities aimed at developing the character of each student. Scouting extracurricular refers to an educational process that takes place outside of school and the family. It involves engaging in activities that are interesting, interactive, enjoyable, beneficial to one's health, focused, practical, and well-organized. These activities are conducted in outdoor settings. The expectation is that students will develop exemplary character by adhering to the Basic Principles of Scouting (PDK) and Scouting Methods (MK), with the ultimate objective of molding their character.

Scouting, as an extracurricular activity in schools, is highly pertinent to the development of national character, as evidenced by the alignment of its values with those of Dasa Dharma. Therefore, it is highly suitable to utilize scouting as a means to foster character education. The author's research focuses on investigating the impact of scout extracurricular activities on the development of character in Class VIII students at SMPN 126 Jakarta.

METHODS

This study employs a quantitative methodology with an associative approach. The study focused on the population of eighth-grade students at SMPN 126 Jakarta. The method employed for collecting samples is a saturated sampling technique. The research sample consisted of 18 active participants in scout extracurricular activities from class VIII

students at SMPN 126 Jakarta. Data processing is performed using SPSS version 22. Below is the table containing the research instrument:

Table 1. Research Instrument

Variable	Indicator	Source
Scouting Extracurricular Activities	1. Have a faithful and devout personality	(Hasdiana, 2018)
	2. Patriotic Spirit	
	3. Law Abiding	
	4. Discipline	
	5. Be a good and useful member of society	
Character building	1. Religious	(Yunianto et al., 2020) ,
	2. Honest	
	3. Polite	
	4. Self-confident	
	5. Responsibility	
	6. Care	

Prior to distributing the questionnaire to participants, a preliminary test was conducted on individuals who were not part of the research study in order to assess the appropriateness of the questionnaire. Subsequently, the questionnaire underwent rigorous testing to assess its validity and reliability. Once the questionnaire has been determined to be both valid and reliable, it is then distributed to the respondents.

RESULTS & DISCUSSION

Result

The analysis yielded the results of a simple regression test, with the equation $Y = 14,115 + 0.449$ correlation, indicating that the variable "Activity Extracurricular Scout" contributes 22.5% to the formation of characters. The remaining 77.5% is influenced by other factors not considered in this study. Based on the results of the t-test, it is evident that the calculated t-value (2.157) is greater than the critical t-value (2.120). Therefore, we can conclude that there is a significant relationship between the variable "Activity Extracurricular Scout" (X) and the formation of character in students (Y).

Discussion

Academic pursuit this has a resemblance to a researcher. Prior pertinent research was undertaken by Aruman (2016). The title of this thesis is "The Influence of School Environment and Scouting Education on Discipline and its Impact on Character Formation". Scouting activities are considered as one of the extracurricular activities that help in developing discipline and attitude among students, alongside many other available options. For instance, during an exercise routine, there is always an activity ceremony held before and after. Engaging in a ceremony during each practice session will instill discipline in students. Engaging in practice activities can help students become accustomed to participating in ceremonies, resulting in a more organized Flag Day ceremony on Monday.

This study shares similarities with Yusdinar and Manik's (2023) research titled "The Influence of Scout Extracurricular Activities on Student Character Development." The education provided by scouting plays a crucial role in influencing the development of a nation's character. Scouting activities facilitate the cultivation of attitudes, values, and skills that are crucial for fostering a responsible, disciplined, hardworking, and patriotic generation.

One of the main problems among teenagers in this era is the lack of positive character traits. Many teenagers struggle with being polite, disciplined, honest, responsible,

and more. Considerable effort is being made to address the issue of character formation among students at present. Engaging in extracurricular activities is an essential component of education that promotes personal growth and development. Extracurricular activities serve as a platform for students to develop and enhance their various talents and abilities, including physical, intellectual, emotional, and social skills.

This matter, as described by Ningrum (2020), pertains to the objective of activity scouting, which includes the development of a personality characterized by faith, piety, noble morals, patriotic spirit, obedience to the law, discipline, and the upholding of high values for the nation. It also aims to foster the capability for both physical and spiritual well-being, ultimately shaping individuals into conscientious citizens. Pancasila is a principle that emphasizes loyalty and obedience to the Unitary State Republic of Indonesia. It also promotes the idea of being a good and useful member of society, capable of self-development and taking responsibility for the nation's development. Additionally, Pancasila encourages concern for the well-being of others and the environment.

Several characters have been effectively developed through participation in extracurricular scouting activities, such as demonstrating a respectful attitude and employing polite language when communicating with the coach. This exercise will help students develop good manners both at home and at school. It is important to ensure that the scout's uniform is always in a neat condition and that they follow the rules during scout activities. This will help instill discipline in students, both at home and at school.

This aligns with the findings of Pustikasari (2020). Good manners are a crucial attribute that students must possess. The decline in students' good manners can be attributed to the influence of a factor that allows easy access to the behavior of individuals in other parts of the world, who tend to prioritize pleasure and self-interest. This lifestyle is believed to have a detrimental effect on the development of the national character in this country.

CONCLUSION

Based on the research findings, it can be inferred that the readiness to learn does not have an impact on the academic performance of students in craft and entrepreneurship subjects in class X at SMA Putra Bangsa Depok. This lack of effect can be attributed to the suboptimal quality of the research data. Hence, numerous recommendations are provided for forthcoming investigations. Firstly, when using the same variable, it is advisable to employ a different identifier. Furthermore, it is crucial to carefully consider the circumstances and variables affecting students while gathering research data. Furthermore, it is advisable to augment the research sample in order to obtain more optimal outcomes. Ultimately, the findings of this study can serve as a foundation for future research or as a point of comparison or validation for related research outcomes.

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