

DEVELOPING A MODULE OF COACHING THE CHARACTER DISCIPLINE THROUGH SCOUT EXTRACURRICULAR

Messi, Muhammad Kristiawan, Yasir Arafat
Universitas PGRI Palembang
messiyuliyu@gmail.com

Abstract

This research starts from the results of a preliminary study that children unable to control himself well because at their age control of emotions is very labile. The objective of the research is to develop a module of coaching character discipline of students through Scouts' extracurricular which valid, practical, and effective. The methods used in this research is the Research and Development with the ADDIE model. The subject in this study is SMK Negeri 3 Palembang. The data were collected by interview, observation, documentation and tests. The results showed that students could apply the character discipline through extracurricular Scouts, the conclusion that in this module was successfully developed and declared valid, practical and effective.

Keywords: Modules; Character Disciplines; Scout Extracurricular

I. INTRODUCTION

Character attached to each individual, which reflects on the pattern of behavior in everyday life, A person's character is influenced by environmental factors and innate factors. Character education is a necessity in the face of various challenges, high number of cases of juvenile delinquency especially students in school. Character education aims to develop a person's ability to provide good and bad decisions that are manifested in everyday life (Komalasari, 2017) because character education is a habit / habit, then the formation of a person's character requires community of character. The role of the school as a community of character in character education is very important, therefore schools develop character education process through learning process, habituation, extracurricular activities, and cooperate with family and society in its development (Komalasari, 2017)

Soft skill development of learners is not only done in the classroom that has been clearly structured through the curriculum but also performed outside the curriculum structure or often called extracurricular activities. Ideal schooling, conveying character values or positively influencing learners who later reflect in habits and then become disciplined. According to Wibowo (2011: 11) character is the universal values of human behavior which encompasses all human activities, whether in relation to God, himself, fellow human beings, as well as with the environment, manifested in thoughts, attitudes, feelings, words, and deeds based on religious norms, law, etiquette, culture, and customs.

Discipline is an area where moral training becomes assertive. Disciplining wisely means setting expectations to be responsible children and preventing their perversions by teaching them the truth and motivating them to do what is right. Discipline means to be clear and firm but not rude. The consequence of discipline is needed to help the child to

realize the seriousness of what they are doing and motivate them not to repeat it (Pujiana: 2016) So, the character of discipline is the character, the habit that refers to a series of attitudes, orderly behavior and obedience to various rules and regulations.

Extracurricular Scouting activities conducted within the school environment can find and develop the potential of learners to instill the character of the discipline, as well as provide great social benefits in developing the ability to communicate, in cooperation with others. In addition, Scout extracurricular activities can facilitate the different talents, interests, and creativity of learners (Kemendikbud, 2014). Thus, each learner can develop with the guidance of the coach to achieve abilities as his interests. Extracurricular Scouts are activities outside of regular school hours, conducted in school or out of school with the aim of expanding students' knowledge of the relationships between subjects, channeling their talents and interests and completing coaching. This activity is done within a certain time (Kemendikbud, 2014). functional use in developing Scout extracurricular program is 1) prepare the child to be responsible person; 2) discover and develop his personal interests and talents; and 3) preparing and directing a specialization. While the scout extracurricular goal is to contribute to the development of the personality of the students, especially for those who participate in the activity (Kemendikbud, 2014).

Following Scout extracurricular activities, students can meet the need to acquire knowledge and skills and experience in a particular area that is useful for its future (Komalasari, 2017). The scout extracurricular activity is a place or place where students can gather in one activity to fill free time, channeling interest, talent, practice organize and socialize. One of the compulsory extracurricular activities organized by the School in order to realize the goal of education is Scout activities. Scout Movement is a youth education movement that organizes scouting with the support and guidance of adult members. Decision of the National Kwartir Scout Movement No. 110 of 2007 on guidance of organizing the principles of the organization of Scout movement contained in Presidential Decree no. 14 of 2009 on the basic scouting of the Scout movement and regulated in Law no 11 of 2010 on the Boy Scout movement. Scout Movement has the purpose of educating and nurturing young people with the aim that they become human personality, character and virtuous noble character who believe and piety to God Almighty, strong mentally and high moral, intelligence and quality skill, strong and healthy physical, and become a citizen of the Republic of Indonesia who is pancasila-minded, loyal and obedient to the Unitary State of the Republic of Indonesia as well as being a good and useful member of society who can develop himself independently and jointly responsible for the development of the nation and state, has a concern for fellow life and nature environment, both local, national and international (Kwarnas, 2010: 16). The function of the Scout Movement is as an organization of non-formal education outside of school and outside the family as a forum for fostering and developing the young generation, applying the basic principles of scouting and scouting methods and teacher system, whose implementation is adapted to the circumstances, interests and development of the nation and the people of Indonesia. Scout Movement as one of the educational vehicle of the young generation should be able to draw sympathy to divert the phenomenon of violence and social engineering into something useful in order to foster the younger generation (Kwarnas, 2010: 16).

Scout Movement is used as a bridge of diversity, and able to create a conducive social environment that guarantees the existence of freedom in developing all the existing potentials individually and classically owned by the young generation. Scout Movement is an educational organization whose membership is voluntary, does not distinguish tribe, race, class, religion and not organization of socio-political power. Scout Movement is a stand-alone organization, so the implementation of scouting education as one of education outside the school, Currently the scout movement is implemented within the school environment and community environment that already has a front cluster in its territory.

SMK Negeri 3 Palembang has conducted various extracurricular activities, both compulsory and optional, among them are extracurricular activities of Boy Scouts. Implementation of extracurricular activities Scout runs not maximal, whereas Extracurricular Scout is compulsory extracurricular. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 11 Year 2014 on Scouting Education, explaining the extracurricular activities of Scouts is a compulsory extracurricular in primary and secondary education with the aim of internalizing the values of divinity, culture, leadership, togetherness, social, natural love, and independence in learners.

The result of interview on February 13, 2018 to mother Eti as coach of front cluster SMK Negeri 3 Palembang obtained data that the principal required scouting activities as extracurricular mandatory for students SMK Negeri 3 Palembang For full support from the Principal then scouting activities into extracurricular activities that must be followed by grade X students. Full support given by the Principal to scouting activities is evident in the management of SMK Negeri 3 Palembang front cluster. Planning of scouting activities is done at the beginning of the new school year as well as at the end of the scouting program. Planning is done by scout leader and Vice Principal in the field of student affairs by getting approval from the principal. In terms of scouting materials, the curriculum used refers to the decree issued by the national kwartir, but there is development tailored to the needs of students. SMK Negeri 3 Palembang has ten outsiders and three from the school (interview, 13 February 2018). In terms of facilities and infrastructure tools needed to facilitate scouting activities 25% have been met As for funding scouting activities obtained from school board dues and funding. Implementation of scouting activities for class X was held during the third and fourth week, 4 times a week, taking extracurricular once a week based on interviews March 1, 2018. Implementation of the program is done according to a predetermined schedule and there are some activities performed insident like National Jamboree, City Level Enforcement Scout because it is a participant activity, but in the implementation of the program there are some obstacles that cause less activity to run smoothly. These barriers include lack of participation from students in following scouting activities.

Thus, In Extracurricular Scout Execution there are still many problems, one of which is to train self-reliance and train the level of discipline. However, students lack the discipline in carrying out their activities. From observations made by researchers 01 March 2018 all learners who follow extracurricular Scouts are still not able to apply discipline well. It gives an idea of the level of discipline in Extracurricular Scout activities that have not been fully embedded. Cooperative attitude that should be attached to self siswapun not materialized as it should, as for example when when ordered to

assemble the exercise always come not on time with a variety of reasons. In addition, the book on the character guidance of Scout discipline has not been owned so the coaches only appeal to Scout members due to the absence of a disciplinary manual.

By looking at the problems in the field, it is important to present the module of character building of discipline through the scout extracurricular. Because extracurricular as potential and foster the character of learners, including intelligence, skills, cooperation, and can form a disciplined and responsible person. This research is supported by Asy'ari research result (2014) which states that disciplinary education applied in extracurricular activities still apply discipline that depart from the necessity due to government regulation which obliges scouting activity in support of curriculum 2013. Beside that children have not able to control self both in pronouncing and in behaving because at their age emotional control is still unstable, even if forced, the child will do rebellion so the application of discipline has not been maximized.

Subsequent research supporting this research is research conducted by Wahyuni and Marsudi (2016) that the implementation of strengthening the character of discipline and nationalism through the scout extracurricular is carried out with the attitude of obedience and obedience to all applicable regulations, have the spirit of nationalism and love of the Indonesian homeland shown with various positive attitudes. The character of discipline with extracurricular activities of Boy Scouts is shown by the accuracy of the students in coming and performing the tasks assigned, orderly in the order that they are well dressed and complete in accordance with the provisions, and have the discipline attitude in the small matter of throwing the garbage in place. Strengthening the character of discipline and nationalism in Scout extracurricular activities is done through example, attitude, habituation, learning, assignment, and with educative game. Additional value that emerged during field observation was hard work, honesty, independence, self-confidence, polite, democracy, and concern. There are still many obstacles that make the extracurricular application less run optimally that is student's feeling condition when following extracurricular scout, scout leader, well person old.

The above research, explains that scouting activities have a big role on the character formation of students, especially the character of discipline Therefore, researchers feel the need to conduct research that aims to provide new guidance for extracurricular activities scout in order to become activities that can shape the character of discipline students maximally. Thus, researchers need to conduct research related to the development of character building modules through extracurricular scouting.

2. RESEARCH METHODS

This research is aimed at developing the character building module of discipline through extracurricular scout. The approach used in this research is research and development (research and development) a research and development technique in the field of education as confirmed by Gall in Sugiyono (2017) that for educational research and development is a process used to develop and validate educational product. The research approach emphasizes the development of character building module through extracurricular scout. This Research And Development is used to design new products or procedures that are systematically tested in the field, evaluated, developed in such a way

as to meet the criteria of effectiveness, quality or similarity with a standard of the ADDIE model compounded by Dick and Carry (2014). The ADDIE model consists of five stages,

Analytical phase analyzes that vocational high schools need guidance in an effort to foster the character of discipline through practical, effective, and efficient scout extracurricular. Furthermore the researcher undertakes the related where the module will be applied. Finally, the researcher performs character building of discipline through extracurricular scout.

The planning stage (design), Creating a concept framework The module of disciplinary character building through extracurricular scouts. as a coaching tool consisting of module cover, module compilation, introduction, table of contents, introduction, discussion, conclusion, and bibliography. The contents of the module tailored to the needs and objectives.

Development stage (development), Module character discipline through extracurricular Scout. developed with reference to the concept of disciplined character education through extracurricular scouts developed in accordance with current vocational high school needs. Then in the validation by experts. After being validated then discussed with testers and perfect the module so that it can be used for teaching materials independently.

Implementation stage (implementation), module of character building of discipline through extracurricular scout. then disseminated to the research sample is Vocational High School with the aim that the module of disciplinary character building through extracurricular scouts. can be studied independently and applied in scout activities at the Vocational High School. And

Evaluation stage. Researchers evaluate the process (formative evaluation) and the learning outcomes (summative evaluation) The module of disciplinary character building through the scout extracurricular. Evaluation of the learning process using observation sheets including those conducted by researchers. Then evaluation of learning outcomes done at posttest stage. Evaluation of pretest is done in each material in order to know how far learners ability to understand the material to be presented. Then the posttest evaluation is done in the final stages of learning in each material to know the average score of achievement (gain score). Evaluation on this model is done to know the extent to which the ability of learners before and after learning The module of guiding the character of discipline through extracurricular scouts implemented. The subjects studied were the use of the module character building guidance through extracurricular in SMK Negeri 3 Palembang while the developed subject is a module of disciplinary character training in extracurricular Scouts.

3. RESEARCH RESULTS

Students who follow extracurricular Scout at Vocational High School Negeri 3 Palembang form a guided discipline character in *dasa darma*. Based From all data through observation and interview can be concluded that Students who follow extracurricular Scout in SMK Negeri 3 Palembang not effective or not yet fully apply the character of discipline through extracurricular scout. Therefore, in this meeting there is a need for

guidebook to apply the character of discipline through the scout extracurricular which is the guide to *dasa darma*.

Development of the Character Building Character Building module through Scout Extracurricular. The data found through questionnaire in requirement analysis indicate that the answer of requirement in SMK Negeri 3 Palembang toward objective, material, technique of appraisal and follow-up of disciplinary character training module through extracurricular scout average of 97% respondent choose very need. In the design phase, the researcher makes a concept framework of building module of character building of discipline through extracurricular book like module. Design made in accordance with the results of needs analysis conducted on the subject of research at SMK Negeri 3 Palembang.

In the development stage, the researcher develops the character development module through the extracurricular scout as a coaching tool, based on the design that has been prepared and the focus is on the presentation of the material. Then the module is assigned to the validator to be validated. The training module of disciplinary character through extracurricular scout as a coaching tool developed in accordance with the principle of designing the expected competence in the module that has been made. The conclusion at the end of the validation is a module that can be used with revisions. The validation results are then tested limited and refined. The result stated that the thesis product of the module character building of discipline through extracurricular scout is very good and worthy to use.

At the implementation stage of the researcher with the school included in the study subjects prepare students who follow extracurricular, scout experts, modules, and set the coaching room. Furthermore, researchers tested the effectiveness and practicality of the module. The results of the test analysis at SMK Negeri 3 Palembang concluded that the effective module SMK Negeri 3 Palembang. Furthermore, in the implementation, the researcher also extends about the practicality of development module of discipline character through extracurricular scout through now SMK Negeri 3 Kilkenny students turned out to be the result of the module can be stated practical. At the end of the stage is the evaluation, the researcher evaluates the coaching process is done to see the implementation of the module with the design made. Then evaluate the results done with posttest to see the respondent's fatigue level from pretest and after given the development of character discipline module through extracurricular Scout.

4. DISCUSSION

From the results of research at State Vocational School 3 Palembang shows that the module in this thesis is valid, practical and effective. The research findings in this thesis are supported by research conducted by Meishi Lim Haslip & Michael J. Haslip (2013) lessons from the implementation of community character education programs in Malaysia. The program at Jenjarom Learning Center is directed towards the transformation and empowerment of local children and youth through moral and character education. Another goal of the program is to awaken the intelligence and dignity inherent in each child through increased self-awareness, concern for justice and harmony, and a commitment to service-learning.

The research findings in this thesis are also supported by Asy'ari research, H. (2014) disciplinary education applied in extracurricular activities still apply the discipline that depart from compulsion due to government regulation requiring scouting activity in support of curriculum 2013. Besides the children have not able to control themselves both in pronouncing and in behaving because of their age of emotional control is very unstable, even if forced the child will do rebellion so the application of discipline has not been maximized.

The research findings in this thesis are supported also by Guang-Lea Lee's (2013) research character education efforts influenced by the culture in which they are implemented. The results describe character education given to children in Korea, both at school and at home. Researchers explore how the Korean early childhood education system seeks to ensure the development of a positive character among children.

Based on the findings of the research in this thesis, also supported by the results of research wahyuni (2016) and the development of scout programs for elementary school students in Tigineneng sub-district has the potential to develop a scout program which is marked by the implementation of scout practice activities is not optimal to improve the character of discipline participants educate.

5. CONCLUSION

This study concluded that (1) students of SMK Negeri 3 Palembang have not applied the character of discipline as daily habit, therefore the module of character building of discipline through extracurricular scout must be present; (2) the development result concludes that the module is valid, practical and effective.

6. REFERENCES

- Asy'ari, H. (2014). Nilai kedisiplinan dalam kegiatan ekstrakurikuler Pramuka di MI Miftahul Ulum Pancur-1 Mayong Jepara (Doctoral dissertation, Fakultas Ilmu Tarbiyah dan Keguruan: Pendidikan Agama Islam).
- Dick, W, Carey and Carey, L. (2014). *The Systematic Design of Instruction*. Addison. Wesley Educational Publisher Inc.
- Guang-Lea Lee (2013) Re-emphasizing Character Education in Early Childhood Programs: Korean Children's Experiences, *Childhood Education*,89:5,315-322, DOI: [10.1080/00094056.2013.830907](https://doi.org/10.1080/00094056.2013.830907)
- Kemendikbud. (2014). *Kepramukaan Bahan Ajar Implementasi Kurikulum 2013 Bagi Kepala Sekolah*. Jakarta: Kemendikbud.
- Komalasari, K., & Saripudin, D. (2017). *Pendidikan Karakter Konsep dan Aplikasih Living Values Education*. Bandung: Refika Aditama.
- Kwarnas. (2010). *Kursus pembina pramuka mahir tingkat lanjutan golongan penegak*. Jakarta: Kwarnas.

Kwarnas. (2017). Kursus pembina pramuka mahir tingkat lanjutan golongan penegak. Jakarta: Kwarnas.

Meishi Lim Haslip & Michael J. Haslip (2013) From Malaysia to America: Community-Based Character Education for Children and Youth, *Childhood Education*, 89:5, 296-302, DOI: [10.1080/00094056.2013.830899](https://doi.org/10.1080/00094056.2013.830899)

Pujiana, D. (2016). Penanaman Kedisiplin Beribadah di Pondok Pesantren Al-Hidayah Karangsucu Purwokerto, (Doctoral dissertation, IAIN Purwokerto).

Sugiyono. (2017). *Metode Penelitian Administrasi*. Bandung: Alfabeta.

Wahyuni, A., & Saring, M. (2016). Implementasi Penguatan Karter Disiplin dan Nasionalisme Melalui Ekstrakurikuler Pramuka DI SD Negeri Gemolong Kabupaten Sragen, (Doctoral Dissertation, Universitas Muhammadiyah Surakarta) .

Wibowo, A. (2013). *Manajemen Pendidikan Karakter di Sekolah*. Yogyakarta: Pustaka Pelajar.