

Implementation of Character Education through Scout Extracurricular Activities at Ma'arif Nurul Jannah Elementary School

¹Tri Ahmad Ansori*, ²An-Nisa Apriani, ³Tantri Harwati

Universitas Alma Ata, Indonesia

Corresponding author: 191300106@almaata.ac.id

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ABSTRACT

This research was conducted to find out the implementation of character education at Ma'arif Nurul Jannah Elementary School. This is done because character education is the foundation for realizing the golden generation in the future and avoiding the events of moral decadence that are currently rife. This type of research is qualitative research. The data collection strategy in this study was conducted through interviews, observations, and documentation. The subjects incorporated in this study are the principal, class teachers, 9 scout coaches, and students who are members of scout activities. The data evaluation strategy used in this research is information reduction, information presentation, and conclusion drawing. The consequences of the research on the implementation of character education through extracurricular scouting at SD Ma'arif Nurul Jannah show that it is carried out together by marching, camping, exploring, and training. The application of character education in scout activities is carried out by 1) Making activity planning seen from the Daily Activity Journal by placing character values and the Activity Budget Plan. 2) Implementation of character education implementation on students who are members of scout activities every Friday. 3) Evaluation is carried out on students who are members of scout activities by means of periodic assessments when stopping training and coordination meetings for scout training. This is to find out how far the development has gone. The implementation of coaching scout extracurricular activities for students who are members is supported by the existence of policies or rules at school. There are scout coaches, the provision of investment centers or pick-up cars, large school yards, loudspeakers and some scout equipment. However, there are several obstacles in the implementation of scout activities to implement character education at SD Ma'arif Nurul Jannah, namely constrained funds, lack of uncertified scout coaches, and lack of support from parents.

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INTRODUCTION

Character education is an important part of learner development. Therefore, character education requires more attention from educators or the government because what distinguishes students from one another is their character. Character education consists of two words, namely education and character, and has its own meaning in each word. Education means an effort made consciously to shape the atmosphere in the learning process, while the character is a sign of goodness, wisdom, and moral maturity possessed by a person (Wardani, 2018). It does not mean that knowledge of science is not important, but having a good character will create a good individual who understands the values of life and the norms that apply in society. As stated by Apriani & Wangid (2015), knowledge of the sciences is meaningless without understanding the values of life as a form of self-limitation so as not to behave defiantly from the norms that apply in society. Therefore, character education must be applied to students in formal learning or when participating in extracurricular activities. Therefore, character education must be applied to students in formal learning or outside of class hours. Outside of class hours is the same as extracurricular activities organized by the school, so students not only receive character education during the formal learning process but also non-formally.

The application of character education from an early age is carried out to prevent the occurrence of moral decadence events in students, which is rampant at this time. Moral decadence behaviors that are rampant are bullying between friends, extortion, violence against friends, extortion, brawls, disrespectful behavior towards teachers, damaging facilities, smoking at school, and promiscuity (Apriani et al., 2021). Sexual violence is one of the events of moral decadence that often occurs and can happen to anyone regardless of gender and age. Reporting from voaindonesia.com, throughout 2022, there were 17 cases of sexual violence, with 117 victims with an age gap ranging from 5 - 17 years (Jamal., 2023). Cases of sexual violence in 2022 were fewer than the previous year, which reached 18 cases in one year. The problem of moral decadence shows that the cultivation of religious values and good character in the learning process has failed (Apriani & Sari, 2024).

In addition, the Chairperson of the Expert Council of the Federation of Indonesian Teachers' Unions (FSGI), Retno Listyarti, said that cases of bullying in Indonesia during the whole of 2022 occurred as many as 21 cases in education units (Larasati, 2023). These data are only some examples of moral decadence in Indonesia. In addition to the problem of moral decadence events that threaten the integrity and future of the nation, Indonesia also faces challenges and competition on the global stage. Competing globally is not only about knowledge or skills but also character. Therefore, character education needs to be emphasized from an early age. Character education plays an important role in helping and developing the potential of students to understand moral values in aspects of knowledge, attitudes, and behavior so that character becomes a guide for students in living life (Apriani, 2021). Towards the golden generation's future, the application of character education is

one of the things that really counts because character education is an important and fundamental point in the preparation for the golden generation's future. Character education will help students determine the future, not easily make choices but first consider all the things that will be chosen or in the decision-making process. Real examples that continue to be seen as long as students have not entered rest or sleep time will stick in their minds.

Elementary schools are one of the places to form and implement character education in students in addition to the family environment. The implementation of character education can be done with several strategies, namely exemplary, long-term habituation, and training (Maisaro et al., 2018). This means that it is not only a form of regulation but, in fact teachers and staff provide real examples so that students can imitate and implement in their daily lives. The family environment also plays a role in the process by providing real examples so that the implementation of character education will run well. The existence of examples from the school environment and family environment will play a good role in strengthening the character of the learners themselves. Apriani (2019) added that schools as formal education institutions are responsible for developing and strengthening the character of the Indonesian generation. The implementation of character education in schools is not only during the learning process but can also be implemented outside of class hours or extracurricular activities such as arts, sports, reading and writing the Koran, and scouts. All of these extracurricular activities not only run to increase the interests and talents of students but can also be used as a medium to instill character education values in students (Taulabi & Mustofa, 2019). Every elementary school must have compulsory or non-compulsory extracurricular activities. Mandatory extracurricular activities are scouts, which are fun, character, dynamic, and family and train students to love nature. In the scout movement, there is a code of honor, namely *Satya*, which means promise, and *Darma*, which means moral provisions, these two things are the basic principles in the scouting movement. Scouting activities in elementary schools are divided into two groups, the first is the standby group with an age range of 7 - 10 years and the second is the raising group with an age range of 11 - 15 years (Rusadi et al., 2019). In scouting activities, students will carry out various activities to bring out the spirit of struggle such as marching, exploring, camping, jamboree, dianpinru, and joint training. All of these activities can be utilized by teachers or scout coaches to implement or instill character education in students.

Ma'arif Nurul Jannah Elementary School (SD) is one of the schools that has extracurricular scout activities for students. In addition, Ma'arif Nurul Jannah Elementary School also implements a character education program at school. The character education program is designed to shape, develop, and strengthen the character values that exist in students to be good (Sari & Apriani, 2020). The formation of good character in students is the result of the character education process. In extracurricular scout activities, some

characters must be instilled in students, namely religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, communication, social care, environmental care, love to read, peace love, and responsibility (Luthviyani et al., 2019).

In addition to the characteristics that must be applied in scouting activities, SD Ma'arif Nurul Jannah emphasizes two characteristics that must be instilled, namely responsibility and discipline. Having a disciplined and responsible character in students will later affect not only the school environment but also the community life of the students themselves (Apriani & Sari, 2024). An example of discipline and self-control in daily school life would be to arrive before bellies arrive, behave appropriately, observe rules, and complete assignments that teachers assign. As an example of discipline and self-control in community life, consider participating in regular community activities, helping to maintain environmental sustainability, preparing food, not playing games on the road, and not causing trouble for the neighbors. The application of character education is said to be successful in students if they are able or have these attitudes and can practice them in social life and can also place themselves in various circumstances.

A few conclusive studies indicate that experiential learning activities are one of the main ways to develop student character not only in general education but also in daily school life. According to Rahmayani & Ramadan (2021), scout extracurricular activities can shape the character of social care to the maximum. This happens because routine habituation activities are carried out through scouting. In addition, scouting activities can also make students more critical, responsive, and thorough, and dare to express their opinions (Sabrina et al., 2022). Scouting activities filled with habituation can increase emotional intelligence in students and make them more concerned about the surrounding environment or social (Amreta, 2018). The good habituation of every scout activity will be embedded in students so that good character is formed (Kristi & Suprayitno, 2020). Character building through scout activities is carried out outside of class hours, accompanied by teachers and scout coaches, with the aim of ensuring that students have a character based on the *dasa dharma* of scouts. The process of implementing character education will run well if there are adequate facilities and infrastructure, competent scout coaches, funds, and student interest in scout activities (Nisa et al., 2016). Scout extracurricular activities will not run smoothly if students do not have an interest in them, and this will impact the process of implementing character education.

Based on the above reviews, this study examines the implementation of character education, specifically in helping disciplined and responsible characters through scouting activities at Ma'arif Nurul Jannah Elementary School.

METHOD

This research used descriptive qualitative research methods by presenting the data under

study. Similarly, it is said by Arifin & Nurdyansyah (2018) that descriptive qualitative research is a study based on the philosophy of postpositivism to examine the conditions of natural objects with researchers as key instruments. Two data sources were used in this study: primary and secondary data sources. Primary data sources are data in the form of verbal or verbally spoken words, gestures, or behaviors performed by trusted subjects (Arikunto, 2010). So, primary data sources are obtained through direct interviews and observations. Secondary data sources are indirect data obtained from the object but through other sources, such as oral or written, which are useful for completing research data (Sugiyono, 2019). In this study, secondary data sources were obtained by documenting scouting activities and relevant research.

This research was conducted at SD Maarif Nurul Jannah, Kapanewong Temon, Klonprogo District, Yogyakarta Province. The survey was conducted from September to December 2022 in the even semester of the 2022-2023 school year. The subjects of this study were principals, class teachers, scout coaches, and students who received funding for the scouting extracurricular program through disciplinary responsibility. Before starting the interview to obtain information, the researcher tried to create a trusting relationship with the principal, class teacher, and scoutmaster. The researcher introduced himself and then conveyed the purpose and intention of conducting the research. After an agreement was made, the time and place for conducting interviews, observations, and documentation were determined. Determination of time and place was carried out to adjust to the readiness of the research subjects in addition to avoiding collisions with the subjects' busy schedules.

The data validity technique in this study was by data triangulation techniques. Several stages were used to analyze the truth of the data in this study, namely data collection, data reduction, data presentation, and conclusion drawing.

The data analysis process began by first conducting interviews with the principal, class teachers, scout coaches, and students who take part in scout activities using unstructured interview techniques or asking about important things only. Asking about important things was only done to shorten the interview time and not become convoluted so that the obtained data were easier to process. The more subjects and research time, the more data will be obtained. After the interview process was complete, observation was continued during scouting activities. The last stage was to conduct a documentation session as evidence to strengthen the information that had been obtained. After all stages were carried out, the data validity was checked to ensure that the data that had been obtained was correct and could be accounted for.

The next process was the reduction of data that had been obtained from data collection. Reduction itself means sorting, summarizing, classifying, and discarding data that is not used in research, while data is information in the form of writing, numbers, sound recordings, pictures, or videos (Sugiyono, 2019). The data that were obtained were then classified

coherently according to the focus of the research taken. This made it easier for researchers and provided a clearer picture of finding further data if needed. In terms of data presentation, this research was descriptive qualitative, so the data were presented in the form of an organized or coherent text narrative by displaying each data relationship and describing the actual situation to facilitate drawing conclusions.

Drawing conclusions is the final result of a study, but making conclusions cannot be arbitrary. Conclusions can be made after the data collection, data reduction, and data presentation process have been completed. However, if in the process of presenting the data, there are deficiencies, it can draw initial conclusions that are put forward are still temporary and can change if stronger and supporting evidence is found at the next data collection stage (Sugiyono, 2019). This initial conclusion drawing is done so that when making the conclusion, it does not deviate far from the truth of the existing data. Conclusions are made by continuing to analyze the data during collection or at a later stage so that no errors occur.

In addition, in qualitative research, conclusions are drawn inductively, where researchers depart from the experience of cases that actually occur and have a special nature and are then formulated into a general model, concept, theory, or definition. Therefore, inductive inference is the process of drawing conclusions in a study that begins with data collection, which is then developed into a theory from the data that has been obtained.

RESULTS AND DISCUSSION

Implementation of Character Education Through Scout Extracurricular Activities

“Scouting is a compulsory extracurricular activity according to the direction of the Secretariat for Extracurricular Development of Scouting Activities and PPTQA Pengasuh Nurul Jannah, but yesterday it was canceled due to the coronavirus pandemic,” said the Principal of SD Nurul Jannah. The process of implementing character development is done through extracurricular scouting activities. Another source of inspiration for this is the great lodges where, as a result of Scout training, students grow up to be disciplined and full of character. Therefore, incorporating character education into extracurricular scouting activities is intended to help shape a child's inclination toward discipline.

Character education through extracurricular scout activities is implemented through several stages, namely planning, implementation, and evaluation.

1. Planning Character Education Through Scout Extracurricular Activities

The principal of Maa'arif Nurul Jannah Elementary School explained that the planning for the implementation of character education through extracurricular scout activities at Ma'arif Nurul Jannah Elementary School is, “First socialize the program first, then plan the activities and make a curriculum so that activities can run regularly.” Furthermore, RH Scoutmaster of SD Ma'arif Nurul Jannah explained that “Before the implementation of activities, the coach does planning by making a daily journal of activities.”

Based on the results of observations, several things were found related to planning, namely: the need for planning and the planning process, the application of character

education in the planning, implementation of activities according to planning, the existence of learning objectives in the plans that have been made, and the availability of sources and media in scout activities that have been prepared by the scoutmaster.

2. Implementation of Character Education Through Scout Extracurricular Activities

The implementation of routine scout training activities is carried out every Friday, and *persami* activities are carried out once a month. This is based on the statement of the Principal of SD Ma'arif Nurul Jannah, "Implementation through various routine training activities every Friday, such as agility activities, skills, spirituality, health and so on." Then RH, as the Scoutmaster of SD Ma'arif Nurul Jannah, explained that "There are routine training activities for grades 1- 4 on Fridays and *persami* once a month which is carried out by grades 5 and 6".

Based on the observation, the routine scout training activities consist of 3 activities as follows: initial activities, core activities, and closing activities.

3. Evaluation of Character Education Through Scout Extracurricular Activities

Evaluation activities of Character Education Implementation through Scout Extracurricular at Ma'arif Nurul Jannah Elementary School are carried out regularly and periodically. This was conveyed by the Principal of SD Ma'arif Nurul Jannah, who said, "Evaluation is carried out by conducting a Coordination Meeting which is attended by the Caregiver, Principal, Class Teacher and Scoutmaster. The coordination meeting is carried out to obtain a reference for planning the next activity as well as a parameter for the success of this scouting activity". Furthermore, RH as Scoutmaster of SD Ma'arif Nurul Jannah added, "Evaluation activities are carried out regularly and periodically. At the end of each training activity, the coach provides an evaluation related to the absorption of material and characters that should be applied during training. Evaluations are also carried out with caregivers, principals, teachers, and scout coaches through coordination meetings". Based on observations, the evaluations carried out include:

3.1. Evaluation of the Activity Process

The Scoutmaster carries out the evaluation at the end of each training activity. The results of the evaluation are used as a reference for planning the next training activity.

3.2. Evaluation of Students Related to Character.

Evaluation related to character education is also carried out at the end of each training activity. The coach sees students directly and provides notes on their behavior. Based on the results of observations found several things related to planning, namely:

Supporting and inhibiting factors in the implementation of character education through extracurricular scouting

Every activity must have supporting and inhibiting factors. Supporting factors in the implementation of character education through extracurricular scouts at SD Ma'arif Nurul Jannah, based on the results of the interview, the Principal of SD Ma'arif Nurul Jannah explained, "This activity was originally from the caregiver's *dawuh* and also a compulsory

extracurricular activity, then supported by the availability of scout educators or scout coaches, *sarpras*, places/environments around the school.” The task of the coach in realizing the implementation of character education through extracurricular scouting at SD Ma'arif Nurul Jannah is as follows: developing an activity program by applying character values, implementing activity programs by applying character values, evaluating the implementation of character strengthening, including identifying factors that support success and factors that hinder progress, and supervise and oversee the implementation of character strengthening with full responsibility.

In addition to getting support, scouting activities also have several obstacles in their implementation. The Principal of SD Ma'arif Nurul Jannah, explained that “The first inhibiting factor comes from funding that has not been maximized. This also has an impact on facilities that cannot be completed. Then, in terms of students, they have not been able to realize the importance of discipline and responsibility itself so that it is the duty of all parties, especially coaches, to be able to instill these characters “. In addition to this, RH as the scout coach of SD Ma'arif Nurul Jannah also added that, “The time for scout activities is only 2 hours/week so it needs the help of all parties so that students can consistently apply this character. The second is, because they are still children, they must continue to be reminded so that they can get used to it later”. Based on the results of observations, there are several things related to the implementation of character education through extracurricular scouting at SD Ma'arif Nurul Jannah, among others:

- a. The character of students is still lacking, so more effort is needed to implement this character education. Conditioning students to be orderly according to orders is still difficult and takes more time, so the core activities take less time. This is due to the large number of students.
- b. There is a lack of standard or uncertified educators, so they still need a lot of guidance. The lack of skills in scouting causes less than ideal implementation of activities, so more provision is needed for other coaches.
- c. Facilities, facilities, and infrastructure have not been maximized.
- d. Scouting facilities are still minimal, so they need to be improved. This can be seen from the loudspeakers still borrowed from schools/lodges, lacking camping equipment, and so on.

Based on the explanation above, the implementation of character education in scout activities is carried out in several stages. This is done to make it easier to find out the development or obstacles during its implementation, here are the stages.

Implementation of Character Education Through Prmuka Extracurricular Activities

The purpose of implementing character education through extracurricular activities at SD Ma'arif Nurul Jannah is to develop character values in students, namely discipline, responsibility, and life skills, which they can apply in their social lives. This is in accordance with the statement of Koesoema (2007) that with the help of character education, one can improve and develop important and necessary life values so as to become a unique person in

accordance with the values developed. Sjarkawi in (Fatmah, 2018) explains that with character education, students can show examples of character behavior in everyday life.

Background at SD Ma'arif Nurul Jannah, the implementation of character education through extracurricular activities is caused by the low character values in students, especially the nature of the discipline. Therefore, it takes hard work or additional activities to instill these values in students so that they have good behavior and discipline. This is in accordance with Sjarkawi's explanation (Fatmah, 2018) that students will understand the good aspects of applying behavior naturally after seeing and experiencing it themselves.

The cultivation of character values can be done inside and outside the classroom, such as scout activities. This is supported by Fatmah (2018), who states that character education is carried out wherever the person is. Character education in schools can be carried out inside and outside the classroom.

Based on the results of research on the implementation of character education through extracurricular scout activities at Ma'arif Nurul Jannah Elementary School with the stages of planning, implementation, and evaluation.

1) Planning for the Implementation of Character Education through Scout Extracurricular Activities at Ma'arif Nurul Jannah Elementary School.

Planning the implementation of character education at SD Ma'arif Nurul Jannah by informing the scout external activity program and preparing a program implementation plan such as curriculum, training calendar, activity budget plan, organizational structure, and division of duties of scout leaders. Information is shared with teachers and staff, committees, parents of students, and the community. Guidelines for the implementation of character education through extracurricular scouting activities of SD Ma'arif Nurul Jannah, such as the Daily Journal of Scout Activities, Scout Organizational Structure, Action Plan, and Division of Teacher Duties, are efforts to foster discipline and responsibility through scouting activities. This is in line with Thomas Lickona Gunawan (2012), who explains that character education is carried out to shape a person's personality through character education, which is reflected in real actions, namely good behavior, honesty, responsibility, respect for the rights of others, hard work.

2) Implementation of Character Education Implementation via Scout Extracurricular Activities at Ma'arif Nurul Jannah Elementary School.

Individual training via scout extracurricular sports at Ma'arif Nurul Jannah Elementary School is implemented with habitual schooling sports each Friday. Activities include commencing sports, middle sports, and final sports.

a) Opening Activities

Opening activities in the scout movement are carried out with an opening ceremony. The ceremony is expected to build the spirit of Pancasila of the participants. This is in accordance with Rahmatia (2015), who states that the scout movement makes students become citizens who have a high sense of nationalism towards the country and concern for

others and the environment. After the ceremony, the participants were attended, and then the game was played. Every activity and game has a specific purpose. This is in accordance with Melinda (2013) that games carried out in scout activities must have goals and game rules and shape the character and personality of students.

b) Core activities

This core activity begins with the provision of scouting material followed by practice. This activity is carried out in groups according to each row or squad. This is in accordance with Melinda (2013) that group activities are carried out with the aim that each member works together and works hand in hand to achieve agreed goals.

c) Closing activities

Closing activities are also carried out in closing ceremonies. In addition, there is also an evaluation related to understanding the material that has been delivered that day. This is in accordance with Melinda (2013), who states that scouting activities are not only in the form of theory but also in the form of experience. So, it can be said that the method used is learning while practicing.

3) Evaluation of the Implementation of Character Education Through Scout Extracurricular Activities at Ma'arif Nurul Jannah Elementary School.

Evaluation is carried out to determine the success of the implemented program. SD Ma'arif Nurul Jannah also does the same thing. The implementation of character education at SD Ma'arif Nurul Jannah through non-scout activities is evaluated periodically at the end of each activity and periodically through coordination meetings. The assessment is related to the material presented as well as the nature of discipline and responsibility. This can be seen in the efforts to monitor students' uniforms, punctuality, and other factors. This is in line with Rahmatia (2015), who explains that Scouting teaches students to appreciate discipline, faith, morals, ancestral values, and physical health. Value education also helps students develop logical thinking when finding solutions to existing problems (Septiani et al., 2022).

Supporting and Inhibiting Factors for the Implementation of Character Education Through Scout Extracurricular Activities.

Every activity must have supporting factors and inhibiting factors, both from outside and from within the school itself. Supporting and inhibiting factors are also found in the implementation of character education through extracurricular scout activities at Ma'arif Nurul Jannah Elementary School.

A. Supporting factors for the implementation of character education through scout extracurricular activities at Ma'arif Nurul Jannah Elementary School.

SD Ma'arif Nurul Jannah's teaching practices related to the implementation of character education guide the implementation of the program. The purpose of this policy is none other than to form a generation with its own character through scouting exercises to make it more meaningful. This is in accordance with Sofyan's (2018) statement that to overcome character problems in Indonesia, efforts must be made, especially in elementary schools, by involving all school components to create meaningful learning.

The implementation of character education through extracurricular scouting at SD Ma'arif Nurul Jannah is supported by several factors, namely, the coach or scout coach of SD Ma'arif Nurul Jannah is an experienced coach who supports religious success as a part of character education of SD Ma'arif Nurul Jannah students. Trainer training is carried out to improve the quality of trainers. Teachers are a source of information and role models for their students. According to Zubaedi (2018), someone will more easily accept something that is exemplified.

Facilities and infrastructure also support the implementation of character education through the out-of-school scouting activities of SD Ma'arif Nurul Jannah, including a large schoolyard, loudspeakers, pick-up trucks, notification equipment, and others. These tools and resources must support the achievement of program goals. This is in line with the fact that efforts to overcome character problems in Indonesia need to be carried out, especially in elementary schools, by involving all school components in order to create meaningful learning.

B. Factors inhibiting the implementation of character education through extracurricular scouting at SD Ma'arif Nurul Jannah

The implementation of personal schooling via extracurricular sports at SD Ma'arif Nurul Jannah additionally faces boundaries. Some of the boundaries skilled are constrained economic assets and the shortage of human assets for scout coaches. The range of scout coaches isn't always balanced with the range of college students, so the coaches sense burdened. Inhibiting elements additionally come from college students, particularly the shortage of parental aid to inspire college students to work and the low number of college students, so it takes longer to rehabilitate college students than sports.

Based on those boundaries, an answer is wanted to acquire software goals. To triumph over those boundaries, SD Ma'arif Nurul Jannah hooked up a patrol submit to aid the smoothness and smoothness of the operation. According to Maksudin (2013), character is an important part of a person, so it needs to be trained.

CONCLUSION

Based on the description of the research results on the Implementation of Character Education Through Scout Extracurricular Activities at Ma'arif Nurul Jannah Elementary School, it can be concluded that:

Character education is an important part of the process of developing or learning students in elementary schools. Therefore, character education must be present in every activity or lesson at school. The more often students get character education, the more they will get used to it and automatically form good character in themselves. Good character will be useful for students in everyday life. At SD Ma'arif Nurul Jannah, character education is implemented quite well, one of which is through extracurricular scout activities. Scout extracurricular activities were chosen as an intermediary in the process of implementing

character education because, in scout activities, there is already a basis for character education, such as discipline and responsibility. The steps of incorporating character education into scout activities are as follows: The stages of implementing character education in scout activities are (a) Planning in the form of a Daily Activity Journal, in which the teacher has inserted characters; (b) The implementation of activities is quite good, the coach provides character strengthening to students, uses learning media and character growth such as checking the completeness of uniforms, marching or gathering only with a whistle command; (c) Evaluation of scout activities, the coach evaluates training activities by conducting cognitive results assessment. The coach also conducts an assessment of student behavior/character.

Supporting factors in the implementation of character education through extracurricular scouts at SD Ma'arif Nurul Jannah include the existence of a policy from the Principal, the availability of scout coaches, and the availability of a budget for scout activities. The existence of a policy from the principal will certainly make it easier to implement character education. Besides that, the budget can also be used to purchase the facilities and equipment needed for activities.

The inhibiting factors in the implementation of education through extracurricular scouting at Ma'arif Nurul Jannah Elementary School include substandard human resources, lack of facilities and *sarpras*, limited budget, and low student awareness about the importance of character education, and lack of support from parents. Character education is not only applied in the school environment but also at home; therefore, parental involvement is needed. The lack of complete facilities and infrastructure can hinder the process of scouting activities and the application of character education in students.

Schools should involve parents in the implementation of this character education and provide facilities and infrastructure for scout activities so that students are more enthusiastic about carrying it out. The existence of complete or adequate facilities and infrastructure will influence student interest in scout activities. Besides that, it also makes it easier for scout coaches to deliver material or practice from the theory that has been learned before. For further researchers, they can conduct research on the application of character education in scout activities or the influence of scout activities on student character education.

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