

BUILDING A NATIONAL CHARACTER THROUGH SCOUTING: AN ALTERNATIVE TO FULLFILL THE RIGHTS OF CHILDREN IN SCHOOL

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Abstract

The decline in the character of our young generation today is extremely worrying. Not a bit of counseling that is done for them both at school and in the community. However, the results are less than satisfactory. Scout Movement as one of the vehicles of non-formal education seems still very relevant used to overcome that anxiety. Primary school as the first place where children receive formal education seems to be very suitable as a place to instill character. By using the basic principles of scouting and scouting methods, the scout movement believed will help the government to inculcate values in children from an early age. Therefore, it is not too late if the government in this case the ministry of education and culture and the scout movement oversee the implementation of the ministerial regulations on scouting activities in schools, including primary schools.

Key word: character, scouting, non-formal education

INTRODUCTION

Knowingly or not, among adults who have children attending early childhood education or a kindergarten sometimes forget to pay attention to the rights of the child. They forget or maybe do not know if the children are in a period of play. They are do not like when their kids play a lot. They are happy when their children at home, reading, doing homework, or assignments from school.

In a conversation of parents were waiting for their children to study in the classroom, in one kindergarten, they discuss about the teachers that do not give their children homework. When the students at home, the parents fret because their kids play a lot. Actually, parents are happy if their kids at home and doing homework

If so, there are some children were not given their rights by adults. It is feared, it is gone as long as the development of children. Finally, until adults they never get their right as child. Do not look for who is fault when there are teenagers who seek love outside their homes. Do not blame the

teenagers who love to brawl. Nor should we blame the present generation if among them

there is no character. The blame is adults who do not pay attention to their rights when the children need. The conditions as above must be addressed. One of the alternatives that can be taken is to engage the Scout Movement as a forum for education outside school, which until now still recognized by the government.

This is in line with the government's desire to make the Scout Movement as one of the vehicles of development of young Indonesian character. Furthermore, the desire was evident from the passing of the draft of constitution of Scout Movement became Constitution No. 12 of 2010 and the Regulation of the Minister of Education issued No. 81A 2013 on scouting compulsory extracurricular activities at school.

The question is how the Scout Movement fulfill the rights of children through education outside of school as well as to shape the character. The logic being offered to answer that question is as follows.

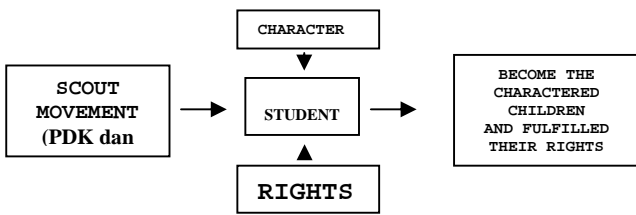


Figure 1. Children's right and character

Based Of Thinking

The based of think of this paper is (1) Basic Principles of Scouting (PDK) and Methodically Scouting (MK) , (2) Eighteen Character , and Dwi Satya and Dwi Darma , and (3) the Rights of the Child .

Basic Principles and methodical Scouting

The Basic Principles and methodically Scouting are the two elements can not be separated in scouting . That is mean that of all activities carried out in this organization should be in accordance with these principles and the method used in scouting following.

Basic principles that a reference in scouting activities are :

- a. The faith and piety to God Almighty ;
- b. Concerned for the people and homeland , a fellow life and nature and its contents.
- c. Concerned over itself
- d. Keeping the Code of Honor Scout Method Scouting is a way of progressive learning through :
 - a. The practice of the Scout Honor Code ,
 - b. Learning by doing ,
 - c. Group Systems ,
 - d. The activities are challenging and binding and contain education ,
 - e. The activities in the open (out door),
 - f. Marks of prowess system,
 - g. Separate unit system for sons and daughters , and
 - h. Among System .

Eighteen Character, Dwi Satya and Dwi Darma

Not wrong if we refresh our memory of the eighteenth character by the ministry of education and culture should be introduced in schools and Dwi Satya and Dwi Darma as well as the legal foundation of the Scout Movement

Eighteen Character

There are eighteen characters that must be built among the young generation. in some schools is eighteen characters written in Benner and displayed at the entrance and nearly every Monday flag ceremony, leader of ceremony (teacher or principal) always slips about these character in the mandate.

The eighteen characters that are: (1) Religious, (2) To be honest, (3) Tolerance, (4) Discipline, (5) Work hard, (6) Creative (7) Independent, (8) Democratic ,. (9) Curiosity, (10) National spirit, (11) Love homeland, (12) Appreciating achievements, (13) Friendly / and communicative, (14) Joy of Reading, (15) Concern of Environment (16) Love peace , (17) Social Care, and (18) responsibility

Dwi Satya and Dwi Darma

Dwi Satya is a promise that must be professed by members of the Scout Movement Cub/Brownie. The promises are as follows .

On my honor I promise to earnestly :

- (1) execute my duty to God , the Unitary Republic of Indonesia and in accordance with the rules of the family .
- (2) every day to do good .

Dwi Darma is Darma or moral rules that must be obeyed by members of the Scout Movement, Cub . The moral of rules are as follows .

- (1) The cub obedient to my father and mother.
- (2) The cub was brave and desperate .

Rights of the Children

At home, children are entitled: (1) be loved and cherished by his father and mother. (2) given food and drink, (3) got the

clothes, (4) have a place to stay, (5) getting an education from parents, (6) playing happily, (7) gets pera-watan if ill. (8) school, (9) protection, and (10) gets the attention of parents.

In school, children are entitled: (1) study in peace, (2) get guidance from the teacher, (3) can learn religious knowledge and skills, (4) use of school facilities, (5) borrow library books, (6) got good grades, (7) obtain fair treatment of teachers (8) got the education of teachers, (9) gets teaching, and (10) have a lot of friends.

In societies children are entitled (1) to life, health services, clean water, shelter and safe, and has a name and nationality (2) to develop, to its potential, the right to education, rest and recreation, and to participate in all the cultural activities. (3) protection, children are entitled to be protected from economic and sexual exploitation, discrimination, and violence, (4) participate. in the family, and social life, freedom of expression, right to information and the right to hear their views and opinions.

Based on the mentioned above, it can be concluded that children are entitled to: equality, name, nationality, protection, food, education, health, recreation, play, role and involvement in development. It seems that the Scout Movement as a non-profit organization is still suit to fulfill those hopes.

Scouting Activity in School

Position extracurricular activities in the curriculum system should not be viewed as a pastime . As a complement this activity curriculum should be designed to systematically relevant to improving the quality of education . The entire activity is dedicated to the improvement of the competence of learners .Conceptually The Curriculum of 2013 has a philosophical foundation, theoretical binding comprehensive curriculum structure to achieve competency attitude (spiritual and social) , knowledge and skills . Organizing extracurricular school , should be directed to develop the capacity of all three dimensions .The mechanism of extracurricular activities

at school scouting can be implemented by three systems , namely the block system , actualization , and regular .

Block system

Implementation of scouting education in the educational unit by applying the block system is a form of educational activities carried out in the early scouting learners entered in the education unit. The system block allocation is done with 36 hours of lessons because it is a new introduction. The block system is "Orientation Training Scouting for learners" appropriate levels and age.Organizati on of education systems scouting done using the block system modules, so that every educator can teach scouting education. Educators who submit material on this system, at least have followed Scouting Education Orientation (OPK), and education units already have the facilities and infrastructure that support the implementation of activities.The purpose of scouting education implementation through the blocks system are:

- a. The introduction of scouting education a fun and challenging to all students at the beginning of the entry of educational institutions.
- b. Improve the competence (attitudes and skills) learners in line and in accordance with the demands of the development of science and technology, through:
Applications and Dwi Dwi Satya Darma for learners aged Cub,
Applications Tri Satya and Dharma Dasa especially Darma Darma 1st and 2nd for students ages boy/girl scout and Rover.

Actualization systems

Implementation of scouting education in the educational unit by applying actualization system is a form of educational activities carried out scouting with basic competencies actualize subjects relevant to the methods and basic principles of scouting.

Organization of education systems scouting system to actualize the actualization done with basic competencies relevant subjects. Therefore, educators must first map the basic competencies relevant subjects to

be actualized in educational activities of scouting.

Educators who submit material on this system, at least have followed Scouting Education Orientation (Orientation course), and school already have the facilities and infrastructure that support the implementation of activities.

Actualization Systems Activities:

- a. conducted every week .
- b. every activity carried out for 120 minutes.
- c. actualization system activities are activities Scouts Exercises.
- d. trustees of the activities carried out by the Master Class / Teacher subjects as Scoutmaster and /or Scoutmaster and can be assisted by vice Leader (Young Instructor / Instructor Scout)

The purpose of implementation of scouting education through Actualization system are:

- a. introduce that scouting is a fun and challenging to all students.
- b. actualization Media of basic competencies of subjects that relevant to the methods and basic principles of scouting.
- c. improving competencies (values and skills) learners in line and in accordance with the demands of the development of science and technology, through the application Dwi Satya and Dwi Darma for learners aged cub, and Applications Tri Satya and Dasa Darma for learners aged boy/girl scout, and rover.

Regular system

Implementation of scouting education in the educational unit by applying the regular system is a form of scouting educational activities carried out in the groups (Gudep) in the education unit and the educational activities of scouting in their entirety. Therefore, if the education unit selecting the regular system and yet have groups, it must first set up a system of education management through groups.

Regular System Activities:

- a. Voluntary according to their talents and interests of learners
- b. Each one should be implemented during the 2 hour lesson.

c. Conducted every week one.

d. Fully managed by Frontline Scout on a unit or group education unit.

e. Leader activity is Grade Teacher / Teacher subjects as Scoutmaster and / or Scoutmaster and can be assisted by Vice Leader (Young Instructor / Instructor Scouts) who have attended Basic Advanced Course .

Interest education implementation of scouting through the regular system is to improve the competence (values and skills) learners in line and in accordance with the demands of the development of science and technology, which has the interest and attraction as scouts, through: application Dwi Satya and Dwi Darma for participants aged cub, and applications Tri Satya and Dharma Dasa for learners aged boy/girl scout and rover.

Function of Scouting

Referring Permendikbud No. 81A in 2013 on the implementation of The Curriculum 2013, annex III explained that Scouting is a function of extracurricular activities Extracurricular activities in the educational unit has a function of development, social, recreational, and career preparation those are following.

- a) The function of development, namely that extracurricular activities serve to support the personal development of students through the expansion of interests, development potential, and providing opportunities for character formation and leadership training.
- b) social function, namely that of extracurricular activities serve to develop ability and sense of social responsibility learners. Social competence developed by providing opportunities for learners to expand the social experience, practice social skills, and internalization of moral and social values.
- c) A recreational function, namely that the extracurricular activities carried out in an atmosphere of relaxed, happy, and fun to support the process of development of learners. Extracurricular activities should be able to make life or the atmosphere of

the school is more challenging and more interesting for students.

- d) Function career preparation, namely that extracurricular activities serve to develop career readiness of learners through capacity building.

Cultivation of Character

Some of the strategies that can be done to shape the character of students through scouting activities are as following .

Intervention

Intervention is a form of interference that do scoutmaster on learners . If the intervention can be carried out continuously , then the long run diintervensikan character will stand and crystallize at self-learners . In various types of scouting activities , there are a lot of characters that can diintervensikan by the builder of the students who participated in scouting . Patrons can intervene through the provision of guidance , directions and even impose strict rules to be obeyed by the learners who followed him .

Modeling

Principals and teachers supervising the students is a model for the students . What did they do , many of which emulated necessarily by learners . Therefore , many positive traits they have, very nice if shown to the students with the intention that they will want to copy or mencontohnya . Disciplined character who wants seeded to learners , must begin by example given by principals and teachers , including when in the implementation of extracurricular activities scouts . Characters discipline exemplified by principals and teachers in these scouting activities , manifested in the always present on time at practice / scouting activities , adhere to time and exercise schedule agreed . With concrete examples that are given continuously , and then replicated continuously , will shape the character of discipline learners.

Habituation

There is an interesting phrase related to the character formation of students:

"Be careful with your words, because it will become your habit. Be careful with your habit, because it will be a character ". This means that the conditioning is carried out continuously, it will crystallize into a character.

No matching phrase associated with the formation of this habit. Namely, "Get used to the right, and do not justify the habit". Truth should be socialized in order to shape the character in favor of the truth. , Temporarily, not all habits that is true, and therefore, only right that need to be socialized. While wrong, as one end of a character that is not positive, should not habitual. In reality, people are able to for a regular or a lot of getting used to.

Mentoring / advisory

Adjacent is a facilitation given by coaches scouting activities of the various activities undertaken by learners, so that the positive character that has been planted, transplanted and diintervensikan remain unmarked and implemented by learners. In the process of this assistance, there is a problem could occur in real actual daily asked students to mentor, so the mentor in this case serves as a mentor, can enlighten learners so that action is not out of the corridor positive character to be developed.

Supervising learners, in the processes of mentoring (mentoring), also can promote the various advantages and disadvantages, positive and negative effects of each human action, as well as gains and losses (short term and long term), both positive and negative actions. Thus, before and during the learner to act, always pursed on positive goals and also using positive ways. To achieve good purpose can only be to use a good action and using a good way too. Interest does not allow any means to achieve it, as good and as positive as any such purpose. Just by way of right, a good goal it should be achieved.

Reinforcement

In various perspectives of psychology , reinforcement given by scoutmaster efficacious to reinforce the

behavior of learners (Check Soetopo and Sudartati , 2014: 93-98) . Therefore , do not get lost supervising learners start with a peer group of learners who often steal from the start in terms of providing reinforcement behavior of their peers . For, if the peer group of learners has been " dominated " by his peer group , including a peer group that lead to negative actions , it would be very difficult controlled by a guardian. Control of the learners can be reached by immediately giving positive reinforcement of character behavior .

CONCLUSION AND SUGGESTION

Scout Movement as the only institution outside of school are still accepted by society and the government must be protected at school . Basic Principles and methodically with Scouting , the organization is able to instill the values of national character to learners with regard to the rights of children. Value investment was done with intervention , ideals , customs , mentoring , and strengthening

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