

Development Of Learning Module Discipline Character Based On Scouting Education At The State Elementary School Of 12 Air Kumbang, Banyuasin Regency

Sulastri, Edi Harapan, Dessy Wardiah

Abstract: This study aims to produce products in scouting activities that can improve the character of students' discipline, and also be able to find out the effectiveness of product development scouting activities in Air Kumbang 12 Elementary School. This study uses the Research and Development (R&D) method while the model used the Dick and Carrey development model with the ADDIE model concept. The population of the research are students of SD 12 Air Kumbang who are in the Banyuasin Regency. Data collection techniques used are questionnaires, interviews, documentaries. The data analysis technique uses a quantitative approach (Paired sample t-test) module validity, module practicality, module effectiveness. Research results Based on the feasibility criteria for scout-based character education learning module, the overall score of field trials in 30 students obtained a total score of 4164 with a percentage of 86.75% so that education scouting-based character learning modules were in the "very feasible" category. So that the module is worthy of being used as a learning resource for both teachers and students in the process of disciplinary learning through scout activities at elementary school of 12 Air Kumbang. With this module, students are expected to be disciplined in Elementary School of 12 be increased through scouting activities.

Keywords: Module Discipline Character, Scouting Education, State Elementary School of 12 Air Kumbang.

INTRODUCTION

As an effort to improve human resources, basically education in schools and madrasas aims to develop humanitarian aspects of students in a whole, which includes aspects of spiritual depth, aspects of behavior, aspects of science and intellectual, creativity and aspects of skills (Lian, et al. 2018). Education is defined as a reciprocal process of each human person in its adaptation to nature, with friends and the universe. In the development of moral, intellectual, vision, and self that will later be used in social life, education in general can be understood as a process of maturing individuals towards a more ideal order (Tobari, et al, 2018). In order to help improve, education managers are required to enrich the insight of knowledge, capabilities that are relevant to their work, especially at this time the development of science and technology helped accelerate the pace of economic and industrial development, which has important implications for the world of education (Andriani et al. 2018) (Irmayani, et al. 2018) (Renata, et al. 2018). School planting discipline can influence, encourage, control, change, foster and shape certain behaviors in accordance with the values taught and exemplified. Discipline planting in schools is intended so that all individuals in it are willing to voluntarily obey and advise all applicable rules and regulations without coercion. In addition, education is also a process of civilization, and education is also seen as a tool for cultural change. The learning process in school is a formal civilization process or acculturation process. The process of acculturation is not merely the transmission of culture and cultural adoption, but also cultural change (Jihad, et al., 2010: 48).

The civilization process takes the form of inheriting cultural traditions from one generation to the next, and adopting cultural traditions by people who have not known the culture before. Education which prioritizes intellectual intelligence will eventually backfire to the existence of the Republic of Indonesia itself. According to Lickona in Wibowo (2012: 15-16) which states that a nation is heading towards the brink of destruction, if it has ten signs, such as 1) increasing violence among adolescents; 2) to dishonor dishonesty; 3) fanatical attitude towards groups / peer groups; 4) low respect for parents and teachers; 5) increasingly blurred moral good and bad; 6) use of worsening language; 7) increased self-destructive behaviors such as drug use, alcoholism, and free sex; 8) low sense of responsibility as an individual and as a citizen; 9) decreasing work ethic, and (10) the existence of mutual suspicion and lack of concern among others. Therefore, in order to achieve educational goals, schools as formal education institutions have the obligation to conduct learning. Student affairs. Learning. Student affairs as confirmed in the Minister of Education Regulation Number 39 of 2008 concerning Learning. Students in Chapter I Article 1 are to develop the potential of students in an optimal and integrated manner which includes talents, interests, and creativity, strengthening the personality of students to realize the resilience of the school as an educational environment so as to avoid efforts and negative influences and conflict with educational goals, actualize the potential of students in excellent achievement in accordance with their talents and interests, preparing students to become citizens of a society that is noble, democratic, respects civil society. Thus, the school as a formal education institution is required to play an active role in student development as stipulated in the Minister of Education Regulation No. 39 of 2008. Extracurricular activities are activities carried out outside the classroom and outside the lesson hours (curriculum) to develop the potential of human resources (HR) that are possessed by students both in relation to the application of knowledge acquired and in a special sense to guide students in developing potential and

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talent in him through compulsory and optional activities (Ministry of Religion, 2005: 9). Then Dalrymple & Evangelou (2006: 3) suggests that activities considered as extracurricular activities if they meet the criteria ... 1) not a requirement for graduation; (2) voluntary participation; (3) structured; participant meet regularly in a context specific to the activity; (4) requires effort; In Law Number 12 of 2010 concerning Scout Movement in Chapter II Article 3 concerning the functions of Scout Movement stated, Scout education and training, Scout development, community service and parents and educational-oriented games. The Scout Movement is present as a tool for character building in the form of non-formal education activities in schools. The Scout Movement as a scouting organization engaged in the world of non-formal education seeks to help the government and society in developing the nation and state. According to Wahyuni (2017) One of the extracurriculars who is in school, namely scouts in which there are good values in forming students, they are trained and educated to improve their attitude of discipline, creativity, courtesy, and ability to lead. This can be seen in students who take part in scouting activities with students who do not take part in scouting activities in the school that have an impact on the nature caused by each of the students. Students who take part in scout activities highlight nobler, patriotic, law-abiding, disciplined characteristics than students who do not take part in the activity, because these students are already familiar with the rules that can train the character of students especially in the discipline of students. Discipline is very important for students, especially the discipline of time, discipline of learning, discipline of attitudes toward school. Discipline is an important thing in an activity. A person cannot complete an activity with optimal results without discipline. Discipline is an attitude that requires someone to be responsible for his actions, obey decisions and orders, and the accuracy in respecting time. Discipline in a school is needed to create order and order. Therefore, the school order was formed. But lately the order has begun to decline in function. This is because, the discipline that is formed is a forced discipline, not because of awareness but because of fear of punishment. Whereas to cultivate discipline in students must go through the exercises that are instilled early. That attitude of discipline will not be realized without training, high awareness, and that discipline will not appear without order. Therefore, discipline must be instilled continuously to students so that the discipline will become the habit of students. Therefore schools need to foster an attitude of discipline among their students. Awareness of enforcing discipline can be trained with positive activities held by extracurricular schools. One of them is scout activities. From this scout activity students will be accustomed to applying discipline in every activity held. Scout movement is one of the media or a place to cultivate the discipline of students. Scout Movement aims to form each scout to have a personality that is faithful, pious, noble, patriotic, and law-abiding, upholds noble values, has high discipline, and has life skills as a cadre of the nation in safeguarding and building the Republic of Indonesia Indonesia, practices the Pancasila and preserves the environment (National Scout Movement Scout, 2010: 4-6).

Discipline Character

The word character comes from the Greek word, Charassein, which means to carve so that a pattern is formed. Having noble character is not automatically possessed by every

human being once he is born, but requires a long process through nurturing and education. Engraving process. Character is interpreted as a way of thinking and behaving that is unique to each individual to live and cooperate, both within the scope of family, society, nation and state (Samani, Muchlas and Hariyanto. 2011: 27). Characteristics possessed by an object or individual. These characteristics are original and rooted in the personality of the object or individual, and are machines that encourage how someone acts, behaves, speaks, and responds to something. In the Complete Indonesian Language Dictionary, characters are interpreted as psychic, behavioral, character, moral or character traits that distinguish a person from others (Kertajaya, 2010: 13). According to the Indonesian Language Dictionary (2001) the characters literally come from the Latin "charakter", which among others means: character, character, psychological traits, character, personality or morals. In terms, character is defined as human nature in general where humans have many traits that depend on their own factors of life. Character is a psychological, moral or character trait that characterizes a person or group of people. Understanding according to the Indonesian Language Dictionary and the term above character has the meaning of character, character, and personality that is characteristic of a person or group. A person who has good traits, character, character, and personality means that a person has a good character personality. Good character according to Maxwell in Wahyuni (2017) is more than just words, but rather a choice that brings success. He is not a gift, but built little by little, with thoughts, words, deeds, habits, courage hard work, and even formed from the difficulties of life. Character is the main basis in science and skills, knowledge without being based on good character will mislead the knowledge owner. Each individual has characteristics that distinguish one individual from another individual. This includes how different individuals behave, how to think and how to deal with problems. Character education is everything that is done by the teacher to influence the character of students. Character education is a planting of character values to school citizens which includes the components of knowledge, awareness, or willingness, and actions to implement these values. Character Education can be interpreted as "the deliberate use of all dimensions of school life to foster optimal character development". Thus character education is an effort to cultivate good values for students by paying attention to spiritual aspects, social aspects, aspects of knowledge, and aspects of skills, individuals in order to have good manners and noble character so as to form a noble personality. The school components involved in character education include curriculum content, learning and assessment processes, handling or management of subjects, school management, implementation of activities or activities in the kokulikuler, empowerment of facilities and infrastructure, funding, and work ethic for all school / environment residents. Character building for students in schools can be done in three ways, namely: 1) Character education is integrated with all subjects, including substance values in all lessons and the implementation of learning activities that facilitate the practice of values in and outside the classroom activities. 2) Character education is also integrated into the implementation of student development activities through extracurricular and intracurricular activities. 3) Character education is carried out through the management of all affairs of the school involving all school members (Marzuki: 2015). Still according to Marzuki

(2015) extracurricular activities that can facilitate students in forming student character development are scouting extracurricular activities. In general, scouting activities are accommodated in one container, namely the scout movement. Character building which is an effort of perwujū and the mandate of the Pancasila and the opening of the 1945 Constitution are motivated by the reality of national problems that are developing at this time, such as: the disorientation and inaccessibility of Pancasila values, shifting ethical values in the life of the nation, waning awareness of values national culture, the threat of national disintegration, and the weakening of national independence. To support the realization of the ideals of character development as mandated by the Pancasila and the opening of the 1945 Constitution and to overcome current national problems, the government has made character development one of the national development priority programs. The enthusiasm was implicitly confirmed in the National Long-Term Development Plan (RPJPN) for 2005-2025, where character education was placed as the basis for realizing the national development vision, namely realizing a noble, moral, ethical, cultured and civilized society based on the Pancasila philosophy.

Scouting Education

Scouting education is broadly interpreted as a continuous process of development and lifelong development of skills possessed by students, both as a person and as a member of the community. The goal of education in the broadest sense is to make students as human beings who are independent, caring, and responsible and cling to the values and norms of society (Kwarcab Bantul, 2010: 21) Education in the broad sense relies on four joints or soko guru¹) learning to know to have broad general knowledge and to be able to work in depth in several ways. This also includes learning to learn, so that they can take advantage of educational opportunities throughout life; 2) learning to do not only to acquire skills / work, but also to have broad life skills, including interpersonal relationships and inter-group relations; 3) learn learn together to foster the understanding of others, respect interdependence, skills and respect as deeply as possible the values of pluralism (pluralism), mutual understanding, peace and justice; 4) learning to be (learning to be) in order to develop character more and be able to act with autonomy / independence arguing and increasing personal responsibility (Kwarcab Bantul, 2010: 4). Scouting is the process of education outside the school environment and outside the family environment in the form of interesting, fun, healthy, orderly, directed, practical activities carried out in the open with the basic principles of scouting and scouting methods, which ultimately target the formation of character, character and character noble. Scouting is a scout education system that is tailored to the circumstances, interests and development of the Indonesian people and nation. Education Scouts have scouting values are positive values that are taught and instilled in scout members. These values are moral values that decorate the behavior of scout members. Scouting values come from Tri Satya, Dasa Dharma, skills and skills mastered by scout members. Tri Satya is a promise code that shows the attitude of nationalism and socialism of Scout members. Dasa Dharma is a moral code that must be memorized and practiced by Scout members so that Scout members have good personalities. While the skills and skills are taught in Scouts so that later can be useful when living in

the community and in nature. The implied scouting values are to shape the character of its members. According to Patimah in Wahyuni (2017), in general, the character values listed in scouting activities are confident, obedient to social rules, respecting diversity, logical thinking, critical, creative and innovative, independent, courageous, hard working, diligent, resilient / persistent, disciplined, visionary, unpretentious, vibrant, dynamic, devoted, orderly, constructive. Thus, it can be argued that the process of education in openness is a continuous process of development and lifelong development of skills possessed by students. Education occurs when students are engaged in engaging in interesting, fun activities that are recreational and challenging. At that time, scout coaches were interrupted by the scouting activities to provide guidance and character building. This research was conducted at 12 Air Kumbang Public Elementary School. The researcher chose the School because the Air Kumbang 12 Public Elementary School had a vision that supported this research, which was Faithful, Cultured, Capable, disciplined and Independent. To achieve this vision, Air Kumbang Elementary School 12 has also formulated an action plan in the form of a school mission including those related to character education, which is to foster appreciation and practice of the religion that is embraced, improve an orderly and polite culture through education etiquette and manners, fostering enthusiasm for obtaining life's provisions, developing the potential of practical skills education and basic technology, organizing active, innovative, creative, effective and enjoyable through the National Character and Cultural Education (PBKB) integrated in the Unit Level Curriculum Education (KTSP). To shape the character as set out in the vision and mission, since the Academic Year 2010/2011 SD 12 Air Kumbang Banyuasin District has developed plans and implementation of character education through three strategies / ways, namely 1) integration in learning activities in each subject; 2) habituation activities (school culture), and 3) extracurricular activities.

RESEARCH METHODS

This research is a development research (Research and Development / R & D (Sugiyono: 2010). The development model used is the development model of Dick and Carrey, which is a research process used to develop a media prototype based on the framework developed by Dick and Carrey, the development model of Dick and Carrey with the ADDIE model concept, namely Analysis, Design, Development, Implementation and Evaluation (Dick, Carey & Carey 2001: 4). Researchers chose the Dick and Carrey development model because researchers assumed that this model describes development is more efficient than other development models. The products produced from this study are in the form of disciplined character learning module modules through scout activities.

RESEARCH RESULTS AND DISCUSSION

The process of making scout-based educational character learning modules is carried out according to the development process, namely development based on product needs analysis, product development, expert validation and revision, field testing and final products. Product analysts do this by reviewing the curriculum and syllabus by conducting observations and interviews. The results of interviews with teachers and supervisors are known that the learning media facilities are still limited, especially in the process of fostering

disciplinary characters, namely the absence of modules, so there is a need for modules as learning media for scout members. While the results of interviews with students, students have not clearly understood the scout material in accordance with the character development discipline, due to the lack of examples of activities and images that can clarify the material. In accordance with the results of observations and interviews with teachers and students, the process of fostering disciplinary character in Elementary School of 12 Air Kumbang requires a media that is able to explain the material completely and clearly. The media is a module, because the module has more complete material starting from describing the character of discipline through the activities of the crowd as well as explanations and sample images as well as the application of making fashion designs in accordance with the scouting activities of the scouts. If the module is packaged attractively, students are more motivated to learn it. In addition, modules can also be used as learning resources that can be used to learn independently. After analyzing and collecting data, draft preparation was then carried out to facilitate the development of multiple media. In drafting, guidelines are needed in the form of books on making learning modules. The results of the developer are in the form of learning modules that contain cover pages, words of introduction, table of contents, introduction, learning, notes and bibliography. Modules are made with pictures so they can attract the attention of students to be motivated to learn modules and students can learn independently using Scout character education learning module based on scouting. The development of scout-based character education learning modules is intended to assist teachers in delivering material content and facilitate students to master disciplinary character development material, besides that the purpose of developing disciplinary character-based learning modules can present coherent material content. Scout material types are used to mobilize and implement disciplinary character development. Modules are made interesting by giving examples of images so students will be more motivated to learn modules and can be used for learning media. Based on the feasibility criteria of scout-based character education learning modules, the overall score of field trials in 30 students was obtained by a score of 4164 with a percentage of 86.75% so that education scout-based character learning modules were included in the "very feasible" category. So that the module is worthy of being used as a learning resource for both teachers and students in the process of disciplinary learning through scout activities at SD Negeri 12 Air Kumbang. With this module, students are expected to be disciplined in Water Elementary School 12 be increased through scouting activities. The results of this study are supported by research conducted by Zulbidah and Sailan (2015) with the results of research showing that (1) Scout activities are able to improve student discipline, Form activities that are able to improve discipline such as routine training, Line Up Skills Training activities, pioneering, camp, and exploration. (2) The method of guidance given to scout members who are able to improve discipline, namely problem solving methods, race methods, group work methods, methods of learning while doing, methods of play. (3) Factors supporting the development of students in the scout movement are first from the school, by providing the facilities and infrastructure needed in scout activities, both scout coaches, scout coaches of the Kalosi Muhammadiyah High School are teachers from schools who have understood

scouting and given trust by the head school, the third interest of students, the four parents support, in the form of moral and material support. The inhibiting factor in guiding the scout movement at Muhammadiyah High School Kalosi is the problem of funds used when activities such as in camps are usually insufficient funds from schools, and also location problems that are not strategic when routine training is carried out. Then the research conducted by Suryani, Amsia and Syaiful (2017) with the results of the study stating that there is an effect of Scout Activities on the discipline of class VIII students of Middle School 1 Terusan Has Academic Year 2016 / 2017. According to the results of data processing can be said the level of student ordering in schools after scouting activities has declined, this has resulted in increased discipline of students after Scouting Activities. This is evidenced by an increase in the level of discipline of students from each order in the school after scouting activities. Improved discipline in indicators of being in school on time was 37.98%, increased discipline in neatly dressed indicators as much as 67.44%, increased discipline in indicators of preserving public facilities as much as 37.98%, increased discipline in indicators of preserving the school environment as much as 45.74%, increased discipline on keeping indicators school good name as much as 44.96%, an increase in discipline on orderly habit indicators as much as 65.88%, based on increased discipline after Scout Activities so that it can be said that Scout Activities can improve student discipline.

CONCLUSION

Based on the results of research and development, obtained several conclusions as follows.

1. Development of disciplinary character learning modules based on scout education through several stages, namely by way of 1) analysis of product requirements by reviewing the curriculum and syllabus, 2) initial product development is carried out by setting module titles, module final objectives, module framework, and developing material will be developed, 3) expert validation and revision is done by asking for help from experts to assess the module in accordance with the field mastered and make revisions to the module in accordance with the advice of experts, 4) field tests and final products, the module is tested in field tests there were 30 members of the scout raiser in SD Negeri 12 Air Kumbang and produced a final product in the form of a discipline character learning module based on scout education which was declared suitable for use as a learning resource for students of SD 12 Air Kumbang.
2. The feasibility of the module is assessed based on the results of field tests by students. Field testing with 30 respondents who stated that the product was very feasible with a percentage of 86.75%. Based on the results of the student's readability test, it can be concluded that the character education module based on scouting education for students of Vocational High School 12 Air Kumbang can be used as a learning resource for scout members in the 12th Elementary School of Air Kumbang.

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