

Character Education in Scout Activity in Iain Pontianak

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Abstract

The background of the research is the discrepancy between the virtues gained in the classroom and the daily reality of society informed by the mass media. The truths and virtues they hear from the teachings of their teachers often find no example of justification from their environment. This study aims to (1) describe various scout programs in IAIN Pontianak students; 2) describe various scout activities in IAIN Pontianak student environment that contains the values of character education; 3) describe the process of applying the values of character education in scout activities in the student environment IAIN Pontianak. This research uses descriptive method with qualitative approach. This research was conducted at IAIN Pontianak, by assigning teachers as the main source of information. The data collection procedure uses an in-depth interview technique with its data collection tool in the form of Interview Guidelines. Data analysis techniques are a) Data Reduction; B) Display Data; And c) Verification. The results of this research are 1) the scout program in IAIN Pontianak student environment is designed with reference to the basic principles of scouting contained in the formulation of the purpose of the establishment of scout units in IAIN Pontianak, and also by observing the values of principles contained in Dasa Dharma Pramuka generally; 2) Scout activities which are application of scouting program in IAIN Pontianak contain character education values; 3) the application of the values of character education in scout activities in IAIN Pontianak student environment is done through real activities.

Keywords: Character Education and Scout Activity

A. Introduction

Almost every day the people of Indonesia obtain information about various events dominated by news of crime from mass media, both print and electronic visual media. These events have become a realistic phenomenon in the life of the Indonesian nation. Ironically, some of the events reported by the mass media contained acts of delinquency and crime committed by students or students and also students.

The evaluation system used up to now, has ethically contained the image of the learner's existence with the conclusion of a chain of numbers. The need for self-image as well as acknowledgment of existence is certainly not sufficiently met only by quantitative interpretation, because behind the quantity of numbers is hidden many things that affect it, such as: physical and psychological conditions when the evaluation is done; Teachers' teaching patterns; And the atmosphere of learning.

The disagreement between the virtues gained in the classroom and the daily reality of society displayed by the mass media is a confusing area of life to be traversed by every individual who has the status of a learner. The truths and virtues they hear from the teachings of their teachers often find no example of justification from their environment. This, of course, magnifies them in placing themselves, whether to imitate themselves with educational ethics or to dissolve in social morals. The government is the most responsible party to restore public confidence in education. As a party to the control of policies in the management of people's lives, the government has the authority to regulate and set policies aimed at educational imaging purposes. The application of that authority should ideally be detached from the trap of political tendencies and economic tendencies.

The involvement of various elements of society, as mandated by Law Number 20, 2003, on the National Education System, should be accompanied by the control of the party designing and issuing the law, namely the government. Controls may be exercised by the government, as holders of authority, with the courage to tighten the enactment of the rules on broadcast material by the mass media, together with sanctions imposed consistently against each violation. Currently, the Boy Scouts are not just activities among students, such as the impression that has been developed among the community, but has become an activity among the younger generation, from elementary school level to college. If the elementary school level up to high school scout membership is called members of the standby and mobilizer, then at the college level the membership is known as pandega or enforcer. As a college institution, IAIN Pontianak also facilitates scout activities for its students.

At IAIN Pontianak, scout activities are managed by scouting rabbits incorporated in KKM (Student Special Activities) under the guidance of Vice Rector III for Student Affairs. The scout unit at IAIN Pontianak was pioneered and established by the alumni STAIN Pontianak who still care about improving the quality of students in the alma mater.

Students are the next generation of young people who are the most important part to get an appropriate and appropriate education to channel their interests and talents both academically and non academically, so as not to be affected by the negative things of the rapid development of the times. Prophet adam as the first man given the provision to know his world. Realizing the ability to master the world in accordance with the nature of humanity

to bring pleasure and happiness wherever and wherever. To realize the prosperity and happiness of life it is not a light task, but requires a heavy struggle through a process that is not for a moment, as Allah's word in the Quran sura Fathir (35) verse 39, Surah Hud (11) verse 61, Surah Al Ra'ad (13) verse 29, and Surah Adz Dzariyat verse 56

Many college students are easily provoked by the "turmoil" of life's problems around, undisciplined, taking no time to learn as well as they can and are not prepared for the changing global era. The younger generation seems more interested in global culture which is considered more seductive and modern in the narrow sense such as promiscuity and others. In general, the case of "anharmonic" behavior done by students is also covered by educational institutions, and is still in class time. Whatever this form of anharmonic behavior should be prevented, then to stop and minimize it is necessary in the form and cultivated values of characters that can develop humanistic values. Through Scouting is expected to develop a humanistic character education and can unite our sense of nationality. The existence of scouts in IAIN Pontianak campus environment tied with this character education temali is what has attracted the attention of researchers to menkajinya through the research process.

B. Theoretical Review

Character building

In the last three years, the world of education in Indonesia has been enlivened by a discussion about character education that is born from the womb of Indonesian society to the reality of inappropriate behavior of learners. Character education is designed by the government in the form of unification of the process of planting noble values with the presentation of subject matter in class. To strengthen the process, habituation of behavior and commendable attitudes while in the school environment, becomes a necessity to be implemented by all elements of educational institutions (Saptono, 2011: 25).

In general, character education is interpreted as an effort to educate children to learn to make wise decisions in the practice of daily life so that their existence becomes a positive contribution for the surrounding community (Megawangi, 2004: 95). While in particular, character education can be understood as the internalization of various virtues systematically and systematically derived from the content of religious teachings, noble values of culture, and also the nation's philosophy, into the learning process.

The essence of character education is, the effort to teach ways of thinking and behaving that can help learners, as individuals, to dare to make and take decisions in a responsible life in the social area (Budimansyah, 2012: 14). The ability of learners in making decisions in a responsible manner is the actualization of the virtues they gain through the education process.

Scouts and Positive Character Values

The birth of Law Number 20, 2003, on the National Education System, encourages people to participate in education. The community seeks to provide inputs to the outcome of these educational institutions to become a group of competitive well-being society. Educational institutions are competing to raise the grade of competitive advantage. Many ideas are encouraged to develop educational institutions, so they try to maximize the activities of educational institutions, including Scout activities in educational institutions.

Character Building is an activity undertaken to foster a memorable character for participants who include personal, family, community and country personalities. There are three Models to be passed by the participants in which the first leads to Showing the Best In Yourself, the second is about Showing the Best in Others and the Three Cultural Models of Work. In the First Model, participants go through self-introduction, recognize and recognize self-characteristics (such as aspects of leadership), strengthen their strengths and restore self-weaknesses and apply universal values. Participants are aware of the involvement of others in their lives, knowing the skills to work as an expert, how to act as a leader in the group, and to solve problems in the past collection through this second Model. Work Culture Model. Through these three models, participants are enriched with various activities, talks, games, exercises and more. In addition, participants learn about honesty, make choices, take responsibility, lead, fulfill promises (commitments) and build confidence.

The battle movement is the name of the nonformal educational organization that organizes scouting education conducted in Indonesia. The word "Scout" is an abbreviation of the Young Praja Karana, which has the meaning of Young People Who Love Work. Scouts are a term for members of the Scout Movement members, which include; Scout Standby (7-10 years old), Scout Penggalang (11-15 years), Scouts Enforcer (16-20 years) and Scout Pandega (21-25 years). Other group members are Scout Coach, Andalan Pramuka, Scout Coach Corps, Pamong Saka Pramuka, Kwartir Staff and Assembly Adviser.

Collons (1995) suggests a characteristic of a leader or the nature of an expected person: (1) Smooth speech, (2) Ability to solve problems (3) awareness of need (4) Order (5) Intelligence (6) Accepting responsibility (7) Social skills (8) Awareness of self and the environment. According to H. Abdul Latif (2007) the function of educational institutions is to prepare students, provide basic skills, provide opportunities to improve fate, provide development workers, solve social problems, transmit culture, social human form, cultural traformasi tool.

Values are regarded as self-realization. Self-actualization is the embodiment of self-potentials becoming real. Potential is inherent, inner but not yet excavated and raised to the surface, e.g. the ability to be rational, moral, seek enlightenment or enlightenment of reason (enlightenment, etc.) Whereas opposing or contradictory potentials are seen as the absence of certain potential embodiments or incorrect or distorted manifestations.

The character (Abdul Madjid: 2011) as defined by Ryan and Bohlin, contains three basic elements, knowing the good, loving the good and doing good. In character education, the good is often summarized in a series of good qualities. Thus, character education is an attempt to guide human behavior toward a standardized standard. The nature of Values, values are references and beliefs in making choices, Referrals can be norms, ethics, laws, customs, religious rules, and other referrals that have value and are felt valuable to a person.

The role of education in realizing a culture of peace can be undertaken in the following ways: 1) reinforcing national and international cooperation efforts to improve education for all goals for economic, social and human development, and to promote a culture of peace 2) That children, from an early age benefit from values education, attitudes, behaviors and lifestyles and can empower, resolve conflicts peacefully and respectfully, tolerance without discrimination 3) Involve children in various activities in order to be socialized values And peaceful goals 4) tolerance without discrimination 3) Involving children in various activities in order to be able to socialize the values and goals of peace 4) Establishing equality of access for women for access and education opportunities 5) Supporting revision of educational curriculum, including books Text that animates the spirit of educational action da Mai, Ham and democratization 6) support and strengthen peaceful efforts by developing skills values conducive to the formation of a culture of peace through education, training and dialogue and consensus 7) Training and education efforts in conflict prevention / crisis management, Post-conflict peace building 8) Expand the initiative of enhancing the culture of peace that is handled by various higher education institutions in the world.

The Character Education Scout Program

The Program Plan is developed by the coach as a translation of the Program idea and based on a syllabus / plan developed at the national level into the design of the learning process to be realized in the learning / training. Furthermore, the design is developed by the facilitator by adjusting what is stated in the syllabus / program with conditions in the educational unit either the early ability of the Scout students / members such as interest, motivation, talent, potential, social skills, emotions, learning styles, special needs, Learning, cultural background, norms, values, and / or the environment of learners / Scout members.

The program of activities is structured in accordance with the Scout Program's objectives to produce learners / scout members as an independent human being and do not stop learning, the learning process in the Program is designed with a focus on the learners / members to develop motivation, interest, curiosity, creativity, initiative, Inspiration, independence, learning spirit, learning skills and study habits. To support this program, also designed activities nuanced development of reading and writing culture. In other words, the learning process in the Scouting Program is designed to develop reading avenues, reading comprehension, and expression in various forms of writing.

The scout program contains a variety of activities that contain the values of character education. This can be seen from the scout program as follows:

1. Provide feedback and follow-up.
2. Program Activities includes the design of positive feedback, strengthening, enrichment, and "Remote / Repetition" programs in the form of training.
3. Linkage and alignment.
4. The program is prepared by considering the interrelationship and integration between, learning materials, learning activities, assessment, and learning resources in a whole learning experience.
5. Implement appropriate technology related to information and communication
6. Program is prepared by considering the application of appropriate technology both related to information and communication in an integrated, systematic, and effective in accordance with the situation and conditions.

C. Research Method

The method that will be used for this research is Descriptive method with qualitative approach. This research was conducted in IAIN Pontianak campus environment, by assigning teachers as the main source of information. Search and dig information of researchers do by meeting directly the Student Activity Unit Unit (UKM) Scout IAIN Pontianak. The data collection procedure uses an in-depth interview technique with its data collection tool in the form of Interview Guides which are equipped with recorder and fieldnote. Data Analysis Techniques are a) Data Reduction; B) Display Data; And c) Verification.

D. Discussion

Scout Program at IAIN Pontianak

In line with the direction and objectives of our national education, as mandated by the 1945 Constitution, is the improvement of faith and piety and the noble character building of learners which in this case is all citizens who follow the education process in Indonesia. Therefore, education that builds moral values or character among learners should always get attention. Adult education is a vital tool for preparing early generations who will become leaders of our nation today and in the future.

Efforts that can be done for character building on the enforcer / pendega among them is to maximize the function of education and training in Student Activity Unit (UKM) Scout in every Higher Education. Education and training and habituation in accordance with the values of diversity can be used as a basis for character development. Observers of religious education together with other prospective teachers can design various daily activities for students in enforcement groups / pandega which colored the values of religious teachings. With this program, students are expected to be accustomed to perform religious activities that can ultimately shape its character.

IAIN Pontianak as one of the Universities is a unit of higher education in education level in Indonesia. Front Group established in the College is called Front Cluster Based College. The role of cluster front (GUDEP) in university is very important and strategic in the character building of students. Scouting in the area or branch. Gudep in college as in IAIN Pontianak is a place of nursery coaching and leader cadres. Especially in the Faculty of tarbiyah which since its inception is the branch of Faculty of Tarbiyah IAIN Syahid Jakarta become Department of Tarbiyah STAIN Pontianak. Gudep can take advantage of the existing potential campus that consists of various disciplines and can make innovations in conducting an activity, especially community development programs.

According to Azrul Azwar (2003: 231-232) nationwide the Boy Scout movement has a big role in shaping the character of young people, instilling love and spirit of nationalism among young people, and improving youth skills, all of which are considered important to prepare young people as future leaders Which is tough in the future. With the scouts can be trained functions and responsibilities well. Scout movement affects the emergence of various problems faced by young people. In fact, along with the 'paralysis' of the Scout Movement, the problems found in young people are increasingly complicated and diverse, which if left to threaten the future of the nation and state.

Along with the 'paralysis of the Boy Scouts' movement, the number of young people facing social problems is increasing sharply. If previously the number of young people who use illegal drugs, trapped in free sex life, pregnant out of wedlock, abortion, engage in fighting, fighting, and krimanality teenagers very low, but in the reform era, increased sharply. Further along with continued coincide with the 'paralysis' of the Scout Movement, the number of youths dealing with national issues has also risen sharply. The spirit of nationalism, willing to sacrifice, love the homeland and social concern of young people, in the reform era, looks increasingly thinning.

Empirical history and data have proved that active youth in scouting activities not only can overcome the various social and national problems faced by young people today, but the most important thing is to prepare young people as future leaders of a strong nation front. Indeed Scout Movement as a non-formam education movement that teaches values and skills, has long been known to form the desired character of young people in the future. As a student activity unit, SME Scouts have programs designed with reference to the intent and purpose of the establishment and holding of scout activities in universities.

There are three processes going through the scout participants / participants in which the first leads to the best self-displaying effort, the second is about presenting the best in others, and the third is the work culture. In the first process, the participants go through the process of self-alignment, recognizing and knowing certain self-characteristics (such as aspects of leadership), strengthening the strengths and restoring the weaknesses of self and applying the values that rahmatan lil 'alamin.

Furthermore, participants are aware of the role of others in their lives, knowing the skills to work as a troop expert, how to act as a leader in the group, and overcome problems in the society during this third process. As for the work culture is associated with the stewardship period of the scout for 1 priode with 1 year time. The board can recognize the interests of the work culture within an organization, knowing the characteristics that leaders and participants are looking for with the inventory and experience of attending all members and administrators. Through these three processes, participants are exposed to a variety of activities, such as: training, speaking, games, and so on. In addition, participants learn about honesty, make choices, take responsibility, lead, fulfill commitments and build confidence. This process is carried out for one year of stewardship, and the participants are led by a skilled attitude in managing community service programs.

Character Education Values in Scouting Activities in IAIN Pontianak Student Area

Basically the scout program consists of 2 types, namely: internal and external. The two types of programs in the scout activities are emphasized on the active role of the built members in life in the family environment, campus for nation and state in accordance with the ability and responsibility as a student. The program is:

1. Self-development in the form of increased devotion to God YME, with the aim of the creation of students who do not forget the basics of life that is a grace provided by God Almighty, so aware of their function in this

- world, mcpai love to the khalik through activities- Activities containing the provision of special materials carried out jointly in a training with the main objective of generating Unity and Unity among members of the Scouting movement.
2. Physical and Mental Development, such as: KRKPI (Routine Women Scout Spiritual Review), reffling, climbing, frusiking (Climbing Rock), Fardu Kifayah Training, compass, survival, botany and zoology, and bivouac (emergency tent).
 3. Increase Discipline, by giving understanding of meaning and meaning of discipline and consciously its application in pattern of daily life, either on campus or indirectly environment, simulated in training pattern.
 4. The formation of Budi Pekerti Luhur, with the aim that every member of the Boy Scouts to know and implement the attitudes that should be done by every student as a whole Indonesian man.
 5. Guidance on Attitudes and Attitudes to improve the attitude of members of Boy Scouts, in order to conduct attitudes and behaviors that reflect academic students.
 6. Development of the Soul of Leadership, to train members to be good leaders for themselves or for a group that is in line with the principles of leadership.

Implementation of Character Education Values in Scouting Activities at IAIN Pontianak

The existing programs and designed by the Student Activity Unit (UKM) Scout IAIN Pontianak then applied in the form of real activities. The application of the program gives an idea that the scouting program in IAIN Pontianak contains character education values, namely: 1) Consolidation; 2) Improving the Quality and Role of the Scout Movement; 3) The Spectacular Torch Show; 4) Perjusami (Camp on Friday, Saturday and Sunday); 5) PWN (National Wirakarya PTAIN) and 6) For Community Service held Ramadhan camp everytime before the fasting month conducted by IAIN Student Scouts.

All the activities that are applied from the scouting program contain the values of character education. The program and activity refers to the content of values that exist in Dasa Dharma Pramuka which is loaded with the values of character education, namely: 1) Belief in the One and Only; 2) Love nature and affection to fellow human beings; 3) Patriots who are polite and knights; 4) Compliance and likes to deliberate; 5) Rela helpful and steadfast.

Efforts to explore the values of character education is done by continuously reviewing and evaluating the basic principles in dharma dharma and against all the scout program design that is applied in the form of various activities. Evaluation conducted by the board and members is an inherent evaluation in every activity, both routine and insidental. The valuation is expected to make a useful contribution both theoretically and practically.

Theoretically evaluated evaluation in each activity is expected to add to the treasury of science, can be a reference for guidance of student character in scout group of enforcer and pandega in college generally through scouting activities emphasize that learners can develop and rebuild leadership potential. Like a characteristic teenager camp that is characterized by excitement, discipline, responsibility, creative and innovative. For the participants can be a cadre scout movement both on campus and in the community.

Chief Executive of the culture and empowerment of the nation's character values, in the activities of Tabernacle Camp. Character education of enforcement / pandega duties is the provision and improvement of educational services and professional development aimed at developing and developing the potential of the learner character in accordance with national education objectives. Substantively the characters that want to be developed and raised and rebuilt in the learner especially in college is related to the thinking, that is intelligence, creative, and open, and if the heart that is the nature of honest, sincere, religious, and fair and kinesthetic aspect is persistent , Hard work, discipline, clean and responsible and sense / karsa the nature of care, democratic, mutual help and helps.

As an example of concrete there are two important things for the Scout members as participants of the Camp for a week doing various devotional activities. First, to all cadres pramuda when returning to their respective regions / regions in order to be able to interact well in the community. Because the experience during the camp will be a motivation and can interact well, especially in socializing the values of togetherness, unity and national resilience, bringing a good experience during the camp. Second, the scouts should be developed in all regions / wilaya, especially the participants who attend / Higher Education can develop scouts in their respective areas, let alone the government from 2011 to next year begins to make the scout revitalization year. Because with the scout activities, the nation's cadres can shape the character of leadership and discipline, and have more national insight, can also maintain unity and unity.

The meaning depicted in the scout movement of the IAIN cluster to interpret the interaction of friends in the camp arena coming from various regions, where the revitalization of Youth Movement Karana (Scouting) can be implemented quickly and systematically. Along with the revitalization of the Scout Movement that has been proclaimed, and continued from the National Kwartir to the front cluster, all activities that take place in this camp can be done smoothly. The activities of the front-group clan of 'hidayatullah' were followed by hundreds of nation cadres (ie enforcement scouts and pandega) from various Islamic Community College (PTAIN) communities, running smoothly.

Various natural challenges Camps have passed, in the hope of increasingly educate and strengthen the character of all participants of the nation scouts. Similarly, the main activities that are packaged in various forms of community service for a week must have so much to help the community as well as enhance the experience, strengthen the brotherhood and nationalism of the participants as well as the community. "In fact, we hope that strengthening and filling the peace will continue to be strengthened and filled out in various activities of health, hygiene and health, culture, skills, education, state of understanding, environmental conservation, tourism to science and technology.

E. Conclusion

1. The scout program in IAIN Pontianak student environment is designed by referring to the basic principles of scouting contained in the formulation of the purpose of the establishment of scout units within the IAIN Pontianak, and also by observing the values of the principles contained in Dasa Dharma Pramuka in general. The scout program at IAIN Pontianak is designed to facilitate student character building.
2. Scout activities which are application of scouting program in IAIN Pontianak contain character education values, such as:
 - A. Religious education takes the form of a study of spiritual and religious values.
 - B. Personality education, which contains: honesty, patience, perseverance, tenacity, creativity, innovation, optimism, hygiene and health,
 - C. Social education, containing: caring and love for nature, unity, equality, cooperation, responsibility, brotherhood.
3. Implementation of values of character education in scout activities in IAIN Pontianak student environment is done through real activities, such as:
 - A. Pengajian for the education of spiritual values for students in IAIN Pontianak;
 - B. Tabernacle camp which is also carried out various activities, such as: work and mutual cooperation, discussions, trainings, and various competitions, all of which become a means for the implementation of character education character and social character education.

Suggestions

1. For the purpose of fostering and developing Student Activity Unit (UKM) Scout at IAIN Pontianak, it is necessary to increase the attention and guidance from the IAIN Pontianak leadership, in this case the three vice rectors and the vice deans of three in each faculty, in charge of student affairs. Attention can be realized by providing a broad opportunity to SME Scouts to express their programs, especially those based on character education.
2. To avoid a narrow mindset, IAIN Pontianak Scout SME managers should more often follow the activities that potentially add and broaden the horizons of thought and experience.
3. For the purpose of implementing character education for students in IAIN Pontianak, UKM Scouts are expected to work together with all academic community, especially lecturers. This cooperation is required for Scout SMEs able to take and play a role that may be missed in the formal lecture process.

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