



## **Internalization of scouting values in social sciences learning as an effort to form student character**

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### **ABSTRACT**

Character degradation is an issue that has not yet found an end point in the world of education. Various efforts have been made to overcome this problem, one of which is by utilizing extracurricular scout activities. This research aims to determine the internalization of scouting values in social studies learning as an effort to build student character. Using a qualitative approach, this research was at MTs.Negeri 2 Sidrap. Research informants were school principals, teachers, and students. Data collection techniques are in-depth interviews, observation, and documentation. To obtain the validity of the data, triangulation of methods and sources was carried out. After the data was collected, the data was analyzed by referring to the stages of Miles and Huberman. The results of the research found that efforts to shape students' character through scouting extracurricular activities will involve habituation, role modeling, sanctions, and are expected to shape students' personalities into discipline. The process of internalizing scouting values is taught and instilled by students or scout members through the 10 pillars of character formation in Dasa Dharma and instilled in students such as devotion to God Almighty, willingness to help and be steadfast, pure in thoughts, words and deeds, as well as a high sense of responsibility.

**Keywords:** Character formation, internalization, scouting values, social studies learning

### **Introduction**

Education includes guidance, instructions and teaching given by teachers to students in a learning process that will combine four important skills and can direct students to improve and use their knowledge independently, apply good moral and ethical principles to obtain their daily routine. Today, this national declaration should be interpreted as the cause of the state of the country, which shows a major decline in the behavior and attitudes of the nation's generation

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through extracurricular activities, one of which is scouting. Learning activities outside of school helps students develop their personal skills (Zahrawati & Faraz, 2017).

The Scout movement is the only Scout organization that is legal and recognized by the state, with the ratification of Law Number 12 of 2010 concerning the Scout Movement as the legal basis for the Scout Movement. The Scout Movement is a Scout education and training organization that plays a role in shaping the character of Indonesia's young generation. Apart from that, the Scout movement also provides opportunities for Indonesia's young generation to gain the skills needed to face challenges and changes in the nation's life, state and world (Ismaya, 2017).

Scouting is an extracurricular activity that functions as a forum for developing students' talents, interests, personalities, and abilities outside of classroom learning activities. Extracurricular activities can be carried out on predetermined days or schedules or during school holidays. The aim is to expand knowledge, guide interests and talents, and be able to become a full Indonesian citizen (Aziz & Ulya, 2022).

Scout education is developing the personality, life skills and virtues of scouting through the experience of scouting principles and the appreciation of scouting activities to prepare the younger generation to become leaders of the nation with noble character, character and moral character. Good behavior and life skills. Implementing scout education in schools, especially in madrasas, will have a big impact on students, and with this character formation, scout work can now shape students' character and almost all scout activities can train students' social spirit. Students who take Scout education can live their daily lives under the honor code, so students will have moral character within themselves. Organizing quality work for students should be done flexibly, guided and regularly, so that students can learn self-awareness. This type of scouting behavior supports the implementation of the formation of character values, one of which is the quality of work towards students. A sense of responsibility is not a trait/attitude that is innate from birth, but a trait/attitude that is gained through habituation and learning (Woro, 2016).

Social Education plays a very important role in developing students' social skills. This work can be achieved through the work of teachers, social studies education is learning that is not only based on theory, but is based on the facts of social studies learning which has an integrated component, namely the intellectual standards of students which are based on good values. (Gazali, 2019).

In fact, awareness and attitudes towards the environment have not yet developed fully among students. Students do not behave as expected in environmental education (Muhaimin, 2015). Scouting values are good values that are taught and instilled in Scout members. These principles are moral principles that guide the behavior of Scout members. Scouting principles originate from Tri Satya, Dasa Dharma, skills and abilities gained by scout members. Tri Satya is a promise code that reflects the national behavior of Scout members. Dasa Dharma is a guideline of behavior that must be carried out and practiced by scout members so that scout members have good morals (Sudrajad, 2013). These scouting values are positive values that have been taught and instilled in scout members and these values are moral values in the behavior of scout members.

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Other indicators that show symptoms of moral decline in students are impolite attitudes in speaking with older interlocutors, the habit of coming late to school, not doing assignments given by the teacher, cheating on exams, fighting with friends, slurring words. Dirty, littering. This shows that the moral education taught in schools could not fully bring about changes in students' attitudes for the better (Aziz & Ulya, 2022).

Based on an investigation of previous research, it was found that there had been various studies regarding extracurricular activities in an effort to foster good character in students. There hasn't been a specific study linking social science learning to it. Previous studies have associated it more closely with citizenship education. Scout extracurricular activities are carried out using a fun learning while playing method so that students do not feel bored and remain enthusiastic about participating in scout activities (Aziz & Ulya, 2022). Scout education is very important to support the achievement of national education goals. Through scouting education with its unique methods, a sense of belonging, helping each other, love of the homeland, and love of nature will arise (Hapsari, 2015; Nurwana et al., 2020). Through scout activities, students can apply character education values within themselves, such as religious attitudes, honesty, tolerance, discipline, hard work, independence, friendship/communicativeness, caring for the environment, social care and responsibility (Nurjani, 2022).

To develop student character in educational institutions, efforts can be made to enhance the quality of classroom learning and support character-building through extracurricular activities like Scout activities. Teachers and coaches can use extracurricular activities and training to teach character values to students. Dressing modestly according to Islamic norms affects the wearer's moral behavior. Students are expected to become accustomed to engaging in morally driven activities and other educational activities that can shape their character. (Hapsari, 2015). The purpose of this research is to investigate how scouting values are integrated into social studies learning to foster character development in MTs. Negeri 2 Sidrap.

## **Method**

The research employs a qualitative method and gathers data. The research took place at MTs. Negeri 2 Sidrap. The primary data source for this research is obtained through interviews and observations of research subjects, focusing on the internalization of scouting values in social studies learning at MTs. Negeri 2 Sidrap to build character, while secondary data will usually be obtained from journals, books, or from previous research reports. In-depth interviews, observation, and documentation are techniques for data collection. The data triangulation involves source and method triangulation. Miles and Huberman (2014) opinions were used to analyzing the obtained data.

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## **Results and Discussion**

### **Efforts to Form Student Character**

Building character is something that has an impact both at school and outside of school. Good educational development and progress can encourage students to do good and have the right goals in life. The character built in the education system is the relationship between character components that will carry moral values, which can be obtained through behavior and the interdependence between knowledge of moral values and powerful character and their implementation. Character education is a very important part of the government's efforts to form students who will have a positive impact in developing identity, the nation's successors to face the flow of globalization (Nurhidayattulloh & Marzuki, 2021).

Character cannot be formed in a short time. Building national character takes a long time and must be done continuously. The character inherent in the Indonesian nation recently did not just happen suddenly, but has gone through a long process. The Indonesian government, represented by the Ministry of Education and Culture, is constantly making efforts to improve the quality of education in Indonesia, but not all of them have been successful. Some education observers even argue that the quality of education in Indonesia is not increasing, and is even declining. One indicator is the decline in the moral attitudes and behavior of graduates from educational units who increasingly are farther from the desired order of moral values (Hapsari, 2015).

Based on research findings, it was found that internalization is an effort to build character through the teaching and learning process in the classroom. The teaching and learning process includes behavior, discipline, advice and motivation for students.

The scouting method is a way to implement the basic principles of scouting. Therefore, every scout leader must understand that every scouting activity must be based on the Basic Principles of scouting and carried out using scouting methods. The basic principles of scouting and scouting methods are the characteristics that differentiate scouting education from other education (Kusumawati, 2012).

Character education can apply to the Scout program. In any work, you must adhere to the basic principles of dharma, such as devotion to God Almighty, the willingness to help and stand firm, as well as purity of thoughts, words and deeds. The character education process and Dasa Dharma tools are carried out by scout leaders by always implementing, appreciating and applying the principles of Dasa Dharma Scouting and each scout program and character must have different methods for applying it to students.

Character formation and education must be done well, and this can be done through education. Thomas Lickona in his book says that character education is a conscious effort to help people understand, apply moral values, and concentrate on moral values. According to Thomas Lickona, there are three parts to education, namely knowledge about behavior, affective behavior, and behavioral behavior (Saiful; Hamda Yusliani dan Rosnidarwati, 2022).

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Thomas Lickona defines character as a person's natural disposition that can respond to actions and situations, and actually act through virtue, honesty, duty, respect and moral character. Children's character education should make children behave well all the time, so that they get used to it and punish them if they don't. For example, in everyday life, a child who bathes twice a day will have a terrible impact if he only bathes once a day, so this good behavior has become instinctive or will make the child feel guilty if he does it. This habit is not learned. The building is also considered from the considerations that support it, such as the environment where students live and the education system that will be used (Lickona, 2015).

Character education can be carried out in high schools and non-schools, while in academic education, character education programs are carried out in the classroom, while non-school education can be carried out at home or extracurricular ly, one of which is scouting: 1) Devotion to God Almighty, 2) Love of nature and compassion for fellow humans, 3) Patriot who is polite and chivalrous, 4) Obedient and likes to consult, 5) Willing to help and be steadfast, 6) Diligent, skilled and happy, 7) Thrifty, careful and modest, 8) Disciplined, brave and loyal, 9) Responsible and trustworthy, 10) Pure in thoughts, words and deeds.

The characterization process has reached a perfect level because students can understand what is being taught and also know the advantages and disadvantages of the behavior they receive. To produce outstanding students and avoid cheating from other students, the desired character will emerge.

### **Process of Internalizing Scouting Values in Social Sciences Learning in Efforts to Form Character**

The process of internalizing Scouting principles can increase students' interest in skills in non-academic fields. Other activities are other activities at school and take place outside school hours to develop students' abilities through their interests and skills to achieve the project objectives. Other programs can be used with different activities, for example scout activities that take part in creating character training among students.

The process of internalizing scouting values in social studies learning is carried out through four stages, namely: providing example, habituation, mentoring, and strengthening.

During the initial phase, the teacher will serve as a role model for students, showcasing appropriate attitudes and behavior that align with community norms and are deemed positive. A teacher must embody the qualities of an exemplary role model for their students. Many students will imitate what the teacher does. Teachers must exhibit a positive attitude and convey it to students, who can then imitate or become a role model. Starting by example is what a teacher needs to do to instill discipline.

The second stage, habituation, involves the ongoing implementation of a person's attitude. A person's character is shaped by the continuous practice of this habit. This habit is sometimes incorrect. Hence, only proper habits should persist as habits. Bad habits will lead to bad character in students. So this bad habit must be eliminated from a person's nature.

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The third stage involves mentoring. Extracurricular assistants offer mentoring as a service for various student activities. The character education of students can be effectively implemented with the guidance of a scoutmaster or teacher.

The final step involves strengthening. The scout extracurricular teacher must reinforce character education for students involved in scout activities. Strengthening students' positive character is the aim.

Internalization and formation of student character by teachers doing this during the teaching and learning process in all classes, when preparing teachers before leading the teaching and learning process, for example by making a Learning Implementation Plan that will be used based on the applicable program, and including character values and study. In the process of character formation, teachers must emphasize the learning process in class so that it can be repeated.

Scouting can also shape a person's personal character. For example, it can form the character of discipline in each of its members. The aim of scouting itself is to educate and develop teenagers to develop mentally, morally, spiritually and intellectually to become good young people. (Muhammad, 2015).

According to Abdul Majid, the structure of the learning process is a part that must be outlined in the Learning Implementation Plan in each organization, which will have a basic system of learning activities which will start from preliminary/introductory activities, main activities and will stop, educational activities, service closure and each lesson plan. Must be accompanied by the required time period (Majid, 2022).

The contents of the Learning Implementation Plan will be given to students and then student behavior such as praying, first checking student attendance. In Anis Fu'adah's opinion, this is the beginning of learning, teachers must prepare the class so that students are ready to learn, and open learning with gratitude and prayer. The teacher will check the students' attendance, and show the learning process of the day and upcoming meetings, and the teacher will report daily life activities and set learning objectives to be studied (Anis, 2022).

According to Thomas Lickona, who emphasized that character is human nature to react to circumstances. These natural qualities are manifested in good behavior through virtue, honesty, duty, truthfulness, respect for others, discipline and other good qualities (Yuliasutic, 2022). The role of scout extracurricular activities in shaping students' character and supporting discipline is crucial.

The teacher will incorporate character values into the teaching and learning process to prepare students for academic success. To build character, teachers should reinforce the classroom learning process for repetition.

### **Scouting Values in Social Sciences Learning in Efforts to Form Character**

Scouting values are values related to the words, thoughts and actions of a person who tries to always be based on God's values or the teachings of the religion he adheres to. Character includes everything related to a person's values, words, and actions. Scouting education needs to

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be introduced from an early age because apart from forming an attitude of independence, it also teaches how to understand and implement attitudes of piety, honesty, courage, hard work and other good characters in the Dasa Dharma of Scouting (Aziz & Ulya, 2022).

Internalizing Scout values in Social Sciences as an effort to build character shows that there are values that can be instilled in students and can be integrated into other Scout activities, when the body and the learning process are active in Scout activities at home, and will be discussed with other people. Parents or guardians of students as a way. Other activities have a powerful influence on the application of independent character values. The process of applying these values is a continuous process, because it takes place during the learning process. Of course, this learning process also faces obstacles and challenges. This skill technique is also supported by various other factors, for example adequate equipment and facilities and clean classroom conditions, a safe, comfortable and peaceful school environment. It can further be said that this process also received support from the principal, teachers, and students involved in the school.

The process of developing spiritual qualities occurs through residence and teaching. The habit of arriving on time at Scout practice, wearing a complete Scout uniform, and completing work on time are indicators that can be used by Scout leaders to instill discipline in students. (Yenuri, 2021).

This process has advantages in its activities, such as religious patterns, having obedient people and being practical and responsible employees. Susacoliac events at a very moderate level, because these services will be used as support and academic essence and their actions mean successful in meaningful warnings.

Education, along with continuous coaching, is a journey that guides children towards maturity. It is hoped that by instilling religious values from a young age and providing guidance, teenagers will develop a moral character that respects societal norms and avoids harming others. The application or internalization of values is closely linked to these processes' benefits (Nurwana et al., 2020).

Scout activities cultivate character education, preparing students to develop noble character and personality. Scout education enhances and supports family and school education, creating a harmonious and complementary educational experience. The continual fostering and implementation of scout activities are essential for character development (Kusumawati, 2012).

## **Conclusion**

Efforts in forming the character of students aim to create a person who is virtuous, moral, obedient to the rules and has morals. This character formation has been carried out from an early age, not only at school but also by gaining knowledge in the family. Character formation is a responsibility. From teachers, families, and society. By building the character of students, they can go through extracurricular scouting, which will become a habit, providing examples and providing sanctions, so that it is hoped that students will form individuals who are disciplined, brave and responsible. The process of internalizing scouting values can be taught and instilled by students or scout members, and these values are moral values that have adorned the behavior of scout

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members. The scouting values contained are Tri Satya and Dasa dharma which is a code of honor for all scout members, namely: 1) devotion to God Almighty, 2) Love of nature and compassion for fellow humans, 3) Polite and chivalrous patriots, 4) Obedient and likes to consult, 5) Willing to help and be steadfast, 6) Diligent, skilled and happy, 7) Thrifty, careful and modest, 8) Disciplined, brave and loyal, 9) Responsible and trustworthy, 10) Pure in thoughts and words and deeds. The results of the internalization of scouting values in social studies learning, and the points of the Dasa Dharma are efforts in forming the character of students at school, extracurricular activities that help students develop all values as devotion to God Almighty, willingness to help and steadfast, pure in thoughts, words and deeds, and a high sense of responsibility. Here are some ideas to consider. The school principal will oversee all members and ensure the internalization of scouting values in character formation. Teachers exemplify excellent character as role models in the classroom. While this happens, students are encouraged to maintain friendliness, kindness, and focus, forming a habit at school and getting rid of bad habits. They need to develop that aligns with the expectations of teachers, parents, and society, and benefits the nation and state.

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