Improving Student Character Through Scout Extracurriculars With A Lesson Study Model

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ABSTRACT

This research focuses on improving the character of students post-covid pandemic through extracurricular scouting. This research was conducted at SD Negeri 9 Manggar. The subject of the study was a student consisting of 30 students. This type of research is school action research or PTS. Data collection techniques use observation, interviews, pretests and postests as well as questionnaires. Data processing using percentage formulas. The results of the research on scout extracurricular Recovery activities in improving student character education started from the results of teacher satisfaction with the development of student attitudes with a score of 3.33 in the satisfied category. Based on the discussion of the results of research conducted, scout extracurricular activities in improving student character education are seen from the results of teacher satisfaction with the development of student attitudes with a score of 3.33 in the satisfied category. Based on the results of research in student activities in cycle 1 with an attitude value of 68.74% with sufficient criteria (C) and a knowledge value of 66.32% with sufficient criteria (C). in cycle 2 with an attitude value of 87.50% with a Good criteria (B) and a knowledge value of 81.32% with a Good criteria (B)

Keywords: *Scouting, Lesson Study Model, Character Education*

Penelitian ini berfokus pada peningkatan karakter siswa pasca pandemi covid melalui ekstrakurikuler scouting. Penelitian ini dilaksanakan di SD Negeri 9 Manggar. Subjek penelitian adalah seorang siswa yang terdiri dari 30 siswa. Jenis penelitian ini adalah penelitian tindakan sekolah atau PTS. Teknik pengumpulan data menggunakan observasi, wawancara, pretest dan postest serta angket. Pengolahan data menggunakan rumus persentase. Hasil penelitian kegiatan ekstrakurikuler pramuka Recovery dalam meningkatkan pendidikan karakter siswa dimulai dari hasil kepuasan guru terhadap perkembangan sikap siswa dengan skor 3,33 pada kategori puas. Berdasarkan pembahasan hasil penelitian yang dilakukan, kegiatan ekstrakurikuler pramuka dalam meningkatkan pendidikan karakter siswa dilihat dari hasil kepuasan guru terhadap perkembangan sikap siswa dengan skor 3,33 pada kategori puas. Berdasarkan hasil penelitian dalam kegiatan siswa pada siklus 1 dengan nilai sikap 68,74% dengan kriteria memadai (C) dan nilai pengetahuan 66,32% dengan kriteria memadai (C). pada siklus 2 dengan nilai sikap 87,50% dengan kriteria Baik (B) dan nilai pengetahuan 81,32% dengan kriteria Baik (B).

Kata Kunci: *Kepramukaan, Model Lesson Study, Pendidikan Karakter*

INTRODUCTION

Indonesia's current education system has not been able to achieve the formation of the character of students and students into good citizens characterized by a moral crisis. A moral crisis is a behavior or attitude that is unacceptable and not in accordance with existing norms as found such as increased promiscuity, violence committed by children and adolescents, theft, cheating habits, pornography, brawls and much more where the attitude is a deviant attitude and has a negative impact (Apriani & Wangid, 2015; Darmayanti & Wibowo, 2014; Dike & Parida, 2020). This negative attitude is triggered because education or character strengthening is not applied optimally (Wijayanti, 2018). Current education is only underestimated because a child will be stamped as a smart child if he is able to do academics such as good at mathematics, good at science subjects and related to academics only so that it is only able to change the cognitive of students but not with children's behavior. (R. D. Puspitasari & Suwarjo, 2018; Zamroni, 2011).

On December 31, 2019, Indonesia was declared one of the countries exposed to the Covid 19 pandemic which originally originated in wuhan city, Hubei province, China. This triggered social distancing throughout the world, including Indonesia itself, which aims to prevent the spread of the Covid-19 virus which is widespread by means of social distancing (distancing), causing the closure of all educational activities ranging from teaching and learning activities to extracurriculars in schools Wilder-Smith & Freedman dalam(Lestari et al., 2021; Suyitno & Fujiastuti, 2019). In this regard, there is a circular from the government regarding education policy in Indonesia which states that all learning activities are carried out at home or Learning From Home(Husin & Sawitri, 2021; Makawawa et al., 2021). The learning system carried out today is different from the previous one, and it is very difficult to implement because the learning activities cannot be face to face but use electronic as a connecting medium, this is what causes students not to get full character education (Gestiardi, 2021; Makawawa et al., 2021).

This Learning From home activity lasted for a long time and currently Indonesia has entered the new normal era, namely the behavior to continue to carry out normal activities before the Covid-19 pandemic but accompanied by the use of health protocols(Hariyanta, 2022; Suminar, 2022). Even though it has entered the new normal, there are several problems that arise including the existence of learning lost in learning

activities, the lack of application of character education to students so that it is the task of the government, education personnel and parents to complete these shortcomings. (Firmansyah & Safitri, 2021; Nugraha, 2020; Pakpahan & Fitriani, 2020). This problem is also experienced by some students who are in the researchn Argaheni (2020) the impact of Learning From Home activities or online learning is a dilemma that occurs in learning activities including confusing learning activities, decreased student activity in the classroom, accumulation of information because students do not fully understand what they are learning, and increasing stress rates.

According to the results of observations made by the author at SD N 9 Manggar in East Belitung Regency, the author found several facts including (1) there is a gap between students and other students, (2) students still arrive late to school, (3) in scout extracurricular activities, many students are not disciplined. (4) absence of scout coaches due to the covid pandemic.

Responding to the facts that arise, in Law No.20 of 2003 concerning the National Education system in Article 3, which states that national education functions to develop abilities and form a dignified national character and civilization in order to educate the nation's life (Aji 2016; Arfani 2016). National education aims to develop the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.(Aryani, 2020; Pratiwi, 2020). Based on the functions and objectives of national education, it is clear that character education at every level of education must be organized systematically in order to achieve these goals.

One of the extracurriculars that can shape the character of students is the scout extracurricular. Scouting is believed to be able to shape and build and foster the character of female students in the education system(Ratnawati et al., 2018). The scout movement is one of the many active organizations in Indonesia that has a vision and mission to advance and develop the education system outside of school, as well as prepare young men and women as the sprouts of the nation who receive the mandate passed down from their predecessors in continuing the struggle and ideals of the nation (Al Azizi, 2018; Asrivi, 2020; Nainggolan, 2016). In Law No. 12 thatscouting is seen as a form of forum for defending the country, this is the scout movement as one of the organizations that directly intersects with formal education and even scouting is included as one of the

extracurriculars in schools and is mandatory to be followed whether it is in public schools or private schools.(Aji, 2016).

Attention to the many opinions and observations concluded several points of the problem including how scouting activities as a strengthening of character education after Learning From Home at SD N 9 Manggar?. In addition, to find out how the scouting process as a reinforcement of character education after Learning From Home at SD N 9 Manggar? and what are the obstacles found in the Recovery of student character and how to overcome in SD N 9 Manggar? from the statement above, the author is interested in conducting a study entitled "Recovery of Student Character through Extra-Curricular Scouts at SD N 9 Manggar".

METHOD

The type of research used by researchers is a type of school action research or PTS. This research is a scientific activity to find and find the truth of a conjecture. School action research is so widespread that this type of research is what suits researchers. PTS are research that leads to pragmatic and performative theories of truth (Sundari & Andriana, 2018). Pragtative which means a frame of mind that leads to practical truth while performative is truth obtained through real, planned, and systematic actions. Discussions and research results will be written systematically using presentation techniques to make it easier for readers to obtain information (Syarifuddin & Nurmi, 2022).

This research was conducted at SD Negeri 9 Manggar which is located in the East Belitung district of Bangka Belitung Province. The planning and implementation of this research in the 2nd week of March to be precise on March 19, 2022.

The subject of the study is a source of data used in a study (Arikunto, 2013). The subject of study is a source of data in a study. The subjects in this study were students of SD N 9 Manggar consisting of 15 children from grade 4 consisting of 6 students and 9 students and 15 children from grade 5 consisting of 8 students and 7 students, so the researcher used the Stratified Random Sampling technique used by the researcher aimed to determine the sample chosen, namely upper class students totaling 30 students.

Table 1. Indicators Character

Character Indicators	Lots of Indicators	Number of Indicator
Advent	1,2,3	3
Clothes	4,5	2
Behave	6,7,8	3
Learning Ethics	9,10	2
Sum	10	10

Data collection techniques in this study used, observation, interviews, pretests and postests as well as questionnaires. In the early stages of data collection using observation as data collection, at this stage researchers only look at the condition of student activities when arriving at school, while in the classroom, outside the classroom, at the time of learning without a teacher supervising. In the second stage, the researcher used interview techniques, at this stage the researchers interviewed several teachers and principals and children to get more accurate data on the problems in the school. The next stage of the researcher uses pretest and postest techniques to see the student's process. The pretest questions only contain 20 questions and the pretest contains 20 questions. The last stage of the researcher used the questionnaire technique where the questionnaire contained the satisfaction of teachers, principals with the research applied at SD N 9 Manggar

Data processing using percentage formulas. Menurut (Creswell, 2009) To calculate the percentage of each alternative answer obtained from the questionnaire question, therefore use the following formula:

$$P = \frac{f}{N} \text{ x } 100\%$$

Information:

P= Percentage

F= Frequency

N= Number of research subjects

100%= fixed constant number

RESULT AND DISCUSSION
A. Precyclical scouting activities

Scout activities in schools are generally divided into two, including indoor scouting activities and outdoor scouting activities. Indoor scouting activities include providing general knowledge such as scouting history, organizational structures, and much more while scouting activities outside the classroom include morse code practices, rigging practices, disaster management role playing, shimapore cipher practices and much more. March 19, 2022 researchers observed scouting activities at SD N 9 Manggar. The activities carried out only carry out the ceremony after the ceremony is carried out, the female students are given directions to carry out devotional work only after which the scouting activities are closed.

The next activity was to interview several teachers and principals. Researchers interviewed the 4th grade teacher on behalf of vita's mother. From the results of the interview with the grade 4 teacher, according to him, this is due to the transition of the Covid 19 period to the post-Covid 19 period so that students only carry out scout ceremony activities. Researchers also interviewed a 5th grade teacher on behalf of Ms Mery. The results of the interview with the grade 5 teacher, according to him, the scouting activity was only as a formality so that only carrying out scouting activities was enough. According to the results of an interview with the principal of SD N 9 Manggar on behalf of suzana's mother, according to her, precovid scouting activities are very active, SD N 9 Manggar is one of the schools that is active in participating in scouting activities at the school level and between groups. This school also has its own front cluster, namely the 019/020 front cluster, not only that this school also has a coach on behalf of isnain who is one of the coaches from the local district branch and has a coaching certificate / KMD. During the Covid-19 pandemic, all school activities were put on rest so that extracurricular activities were also eliminated and according to Mrs. Suzana as the principal and person in charge of scout extracurricular activities at SD N 9 Manggar during the transition to post-covid, extracurricular activities such as scouting have not been fully facilitated due to several factors including the absence of proficient trainers, there are some teachers who already have KMD certificates but are not proficient in sum. According to the principal's mother, the loss of scouting activities in her school gave rise to a new problem, namely the decline in students' manners and manners.

B. Scouting activities cycle 1

Planning

Researchers carry out scouting activities after obtaining permission from the principal and determine the right time for the implementation of the first cycle. March 24-25, 2022 researchers discuss with the principal as a civil service teacher, researchers will use the lesson study method which has a plan, do, see stage. March 26, 2022 At this stage, researchers carry out the first cycle with the principal as a civil service teacher.

Implementation.

The implementation of this research was carried out through two activities, namely in the classroom and outside the classroom using a lesson study learning model (See, Plan, Do).

Observation of activities

In the initial activity, namely the implementation of the scout ceremony, initially the implementation activities at the observation stage carried out by the previous researcher were not arranged in accordance with the guidelines of scout ceremonies in general. The researcher provided the text of the arrangement of the ceremony that had been made. The implementation of the scout ceremony in the first cycle was carried out enthusiastically even though there were some students who did not use full scout attributes such as not wearing scout pants, not wearing hasduk, not wearing black socks.

Furthermore, observation activities were also carried out in the classroom, found findings that were disciplined by students, including the absence of separate units between men and women, students did not memorize the reading of dasa darma, scout attributes were still not neatly arranged.

Planning Activities (Plan)

After observing the initial activities starting from the implementation of scout ceremonies, outside and inside the classroom. Researchers formulate planning in learning activities including; planning the introduction of scout attributes to learners, planning of appreciative behavior learning materials, and planning of Dasa dharma and trisatya scout materials.

Implementation of Activities (do)

After the activity planning has been arranged and structured properly, the next step is the implementation of the activity. The implementation of the activity began with a scout ceremony as the opening of the implementation of cycle I in this study. The scouting ceremony was attended by grades 4, 5, and 6. However, the subject of this study is only grades 4 and 5. In the implementation of scouting ceremony activities in the aspect of discipline, students use complete scout attributes as many as 10 students, 15 students use scout clothes, and 5 students do not use scout attributes. After the ceremony is over, students are directed to enter the classroom to continue their next activities. Disciplinary attitude is also an assessment in this activity. Of the 30 students, 6 of them did not go directly to the room but they went to the canteen, 8 students went in and out of the classroom.

The activity in the research class delivered material on the introduction of the correct scout attributes, in this activity the researcher as a speaker gave an example of the correct scout attributes by displaying a video that was displayed. After the delivery of the video is complete, students are given material on appreciative behavior, in this activity the speaker provides examples of behavior of respecting living beings, time, and materials by displaying videos and group discussions. Next students are given ice breaking as a refresher in scouting activities by doing pingguin gymnastics together. Next is the introduction of dasa dharma and trisatya scouts which are carried out outdoors. The introduction of dasa dharma and trisatya uses a pocketbook provided by the school and students are invited to read together and repeatedly as many as 3 repetitions. After carrying out the entire series of activities to see the learning outcomes of students in scouting activities, a post test is given which will be used for comparison materials in the second cycle.

from the results of the assessment of overall disciplinary attitudes, students in the first cycle obtained a score of 22 with a maximum score of 32 with a percentage of 68.7% with sufficient criteria (C). from the learning outcomes of students who were obtained in the post test obtained an average of 66.32% with sufficient criteria (C).

Table 2. Table of results of cycle I research

No	Aspects that are valued	Results
1	Aspects of student attitudes	68,74%
2	Aspects of Student Knowledge	66,32%

Reflection (See)

The results of observations about the implementation and evaluation of students in the first cycle of meeting I show that the implementation of the lesson study learning model has not been carried out optimally. Based on the reflection on the first cycle, it can be concluded that the process of implementing scouting activities at SD N 9 Manggar has not been carried out properly. This can be seen from the observation of attitudes that lack discipline in dressing, in learning and still have not achieved the desired goals. Thus that in cycle 1 it still needs to be improved and corrected again in cycle II taking into account the problems that arise during cycle I.

C. Cycle II Scout Activities

Planning

After the implementation of cycle I, the peneliti resumes cycle II activities. However, before carrying out cycle II, researchers discuss the findings in the field and the problems that exist in cycle I so that the civil service gets information that will later be corrected again in cycle II.

Implementation.

The implementation of this research was carried out through two activities, namely in the classroom and outside the classroom using a lesson study learning model (See, Plan, Do).

Observation of activities

In the initial activity of cycle II, it is to analyze the activities and findings that exist in cycle I including the implementation of scouting which was found that there were still students who did not use scout attributes and clothing, besides that it was also found that some students were not disciplined starting from punctuality in carrying out activities, not knowing dasa dharma and trisatya and the implementation of ceremonies that were

not wise.   Furthermore, the problem in cycle I has not been the application of the most important units for male and female practices.

Planning Activities (Plan)

After observing the activities in the first cycle starting from the implementation of scout ceremonies, outside and inside the classroom. Researchers and civil servants again formulated planning in advanced learning activities in cycle II to see the improvements that arise between cycle I and cycle II, including; planning for reviewing scout attributes to learners, planning for implementing appreciative behavior learning, and planning for implementing Dasa dharma and trisatya scouts.

Implementation of Activities (Do)

After the planning of cycle II activities has been arranged and structured properly, the next step is the implementation of activities. The implementation of activities in cycle II begins with scouting ceremony activities. The scouting ceremony was attended by grades 4 and 5 because grade 6 was already focused on preparing for school exams. In the implementation of scout ceremony activities in cycle II, researchers focus on the disciplinary aspect, namely reviewing students using scout attributes as a follow-up evaluation of cycle I. it was found that 25 students were wearing full attributes and 5 students were already wearing scout attire After the ceremony was over, students were directed to enter the classroom to continue their further activities. Disciplinary attitude is also an assessment in this activity, the attitude assessment aspect is carried out from arrival to school to the completion of scouting activities. Of the 30 students who were the subject of the study, only 1 student arrived late upon arrival to school. After the scouting ceremony, all students immediately enter the classroom to carry out activities in the classroom.

The activities in the research class deliver advanced material on the introduction of scout attributes, in this activity the researcher appreciates students who have applied the previous material by using scout attributes thoroughly. After that, students are directed to create a group squad. After the students form a group team, the speaker gives material on respectful behavior, in this activity students are asked to carry out devotional work to clean the school yard which is an application of the material on respecting others. After that, students were given ice breaking as a refresher in scouting activities by performing maumere gymnastics together. Next is the implementation of dasa dharma and trisatya

scouts which are carried out outdoors. This is the practice of scouting ceremonies there is a recitation of dasa dharma and trisatya. After carrying out the entire series of activities to see the learning outcomes of students in scouting activities, a post test is given which will be used to evaluate learning in the second cycle. From the results of the assessment of overall disciplinary attitudes, students in the first cycle obtained a score of 28 with a maximum score of 32 with a percentage of 87.50% with good criteria (B). from the learning outcomes of students who were obtained in the post test obtained an average of 81.32% with good criteria (B).

Table 3. Table of Learning Outcomes Cycle 2

No	Aspects that are valued	Result
1	Aspects of student attitudes	87,50%
2	Aspects of student knowledge	81,32%

Reflection (See)

Evaluation Activity is the final activity of each activity that aims to find out the development of the subject after being given a stimulus / material. Researchers use postest as a student evaluation tool. Post test is one of the advanced data collection tools after the provision of stimulus such as material to measure the ability and insight of the subject to be studied. The posttest contains 20 questions, where each 5 items includes the material that has been studied. Evaluation activities are also given to teachers and principals in the form of satisfaction questionnaires. Satisfaction questionnaire as a measure of teacher and principal satisfaction with research that has been carried out using a likerts scale. Zuriah (2009) The likerts scale is a number of positive and negative questions regarding an object of attitude. The questionnaire guidelines used are in the form of outlines of teacher satisfaction that will be asked by researchers to teachers and principals.

Table 4. Teacher Assessment

No	Name	Average Teacher Satisfaction	Grading Scale
1	Vita	Satisfied	3
2	Suzana	Very satisfied	4
3	Mery	Satisfied	3
Jumlah			10
Average		Satisfied	3,33

Character is fundamental in the formation of the personality of students in terms of their ethical and moral starting point. Character improvement needs to be done in education so that students not only get intellectual debriefing but attitudes and traits also need to be improved (Patimah, 2015). The school's efforts in improving the character of students by providing an activity, namely scout extracurricular activities (Aji, 2016; R. Puspitasari, 2016; Ratnawati et al., 2018) Extracurricular scouting can assist learners in improving character such as discipline, assertiveness, honesty, and cooperation. In addition, scout extracurriculars are one of the required extracurriculars from the local education office that must be followed by students so that they are effective in developing and improving the characteristics of elementary school students (Aji, 2016; Pratiwi, 2020).

Character improvement through extracurricular scouting will be effective when using a suitable learning model, one of which is the Lesson Study model. According to (Mukmin, 2017) The lesson study model is a model that has steps (See, Plan, Do) so that it can be collaborated on scout extracurriculars for elementary school students.

The results of the analysis showed that there was a significant improvement between the first cycle and the second cycle. This increase is influenced by the readiness of the implementation of activities used at the do stage. The readiness of the first plan is less effective because there is still a lot of input in the learning materials that have been prepared according to the curriculum used in schools. In the second cycle plan, the learning materials that have been made by the speaker are appropriate and suitable for use, but there is input to adjust to the background of the students so that students also feel

comfortable in scouting extracurricular activities. Improvement can be seen from the implementation of a plan that can be seen at the do stage.

At the do stage, it is known that the implementation has increased between the first cycle and the second cycle. The increase can be seen from the discipline of students in using scouting attributes and discipline in activities in the classroom and outside the classroom. In the first cycle, only 68.7% of students used scout attributes but were incomplete and the knowledge of students during the implementation of activities outside and inside the classroom was 66.32%. In the second cycle, the character of student discipline began to increase, this can be seen from the use of scout clothes by 87.5%, but there are some students who use scout clothes but the attributes are not complete. Students' knowledge of activities outside and inside the classroom was 81.3% in the material provided. Efforts to see the progress of the activities carried out can be seen at the see stage.

At the see stage, it is known that an observation and reflection has increased in the first cycle with the second cycle. The improvement can be seen from the initial observations and reflections on the implementation of students in the activity. In the first cycle, the learning model has not been carried out optimally so that a lot of input and reflection is given by the civil service teacher. In the second cycle, the lesson study learning model has been carried out and it has been seen an increase in the disciplinary character of students which looks like using complete scouting attributes, collaborating in the implementation of activities and being active in scout extracurricular activities.

From scouting activities using the lesson study model in the first cycle, it is known that the average attitude aspect of 69.7% got an increase in the second cycle of 87.5% and the knowledge aspect in the first cycle of 66.3% got an increase in the second cycle of 81.3%. Seeing an increase in each stage of the cycle shows that the use of a lesson study model in scouting extracurricular activities can help teachers in improving the character of discipline in elementary school students. The statement is in line with the research Pratiwi (2020) Scouts are able to improve the disciplinary character of students starting from manners, neatness, compliance with existing regulations, so that they can produce a generation that not only has high intellectuality but good character as well.

CONCLUSION

Based on the discussion of the results of research conducted at SD N 9 Manggar, scout extracurricular activities in improving student character education are seen from the results of teacher satisfaction with the development of student attitudes with a score of 3.33 in the satisfied category. Based on the results of research in student activities in cycle 1 with an attitude value of 68.74% with sufficient criteria (C) and a knowledge value of 66.32% with sufficient criteria (C). in cycle 2 with an attitude value of 87.50% with good criteria (B) and knowledge values of 81.32% with good criteria (B) there was a significant increase in attitude values, namely with a value of 68.74% for cycle I   and 87.50% for cycle II. there was a significant increase in the value of knowledge, namely 66.32% for cycle I and 81.32% for cycle II. Thus, it can be concluded that using the lesson study model in scouting activities at SD N 9 Manggar is very effectively carried out to improve student characteristics in the aspect of disciplinary attitudes.

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