

Values of Nationalism in the Extracurricular Activity of Boys Scout at Public Elementary School 3 Palu

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Abstract

This study has a purpose of analyzing the implementation of nationalism values, the role of the principal, teachers, scout coaches, and obstacles in the implementation of scouting activities at Public Elementary School 3 Palu. This study was interactive qualitative research. Subjects who participated in the study were the principal, teachers, scoutmaster, and students. This study applied observations, interviews, and documentation for data collection techniques. The data in this study were analyzed using Miles and Huberman interactive models. The results showed that the values of nationalism were formed through the implementation of scouting activities including marching lines, singing national and regional songs, games, rigging, and campsites, The role of the principal and the teacher was to supervise, provide information and participate in a number of scout activities, and the role of the scoutmaster is to familiarize students with fun scouting activities, The obstacles found in its implementation were weather conditions, student activities outside of school as well as facilities and infrastructure.

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INTRODUCTION

According to Anwar (2014) in its development, the spirit of nationalism among the younger generation seemed to weaken. This phenomenon shows that the role of educational institutions becomes very important. It is conducted in order students can understand and figure out the meaning of nationalism and most importantly be able to live the philosophical values behind the spirit of nationalism.

Nationalism value is a character value that is instilled in someone through language, culture, and education that will produce an idea or a way of thinking to an individual, attitude or behavior in respecting, respecting, loving the environment and the country. Nihayah, and Adi (2014) stated that nationalism is the concept of how a person runs social life for his/ her country and requires each individual to have a passion of love for the country. According to Ismawati (2018) nationalism is a group of individuals who want to unite with other individuals with the same needs and purposes. This is in line with Affan (2016) who stated that nationalism is a natural love of the motherland, an awareness that drives to shape the country and serves as the first step and goal in undergoing cultural and economic activities.

In Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills for himself, society, nation, and country. According to Rawantina, and Arsana (2013) there are some roles of character education in the nationalism. It is the character which is reflected in the culture of Indonesian nation that cannot be separated from the nationalism instilled to the people of the country so that character education can appear in accordance to the nation.

Dewi, and Warsono (2013) in their research, found that factors affecting the nationalism can be found either through the internal side of the students or the school

environment. This is in line with the research conducted by Anugraheny (2016) shows that instilling the value of nationalism through two main activities namely learning activities and supporting activities outside of learning. According to Agung (2011) character education that focuses on developing the identities of students is to be smart and have character needs that are forced through formal and informal education. Rois (2017) found that education needed in this era is education that can integrate character education in the learning to optimize the development of all dimensions of children such as cognitive, physical, social, emotional, creative and spiritual. In line with this, Agboola, and Tsai (2012) also argued that characters in many forms had been described as the way people express their mental and physical, as well as the values embedded in their self.

Pala (2011) stated that character education is a national movement that creates schools, fosters ethical, responsible and caring young people by modeling and teaching good character through an emphasis on universal values that we all share. Pane, and Patriana (2016) stated that character education has a higher level in terms of the scope of implementation that is not limited to the learning process. Kamaruddin (2012) also believes that character education is important for the growth of the whole human individual and must be done early so that they are academically ready and have a good character.

Otaya (2014) found that the success of character education is determined by the consistency of one's behavior following what is said, must be aware of the knowledge and knowledge from sources that can be accounted for. Aji (2016) also stated that individuals with good character are individuals who can make decisions and are ready to take responsibility for the consequences of decisions made. From this opinion, it can be concluded that character education is the process of education given to children or students to have character values within themselves so that later they can distinguish and make good and bad decisions in everyday life. Children who excel in character

will be able to face all the problems and challenges in life.

The school is one of the educational institutions that play a role in the development of knowledge and shapes the character of the child so that it becomes a quality generation in terms of knowledge and also must shape the attitudes and behavior of children following applicable demands. This is in line with Murniyetti, Engkizar, and Anwar (2016) stated that the implementation of character education in schools aims to produce students who can behave following religious, social and cultural rules and norms.

Partini (2012) found that the process of character formation is carried out continuously or never ends. According to Yanti, Adawiyah, and Matnuh (2016) character education is not merely teaching the students with some knowledge, something which is good or something bad. However, it is more than that, and character education is the process of instilling positive values to students through a variety of appropriate methods and strategies. Hambali (2015) also found that the formation of character and values is developed through the sustainable practice of acceptable positive values which is a long-term process. Characters are developed through training, habituation, and role models in the context of social interaction in schools.

According to Lestari (2016) educational learning is usually taught through extracurricular activities such as through arts, sports, personality development, and other activities that aim positively for the progress of the students themselves. Dahliyana (2017) in her research showed the relationship between extracurricular activities and character education, which is an embodiment or implementation between the knowledge gained in the classroom and the attitudes and skills that must be developed so that students can have the values of noble character that has become a culture in the social life of the school.

Scout extracurricular activity is one of the activities at school that can not only be used as a place to develop potential but also a place to instill character values in children that will affect

the mindset and behavior of students. According to Damanik (2014) students' extracurricular activities can train students to find and develop their potential, to collaborate, communicate, and learn. Lestari (2016) also explained that through extracurricular activities, students could strengthen the personality development of students who tend to develop to choose a particular path.

Taubah, and Chasanah (2018) in their research found that scouts are also one of the extracurricular activities that can shape themselves and the personality of students who become Indonesian people who are knowledgeable and can apply the noble values of the nation. Scout activities encompass aspects of national and state life so that it can be said that scouting activity is one of the school's solutions in introducing and shaping the value of nationalism through the habituation of activities at school so that the value of nationalism is embedded in the souls of students. Nainggolan (2016) in his research, shows that scouting is one of the extracurricular activities that can foster nationalism in elementary school students. Surono (2017) in his research also shows that scouting activities are carried out with various programs that have an impact on the formation of character and a sense of nationalism of students because scouts provide theoretical knowledge and apply in everyday life.

Scout extracurricular is one of the activities outside the classroom carried out that his purpose in making the students of Public Elementary School 3 Palu have strong character values, one of which is the value of nationalism. The value of nationalism is given to the students as early as possible so that they can have better understanding of the differences in ethnicity, religion and to strengthen their knowledge about the history of the nation and national songs in order that they have more loving in the country since Public Elementary School 3 Palu has a diversity of tribes and religions. Boy scout extracurricular activities at Public Elementary School 3 Palu also has a purpose of shaping student behavior towards other people, the environment, the nation, and nation of

Indonesia. Based on the description mentioned, the purpose of the research is "Values of Nationalism in the Extracurricular Activity of Boys Scout at Public Elementary School 3 Palu".

METHODS

The type of research used in this study was qualitative interactive research. Moleong (2007) explained that qualitative research is a research that aims to understand phenomena that are experienced by the research subject using descriptions in the form of words and language in a particular natural context.

The research design applied in this study was the case study research method. A case study is a qualitative research that seeks to find meaning, investigate processes, and gain deep understanding and concepts from individuals, groups, or situations (Emzir, 2016). Informants in this study were the principal, teachers, scoutmaster, and students who are the members of the boy's scout who actively participate in scout training, particularly grade V.

This study applied data collection techniques that consist of observations, interviews, and documentation. The validity of the data was done using technical triangulation and resource triangulation. Meanwhile, the data analysis techniques were using the Miles and Huberman interactive models consisting of data collection, data reduction, data presentation, and concluding.

RESULTS AND DISCUSSION

The Implementation of Nationalism Values in the Extracurricular Activity of Boys Scout

According to Irawan, and Harmanto (2018) scout activities are extracurricular activities which in their implementation contain character values. Hidayat (2016) found that to instill character education in students, and there are several processes that must be considered by an educator, including through the process of habituation. This is in line with Wisnarni (2017) who stated that in character education, habituation is a very important aspect as a part of

the process of forming attitudes and behaviors that are relatively settled and are automatic through repeated learning processes.

Based on observations, it can be said that the Boy Scouts extracurricular values of nationalism can be seen from the activities carried out during training. Scout coaches accustom students to do some activities that can train students so that they can shape the value of nationalism in students. Nationalism values are formed through the implementation of scout activities as follows:

Marching exercise

Marching activity is a skill to carry out commands related to physical movements. These skills are carried out to train students' responsibility, discipline, and national spirit. According to Irwanto, and Jatiningsih (2013) in their research, it was explained that some scout extracurricular activities could form disciplinary attitudes in students. This is supported by Suparno (2015) that discipline is an action that shows orderly and obedient behavior in various rules and regulations. The process of instilling the value of discipline, responsibility, and the spirit of nationalism in scouting activities is shown by always reminding students by always getting used to obeying orders or rules that exist in school or during the scout training process.

The instructions given by the scoutmaster are asking students to get used to not being late for school or during scout training, doing assignments given individually or in groups, asking permission if unable to attend, regularly in a line. Atika (2014) found that the implementation of discipline character education provided by schools is the implementation carried out with a habitual learning model that is continuously and repeatedly.

Based on the observations conducted by the researcher, the marching activities given to the students can build their discipline, national spirit, and responsibility seen from scout children who are mostly accustomed to coming on time during practice and ceremony time and obeying rules and orders to be more orderly during the marching activities.

Singing the national and local song

The activity of singing songs in scout activities is one of the activities aimed at allowing children to know and sing national and local songs. This activity can instill a spirit of nationalism and love of the motherland in children towards their nation and country. According to Priyoutomo, Ngalim, and Suyatmini (2016) the love of the motherland is a sense of pride, a sense of belonging, a sense of respect, a sense of respect and loyalty that is owned by every individual in the country. This activity is done in order students have more interest in learning the national song, which later has an impact on students' love for their nation and country.

According to Widiatmaka (2016) the inculcation of nationalism in schools is one of the tangible manifestations that can be shown by remembering the struggles of the heroes, in the struggle buried a solid character based on the love of the motherland. Scoutmaster introduces heroes and histories that students must know. Aman (2014) stated that the actualization of nationalism values is demonstrated through efforts to instill a sense of pride as an Indonesian nation, a sense of love for the motherland and nation, willing to sacrifice for the nation, pride in diverse cultures, respecting the services of heroes, and prioritizing public interests above personal interests. This is in line with Purnamasari (2011) stated that studying history is a combination of learning and teaching activities that study past events that are closely related to the present. This is accustomed to making students appreciate the heroes' struggle more, respect their national heroes, respect others by not disputing the differences so that students can know and have the awareness to protect the reputation and security of their own country better.

Based on observations, the activities of singing and introducing heroes and national history activities have been good in instilling the spirit of nationality and love of students towards the nation and country, seen from the attitude of students who want to know the hero, history, and even diligently practicing in order to better sing national songs, from some scouts who served as

ceremonial officers especially choirs could sing national songs well and during ceremonial activities the children began to display disciplined attitudes accustomed to following the ceremony well and in an orderly manner.

Game

According to Sinaulan (2017) character education is provided through fun games and challenging activities so that it ultimately leads to fostering character and behavioral attitudes as a human being. In scouting activities at Public Elementary School 3 Palu, the ceremonial coaches attract the attention of children by giving games in each scout practice. The game given can be done either alone or together in fun activity.

According to Hurlock, a game pattern that can support a child's social development is a socially nuanced pattern of play, a game pattern that involves interaction with peers (Marzoan, and Hamidi, 2017). Games given by scout coaches include:

- a. Pimpong ball relay games, conducted so that children can practice concentration, take responsibility, have an attitude of tolerance. This can be seen from the observation that with these games students work together, encourage each other, and finish the game with both win and lose students still enjoy the game and the attitude of student tolerance is seen from mutual respect without differentiating between tribes and religions in making friends there are some students who seem to be still selective when making friends.
- b. Connect verses song, and the game begins by the coach who sings a national song verse. Then, the coach appoints one student to continue the next verse immediately, and the student will appoint another student to continue the next verse. And so on until the song is finished singing. Students who are appointed but are not ready or wrong in singing songs may be given a penalty or sanction from the coach. If one song is successfully sung, the coach continues the next song. This game is done so that students have a national spirit, and it can be seen from

the enthusiasm of the students in participating in the game.

- c. Question and answer, this game is done to foster student love for their country in the form of students getting to know the histories and heroes in Indonesia. This game is started by a scout coach who asks a student after students answer correctly, the student will ask other students, and so on. As in Figure 1.



Figure 1. Students are Playing Pimpong Ball Relay

Rigging

Rigging activity is one of the activities carried out so that students know the use of rigging in daily life. During the scout training activities, they were given the knowledge of the importance of a scout knowing the rigging. This is done so that students can better prepare themselves when one day they are in a state of emergency in the open, not only for themselves but through this activity students always help others who do need help.

Each scout member is expected to be able and able to make and use rigging properly, such as making knots or ties. Character values that want to be formed from rigging activities are responsible and social care. This can be seen from how students are responsible for completing tasks given by the teacher, such as making stretchers and setting up tents, and students can also help others who need help without discriminating as in Figure 2.



Figure 2. Students are Learning Ringing

Camping

This activity uses tents and is usually done overnight for one day in the open air or at school by doing some activities during the camp. Some things that are done at the camp include praying in the congregation for those who are Muslim and worshipping together for other religions, praying together according to their respective beliefs, carrying out flag ceremonies, singing national songs, and students are also accustomed to completing challenges or tasks during the camp activities. Activities carried out at the campsite aim at forming students who have the value of responsibility, nationalism, and love for the motherland, enthusiasm, tolerance, social care, and discipline.

Aubakirova, Ismagambetova, Karabayeva, Rysbekova, and Mirzabekova (2016) found that tolerance is an important element of intercultural communication, used to understand the most important thing in itself, cultural differences, see its value starting from others, and to isolate reasons that do not conflict with spiritual and moral values. This can be seen from how students have tolerance towards other religions, namely students who are Muslims who are not noisy or disturb the worship activities of other religions and vice versa. In addition to establishing tolerance, camp activities can also familiarize students with a high sense of responsibility which can impact both themselves and others.

Woro, and Marzuki (2016) in their research said that activities in scouting are the right means to shape and develop students' responsibilities towards themselves, towards others, the environment, and towards God

Almighty. This can be seen from the attitude of students who are responsible for completing assignments given by scout coaches in groups or individual assignments. Students are also disciplined in attending the flag ceremony and have a national spirit by singing national songs well and have social care for friends who need help.

Kurniawan (Busyaeri, and Muharom, 2015) also stated that social care is an action, not just limited to thoughts or feelings, but there is a willingness to move to help others. This is also in line with Sari (2014) in her research that social care shown by students is characterized by designing and carrying out various social activities, respecting school officials, helping one another, visiting friends who are sick. This can be seen from how students of Public Elementary School 3 Palu help friends and help to keep the environment clean around the camp, although there are still some students who are seen littering.

Based on interviews and observations, scout coaches try to give more attention and training to students who still lack nationalism in themselves by giving more attention and getting students used to activities that will later influence behavior as in Figure 3a and 3b.



Figure 3a. Students are Attending The Ceremony



Figure 3b. Flag-Raising Procession

The Role of School Principals, Teachers and Scouts Coaches in the Implementation of Nationalism Values in the Scout Extracurricular Activities

The role of the school is very much needed for example as a role model by giving examples to students how to behave well in the social environment as well as providing a place or place for students to develop their potential as well as being a means of developing talent that is complete by embedding the character values contained therein. This is in line with Subianto (2013) in his research that schools are responsible not only in producing students who excel in science and technology but also in identity, character, and personality.

Based on the results of interviews of principals, teachers, and scout coaches that scout extracurricular is one of the activities of Public Elementary School 3 Palu school which aims to form character within one of them which has the value of nationalism. This was also reinforced by the interview of students who said that scout extracurricular activities at school could get to know Indonesia better because scouting was always taught how to behave and love friends, the environment and the State of Indonesia. The activity was carried out well even though it was not maximal since it was inseparable from the role of several collaborating parties to support the implementation of scouting activities including principals, teachers, and scout coaches. This was also supported by Furkan (2014) explaining that the role and behavior of school principals as leaders is to build a school culture to create a school culture that directs and encourages the commitment of all schools to respect the values instilled by the school.

Based on the results of the study, the principal has an important role at school, namely overseeing the implementation of scouting activities. The headmaster once a week asks the development of the activity to the scoutmaster and sometimes comes to school to see firsthand what activities the student does during scouting and see the progress shown by the student through behavior.

Habel (2015) in his research, found that the way teachers educate them is by advising, motivating, and sometimes giving punishment when students break the rules. Based on the results of the study, the role of class teachers is to help in scouting activities such as when camp activities are carried out at school, class teachers usually participate in supervising students until the camp activity is finished, paying attention to student behavior when learning takes place, student behavior with classmates, then providing the information to the scoutmaster to be able to know the extent of nationalism values in each student. The report will be responded to by the scout coaches so that the student will get more attention than other students because the student can be more inculcated and formed into students who have better character.

According to Hanum, Solfema, and Jalius (2018) a coach must be able to provide direction, guidance, and instructions to students so they are not confused about the assignment and can carry out the task and get the desired results. Based on research, the role of scout coaches at Public Elementary School 3 Palu is to get students to carry out activities that can form strong character of students through activities during scouting exercises that contain the values of nationalism to be more enjoyable which makes students more interested in doing scouting exercises that will be seen from a change in student behavior that reflects the values of nationalism.

Obstacles Found in the Implementation of Nationalism Values in the Scout Extracurricular Activities

The implementation of the value of nationalism in scouting activities is inseparable from the presence of several obstacles. Based on research results, the implementation of scouting at Public Elementary School 3 Palu has not been carried out to the maximum, this happened since there are still some obstacles that affect the implementation of scout extracurricular activities including weather, facilities, and infrastructure, as well as student activities outside of school.

Unpredictable weather can affect some of the activities that must be carried out during the

implementation of scout exercises. Poor weather also often makes parents not allowing their children to take part in this practice because parents are worried it might affect the health of the child itself and some children who are present are not eager to attend the training.

Putri (2011) found that the development and inculcation of the values of character education in addition to integrating each subject also through the provision of existing facilities. In line with this, Yusuf (2014) also said that school facilities and infrastructure that are well managed could contribute optimally to the process.

Based on the results of the study, some of the facilities and infrastructure provided by the school are sufficient but there is still a need for additional training rooms that can be used at any time in unfavorable weather since it still shows students who still have to borrow classes to be used as a place to practice during conditions the weather is not good so it can be time-consuming because students have to move benches which will obstruct the course of activities and will be returned after finishing using the class. Some exercises such as sticks are partially damaged, causing a shortage of tools.

Student activities outside of school also inhibit the implementation of nationalism values in scout activities because when scout training activities coincide with activities that students participate outside of school. Students sometimes can not attend even some do not want to join the scouts due to activities outside of school that coincide with the scout training schedule.

CONCLUSION

Based on the results of the analysis and discussion, the conclusions that can be drawn in this study are as follows: Scout extracurricular is carried out through several activities including marching line exercises, singing national or regional songs, games, rigging, and camping that can shape the value of nationalism in student self seen from the behavior shown by students; The role of the principal is to supervise and see the development of student character values through behavior. The role of the classroom teacher is to

participate in supervising and seeing the extent to which nationalism values affect children's behavior. Meanwhile, the role of the scout coaches is to make scout training activities more enjoyable; Obstacles to the implementation of nationalism values in scouting activities can be seen from the activities of students outside the school whose implementation is the same as the scout training schedule, unpredictable weather conditions, and facilities and infrastructure that still lacks such as equipment used for training and no space can be used when the weather conditions are not well.

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