

Implementation of Discipline Character and Student Responsibilities Through Hizbul Wathon Extra Curricular

*Ari Endartiningsih*¹, *Sabar Narimo*², *Muhammad Ali*³

¹Universitas Muhammadiyah Surakarta, Indonesia

²Universitas Muhammadiyah Surakarta, Indonesia

³Universitas Muhammadiyah Surakarta, Indonesia

¹ariendartiningsih@gmail.com, ²sabar.narimo@ymail.com, ³ma122@ums.ac.id

Article History: Received January 16, 2023; Revised January 31, 2023; Accepted February 22, 2023

Abstract: *The character of discipline and responsibility is part of the values of character education that can shape students' personalities towards a better direction. In its application, this can be done through extracurricular activities of Hizbul Wathon as instilling moral values and habituation. The purpose of this study was to find out how the character of discipline and student responsibility is implemented through the hizbul wathon extracurriculars and to find out the obstacles faced in implementing the character of discipline and student responsibility through the hizbul wathon extracurriculars. This study uses qualitative research that focuses on field research and uses a phenomenological approach. Data collection was carried out through interviews, observation, and documentation. The results of the study found activities in form, discipline, and responsibility namely; 1) religious activities 2) flag ceremony activities 3) UN practice 4) playing games 5) rigging exercises. The character of student discipline is the process in the extracurricular hizbul wathon by getting used to being on time in every activity and being responsible for carrying out activities properly. The obstacle faced was the influence of fellow friends joking with each other so that the practice time was delayed, the coaches did not master the material, and the implementation of extracurricular hizbul wathon activities was not optimal.*

Keywords: *character, discipline, responsibility, extracurricular, hizbul wathon.*

INTRODUCTION

Planting character in children is an important thing. Can help improve the morale of today's children [1]. This is due to the decline in the character of the younger generation, where today's young people have started a moral crisis, a crisis of norms, a crisis of religion, a crisis of nobility, and a lack of ethics. The free association which is a problem cannot be dammed like a ball of ice [2]. The students have entered into a very negative culture. Sugeng Wanto, 2015 explained that there was an increase in free sex associations every year where up to 42.3% of students had premarital sex [3].

According to Sofyan Amri, 2015 that a house in a family is a point in cultivating character (Character building) [4]. The first character is instilled by parents in children starting from home, so parents can provide examples of good behavior to children before planting characters at school [5]. In addition, the state of the social environment influences the cultivation of children's character where schools make the biggest contribution to the formation of a better character for children [6].

The rise of moral decline in the world of education is caused by various factors including; less than optimal use of extracurriculars, looking down on extracurricular activities and only assuming they are a complement to extracurricular activities, lack of sanctions for

violators of discipline, there is still free time in the learning process, and a lack of moral maintenance in the school environment [7].

The application of good character education is needed to overcome the above problems. The character of discipline and responsibility is part of the character values that can be applied through extracurricular activities [8]. Hizbul Wathon is an extracurricular activity carried out at MIM Krasak and MIM PK Bendo. Hizbul Wathon Extracurricular is one of the autonomous organizations within the Muhammadiyah association [9].

The formation of the character of discipline and student responsibility has been studied by previous research, namely the formation of the character of discipline and responsibility of Demak 1 Public High School students through an orderly parking program at school [10]. And also character education of discipline and responsibility through karate extracurricular activities at MI Darul Hikmah Bandarsoka, Purwokerto District, Banyumas Regency [11]. The research is equally in the application of discipline and responsibility character education that differentiates the subject and the object, researchers through the Hizbul Wathon extracurricular, while in Fiki Inayati research through orderly parker and hesti nurul Isnaini through karate extracurriculars [12]. The most ideal foundation in the formation of the character of each individual is the values of faith and piety, Thus it is hoped that students will be able to develop their personalities and have strong, independent, disciplined characters, understand rights and obligations, responsibilities, and be strong in facing the challenges of the times [13]. As Muhammad Ali revealed that human character is dynamic, like a swing that moves back and forth from the left end (fujur) to the right end (taqwa) and vice versa, and then conscious, measurable, and planned efforts are made in developing children's character. in such a way, so that it managed to climb from the stage of anger character to lawwamah and culminated in the mutmainnah stage [14].

Various problems that exist in MIM Krasak and MIM PK Bendo must face obstacles in their implementation, so they require good processes and management, and synergistic cooperation between all components in the school. Based on the explanation above, the researchers in this study formulated a problem focusing on how to implement the character of discipline and student responsibility through the extracurricular hizbul wathon and also the obstacles faced at MIM Krasak and MIM PK Bendo Nogosari. This study aims to describe the implementation of the character of discipline and student responsibility through the hizbul Wathon extracurricular and the obstacles encountered at MIM Krasak and MIM PK Bendo.

METHODOLOGY

This study uses qualitative research that focuses on field research (field research) and uses a phenomenological approach. Data collection was carried out using the interview method, namely by asking questions and answers to obtain information or information from informants, including the heads of MIM Krasak and MIM Bendo, mentors/teachers, and students. Observations by directly observing the situation and conditions of MIM Krasak and MIM Bendo both during Hizbul Wathon extracurricular activities. Another method is user documentation, namely the administration of the hizbul wathon curriculum, photographs, books, regulations, and others. The research subjects were MIM Krasak Teras Boyolali and MIM PK Bendo Nogosari Boyolali, namely the informants were school principals, teachers, and students.

Data validation was carried out by triangulation, namely by comparing and re-checking the degree of trust of an informant obtained through different times and tools [15]. The way to do that is; by comparing observational data with interview data, comparing the results of interviews with the principal of the madrasah with teachers and students. Data analysis was carried out in three ways, namely data reduction, data presentation, and conclusion [16].

Miles and Huberman's opinion states that data reduction is a selection process, focusing attention on simplification, abstraction, and transformation of "rough" data that emerges from written records in the field [17].

RESULTS AND DISCUSSION

After conducting research at MIM Krasak and MIM PK Bendo regarding the implementation of the character of discipline and student responsibility through extracurricular hizbul wathon, and the obstacles faced by MIM Krasak and MIM PK Bendo, the following findings can be obtained; (1) Implementation of the character of discipline and responsibility through the Hizbul Wathon extracurricular at MIM Krasak. The researcher conducted interviews with the head of the Madrasah, teachers, and students, the result of which was that the extracurricular implementation began with the creation of a work program that included weekly and annual programs. There is even a program every 2 years, which is to take part in a cheerful athfal scout camp initiated by KWARDA HW Boyolali. Hizbul wathon extracurricular activities at MIM Krasak must be attended by students in grades 3 to 6, specifically for grade 6 only in the first semester. Hizbul Wathon extracurricular activities are held every Saturday starting at 10.00 to 11.30. While grades 1 and 2 at the same time learn Calistung (Read, Write, Count).

Implementation of disciplinary character through Hizbul Wathon extracurriculars in the form; of a) Religious activities: students pray before and after the Hizbul Wathon extracurricular is carried out, and students perform Duha prayers with the coach. b) Opening Ceremony; students immediately prepare themselves when the ceremony will begin, students carry out the ceremony in an orderly manner, and students wear uniforms complete with their attributes. c) Marching Row Rules (PPB): students actively carry out UN exercises with enthusiasm. d) Games; students follow the rules of the game given by the coach, and students can make works. e) Rigging Rope; students actively practice making knots in the rigging.

Implementation of the character of responsibility through extracurricular hizbul wathon at MIM Krasak in the form; of a) Religious Activities; carry out religious activities that have been taught in daily life, worship on time both at school and home. b) Flag Ceremony; students carry out the ceremony with enthusiasm, and students can become ceremonial officers in earnest. c) Marching Line Regulations (PBB); carry out the orders given seriously, be able to carry out sanctions/punishments when carrying out wrong orders. d) Games; students can play games both independently and in groups, and students can make works, both independently and in groups. e) Rigging Rope; students increase awareness of the importance of mastering rigging skills that can be used for everyday needs.

In the implementation of these extracurricular activities, based on the results of interviews and observations, the progress was not optimal because the coaches did not master the material, causing students to get bored easily in their implementation. (2) While implementing of the character of discipline and responsibility through the Hizbul Wathon extracurricular at MIM Bendo, the researchers also conducted observations and interviews with madrasa heads, teachers, and students, the result of which was that extracurricular hizbul wathon activities were carried out every Saturday from 07.00 to 09.00.

The implementation of the hizbul wathon training is divided into 2 groups, namely the lower-class group and the upper-class group, namely the lower class group consists of grades 1 and 2 so one is fostered by Mrs. Titik Murniasih and Mrs. Siti Samsiyah, both of whom have attended Jaya Melati 1 and have trainer certificate. While the upper-class group is class 3 to grade 6 also becomes one group. Those who were coached by Ramanda Tri Setyo Utomo and Ramanda Aris Rahmanto were both certified Jaya Melati and even Jaya Melati 2 who deserved to be trainers. Extracurricular activities at MIM PK Bendo use the

curriculum provided by KWARDA which was developed by the Madrasah. So, before the implementation of the training began, the madrasa had made a programmed plan to train and foster students so that they were focused and got maximum results (interview with Mr. Suyadi). Hizbul Wathon's extracurricular activities at MIM Bendo have been well organized and implemented as proof that they have won an achievement, namely as the overall winner of the cheerful competition for elementary school students in Boyolali Regency, twice in a row.

The implementation of the character of discipline at MIM Bendo includes: a) Religious Activities; students pray before and after HW extracurricular activities, and student religious activities other than worship are emphasized on tahfidz. b) Flag Ceremony; students carry out the flag ceremony in an orderly and neat manner, uniforms are not required to be complete but still neat. c) March Regulations (PBB); Students are enthusiastic about UN exercises. Students regularly take part in UN exercises. d) Games; Complete tasks in the form of games given by the coach. e) Rigging Rope; Increase awareness of the importance of rigging.

Implementation of the character of Responsibility in the form of a) Religious Activities; Carrying out the material that has been taught in earnest, Memorize short letters in the Al-Quran with enthusiasm. b) Flag Ceremony; students carry out the flag ceremony in an orderly manner without being notified, respecting and appreciating the existing rules, c) Marching Row Rules; do it enthusiastically and compactly with friends in a group, d) Games; Can carry out game tasks given by the coach both independently and in groups, e) Rigging; Able to make various kinds of knots for everyday purposes [18].

The form of implementing these activities is the application of character which refers to a series of attitudes, behaviors, motivations, and skills [19]. This has the meaning of character including the attitude of the desire to do the best, intellectual capacities such as critical and moral reasoning, behavior such as being honest and responsible for maintaining moral principles, in situations full of injustice, interpersonal and emotional skills that enable one to interact effectively in various circumstances, and a commitment to contribute to the community and society [20]. Obstacles faced in implementing the character of discipline and student responsibility through the Hizbul Wathon extracurricular.

Obstacles faced in implementing the character of discipline and student responsibility through the extracurricular hizbul wathon at MIM Krasak are students who are late in participating in the extracurricular Hizbul Wathon training when the opening ceremony begins students do not immediately position themselves to line up, students carry out assignments not according to the schedule set. determined, because of forgetting, students pay less attention to the material when the coach explains the activity material so that there is a lack of awareness in carrying out tasks and responsibilities [21] [22]. In addition, coaches who do not master the material because they are not yet certified with Jaya Jasmine so that the delivery is not optimal, and monotonous, and students get bored easily. Meanwhile, at MIM Bendo Pembina only those who have attended training at least are glorious jasmine 1, so if there is a supervisor who is unable to attend then there will be no substitute teacher. So like it or not the coaches who are present have to also coach themselves, this is not optimal in activities [23].

The solution to the obstacles to implementing the character of discipline and responsibility in the Hizbul Wathon extracurricular, for students who are late both in all Hizbul Wathon extracurricular activities and in carrying out their duties, will be given sanctions or punishments. Initially in the form of a warning or advice so that students have an awareness of discipline and responsibility [24] [25].

The research between MIM Krasak and MIM PK Bendo in terms of the form of activities is the same but the results are different [26] [27]. Comparison of research on MIM Krasak

based on the results of interviews and observations on the application of discipline and responsibility through the Hizbul Wathon extracurricular was not running optimally, while MIM PK Bendo was more optimal, MIM Krasak teachers did not provide maximum guidance while MIM Bendo had. In terms of achievements, MIM Krasak is far below MIM Bendo in achieving achievements. This is evidenced by the achievements achieved by MIM PK Bendo as the overall winner of the Ceria Pandu Atfal competition at the district level. This research focuses on two character values, namely the character values of discipline and responsibility, while other research concerns all character values.

CONCLUSION

The discussion that has been described in the previous chapter can be drawn as follows: 1) The implementation of the character of discipline and student responsibility through the hizbul wathon extracurricular is carried out in the form of a. religious activity; students pray before and after the Hizbul Wathon extracurricular begins, students perform dhuha prayers with the coach. Worship on time b. Opening Ceremony: students immediately prepare themselves when the ceremony will begin, orderly and enthusiastically, and in full uniform. c. Marching Row Regulations (PPB); students actively carry out UN exercises with enthusiasm. Be willing to accept sanctions if you make a mistake. d. Game; students follow the rules of the game given by the coach, and students can make works. e. rigging; students actively practice making knots in rigging and realize the importance of rigging. Implementation of Discipline and Responsibility at MIM Bendo PK Boyolali, the character of discipline and responsibility in the form of a. Religious activities, students pray before and after HW extracurricular activities, student religious activities other than worship are emphasized on tahfid. b. Flag ceremony; students carry out the flag ceremony in an orderly and neat manner, the uniform does not have to be complete, the important thing is to be neat in appearance. c. Marching Regulations (PBB): Students are enthusiastic and routinely participate in PBB exercises. d. Game; Complete tasks in the form of games given by the coach. e. Rigging: Raising awareness of the importance of rigging. The obstacles faced in the implementation of the character of discipline and student responsibility through the Hizbul Wathon extracurricular at MIM Krasak apart from the factors of the students themselves are also from the factors of the coaches. In each activity, the students are not punctual in carrying out the activities and tasks of the supervisor, while some of the supervisors also lack mastery of the material so the implementation of activities tends to be monotonous and makes students bored and arbitrary. Whereas in MIM PK Bendo only teachers who are certified Jaya Melati become coaches so that if there is a coach who has permission, the coach who does not have permission doubles up so that the extra activities are carried out less than optimally. while some of the coaches also lack mastery of the material so the implementation of activities tends to be monotonous and makes students bored and arbitrary. Whereas in MIM PK Bendo only teachers who are certified Jaya Melati become coaches so that if there is a coach who has permission, the coach who does not have permission doubles up so that the extra activities are carried out less than optimally. while some of the coaches also lack mastery of the material so the implementation of activities tends to be monotonous and makes students bored and arbitrary. Whereas in MIM PK Bendo only teachers who are certified Jaya Melati become coaches so that if there is a coach who has permission, the coach who does not have permission doubles up so that the extra activities are carried out less than optimally.

REFERENCES

- [1] Ali, Muhammad, 2017. Character education with tasawuf insight, journals. [Ums.ac.id/index.php/suhuf/article/view](https://ums.ac.id/index.php/suhuf/article/view)
- [2] Ali, M. 2012. Character education with Sufism insight, journals. [Ums.ac.id/index.php/suhuf/article/view](https://ums.ac.id/index.php/suhuf/article/view)

- [3] Amri, Sofyan et al. 2011. Implementation of Character Education in Learning. Jakarta: Putrakarya Achievement.
- [4] Andi, Pranomo. 2011. Qualitative Research Methods in Prefective Research Designs. Yogyakarta: Ar-ruzz Media.
- [5] Asmani, Jamal Ma`mu. 2012. Character Education in Schools. Yogyakarta: DIVA Press.
- [6] Cahyaningrum, Eka. 2017. Development of Early Childhood Character Values Through Habituation and Example. YSU Journal. Volume 6, Issue 2, December 2017.
- [7] Fitri Inayati Riski. 2017. Formation of the character of Discipline and Responsibility through an orderly parking program at schools. Journal of the University's Faculty of Social Sciences
- [8] Isnaini, N. 2017. Discipline and Responsibility Education Through Extracurricular Karate. Purwokerto: Teacher and Madrasa Study Program.
- [9] Asmani, J. 2012. Character education in schools. Yogyakarta: Diva Press.
- [10] Lickona, T. 2022. Character matters: How to help children develop good judgment, integrity, and other important virtues. Script Earth.
- [11] Ningsih, T. 2015. Implementation of Character Education. Purwokerto: Stain Press.
- [12] Meows. 2006. Qualitative Research Methodology. Jakarta: Teen Roska
- [13] Ningsih, period. 2015. Implementation of Character Education. Purwokerto: STAIN Press.
- [14] Noor, Rohinah M. 2012. The Hidden Curriculum: Building Character Through Extracurricular Activities, Yogyakarta: Insan Madani.
- [15] Amri, S. 2011. Implementation of Character Education in learning. Jakarta: Library Achievements.
- [16] Pranowo, Andi. 2011. Qualitative Research Methodology in Prefective Research Design. Yogyakarta: Ar-ruzz Media.
- [17] Rizki, Fitri Inayati. 2017. The Formation of Discipline and Responsibility Character Through the Orderly Parking Program at Schools, Semarang: Faculty of Social Sciences, University of Semarang.
- [18] Rohinah M. Noor. 2012. The Hidden Curriculum: Building Character Through Extracurricular Activities, Yogyakarta: Insan Madani.
- [19] Tuti Ningsih. 2015. Implementation of Character Education, Purwokerto: Stain Press.
- [20] Zubaedi, 2011. Character Education Design: Conception and Its Application in Education. Jakarta: Kencana
- [21] Amrin, M., & Sudarno, M. (2020). Islamic Education Values in the Tradition of Peta Kapanca of Mbojo Community Tribe in West Nusa Tenggara. International Journal of Advanced Science and Technology, 29(5), 6802-6812.
- [22] Amrin, A., Priyono, A., Nurrahmaniah, N., & Supriyanto, S. (2023). Methods and Values of Prophet Ibrahim's Child Education in The Qur'an Surah aṣ-Ṣāffāt Verses 85-113. Journal of Qur'anic Studies, 19(1), 37-57.
- [23] Amrin, Amrin, Adi Priyono, and Ranowan Putra. "Method of Comprehension of the Qur'an (Study of the Study of Al-Qur'an Interpretation with the Opinions of Companions)." Al FAWATIḤ: Journal of Al-Quran and Hadith Studies 3.2 (2022): 108-129.
- [24] Juryatina, J., & Amrin, A. (2021). Students' interest in Arabic language learning: the role of teacher. Journal of Educational Management and Instruction (JEMIN), 1(1), 40-49.
- [25] Yono, Y., Amrin, A., & Imamah, AI (2022). Alignment of Local Wisdom Values with Islamic Law in the Tradition of the Peta Kapanca Ceremony. Hayula: Indonesian Journal of Multidisciplinary Islamic Studies, 6(2), 167-184.
- [26] Asiah, S., Huda, M., Amrin, A., Kharisma, R., Rosyada, D., & Nata, A. (2022, February). The Dynamics of Islam in Indonesia in the Perspective of Education. In Proceedings of the 4th International Colloquium on Interdisciplinary Islamic Studies in conjunction with the 1st International Conference on Education, Science, Technology, Indonesian and Islamic Studies, ICIS and ICESIIS 2021, 20-21 October 2021, Jambi, Indonesia.
- [27] Saputri, SIF (2022). The Role Of Islamic Religious Education Teacher In Instruding Multicultural Education Based On Local Values At State Junior High School 15 Surakarta Supriyanto1. Journal of Improvement Vol, 9(1), 65.

- [28]Supriyanto, S., & Amrin, A. (2022). Curriculum Management and Development of Multicultural Values Based Learning on State Madrasah Tsanawiyah 15 Boyolali. *Al-Ishlah: Journal of Education*, 14(4), 5991-6002.
- [29]Supriyanto, A. (2022). Religion Moderation on Academic Community Islamic Higher Education in Indonesian. *Journal of Mantik*, 6(2), 1859-1868