

# **The Role of Scouting In Developing The Love Of The Homeland of Students In SMP Negeri 1 Purwokerto**

Efi Miftah Faridli

Universitas Muhammadiyah Purwokerto, Central Java,  
Indonesia

[efimiftahfaridli@gmail.com](mailto:efimiftahfaridli@gmail.com)

Erni Asriyati

Universitas Muhammadiyah Purwokerto, Central Java,  
Indonesia

[erniasriyati12@gmail.com](mailto:erniasriyati12@gmail.com)

**Abstract---** The conditions of love for the country today are truly worrying, where the young generation experiences character decadence, behaves badly, more boasts culture outside and forgets about their own country. This study aims to understand and review the role of scouting in developing the love of the homeland in students at SMP N 1 Purwokerto. This study used a qualitative approach with descriptive method. The technique of collecting data in the form of interviews with educators and students, observation and documentation. Data validation used as an extension of observation, triangulation, using reference material and holding a member check. While the technique of analyzing data used data reduction, data display verification / drawing conclusions. The results of this study indicate that scouting has an important role in developing a sense of love for the homeland, where scouting activities were packaged through activities that are interesting, fun and challenging and contain the values of the love of the homeland. Educators in delivering material used the right methods and steps for character development. Scouting was able to change the behavior of students through a long and not easy process due to the background conditions of different students. The real manifestation of the scouting is students can obey the applicable regulations, increase politeness, interact well with others, love and maintain the natural environment and increase awareness to love the country. In addition, students also practice trisatya and Darma Dasa and Pancasila in their daily activities.

**Keywords:** *Scouting, Character, Love of the Motherland*

## **I. INTRODUCTION**

Character is a common result of an environment or surroundings. Character education teaches a person is thinking, behaving and acting in relationships in the family, school, and society. Character is an individual behavior that is shown in forming a better personality that is progress oriented. Character education is obtained by an individual through education in family, school, and society.

Scouting Education is the process of education outside the school environment and outside of the family environment in the form of interesting, fun, healthy, orderly, directed, practical activities carried out in the open with the basic principles of scouting and scouting methods, the ultimate goal is the formation of character, morals and noble character (Team Kwarnas, 2011).

Scouting education goals are: Establishing the character of young people so that they have character, personality and noble character, Instilling the spirit of nationalism so that young people love the country and have the spirit of defending the Country, Providing young people with various skills and skills in maintaining and building the Unitary Republic of Indonesia practice the Pancasila, and preserve the environment (Nagiga and Suwardi 2017: 8).

Scouting Education in addition has a purpose in it, it also contains of the elements of value that are instilled in the young generation. Scouting values that are meant here are Satya and Darma. While the scouting method meant here is interactive and progressive learning in the open with the guidance of adults (Saipul, 2014: 16). Scouting Education is the basis of national fostering and national insights that need to be carried out in a sustainable manner to ensure the survival of the nation-state. Scouting education feels are incomplete if it is not followed by the development of Human Resources to achieve the progress of the nation that safeguards, preserves and loves its people.

Through scouting education, it should be able to form citizens who not only have rational intelligence but must also have emotional, social and spiritual intelligence. Scouting forms Students not only gain knowledge (cognitive aspects) but are related to attitudes (affective) and skills (psychomotor). Various types of characters have been given in an integrated and balanced manner so that good characters are inherent

in students early on. In fact, various problems of morality, character, and character are still significant problems in daily life. This is due to the decline of the noble values of the nation in the life of society and the state. Education is considered as a preventive alternative (prevention), because education builds a new generation of nations are better in various aspects that can reduce the causes of various character problems.

Based on the observations that the researchers had done on Wednesday, Friday the 12th. December 14, 2018, researchers found several phenomena that occur in SMP N 1 Purwokerto, which is almost every class there are students who throw trash in the drawer, when the flag ceremony takes place there are students who are less skilled in following it, when learning takes place there are students who are less serious (not respecting and respecting the teacher who speaks in the front, paying less attention, making noise and making noisy classes) this shows that there is a behavior of students who do not love the country. In addition in making observations, researchers also interviewing the educators (PPKn Teachers and Scout Builders). On Wednesday 12 December 2018 researchers were conducting an interview with the PPKN teacher, in the interview Mr. Narto said that the love of the homeland of the students was still lacking and needed to be developed again to reach a progressive Indonesia. Then on Monday, January 28, 2019 the researcher interviewed the Scoutmaster of SMP N 1 Purwokerto, Mr. Sapto, in the interview Mr. Sapto also said that scout extracurricular activities were carried out in addition to forming students' attitudes and behaviors which were also used to make student character.

Based on this background, the researcher wanted to conduct a research entitled "The role of scouting in developing the love of the homeland of students in SMP Negeri 1 Purwokerto".

This study aims to understand the role of scouting in developing the love of the homeland in students in SMP Negeri 1 Purwokerto, knowing the obstacles and efforts of educators (Scout coaches and PPKn Teachers) in developing the love of the homeland of students in SMP Negeri 1 Purwokerto. Scouting activities are activities in the open (outdoor activity) that contain two values, namely: first, formal value, or the value of education, namely character building. Second, material value, namely the value of practical uses.

According to the Kwaras team (2011: 29), indicators of scouting activities are based on five joints or "soko guru" namely:

Learning to know (Learning to know) to have broad general knowledge and to be able to work in depth in several ways. This also includes learning to

learn, so that they can take advantage of educational opportunities throughout life.

Learning to do (Learning to do) not only obtains skills/skills, work, but also to have broad life skills, including interpersonal relationships and relationships between groups.

Learning to live in a community (Learning to live together) to foster understanding of others, respecting, interdependence, skills in group work and overcoming conflicts, and respecting the values of pluralism (Pluralism), mutual understanding, peace and justice .

Learning to serve (Learning to serve) to care for others and the universe.

Learning to be someone (Learning to be) to develop character and personality so that they have an independent, assertive, principle, reasoning, and dare to express opinions and be responsible.

Kansil and Cristine (2011: 219) Character is a person's character, character, morals, or personality which is formed as a result of the internalization of various policies (virtues) that are believed and used as a basis for perspective, thinking, acting, and acting. Then Yulianda et al (2015: 15) define the notion of love for the homeland as follows:

"love of the Motherland is the sense that every individual has in a society that occupies a country. That feeling is a sense of pride, belonging, respect, caring and a sense of loyalty to the country. Love the homeland is a science that studies the attitude of an individual to be able to be willing to sacrifice towards his country. "

A sense of love for the homeland needs to be developed through the cultivation of the character of love for the homeland in the community, especially in schools through activities that are in school.

The character of love for the homeland can be interpreted as an embodiment of attitude with real actions that want to show loyalty, caring, sacrifice and high appreciation for the language, physical, social, cultural, economic and political environment of the nation. The form of citizen participation in the love of the homeland can be done anywhere in the life of society, nation and state according to the basis of Pancasila and the 1945 Constitution.

There are several ways that can be done in building the character of love for the homeland in students as proof of love for the homeland, among others stated by Yulianda et al (2015: 20-22), namely as follows:

1. Proud to be an Indonesian citizen.
2. Following the flag ceremony.
3. Become a good student.
4. Loving domestic products.
5. Maintaining natural sustainability.

6. Participate in state events.

According to Agus Zainul (2017: 42), there are several indicators of love for the country, as follows:

**Table 1.** Indicators of Love for the Motherland

| Character               | Indicators  |
|-------------------------|---|
| Love for the Motherland | <ul style="list-style-type: none"><li>• Instill Nationalism and a sense of national unity</li><li>• Use good and correct Indonesian.</li><li>• Displaying Indonesian flags, Pancasila, pictures of presidents and other state symbols.</li><li>• Proud of the work of the nation</li><li>• Preserving national art and culture.</li></ul> |

## II. METHOD

This study uses a qualitative approach with descriptive method. Data collection techniques in the form of interviews with educators and students, observation and documentation. Data validation used is an extension of observation, triangulation, using reference material and holding a member check. While the data analysis techniques used are data reduction, data display, verification / drawing conclusions. then the researcher also uses primary data sources (activity observation data, documentation, and data obtained by respondents' answers) and secondary data (documents such as location, school profile, educational facilities and facilities, the condition of teachers, employees, and students).

This research was carried out for 4 months in the field starting from January to April. As for the subjects of this study were Scout Trustees, PPKn teachers, BK teachers, Student Affairs wards, some 7th and 8th-grade students of SMP N 1 Purwokerto. The researcher explored the research data by plunging into the activities in the field, then through an approach with students and educators, observing and interviewing educators and students to get more in-depth information from the informants.

## III. RESULT AND DISCUSSION

### 1. The role of scouting in developing the love of the motherland for students.

The condition of the love of the homeland of students In theory students have got the material of love for the homeland but its application has not been maximized for all students but on average it can be improved with various activities related to the love of

the motherland at school. In almost every class there are students who acknowledge that the condition of love for the country is decreasing, weakening, and still half-run by students, which is due to the growing influence of globalization. Then many students today are ignorant of their own homeland, this can be seen when the flag ceremony of students is not solemn in following and many students today do not memorize Indonesian homeland songs.

The manifestation of the character of love for the homeland in schools can be realized through two things, namely:

- a. Educate students to practice Tri Sayta as a moral promise of a scout.
- b. Educate students to practice Dasa Darma as a moral code for a scout.

The love of homeland character education in schools is said to be successful, after participating in scouting activities when:

- a. Every student experiences better behavior changes and has good habits that are in line with Tri Satya and Dasa Darma.
- b. Students have the skills and knowledge to provide for their daily lives.
- c. Demonstrating a proud attitude and being able to preserve Indonesia's culture.
- d. Love the natural environment more.
- e. Respect people who are more mature, respect each other and care for others.

Scouting has an important role in developing the love of the homeland of students. Educators in delivering material use the right methods and steps for character development. Scouting is able to change the behavior of students through a long and not easy process due to the background conditions of different students. The real manifestation of this scouting is that students can obey the applicable regulations, increase politeness and politeness, start to be able to interact well with others, have been able to love and maintain the natural environment and increase awareness to love the country. Educators at SMP N 1 Purwokerto, implement and implement scouting indicators in everyday life, such as:

- a. Learning to know, manifested by practicing tri Satya and Dasa Darma, began to behave and behave well, practice the values of love for the homeland, get and learn scouting material, study the history of the heroes' struggles and appreciate the services of the heroes of independence.
- b. Learning to do (Learning to do), is realized by collaborating in groups, being able to communicate well (using good and correct Indonesian), raising the name of the Indonesian people, being good students, saving energy, displaying Indonesian flags, Pancasila, presidential images and other country symbols.
- c. Learning to live in a community (Learning to live together), is realized by mutual respect between each other, caring for each other and the

- surrounding environment, able to solve existing problems.
- d. Learning to serve (Learning to serve) is realized through camping activities and blending into the community, then social activities, loving the surrounding environment (not destroying nature), preserving and preserving national culture, loving and using domestic products.
  - e. Learning to be someone (Learning to be), realized through an activity where students are trained to be good leaders, respect the flag ceremony with reverence and order as a manifestation of the love of the homeland and nation, we must have a sense of pride of Indonesian nation and state, strengthen unity and national unity.

The five joints in scouting can certainly help students develop a sense of love for the homeland. According to Agus Zainul (2017: 42), there are several indicators of love for the country, as follows:

**Table 2.** Indicators of Love for the Motherland

| Character               | Indicators   |
|-------------------------|--|
| Love for the Motherland | <ul style="list-style-type: none"> <li>• Instill Nationalism and a sense of national unity.</li> <li>• Use good and correct Indonesian.</li> <li>• Displaying Indonesian flags, Pancasila, pictures of presidents and other state symbols.</li> <li>• Proud of the work of the nation</li> <li>• Preserving national art and culture.</li> </ul> |

Based on the statement above, according to the results of the study, it was found that educators in SMP N 1 Purwokerto instilled a love for the homeland from students starting from small things, namely communicating with Indonesian in good and right, then through the actions that the participants later emulated student. According to the results of observations also in each class displaying Indonesian flags, Pancasila, pictures of presidents and other state symbols.

**2. Educator barriers (Scout coaches and PPKn teachers) in developing the love of the homeland for students in SMP N 1 Purwokerto.**

Educators in developing the love of the homeland in students at SMP N 1 Purwokerto also found an obstacle. Based on the results of the research obtained in the field, it was found that the obstacles, in this case, were difficulties originating from children (internal factors), such as when learning was crowded so that it was difficult, in the implementation of homeland love sometimes not totally) and its application, diverse children's character. Besides that,

it is also constrained by human resources from supervisors, school policies, and the children's enthusiasm for doing activities up and down.

The approach taken by educators to students is direct individuals/individuals, approaches through BK teachers, approaches from day to heart to be closer to children, then educators respond to what the child wants in doing activities, and do not forget educators must also keep an eye on and accompany child.

**3. The efforts of educators (Scout Trustees and PPKn Teachers) in developing the love of the homeland for students in SMP Negeri 1 Purwokerto.**

Based on the discussion above, it can be concluded that the effort to overcome the constraints of educators in developing the love of the homeland of students is through an activity in the outdoors such as camping activities, wide games, flag ceremonies, respect for flags, respect and respect among others, loving the environment the environment, children are given the freedom to ask questions and work in a study, not to litter, give advice to students, maintain, learn and preserve the existing culture. Through this, the loving soul of the homeland can grow and develop through a long process. This is certainly done through mentoring educators to students through the provision of exemplary examples to students. Giving a moral message to students and in it is the practice of the values of the love of the homeland in accordance with Tri Satya and Dasa Darma scout so that the soul will feel and love the homeland of the students will develop well. Where these efforts are implemented through habituation that is carried out continuously over and over and creates good communication with the school community.

**IV. CONCLUSION**

**V.**

Based on the results of research conducted in the field then continued with data analysis, general conclusions were obtained, namely, scouting activities had a very large role in forming the character of homeland love of students in SMP N 1 Purwokerto. This is evidenced by the theory of homeland love and scouting activities that lead to the development of the love of the homeland of the students that comes from the values of tri Satya, Dasa Darma, and Pancasila that are useful in the life of the nation and state.

Based on the general conclusions above, researchers also formulated specific conclusions, namely as follows:

- a. The role of scouting in developing the love of the homeland of students in SMP N 1 Purwokerto. Scouting has an important role in developing the love of the homeland of students. Educators in delivering material use the right methods and steps for character development. Scouting is able to change the behavior of students through a long

and not easy process due to the background conditions of different students. The real manifestation of this scouting is that students can obey the applicable regulations, increase politeness and politeness, start to be able to interact well with each other, have been able to love and maintain the natural environment and increase awareness to love the country.

- b. Obstacles faced by educators (Scout Trustees and PPKn Teachers) in developing the love of the homeland for students in SMP N 1 are difficulties that originate from children (internal factors), such as when learning likes to be so difficult, in implementing land love water is sometimes not total (in accepting material) and its application, the character of children is diverse. Besides that, it is also constrained by human resources from supervisors, school policies, and the children's enthusiasm for doing activities up and down.
- c. Efforts made by educators (Scout coaches and PPKn teachers) in developing the love of the homeland of students in SMP N 1 Purwokerto are through an outdoor activity such as camping activities, wide games, flag ceremonies, respect for flags, respect and respect among others, love the natural environment, children are given the freedom to ask questions and work in a learning, not littering, giving advice to students, maintaining, studying and preserving the existing culture. Through this, the loving soul of the homeland can grow and develop through a long process. This is certainly done through mentoring educators to students through the provision of exemplary examples to students. Giving a moral message to students and in it is the practice of the values of the love of the homeland in accordance with Tri Satya and Dasa Darma scout so that the soul will feel and love the homeland of the students will develop well.

### VI. RECOMMENDATION

Based on the conclusions above, several considerations may be proposed which may be used as input and consideration for the implementer and related parties, namely as follows:

- a. To the educators (PPKn teachers and scout coaches) who are directly related to the students continue to explore and practice the values of characters that are in accordance with the values of Pancasila, Tri Satya, and Dasa Darma scout. Supervision of student character is improved so that educators can see the extent of success in

educating students. Thus the character of the love of the homeland of students will be built and formed well. Then the educators also continue to provide examples and examples of the development of love for the homeland that is easily understood by students so that it creates a pleasant atmosphere.

- b. To the school, it is expected that character development programs, especially love for the motherland, will be increased again so that the quality and character of students is maximally formed. Then complete school facilities and infrastructure to support the activities of students, teachers, and employees.
- c. To students in SMP N 1 Purwokerto better prepares themselves to improve and apply the values of love for the country. Because you are the next generation of the nation that will protect this homeland.
- d. The family must be able to collaborate with the school and actively communicate in order to monitor developments, supervise and guide children in socializing so as not to fall into things that are not desirable.
- e. To the next researcher who is interested in examining the character of the love of the homeland associated with scout activities, it is more directed at developing individual skills towards the love of the homeland. So that it is expected that the creativity of diverse students can be seen.

### REFERENCES

- Agus Zainul Fitri. (2017). *Pendidikan Karakter berbasis Nilai dan Etika di Sekolah*. Yogyakarta: Ar Ruzz Media Jogjakarta.
- Kansil dan Cristie. (2011). *Empat Pilar Berbangsa dan Bernegara*. Jakarta: PT. Rineka Cipta
- Nagiga Nur Ayati & Ody Suwardi. (2017). *Panduan Lengkap Pramuka Penggalang*. Jakarta: Media Pusindo, Grup Puspa Swara, Anggota IKAPI
- Tim Kwarnas. (2011). *Kursus Mahir Dasar untuk Pramuka*. Jakarta: Kwarnas.
- Yulianda, Astri dkk. (2015). *Seri Pendidikan 18 Karakter Bangsa (SD/MI, SMP/MTS), Cinta Tanah Air*. Jakarta: PT. Mustika Pustaka Negeri.
- Saipul Ambri Damanik. (2014). *Pramuka Ekstrakurikuler Wajib Di Sekolah*. Jurnal Ilmu Keolahragaan Vol. 13 (2) Juli – Desember 2014: 16 -21