

CHARACTER EDUCATION FOR YOUTHS THROUGH SCOUTING ACTIVITY IN ANTICIPATING GLOBALIZATION

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Abstract - Globalization is a widespread phenomenon that makes us connected each other. It also has good and bad effects. Referring to its bad effects, it threatens many aspects of life such as the reduction in nationalism, breaking the norms and culture, and so on. It also affects the youths as the next generation of this country. The strengthening of the character education for youths is highly needed and scouting activity involves character education in its application. This study attempts to give contribution on the role of character education for youths through scouting activity in anticipating globalization. As the conclusion, the effort to implement the character through scouting activity cannot be postponed anymore. Through scouting activity, youths can learn to synchronize between the knowledge and character and encounter bad globalization effects. And it is suggested that the application of scouting activity can be implemented maximally in any level of education from elementary until higher education.

Keywords: globalization, character, scouting activity, youths

1. INTRODUCTION

The main purpose of education is to give birth to intelligent beings scholars, not only academically smart but also successful in building character in self-learners. Character is a way of thinking and behaving that is characteristic of each individual to live and work, both within the family, community, nation and state. Individuals who have good character is an individual who can make decisions and be ready to account for every result of the decisions he has made. Characters associated with the Almighty God, ourselves, our fellow human beings, the environment, and nationality embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs.

Globalization is a widespread phenomenon that makes us connected each other. It also has good and bad effects. Referring to its bad effects, it threatens many aspects of life such as the reduction in nationalism, breaking the norms and culture, and so on. It also affects the youths as the next generation of this country. The strengthening of the character education for youths is highly needed and scouting activity involves character education in its application.

One of character education developments is through the development of extracurricular activity particularly namely scouting. In this activity, students are guided and prepared for the future by giving them many skills such as leadership, patriotism, creativity, personality and noble character. This is consistent with the purpose of scout movement (Mislia et.al., 2016, p.130). Character education is needed in the process of learning especially elementary school kids who basically are experiencing rapid growth in emotional intelligence. . Therefore, to overcome their negative effect on the development of intelligence requires a proper character education.

Character education focuses on basic human character, which is derived from universal moral values. It comes from religion and is also referred to as the golden rule. According to psychologists, there are some basic character values. The implementation of character education in schools should be based on the values of basic character. It was further developed into values that are more or higher (which are not absolute or relative) in accordance with the needs, conditions, and school environment (Faturrohman, 2013 in Mislia, et.al, 2016, 131). This study attempts to give contribution on the role of character education for youths through scouting activity in anticipating globalization.

2. DISCUSSION

2.1. The importance of character education

Every nation has a cultural character and that is not the same. The character of a nation can move into better condition or on the contrary, may even disappear altogether. It depends how the community protect cultural character that has been given by their ancestors. There are eighteen characters that must be built among the young generation. In some schools is eighteen characters written in Benner and displayed at the entrance and nearly every Monday flag ceremony, leader of ceremony (teacher or principal) always slips about these character in the mandate. The eighteen characters that are: (1) Religious, (2) To be honest, (3) Tolerance, (4) Discipline, (5) Work hard, (6) Creative (7) Independent, (8) Democratic ,. (9) Curiosity, (10) National spirit, (11) Love homeland, (12) Appreciating achievements, (13) Friendly / and communicative, (14) Joy of Reading, (15) Concern of Environment (16) Love peace , (17) Social Care, and (18) responsibility

A good education cannot be separated from teacher. Therefore, it is said that it needs professionalism in teaching. In law No. 14 of 2005 on Teachers and Lecturers stated that teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students on early childhood education, formal education, primary education, and middle education. Character education stated in the law No.20 of 2003 on National Education System Article 3 of the National Education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible.

Koesoema (2010, p.194) reveals that character education is the work done individually and socially in creating an environment conducive to the growth of individual freedom itself. Character formation is inevitably related to the role of the teacher, because everything done by the teacher is able to influence the character of the students. Character is formed of three kinds of interrelated parts namely moral knowledge, moral feeling, and moral behavior. So that character education is an obligation that must be given to the learners in all educational units. In the objective of national education, character education is an idea of the quality of Indonesian human to be developed by the education unit, as well as the basis for developing the nation's character education.

2.2. Character education for youth through scouting activity: Its application to overcome globalization

In the objective of national education, character education is an idea of the quality of Indonesian human to be developed by the education unit, as well as the basis for developing the nation's character education. Character education is more easily given at an early age, it will be easily accepted and stored in the memory of the child and will take effect on the character and personal development through adolescence.

One character education has been implemented and trusted in Indonesia is through scouting. Scouting Education in National Education System, including in non-formal education pathways enriched with educational values of scouting in the formation of personality noble, spirited patriotic, law-abiding, disciplined, upholding the noble values of the nation and had a life skills.

Implementation of scouting education as an extracurricular activity in the school is consistent and relevant to the mandate of the national education system. It requires a guideline developed by each educational unit which refers to the Minister No.81A 2013. It is then followed up with the joint decree of the Ministerial regulation and the head of national scout headquarters on the guidelines of its implementation (Mislia et.al, 2016).

In the 2013 curriculum, the implementation Scouting Education is compulsory in school extracurricular. This was done in view of the importance of character education for students in his life, especially primary school students in its development still need guidance and direction in everyday behavior. Scouting as an extracurricular activity at school can be a teacher means to inculcate noble values that influence the character of student. Through scouting activity, students are expected to be educated towards a more positive and can apply the value of scouting noble values in daily life. Therefore, scouting activities at school can be a means of educating the student's character.

Scouting skills are material about scouting obtained by a scout member from the attended activities. These skills become the provision of practical knowledge that is ready to be used at any time. Mastery of these skills is adjusted to some things. They are ages of scout members, the length of scout members who are following the scouting activities, and the quality of the scoutmaster in

providing material about scouts. Scouting skills are a must for the students. Society assumes that every member of the scout certainly has knowledge and skills that can be used as a basis to solve all the problems in daily life.

The formation of character through mastering the scouting skills according to Anton (2014) has been in accordance with the basic principles of scouting. There are some principles. The first is obeying God's commands. The second is performing the obligation to keep and maintain brotherhood and peace. The third is strengthening unity. The fourth is preserving the environment. The fifth is to know our potential. The sixth is practicing satya and dharma of scout in everyday life.

The purpose of the Scouting in line with the focus on character education into the main program the Ministry of National Education namely: First, as a forum and means of personal development aimed to develop their potential and have a noble character, self-control, and the prowess of life for every citizen to achieve prosperity of society. Secondly, as a forum for potential development in the fulfillment of the human rights embodied in the provision of education, inter alia through the scout movement. Third, that the scout movement as the organizer of scouting education has a major role in shaping the personality of the young generation that has control and life skills to face the challenges in accordance with the demands for changes in local, national, and global.

In instill and foster a national character, scout will hold 10 pillars into a code of honor. Code of honor to have the meaning of a norm (rule) which measures awareness about morals stored in the liver that is aware of his pride, and it has become standard behavior in society scout. 10 pillars are named *Dasa Dharma*, i.e.

1. Obey God Almighty.
2. Love of nature and human affection.
3. polite patriot and having knight's soul.
4. Comply and love deliberation.
5. Being willing to help and steadfast.
6. Diligent, skillful and happy.
7. Save, careful and understated.
8. Discipline, brave and loyal.
9. Be responsible and trustworthy and
10. Saints in thought, word and deed.

Each item in those ten pillars are described in units of special skills (SKK) is a tool to determine the development of abilities and skills in implementing existing norms. When scouts aged 11 to 25 years were able to apply in everyday life pillar of the existing norms, will certainly be a pride for the learners themselves. While the adult members become mentors and monitor the live and carry out daily life. Not every adult member allowed to be directly supervising scouts from 7 to 25 years old, because the supervisor is to be an example for younger students. For the adult scout members are allowed into the builder / supervisor has completed advanced training courses scoutmaster basic (KMD) and KML. Among those with their system, code scouts have been monitored since the age of 7 years and continue to be monitored until ceasing to be members of the scout. While the adult members, to strengthen the cultivation of character through level courses, the course start scoutmaster adept at basic and advanced level courses to coach scoutmaster basic level to advanced. If the member has reached the level of Course Coach Scoutmaster Advanced (KPL) is expected ingrained norms of scouting, so it could be an example of a role model in the community.

If we try to relate between the effect of globalization with the character education through scouting, they are connected each other. With those 10 pillars held and obeyed by the scout members, it can make them stay away from the negative effect of globalization. For example, a very simple example is the used of modern technology can bring negative problem such as online gambling, pornography, or sexual exploitation and harassment. If they hold the 10th pillar of scout, they will keep them away from those negative effects. Another example is from the effect of globalization is they will respect to others without referring to any sexes, religions, races, and skin colours. This is what we call as the good reflection of character through scouting activity. The members of scout are required to be the main figure to anticipate globalization wisely. Globalization is a widespread phenomenon which is not to be afraid of. Through the character of education by following scouting activity, the bad effect of globalization can be anticipated and minimized.

3. CONCLUSION

Character education must be taught to young generation or youth. Indonesian cultural character that has been admired by other nations should not be dashed by mental friction young generation prefers the foreign culture. But with the foreign culture into Indonesia became the motivation to love the culture of the nation itself. Because of that, character education can no longer be delayed. As the conclusion, the effort to implement the character through scouting activity cannot be postponed anymore. Through scouting activity, youths can learn to synchronize between the knowledge and character and encounter bad globalization effects. And it is suggested that the application of scouting activity can be implemented maximally in any level of education from elementary until higher education.

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