

The Implementation of Character Education through Scout Activities

Mislia¹, Alimuddin Mahmud¹ & Darman Manda²

¹ Educational Science, Universitas Negeri Makassar, Indonesia

² Social Science, Universitas Negeri Makassar, Indonesia

Correspondence: Mislia, Educational Science, Universitas Negeri Makassar, Indonesia. E-mail: mislia.pendidikan@gmail.com

Received: October 16, 2015 Accepted: December 3, 2015 Online Published: May 26, 2016

doi:10.5539/ies.v9n6p130

URL: <http://dx.doi.org/10.5539/ies.v9n6p130>

Abstract

This research aims at describing the factors influencing the extracurricular activities especially scouting. This research also aims at describing the Scouts skills that can form the students' character. This research is also to describe the strategies for the formation of the students' character through scout activities. This research was a qualitative approach. The sampling technique was purposive sampling. The data were collected through observation, interview, and documentation. The collected data were then analysed descriptively by using three ways namely data reduction, data presentation, and conclusion or verification. The results show that the implementation of character education through scout activities at Junior High school (SMPN 1 Maros) on the aspects of supporting factors is still not optimal. The supporting infrastructure is still lacking. The ratio between the scout leader and students is not comparable. In addition, the amount of funding and financing sources is lacking. This research also found that the Scout skills such as rigging, doing first aid, decoding, camping, marching, navigating and mapping can shape the students' characters. The characters that can be formed are thoroughness, patience, cooperation, responsibility, social care, courage, confidence, perseverance, creative, religious, patriotism, environmental awareness, independence, discipline, curiosity, and hard work. This research also shows that character formation strategies are intervention, exemplary, habituation, facilitation, strengthening, and the involvement of other parties.

Keywords: character education, extracurricular activities, scouts

1. Introduction

The Indonesian nation had once been known as a friendly, cultured and virtuous nation. They are alleged to have been lost today. This allegation leads to failure of school education in general. In particular, character education is considered as the main cause. Among students, moral decadence is no less alarming. Behaviours that against the ethical, moral and legal ranging from mild to severe violations are still often shown by the students. Acts of violence such as fighting between students, drug abuse, and promiscuity still occur.

Efforts to establish the character in accordance with the national culture is not only performed at the school through a series of learning activities, but also through life habituation, such as religious, honest, disciplined, tolerant, hard work, love of peace, and responsibility. Habituation is not only to teach knowledge about things that are right and wrong but also able to sense whether the value is good or not. Furthermore, habituation is willing to undertake the activity of the smallest sphere like family to the wider coverage in the community. These values need to be nurtured by students because they will ultimately be a life reflection for the Indonesian nation. Therefore, schools have a major role in the development of character education. It plays a role as a civilizing center through a cultural approach to the development of school and extracurricular activities (Kemdiknas, 2011).

One of character education developments is through the development of extracurricular activity particularly scout. 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. The Scout movement is a movement that aims to support young people in their physical, mental and spiritual development, that they may play constructive roles in society, with a strong focus on the outdoors and survival skills. Scouting education is considered very important in order to prevent deviations of characters performed by the students during this time. Scouting education will lead to a sense of belonging, helping each

other, affection, loving the motherland, discipline and loving nature.

The overview in the SMPN 1 Maros at the end of the 2013/2014 school year based on data from student affairs showed the discipline of students. 15.8% of students came late for school. 32.5% of students forgot to do a homework. There were many garbages strewn everywhere. 11.4% of students were absent in school each month. Furthermore, based on the data obtained from the guidance and counseling, there were 14 cases of violence (bullying). In addition, there were 8 cases of extortion among students during the period of the school year 2013/2014. Moreover, at the end of March 2014, 8 people were found at this school consuming drugs. (East Tribune newspaper No. 054 of 11, 2 April 2014).

Based on the above matters, SMPN 1 Maros in the academic year 2014/2015 implemented extracurricular activities (Scouting) as a mandate for coaching all students from class VII to IX grade. It is intended as an effort to strengthen the process of formation of national character in accordance with the noble character and moral values of Pancasila.

Based on the description above, the researchers are interested in conducting a research entitled "Implementation of Character Education through Scout Activities in SMPN 1 Maros". The research about scout activities is interested to be conducted because this research has not been conducted before. In addition, this research will add information about character education and provides solutions to the moral decline of students today.

2. Review of Related Literature

2.1 Character Education in School

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. They are love of God and his creation (nature with its contents), responsibility, honest, respectful and polite, affectionate, caring, and cooperation, confidence, creativity, hard work and solid, justice and leadership, good and humility, tolerance, love of peace, unity and love. 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).

Based on the above view, the development of character education in schools should be guided by the principles of character education. Therefore, its implementation is running effectively and efficiently. There are some principles of character education. The first is promoting the basic values of ethics as a base character. The second is identifying the character comprehensively so that it includes thoughts, feelings, and behaviors. The third is using a sharp, proactive and effective approach to building character. The fourth is creating a school community that has a concern. The fifth is giving an opportunity to students to show good behavior. The sixth is having coverage of the curriculum that is meaningful, challenging and respecting all students. The seventh is building the students' character, and helping them to succeed. The eighth is trying to increase self-motivated of the students. The ninth is functioning all school employees as a moral community that share responsibility for character education and are faithful to the same basic values. The tenth is the division of moral leadership and broad support in building initiatives for character education. The eleventh is functioning families and community members as partners in order to build character, and to evaluate the character of the school, teachers, and school employees. It is also to manifest a positive character for the students' life.

2.2 Factors Supporting Character Education through Scout Program

Guidelines for implementation of character education in schools (the ministry of education and training, 2011) explains that in the implementation of character education through Scout program, there are some factors that play a role and support the effectiveness of the implementation of character education. They are students, scoutmaster competencies, teacher supports, infrastructure, financing, parental support, and the role of coaches

2.3 The Scout as Extracurricular Activity

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. There are three methods for the implementation of extracurricular activities particularly scout in schools based on the guidelines. First, block system is a form of educational activities of scouting which is held in early students entering in the educational unit. The system block allocation is done with 36 hours of lessons because it is still an introduction. Second, actualization system is a form of educational activities of scouting that is conducted by actualizing the

competencies of the basic subjects that are relevant to the methods and basic principles of scouting. Third, regular system is a form of educational activities of scouting conducted on scout group (Gudep) in the educational unit, and it is an educational activity of scouting as a whole.

2.4 Scouting Skills

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. In order to meet these needs, Scoutmaster is required to have a set of scouting knowledge that can be applied to the students. Scouting skills in the realm of development can be grouped into five. First, spiritual skill is the skill that shapes the attitudes and behaviour of scouts in daily life. Second, emotional skill is the skill or intelligence in managing the heart and emotions. Third, Social skill is the skill in interacting with others. Fourth, intellectual skill is intelligence skill. Fifth, physical skill is a skill that physically becomes the needs of students as a provision addressing the challenges and obstacles.

3. Method

This research was a qualitative research. There are six characteristics of the qualitative research. The first is having a natural setting as a data source directly. Besides, the researcher becomes a key instrument. The second is describing the situation and the views of the research object descriptively. The third is more concerned with process than results. Fourth, it tends to analyse the data inductively. Fifth, the meaning is essential. Sixth, the data is in the form of words and actions, and it is not a number (Bogdan & Biklen, 1993). The researchers selected this method because they assume that the question of this research will be easy to be answered with this method.

This research was conducted at SMPN 1 in Maros regency. In the academic year 2013/2014 this school experienced a variety of problems concerning students' deviant behaviour. It showed their low character. There are two data resources in this research namely primary and secondary data.

The researchers determined the sample of research using snowball sampling technique. There were some research instruments. They were interview guidelines, observation guidelines, and documentation guidelines. Data collection techniques are the ways or techniques used to obtain the data that are needed to answer the question of research. The data of this research were collected through observation, interview, and documentation.

The data were analysed descriptively. It was conducted through three grooves activities namely, data reduction, data presentation, and conclusion or verification. These three ways are interrelated, and they are the flow of data analysis activities to gain meaning or description (Miles & Huberman, 1992). This study used triangulation techniques to test the credibility of the data. Sugiyono (2013) defines triangulation as a credibility test for checking data from various sources in various ways and at various times.

4. Results and Discussion

4.1 The Factors Supporting Character Education through Scout

There are some factors that support the extracurricular activities particularly scout at SMPN 1 Maros. They are students, scoutmaster competencies, infrastructure, headmaster's support, financing, and parents' support. Furthermore, it will be described one by one each of the factors that affect the implementation of character education through Scouts.

There is a problem on students in the implementation of scout activities. The problem that is encountered is an unbalanced ratio between students and scoutmaster. In addition, the students are lazy to attend weekly training because the scoutmaster understanding about their characteristics is still lacking. They always want to be praised. They are, adventurous and gregarious. They are proud if they are given the responsibility. They are quickly bored. They want to be the best. In addition, they like new things.

The facts related to the field of qualifications and competencies of scoutmasters at this school show that they have met the qualification requirements. They have the certificate of the basic and advanced courses. In fact, from 8 scoutmasters, there have been proficient in advanced even one person has become coach. In relation to the scoutmaster's competence, the results of the interviews and the facts on the ground found that their competence is in line with the requirements. They are competent in educating. They are competent in his personality. They are competent in social interaction. In addition, they are competent in the second levels who

provides leadership. However, there has been no scoutmaster who get professional certificate because the application of the law No. 12 2014 has not been implemented optimally.

The role and duties of headmaster as expected are still inadequate. It is based findings that there are no action programs related to the development of four character values that are cultivated in school. Supervision and monitoring are only conducted at the beginning of the character education program. They are not occurred on an ongoing basis. Meanwhile, they should be evaluated periodically, especially the development of the four character values that are acculturated at school.

Infrastructures that support character building through scout activities in this school are still lacking. There are some infrastructures that are still lacking. The first is supporting facilities for scout skill training. The second is supporting facilities for the establishment of a religious character as a place of worship. The third is supporting facilities for the establishment of honest character such as honest canteen and storage for missing goods. The fourth is supporting facilities for environmental awareness such as procurement of cleanliness and trash equipment. The fifth is supporting facilities to be discipline such as slogans or talking board as an invitation to be discipline.

Financing for the development of scout activities at this school is still lacking. Financing of operational programs for the scoutmaster has been enough. However, financing for the development of character based on predetermined program is not optimal. In addition, financing for the procurement and maintenance of infrastructures that supports scout activities is still lacking.

Parents are very supportive of students' character building through scout activities. The support material can be carried out by equipping their children with exercise equipment and preparing transport training. Non-material support is in the form of attention at home. The supports at home provide reinforcement to the character values that are developed in schools. There are some character formations that are usually performed by the parents at home. They are providing exemplary, advice, and other parenting practices. They can encourage the creation of a conducive atmosphere at home as a place for character formation.

4.2 Scouting Skills as Character Builder

There are some scout skills that are trained to the students. They are rigging skill, first aid skill, Morse and semaphore skill, decoding skill, camping, marching skill, and navigation and mapping skill. These skills must be known by every scout member and any scouting activity is a means or an educational tool. Scout skills can shape the character of students. For more detail, it can be seen the following description.

The first aid skills for victims of accidents or illness are the initial action and temporary relief. The next step must be taken to the medical personnel. Implementation of the character values for this skill can be seen if the students can find a cure. They are able to give medications. They can bind a wound. They can use splint and mitela. Character values that can be formed are social care, responsibility, diligence, and cooperation.

In the pioneering activity, the scout members practice for rigging skill mastery. This activity is an activity that is the most interesting and challenging. This activity has also attracted the interest of students. The skills that are trained in the pioneering activities consist of making a gate, making flagpole, making rocking rope bridges, and climbing with one or two ropes. These skills are capable of forming the character of precision, confidence, perseverance, and cooperation.

Decoding skill needs to be owned by scout members. Thus, they can still convey the message in an emergency situation. This skill is the language code in scouting that uses media whistle, flashlight, and flag. In addition, Morse code and semaphore can form accuracy, precision, and patience character.

Camping activity is conducted in nature because it is a combination of all Scout skills that are practiced when the scout members go camping. According to the results of interviews with the Scoutmaster, the values of the character expected from this activity are religious, patriotism, environmental awareness, teamwork, self-reliance, courage, and responsibility.

It can be seen directly that the marching skills can train students to do instructions that are associated with physical movements. It also can train cohesiveness, harmony, and art in the marching activity. The students who are accustomed to attending the marching activities can shape the character of discipline, creativity, teamwork, and responsibility.

The navigation and mapping skills are efforts conducted by Scout members to know the direction. Characters that can be formed in this skill are creative, curiosity, hard work and cooperation.

4.3 Strategies to Shape the Character of Students through Scouting

Whatever kinds and types, all strategies can be used in forming the character of the students as long as they are consistent with the objectives to be achieved. However keep in mind that not all strategies can be used if it is only to achieve certain goals. Several strategies are being made to form the character of students through scouting activities at SMPN 1 Maros. These strategies are intervention, exemplary, habituation, reinforcement, mentoring, and the involvement of other parties.

The intervention strategy aims at instilling a certain character or changing the character of the students to be closer to the particular character that is expected. The Scoutmaster intervenes the students by providing guidance, directions and even imposing strict rules in order to be obeyed by the scout members.

The exemplary strategy is an example or good example to students in everyday life. This strategy is a guideline for action in realizing the goal of educators. Students tend to imitate their scoutmaster because psychologically students are happy to imitate either a good or bad thing.

Habituation strategy is very strategic in character education of learner. Whatever the outcome of education, the things that are expected to grow in the soul of the students should eventually become a habit of students in everyday life. Habituation that is focused on experience is a good thing. Habituation strategy is used as a technique of character formation with the aim of changing all the good natures to be habits. Therefore, the students can perform mental habit without too much effort, without losing much power and without finding much difficulty.

The mentoring strategy is a facilitation that is given by mentor for the scout activities undertaken by students. Therefore, the positive character that has been formed, improved and intervened can be always guarded and implemented by students. In the mentoring activity, it is expected that there will be an informal communication between the mentor and the students. Therefore, the personal problem of the students can be completed as early as possible personally. This activity is also expected to be a form of special attention to students so that they can direct themselves to have positive behaviour.

An effort to minimize the negative feelings in practicing is through the reinforcement or the response given by the Scoutmaster toward the behaviour of students. The reinforcement strategy is a response toward the behaviour of students that can increase the probability of repetition of that behaviour. Psychologically, everyone expects the appreciation from the results of the efforts that have been done. Through this appreciation, the students will feel that the results of these actions are valued. Therefore, they will be the supporting factor for improving the performance or doing the best for their life.

Character education in schools through scouting activities can be implemented properly if it is supported by the involvement of the concerned parties. Stakeholders involved in the implementation of character education through scouting activities at SMPN 1 Maros are parents, community, headmaster, teachers, and scoutmaster. The form or their involvement can be described as follows. The headmaster issued a policy that supports the scouting activities. The scoutmasters design programs and allocate funds according to ability. The school committee monitor the activities of the school in order to keep the planned programs. Parents give permission for their children to follow the activities and continue to maintain the character of the children at home.

The students are interested in extracurricular Scouts in SMPN 1 Maros. Those who are involved in the Scout activity can excel in academic and non-academic. Another thing is that there is a harmonious relationship between students and scoutmasters who are generally subject teachers in their schools. Aqib and Sujak (2011) reveal that the amount of participation in extracurricular activities is also positively related to academic achievement obtained by the students who follow the event.

Scoutmaster is an adult of scout member who has committed to the principles of Scouting activity. He or she voluntarily strives with the students together. He or she is a partner that cares for the needs of students with the patience to motivate, guide, help, and facilitate the activities of students. According to Wahjosumidjo (2007), a coach is in charge of educating and training the students. Therefore, in the appendix I of the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 63 in 2014 about scouting education as mandatory extracurricular, it is stated that minimum competency that must be owned by a Scoutmaster is that she or he should have the ability to build the scout activity and it should be evidenced by (at least) having certificate of KMD and or KML. He or she should become an example and role model for students. He or she provides mentoring so that students apply the basic principles of scouting, and scouting method. The process of mentoring provides enrichment to follow developments so that scouting activities are meaningful and useful for students, community, and environment. Furthermore the scoutmaster should develop Gudep by always maintaining good

cooperation with parents and community.

Facilities and infrastructure are expected to be a motivation for students to participate in extracurricular activities. The presence of adequate infrastructure in the school environment can facilitate scouting activities. If the infrastructure cannot support these activities, it may not run optimally. According to Ibrahim Bafadal (in Soetjipto, 2009) the educational process cannot be performed without adequate educational facilities. It is confirmed by Hadi Yusuf (in Aqib, 2011). He reveals that the learning facility can be used to stimulate thoughts, feelings, concerns, and the willingness of students. Therefore, the facilities can encourage the learning process of the students. Students' learning process will run smoothly through the complete learning tool. Therefore, student can get achievement as expected.

The headmaster plays a role as the chairperson of assembly supervisor scout movement (*Majelis Pembimbing Gugus Depan/Mabigus*). His supports can be in the form of appreciation for encouraging students and scoutmaster who have achievement. It is reinforced by Dimas (2001) that the excitement played a very important and strong influence on the child's psyche. It will make the child is always ready to receive commands, warnings, or any guidance. Showing excitement for the children would enable them to actualize their ability in a perfect form.

Financing is a dynamic factor for the effectiveness of the implementation of the scout activities. Therefore, the financing should be prepared for the cost of procurement of facilities/resources/materials/equipment; the cost of training/learning activities forming ethical behaviour/work in extracurricular activities; operating costs and maintenance/care and the cost of system implementation program including the incentive of scoutmaster, and the cost of evaluation and reporting system.

There are several ways to obtain financing Scout activities, and they can be conducted at the school. The first is membership dues. It is an educational tool for students with the aim at fostering a sense of community and a sense of having participated in the scout movement. The number of fees is specified in the deliberations of scout member. The second is fundraising. In the implementation of an activity, the group of scout member sometimes asks for support funding by doing individual or business approach. The third is entrepreneurship. It is the activities conducted by the group that can be in the form of services, manufactured products, and partnerships with other parties.

In order to support the implementation of education and scouting activities at the level of Gudep, Scoutmaster needs to make contact and cooperation with various parties such as parents, community leaders, and business or industrial world. Similarly with the headmaster, the thing that needs to be considered by the headmaster as the chairperson of Mabigus is working relationship between the scoutmaster and the headmaster. Therefore, Mabigus can play a real and active action, and can provide guidance and support conceptually, efficiently and effectively. Mabigus convened at least once in six months led by the coordinator.

The contents of the character developed by the school can be established through scout skills that are trained for example rigging skills, First Aid skills, decoding skill, marching skills, camping skills, navigation skills and mapping skill. Anton (2014) states that the noble character of our nation must be passed on to our younger generation. One of the efforts is by making the scout as the spearhead of the inheritance of the nation's character through scout skills that are interesting and challenging.

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.

Intervention strategy in the implementation of character education through scout at school develops an atmosphere of teaching and learning interaction. It is deliberately designed to achieve the formation of character by applying structured activities. There are two intervention strategies. The first is strengthening the values of character education in the development of training programs. The second is applying strict rules, including directives, orders, and guidance. There are some examples of these activities according to Haryono (<https://haryonoadipurnomo.wordpress.com/2012>). The first is the opening ceremony of the exercise. The second is checking the cleanliness of body and clothing before doing exercise. The third is praying Ashar together (for Muslim). The fourth is saying hello when the students meet the scoutmaster, staff, or friends.

The life in the school takes place in the same pattern. Activities are repeated and arranged with a tight schedule. It will affect the habituation of character education for the entire school community. Atmosphere schools that

have high discipline will have a big impact on the students' life, especially in the school environment.

Haryono reveals (<https://haryonoadipurnomo.wordpress.com/2012>) that all school members are taught to follow the procedures in implementing the values of the nation's character education. The school must be conditioned to support the implementation of the values of the nation's character education. It should reflect the life based on the values of the desired character education. The school atmosphere is conditioned in such a way by providing physical infrastructure. Creating a school environment can encourage students to apply the values of the character education. Therefore, the students would be embarrassed if they break the rules. The examples of the rules are as follows. The toilets should be always clean. Trash bin must exist in a variety of places, and it should be always cleaned. The school should look neat, and learning tools are placed regularly. In addition, there should be a wide variety of slogans.

Modelling is an activity in the form of everyday behaviour. It is the behaviour or the attitude of the Scoutmaster and educational staff in giving examples of the good actions so that they are expected to be role models for the students. If they require that students should behave and act in accordance with the cultural values and character of the nation, they are first and foremost to provide an example to behave and act in accordance with those values.

Reward and punishment are attempts to improve students' attitudes toward positive behaviour. There are some words or phrases that are spoken after observing the students' attitude. For example "good", "very good job today", "congratulations, you can solve the problem". There is also a compliment in the form of expression or movement that can give the impression, for example, a nod of the head, thumbs up, smile. The reward can be in the form simple objects that are useful for the students.

In relation to the enforcement practice, Hartuti (2000) states that there are five ways to improve the positive behaviour of the students. First, positive reinforcement is the procedure for changing the most common behaviour. It is usually in the form of reward or value. The positive reinforcement is performed to enhance the desired behaviour. In order that the rewards can improve students' behaviour in a positive direction, certain conditions must be met. The enforcement will be very effective if it is in accordance with the needs and interests of students. Second, negative reinforcement is used if the students do a good behaviour, but it removes what they like. Third, fading is to eliminate gradually the instructions, until the students can perform the behaviour that has been learned without a clue. Fourth, extinction is to reduce the frequency of the behaviour by not continuing reinforcement that follows the behaviour that want to be reduced or eliminated. In this way, students are expected to feel that their action is ignored, and it ultimately reduces their behaviour. Fourth, the punishment is another procedure for reducing unwanted behaviours. Punishment in many respects considered as a viable alternative even fewer punishment practices in schools are expected to be removed.

However, if reinforcement is not effective, and the problem is too severe, the procedures of punishment should be considered. If the punishment is applied, the application must be true, and if the punishment is proved to be effective, there must be an attempt to replace other tactics to maintain the behaviour that has been corrected.

The mentoring strategy provides education by dividing students into small groups with a mentor. This mentor acts as a facilitator, as a mentor, and as a friend to share problems. Moreover, the mentor can act as a second parent that handles the actions and potency in the future. The mentor also has an obligation to communicate with the students' parents in the context of on-going guidance for children at home.

Rahmat Nurudin (http://www.kompasiana.com/rahmat_nurudin/2014) states that the mentoring conducted intensively and regularly can be within a minimum of once a week or once a month. This mentoring could be authorized on the mentors that are appointed from the Gudep. They are derived from the scoutmaster from the school and the Scoutmaster outside the school. The mentors have been equipped with experience and understanding how to deal with the problems of character and its intricacies. Mentoring can be provided using moral, ethical and character approach. This mentoring also integrates scouting education.

Citizen participation is fundamental to democracy, and it becomes the foundation of the involvement of other parties in character education through extracurricular. Comer and Haynes (1997) reveal that children learn better if the surrounding environment supports them, namely parents, teachers, other family members and the surrounding community. Schools cannot provide all the needs of growth and development of students. Therefore, it requires a significant involvement coming from parents and community members. Democracy itself is a form of governance or administration systems that provide space for individual, either directly or indirectly through representatives to participate in the decision-making process that would affect the individual life (Grant, 1979).

Before the three components (teachers, families, and communities) form a cooperation, they must learn to trust

and respect each other. Cooperation between teachers, parents, businesses, and other community members in the form of a full partner has a huge opportunity to create educational programs that fit local needs that are unique. It also describes the diversity within the school. Therefore, Keith and Girling (1991) reveal that the forms of the relationship between the school and its stakeholders are divided into three models. The first is professional, the second is advocacy, and the third is partnerships.

5. Conclusion

- 1) In the implementation of character education through scout activities at SMPN 1 Maros, the aspects of the supporting factors are still not optimal. The facilities and infrastructure are still lacking. The ratio between the scoutmaster and students is not comparable. Furthermore, the amount of funding and financing sources are lacking.
- 2) There are some scout skills namely rigging, doing first aid, decoding, camping, marching, navigating and mapping are able to shape the students' character such as thoroughness, patience, cooperation, responsibility, social care, courage, confidence, perseverance, creative, religious, patriotism, environmental awareness, independence, discipline, curiosity, and hard work.
- 3) There are some strategies that are often used in scout activities. They are intervention strategy, exemplary strategy, mentoring strategy, reinforcement strategy, and the involvement of other parties

References

- Anton (2014). *Ensiklopedia: Pramuka Tangguh dan Terampil*. Surakarta: Borobudur Inspira Nusantara.
- Aqib, Z., & Sujak. (2011). *Panduan & Aplikasi Pendidikan Karakter*. Bandung: Yrama Widya.
- Bogdan, R., & Taylor, S. J. (1993). *Introduction to Qualitative Research Methods, Diterjemahkan oleh, A. Khozin Affandi, Kualitatif, Dasar-Dasar Penelitian*. Surabaya: Usaha Nasional
- Comer, J. P., & Haynes, N. (1997). *The Home School Team*. Retrieved from <http://www.edutopia.org/home-school-team>
- Dimas, R. (2001). *25 Kiat Mempengaruhi Jiwa dan Akal Anak*. Jakarta: Robbani Press
- Faturrohman. (2013). *Manajemen Pendidikan Karakter*. Jakarta: Rineka Cipta
- Grant, C. A. (1979). *Community Participation in Education*. Boston: Allyn & Bacon.
- Hartuti, P. (2000). *Mengembangkan Kepribadian dan Mengubah Perilaku Anak agar Siap Menghadapai Tantangan Global*. Bengkulu: CV. Citra Malang dengan Universitas Brawijaya.
- Haryono. (2012). *Strategi intervensi dan habituasi pendidikan nilai-nilai karakter bangsa*. Retrieved from <https://haryonoadipurnomo.wordpress.com/2012>
- Keith, S., & Girling, R. H. (1991). *Education Management and Participation*. Boston: Allyn and Bacon.
- Kementerian Pendidikan Nasional. (2006). *Peraturan Menteri Pendidikan Nasional No. 22 tahun 2006 tentang Pembinaan Ekstrakurikuler*.
- Kementerian Pendidikan Nasional. (2010). *Panduan Pengembangan Budaya dan Karakter Bangsa*. Jakarta: Balitbang Kemdiknas.
- Kementerian Pendidikan Nasional. (2011). *Buku Pedoman Pendidikan Karakter di SMP*. Jakarta: Dirjen Dikdas Kemdiknas RI.
- Kementerian Pendidikan Nasional. (2014). *Peraturan Menteri Pendidikan dan Kebudayaan No. 63 tahun 2014 tentang Ekstrakurikuler Wajib Pramuka di Sekolah*.
- Miles, M. B., & Hubberman, A. M. (1992). *Analisis Data Kualitatif*. Jakarta: UI Press.
- Rahmat, N. (2014). *Strategi Mentoring untuk Pembinaan Karakter Remaja*. Retrieved from http://www.kompasiana.com/rahmat_nurudin/2014
- Sugiyono. (2008). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.
- Wahjosumidjo. (2007). *Kepemimpinan Kepala Sekolah*. Jakarta: PT. Raja Grafindo Persada.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).