

SPIRITUAL SCOUTCRAFT: METHODS DEPLOYED FOR RELIGIOUS CHARACTER VALUES INTEGRATION AT PONTIANAK'S ISLAMIC-BASED ELEMENTARY SCHOOLS

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Abstract

This research explores methods for integrating religious values in scouting, focusing on interaction dynamics, challenges, and solutions at SDIT Al-Mumtaz. Using a case study and qualitative methods (Miles, M.B, Huberman, A.M, & Saldana, 2014), it condenses data stages, emphasizing diverse tailored methods aligned with scouting levels, integration goals, and student needs. Collaborative mentor efforts, flexibility, and adaptability are crucial. Intensive participant-facilitator interaction significantly impacts religious character values implementation. Facilitators, as "mothers" and "leaders," act as instructors and role models, fostering two-way communication for skill development and understanding. Challenges include fear management, student understanding variations, designing entertaining and educational scouting activities, social pressure, and differing participant skills. Despite challenges, SDIT Al-Mumtaz mentors successfully employ planned approaches and high commitment.

Keywords: *Spiritual Scoutcraft, Character, Method for Religious Character Integration.*

In the era of the fourth industrial revolution, shaping the character of the younger generation in Indonesia has increasingly become a primary focus as an effort to prevent national disintegration and ensure the sustainability of positive values in society. The Scout movement is identified as one effective means to achieve this goal (Ratnawati et al., 2018). Scouts are considered a non-formal educational institution that provides a special place for the guidance and development of the younger generation in Indonesia.

Character education is also recognized to play a crucial role in reducing risks in life and increasing

society's awareness of moral values (Aniqoh et al., 2021). To achieve this goal, effective teaching methods and strategies are required, and Scouting has proven to be an effective means in the development of moral values outside regular class hours (Arifin et al., 2017).

In the context of school-based management, student management is identified as a key element in ensuring the effectiveness of the learning process (Ali Imron, 2015). With the regulation Permendikbud no. 63 of 2014 mandating Scouting activities in every school, including its integration into the 2013 curriculum, it is important to comprehensively analyze

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the extracurricular Scouting activity management in Islamic-based elementary schools such as SDIT Al-Mumtaz Pontianak.

In the midst of the fourth industrial revolution, a strong identity becomes crucial in protecting the younger generation from doubt and the potential erosion of self-confidence, as well as in understanding and appreciating local wisdom (Ali Imron et al., 2023). Therefore, educational institutions, including schools, play a strategic role in shaping individuals who not only have a strong identity but also deep moral and spiritual values.

Considering the emphasis on character education in modern education, particularly in shaping academically intelligent and morally/spiritually strong generations, this research will focus on the methods applied by SDIT Al-Mumtaz Pontianak in integrating religious character values through Scout activities. Pontianak, as the capital of West Kalimantan, has the potential to become a center for character education based on religious values.

This research is relevant with the policy Permendikbud no. 63 of 2014 that strengthens character education in the school environment, especially through Scouting activities. Therefore, understanding the methods applied by SDIT Al-Mumtaz in integrating religious character values through Scout activities can provide valuable insights for improving the quality of character education in similar schools and contribute positively to shaping students' characters.

METHOD

This research aims to explain information about the methods or approaches applied for the integration of religious character values in Islamic-based elementary schools in Pontianak, specifically at SDIT Al-Mumtaz. Based on this focus, the researcher employs a case study approach and a qualitative research type by (Miles, M.B, Huberman, A.M, & Saldana, 2014) consisting of data condensation, data display, as well as conclusion drawing and verification. Through this qualitative approach, it is expected that the researcher can generate descriptive data in addressing questions related to the research focus. The research is not intended to test a theory but rather aims to obtain in-depth and natural findings, with the hope of generating a new theory.

The type of research used is a case study, and in its implementation, case studies are chosen to examine the field of education, specifically scout activities (Nurul Ulfatin, 2015). In the realm of educational research, the chosen methodology often plays a pivotal role in unraveling the complexities of the subject matter. This particular research strategy is geared towards a comprehensive exploration of the field of education, with a specific focus on scout activities. By delving into the intricacies of individual cases, this method allows for an in-depth analysis and a nuanced understanding of the challenges and dynamics within the educational scout domain. Through the lens of a case study, researchers can extract valuable insights that contribute to the enhancement of educational practices and policies.

RESULTS AND DISCUSSIONS

Methods and Approaches Used in Integrating Religious Values through Scouting

The importance of integrating character values in the context of Scouting at Islamic-based Elementary Schools is the main focus of this research. SDIT Al-Mumtaz, in implementing the integration of religious character values, employs various methods and approaches tailored to the scouting levels, objectives of character value integration, and unique needs of each student.

Firstly, the chosen approach considers the characteristics of the scouting levels and the objectives of integrating religious character values. For instance, for Cub Scouts, the approach is relaxed, focusing on the fundamentals of religious values, while for Scout Troops, the approach is more in-depth through discussions of religious values.

Next, the alignment of the approach with the Graduation Competency Standards (SKL) of JSIT and the general scouting proficiency requirements (SKU) is also a key factor, ensuring that the Scout objectives align with the overall educational vision and mission of the school. The process of integrating character values emphasizes the importance of adapting methods to the characteristics and unique needs of each student, allowing for relevant approaches that match the developmental level of the students.

Moreover, active collaboration among scout mentor teachers also plays a crucial role in selecting methods, with discussions, sharing experiences, and ideas aiding in

choosing the most appropriate methods. SDIT Al-Mumtaz applies flexibility and adaptability of methods as essential aspects, enabling adjustments to the development and needs of students, with a collaborative and project-based learning approach chosen to provide deep and meaningful learning experiences.

The selection of methods or approaches also considers time constraints and material availability, assisting in planning activities optimally. The implementation plan for Scout activities includes adjusting the curriculum to depict the stages of character development through Scout activities. SDIT Al-Mumtaz also has a Scout SIT training program for various student levels, designed according to the developmental level and understanding of students at each stage. Documentation of scout activities for Cub Scout-level or level 2 students at SDIT Al-Mumtaz can be seen in Figure 1.



Figure 1
Siaga Scout Level 1

Furthermore, continuity and evaluation become focal points, with adaptable methods based on student development and needs. The process of evaluation and reflection on each activity is continuous to continually

improve and refine the approach in achieving the objectives of integrating character values. Thus, a holistic approach involving mentor teachers, adaptive methods, and ongoing evaluation becomes the core of the effort to integrate character values through Scout activities at SDIT Al-Mumtaz.

Based on the presented data, it is known that SDIT Al-Mumtaz implements various methods and approaches in integrating religious character values through scout activities. Therefore, it can be concluded that SDIT Al-Mumtaz applies flexibility and adaptability in determining methods and approaches for integrating religious values through scouting, and the selection of these methods is tailored to the student levels and characteristics. To facilitate readers in understanding the methods and approaches used in integrating religious values through scouting at SDIT Al-Azhar, readers can view the visualization of research findings in Figure 2.

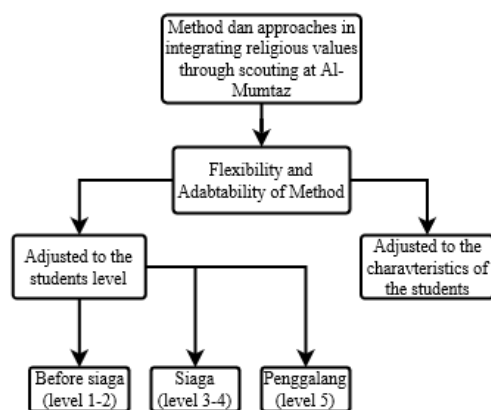


Figure 2
Methods and Approaches

Interaction between Participants and Facilitators in Integrating Religious Values through Scouting

The intensity of interaction between participants and facilitators not only creates relationships but also significantly influences the implementation of religious character values. In the context of Scouting activities, the deep interaction between participants and facilitators goes beyond mere exchange of words; it creates a substantial impact on the effort to integrate religious character values. This level of intensity provides valuable opportunities for students to develop communication skills, ask questions, and gain a deeper understanding of the concepts of religious character values.

Facilitators, known as "mothers" and "leaders" at SDIT Al-Mumtaz and assisted by "Pak Cik" and "Mak Cik," play a role not only as instructors but also as role models for the students. In this role, facilitators provide guidance that goes beyond mere information; they offer explanations and perspectives that help students connect abstract concepts of character values with real-life situations. In this framework, facilitators are not just conveyors of knowledge but also sources of inspiration for the development of students' characters. Documentation of the interaction between participants and facilitators can be seen in Figure 2.



Figure 2
Interaction between Participants and Facilitators

Two-way communication is not just a means for exchanging information but also a key to strengthening the implementation of character values. With two-way communication between participants and facilitators, an atmosphere is created where character values can be more effectively applied. Students are not only given the opportunity to speak, ask questions, and express their views, but they are also encouraged to engage in active discussions, creating an environment where character values can penetrate into their daily lives more deeply.

The importance of the mentor's role in the implementation of religious values cannot be overlooked. Facilitators or mentors not only provide guidance but also play a key role in offering relevant guidance aligned with the goals of character formation. Through respectful dialogue and interaction between students and facilitators, it is expected that students can be well-guided to embrace guidance regarding religious character values in their daily lives.

Challenges Faced in Integrating Religious Values through Scouting

One obstacle that arises is the fear still felt by some participants, especially when involving them in camping activities. Although it may seem like a small matter, fear management is considered essential to ensure the successful integration of character values, including religious values. Managing this fear requires a sensitive and attentive approach to the needs and concerns of individuals.

Another challenge lies in the variation of students' understanding of character values. Each student brings a different background and experiences, so it is important to ensure that the conveyed material can be accessed and understood by all learners. Efforts to achieve a uniform understanding of character values become a necessity to build a strong foundation in the integration process.

Furthermore, designing Scout activities that not only convey messages of character values deeply but also entertain and engage participants actively poses its own challenges. Creativity in designing scenarios and strategies is needed so that the activities align with various interests and learning styles of students, enabling character values to be applied more effectively.

Challenges also arise from social environmental pressure outside of school that may hinder the desired integration of character values. Collaboration with parents and the surrounding community becomes a crucial aspect to create consistent support in shaping children's characters amidst peer pressure or

social norms that may not be supportive.

Differences in understanding and skill levels among participants become a major constraint in character values integration. A more personal approach and additional guidance are required to ensure that character values are understood and applied correctly by all learners, acknowledging individual diversity and providing support according to the needs of each student. Visualization of the various challenges faced by SDIT Al-Mumtaz in the process of integrating religious values through Scout activities can be seen in Figure 2.

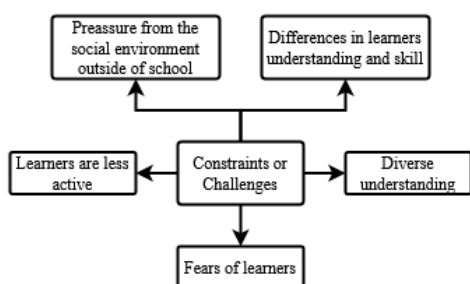


Figure 2
Constraints or Challenges

Despite facing numerous challenges, the Scout mentors at SDIT Al-Mumtaz Pontianak have successfully overcome these constraints through preventive measures and thorough preparation. Their planned approach, hard work, and high commitment to the goals of character values integration have helped achieve positive results in developing the desired character traits in students. To facilitate readers, the researcher has created a table related to the challenges and solutions implemented by SDIT Al-Mumtaz in

overcoming the challenges faced in the process of integrating religious character values, which can be seen in Table 1.

Challenges	Solution
Students' lack of engagement	Creativity in designing scenarios and effective strategies according to the interests and learning styles of students
Pressure from social environments outside of school	Collaboration with parents and the surrounding community to create consistent support in shaping students' characters
Diverse understanding	Ensuring that the conveyed material can be accessed and understood by all students
Students' fears	Fear management
Differences in students' understanding and skills	Additional approaches and guidance to ensure that character values can be understood and applied

Table 1
Challenges and Solution

CONCLUSION AND RECOMENDATIONS

Conclusion

Based on the focus of this research, it can be concluded that: (1) SDIT Al-Mumtaz has implemented diverse and adaptive methods in integrating religious character values through Scout activities. Firstly, it is observed that the chosen methods accommodate the characteristics of the students' scouting levels, the objectives of character value integration, and the unique needs of each learner.

This approach considers diverse levels of student understanding, encompassing creativity in designing Scout activities that not only delve deep into conveying character values but also entertain and actively engage participants. (2) Highlighting the interaction between participants and facilitators, which is key to the success of implementing religious character values. It was found that the intensity of interaction creates opportunities for students to develop communication skills, ask questions, and understand the concepts of religious character values. The role of facilitators as role models and two-way communication is a crucial aspect of this process. (3) Furthermore, constraints or challenges in integrating religious character values through Scouting at SDIT Al-Mumtaz are outlined in the third focus. Challenges such as students' fears, variations in understanding, and social environmental pressure outside of school have been identified. However, Scout mentors successfully overcame these constraints through planned approaches, active collaboration, and continuous evaluation.

Therefore, it can be concluded that SDIT Al-Mumtaz has successfully implemented the integration of religious character values through Scouting with adaptive methods, intense interaction, and effective handling of challenges. This holistic approach involves various elements, including method selection, the role of facilitators, and addressing constraints, thus creating an environment supportive of the development of religious character in students.

Recommendations

For Scout mentors at SDIT Al-Mumtaz, it is essential to continually enhance creativity in designing Scout activities. It is suggested that they actively involve participants, taking into consideration students' interests and learning styles. The focus on the intensity of interaction and the role of role modeling should also be heightened. Additional training on challenge management can provide additional skills to overcome potential obstacles.

For the school principal, continuous support needs to be provided to Scout mentors. It is crucial to ensure that mentors have adequate resources and institutional support to carry out Scout activities optimally. Regular monitoring and evaluation measures should also be implemented to ensure the continuity and improvement of the quality of Scout activities.

For future researchers, it is recommended to delve further into the influence of integrating religious character values through Scout activities on the development of students. Studies can be conducted to evaluate the long-term impact of the

proposed methods' implementation and their effects on students' character after several years. Research can also broaden its scope by involving other schools implementing similar Scout programs in different regions.

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