

## Concept of Independent Character Based on Pathfinder (Cross Case Study)

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**ABSTRACT:** *This research aims to analyze the concept of independent character by looking at it from a scouting perspective. This research explains how scouting and Hizbul Wathan explain the idea of independent character. A qualitative approach was used to describe this study by taking a cross-case study type with the study locus in two different institutions that implement the character of independence through scouting education. Data collection techniques through interviews, observation, and documentation. Data analysis techniques use data condensation, data presentation, and conclusions. This research reveals that the concept of independent character based on scouting grows together with the education and routine training of Hizbul Wathan and Scouts. The thoughts of KH. Ahmad Dahlan inspired the idea of independence in Hizbul Wathan. Ahmad Dahlan is a responsible, skilled, independent and disciplined human being. The concept of independence in Scouting follows up on the Minister of Education and Culture of the Republic of Indonesia Regulation Number 23 of 2015 concerning the Development of Character. The limitation of this research is that it focuses on scouting to explain the concept of independence. Meanwhile, originality lies in the scouting movement as an independent character education concept.*

Penelitian ini bertujuan menganalisis konsep karakter kemandirian dengan melihat dari segi kepanduan. Penelitian ini menjelaskan bagaimana kepanduan Pramuka dan Hizbul Wathan dalam menjelaskan konsep karakter mandiri. Pendekatan kualitatif digunakan untuk menjelaskan kajian ini dengan mengambil jenis studi lintas kasus dengan lokus kajian di dua Lembaga berbeda yang menerapkan karakter kemandirian melalui Pendidikan kepanduan. Teknik pengumpulan data melalui wawancara, observasi, dokumentasi. Teknik analisis data menggunakan kondensasi data, penyajian data, dan kesimpulan. Penelitian ini mengungkapkan hasil bahwa konsep karakter mandiri berbasis kepanduan tumbuh bersama dengan pendidikan dan latihan rutin Hizbul Wathan dan Pramuka. Konsep kemandirian dalam Hizbul Wathan terinspirasi pemikiran KH. Ahmad Dahlan yang intinya menjadi manusia yang bertanggung jawab, terampil, mandiri serta berdisiplin. Adapun konsep kemandirian dalam Pramuka

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menindaklanjuti Permendikbud Republik Indonesia Nomor 23 Tahun 2015 tentang Penumbuhan Budi Pekerti. Keterbatasan penelitian ini adalah berfokus pada kependuan dalam menjelaskan konsep kemandirian. Sedangkan originalitas terletak pada gerakan kependuan sebagai konsep pendidikan karakter mandiri.

**Keywords:** *Independent Character, Pathfinder, Scout, Hizbul Wathan.*

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## I. INTRODUCTION

The world of education is currently facing significant and formidable challenges. In general, the challenges of the world of education can be grouped into four: globalization in the field of culture, moral and ethical decadence, the understanding that success is achieved quickly and the fading of the spirit and spirit of nationalism. Globalization in the fields of culture, ethics and morals. Rusli (2016) believes globalization has presented big challenges and impacted the social, cultural, political, economic, societal and civilizational fields. All parties, including education policymakers, must be committed and serious about preparing as well as possible. People's behaviour and lifestyle have changed as a result of globalization. According to Anwar & Salim (2018), globalization has given rise to gadgets in contact with information and communication technology.

Moral and ethical decadence. The openness of information communication impacts the ethical patterns of social interactions. The phenomenon of moral decadence is homework for all components of society (Permedi, 2018). The group of people who are prone to being exposed to moral crises, promiscuity and drug abuse are the millennial generation (Asa, 2019). Promiscuity and drug abuse are the biggest temptations for the millennial generation and teenagers (Taufiq, 2018). Free sex among Indonesian teenagers shows that 63% of Indonesian teenagers have had free sex. More than 1.1 million teenagers are victims of drug abuse (Efendi, 2018).

Atmawarni (2022) believes that brawls and violence between students and fights between youth groups or gangsters also account for moral and ethical crises. Violence between students appears in the form of physical clashes, psychological terror and sexual harassment. Sexual harassment takes the form of verbal and non-verbal harassment. Verbal harassment in the form of remarks that lead to sexual harassment. Non-verbal harassment takes the form of physical activity such as touching, touching or poking sensitive body parts. Symptoms of bullying are a moral problem that is of grave concern. Artandiana et al. (2020) quoted a report from the Indonesian Ministry of Health's Data and information centre regarding bullying among teenagers. According to this report, bullying that often appears on the surface includes defamation, ridicule, physical/non-physical threats, intimidation, discrimination, rejection and various forms of hostile treatment. According to (Hidayah et al., 2020), bullying utilizes multiple social media tools such as WhatsApp, YouTube and Instagram because social media is efficient and effective in spreading harmful content.

Efianingrum et al. (2021) noted several forms of bullying in the school environment. Generally, it is in the form of cases of teacher violence against students, student violence against teachers and student violence against other students. Apart from physical, bullying among students can take the form of verbal, emotional and cyber. Arifa (2019)

noted that the national newspaper published news about the abuse of a junior high school student by dozens of high school students. The leading cause is personal problems and continues with bullying in response to negative comments on social media.

Next is the understanding that success is obtained easily. Suparno (2013) assesses that teenagers understand that success can be obtained easily, without hard work, just by standing by and raising their hand. Dutch colonialists have succeeded in passing on the culture of the habit of passing the blame onto others if they fail in life. This instantaneous thinking has influenced the behaviour, perspective and morality of teenagers.

Finally, the spirit and spirit of nationalism has faded. The feeling of love and pride for the Indonesian nation and homeland is fading. Regional culture as a noble heritage has been replaced by foreign culture. Anything related to Western culture is considered significant. Regional culture is eroded at home and even forgotten. Teenagers no longer know their regional culture (Hidayat & Purnomo, 2021). According to Anwar et al. (2023), teenagers are likelier to be proud of foreign work and Western lifestyles. Teenagers no longer reject damaging foreign cultural products. Teenagers can take in some positive culture to develop themselves. Positive cultures such as high discipline, hard work, independence, cooperation, and high work ethic can be widely accepted.

Irwan et al. (2023) believes that a decline in ethics and morals can give rise to a crisis of self-confidence and result in the fading of the soul and spirit of nationalism among the younger generation. Anwar & Salim (2018) believes that a crisis of self-confidence and reduced fighting spirit causes an identity crisis. The distrust of leaders contributes to the negative influence of teenagers in global relationships. The Indonesian nation has long been known as friendly, polite, wise, tolerant, and respectful of other people's ethnicity, race, culture, customs, and religion differences. Now, on the contrary, horizontal conflict and violence often appear vulgar. Horizontal conflicts arise because interests in the name of religion, ethnicity or other interests drive them. This also impacts the character of teenagers, becoming tougher and stiffer and even tend to be unruly (Giri, 2020; Ikhwan et al., 2020).

Education policymakers must immediately be aware and responsive to this problem. The fading of the spirit of nationalism and the destruction and character of the Indonesian nation were the thoughts of the nation's founders. According to Efendi (2018), the founders of the nation realized that there were at least three significant challenges that the Indonesian nation would face, namely (1) how to establish a united and sovereign state, (2) how to build the nation and state in all areas of life and (3) how to build national character by culture and noble values so that the Indonesian nation is not destroyed.

Permedi (2018) explained that the concerns faced by the founders of the Indonesian nation were by the signs of national destruction presented by Lickona 1). increasing violence among the younger generation, 2). the culture of dishonesty, lies, and excessive fanaticism towards groups 3). low respect for parents and teachers, 4). the increasingly blurred morals of good and bad 5). worsening language use, 6). increasing self-destructive behaviour such as drug use, alcohol and casual sex 7). low sense of responsibility, self-confidence and independence as individuals and citizens 8). decreased work ethic, and 9). mutual suspicion and lack of concern for each other.

Lickona's opinion aligns with the emergence of several problems during the learning process, including reduced behaviour and ethics and changes in the personality and character of students in the junior high school environment. This case emerged when

researchers conducted initial interviews with Islamic Religious Education teachers. Initial interviews with PAI teachers at SMP Negeri 1 Barat Magetan revealed that advances in information technology have influenced the level of politeness or high level of students. Students begin to feel less polite towards their teachers or parents, enthusiasm for learning feels different compared to previous years, a lack of self-confidence, less independence in carrying out school assignments and less confidence in learning, and reduced social interaction with fellow peers.

With almost the same problem, a decline in student behaviour was also found at SMP Muhammadiyah 1 Magetan. Initial interviews with PAI teachers at SMP Muhammadiyah 1 Magetan obtained data that several challenges and obstacles emerged during the learning process. The biggest obstacles faced are students acting indifferently and needing more independence and self-confidence. Initial interviews with school principals obtained almost the same results. The principal stated that some students lacked self-confidence and independence and were spoiled and unsure about their future. On other occasions, they have yet to be responsible for themselves, such as not being established and consistent in carrying out obligatory prayers.

Seeing this problem, instilling an independent character in students is very important. Students need independent character as essential capital in facing their future. Independent character is fascinating to discuss because independent character is a person's asset to compete in life (Ridwan & Ikhwan, 2021). Pratiwi & Laksmiwati (2016) believes that independent character is essential because students with independent character will be more responsible for life choices in their learning process. He will not depend on other people for his fate because he feels capable of managing both thoughts, emotions and feelings. He already understands when it is the right time to ask for help from others and will be responsible for his choices.

Independent character can grow and develop through scouting activities at school. Character values in scouting are fundamental to development. Until now, the scouts that are still active are the Scouts and Hizbul Wathan. Researchers took the Hizbul Wathan scouting movement and the Boy Scouts as the primary basis for the research. The independent character based on Hizbul Wathan was researched at SMP Muhammadiyah 1 Magetan. The scout-based independent character was researched at SMP Negeri 1 Barat Magetan.

## II. METHOD

The researcher refers to the opinion of (Creswell, 2019), who states that qualitative research produces descriptions in the form of written or spoken words of the people and behaviour observed. Researchers use this type of multicase study research because it is relatively common in various case fields, especially educational evaluation. The research location was SMP Muhammadiyah 1 Magetan and SMP Negeri 1 Barat Magetan. Primary sources include documents, object writing sheets and authentic institutional profile data. Secondary data is collected from secondhand or other available sources. Researchers collected secondary data from comments, institutional activity reports, and organizational archives.

Data collection techniques through interviews, observation, and documentation. The author uses structured, semi-structured and unstructured interviews. Sources of informants were taken purposively, including school principals, student affairs,

extracurricular supervisors, teachers, parents/community and students. Researchers carry out open observations by asking participants questions so they can provide free and general opinions. The researcher also chose a document study to complement observation and interview methods. Researchers used documentation in the form of group photos (school principal, teachers and coaches, activity trainers and students), activity reports and activity programs.

The data analysis technique uses concepts Huberman & Johnny (2014) developed, including data condensation, data display, and conclusion. Data condensation or compression refers to selecting, focusing, simplifying, abstracting, and transforming data that appears in written data and field notes, interview transcripts, documentation and other empirical materials. Presentation of data in narrative form. The presentation of the data is analyzed systematically so that the data obtained can answer the problem being studied. Concluding is an interpretive activity regarding the results of data analysis and interpretation. Apart from that, because this research is a multicase study, it also uses cross-case data analysis, which compares the findings obtained from each case and looks for similarities or intersections between cross-cases (Yin, 2013). Researchers use credibility or trustworthiness tests on qualitative research data with extended participation, diligent observation, triangulation, and member checks.

### III. RESULT AND DISCUSSION

#### **The Independent Character Concept is based on Hizbul Wathan**

Formation of independent character at SMP Muhammadiyah 1 Magetan through Hizbul Wathan activities (Puguh, 2023). The independent character continues to develop due to Hizbul Wathan's activities. Several exciting findings in efforts to build Hizbul Wathan's scouting are summarized as follows:

*First*, the independent character is a form of advanced thinking from KH Ahmad Dahlan so that young people have a sense of responsibility, skill, independence and discipline. These four character values are found in Hizbul Wathan scouting. Schools develop mandatory and optional extracurriculars. The school management takes Hizbul Wathan's mandatory extracurriculars to follow the company leadership's policies. The Muhammadiyah Association requires all formal schools to utilize Hizbul Wathan scouting as a mandatory extracurricular.

*Second*. Hizbul Wathan's independent character is guided by the Hizbul Wathan Law, Bylaws Article 9 paragraph 2 and the results of the III Hizbul Wathan Congress. Hizbul Wathan Scouting has noble values for forming independent character: 1). trustworthy, 2). faithful 3). ready to help, 4). like peace/brotherhood, 5). understand etiquette, manners and officer behaviour, 6). love and compassion for all creatures 7). ready to carry out orders without arguing 8). patient and forgiving 9). thorough and frugal and 10). pure heart, thoughts, words and deeds (Sasmito, 2023).

*Third*, independent character education starts for students in grades 7 to grade 9. At the beginning of the school year, students are introduced to Hizbul Wathan because not all students come from Muhammadiyah schools. The obligation to participate in Hizbul Wathan activities is up to grade 9 students in odd semesters, considering that national exams are cancelled and anticipating students getting out of control.

*Fourth*, independent character is the main foundation of the special team, the Troop Council. The Troops Council is the core team and is the driving force behind all Hizbul Wathan activities. The primary condition for becoming a particular team is that each member must understand himself because each member of the troop council is an example for his colleagues. Attitude must always be maintained, and all aspects must be at the forefront. Team members always preserve their commitment to goodness, distancing themselves from harmful things. Always keep a good relationship with Allah Swt, parents, teachers and peers.

Administratively, the stages of becoming a special team include interview selection, written tests and lining up practice. The coach selects candidates for the troop council objectively, transparently and honestly. There is no element of entrustment or nepotism. There are no differences in gender discrimination, social status and physical size. Each member of the troop council is a role model in terms of independence and discipline. Troop council members are always confident and ready to carry out their duties (Fahyuni, 2020).

*Fifth*, the coaching team is drawn from the internal teachers' council and assisted by an exceptional team. Management assesses that one way to foster a sense of love, loyalty, totality and pride in the institution is to utilize internal cadres. The involvement of students in the core team fosters a sense of self-confidence and independence.

*Sixth*. Regular training forms members to become skilled, cooperative and confident. Regular practice sharpens your mentality and increases your independence. The technical training material includes pioneering (ties), rigging (root knots and anchor knots), cooperation and teamwork games, strengthening pioneering scouting techniques (ties), and sign language techniques (semaphores, grass codes) to make members confident, responsible and independent (Fikri, 2019).

*Seventh*, raffling activities are a way to grow self-confidence and independence. Hizbul Wathan members must participate in raffling material as part of the rigging material in SAR activities. Raffling hones the skills of scout members through harnesses. Confidence and independence in oneself are emphasized so that all members can carry out all the orders of the coach or instructor. Compliance with the instructor/trainer's instructions is the main requirement for safety during training.

*Eighth*, Hizbul Wathan Scouting emphasizes the character of discipline, independence, and mental strength based on faith and devotion to Allah Swt. This foundation differentiates Hizbul Wathan scouting from other scouting. As the primary guideline, it is guided by the Qur'an and Sunnah. Following these two guidelines will create a feeling of being watched over. Ihsan put Hizbul Wathan scout members on the right track in developing (Kuswanto & Syahrudin, 2021).

*Ninth*. An independent character is cultivated through camping, *tadabbur alam*, field activities and regular training. Camp activities teach members to be independent, including preparing personal affairs, personal needs and managing finances. *Tadabbur alam* teaches students to learn and always be close to nature. *Tadabbur alam* teaches Hizbul Wathan members always to maintain a natural balance (Prastomo et al., 2019).

Field activities provide significant benefits in cultivating a leadership spirit, cooperation, a sense of togetherness, independence, and collaboration that strengthens each other and allows quick decision-making. Regular training is a means of forming members with independent, skilled characters. During training, the members received

encouraging material through game exercises. *Tenth.* The concept of independence realized from the Hizbul Wathan scouting resulted from a jointly announced agreement. The main focus in scouting activities is agreeing to use time, how to dress, in social interactions and utilizing school infrastructure (Nabillah, 2023; Setia, 2023).

### **The Independent Character Concept is based on Scout**

The management of SMP Negeri 1 Barat sees that the scout movement has a significant role in shaping students' life skills. Life skills consist of soft skills and hard skills. Hard skills are skills acquired through regular practice. Soft skills are obtained from psychological values and character during the learning process (Rukmini, 2023). Soft skills emerge, such as discipline, responsibility, self-confidence, mental strength, independence, high dedication, and commitment to moving forward. The concept of independent character in Scout activities at SMP Negeri 1 Barat is composed of (Rukmini, 2023; Yuliasuti, 2023).

*First,* scouting is an extracurricular activity that all students must participate in. Supervisors report their students' activities to parents/guardians through educational reportbooks at the end of the semester. Scout activities are one of the factors considered in determining student promotion. The coach/coach includes attitude and personality values in his report book.

*Second.* The Scout activity program is based on the Articles of Association/Bylaws, Basic Principles of the Scout Movement and the Honor Code. The Honor Code includes Scouting Satya and Scouting Dharma. The existence of guidebooks and handbooks provides excellent benefits for management in preparing school programs at the beginning of the school year.

*Third.* Regular training occurs every Saturday from 08.00 WIB to 15.30 WIB. The training entry schedule is carried out in shifts, considering the large number of students. Class 7 enters the second and fourth weeks. Class 8 enters the first and fourth weeks. Especially for class 9, which enters in the odd semester. This policy was adopted because grade 9 students begin preparation for school exams or preparation for continuing studies (Laksono & Widagdo, 2018).

*Fourth.* The coaching team comes from internal and external elements. Internal elements include the Advisory Board, Advisory Board and Management/Training Board. The three components received mandates from the West Branch Quarter. The mandate was given through a decree signed by the chairman of the West Branch Quarter. External elements are incidental, adjusting to time and curriculum material needs. External parties include West Forkompimca, MUI, KUA, community health centres, mass organisations, and parties competent in their fields, such as Tagana, BPBP, and PMI.

*Fifth.* The fundraising council is a unique team whose function is to help the coaching council deliver scout material. There are several stages of the process to become an exceptional team. The stages include written tests, interviews and lining up rules. The written test covers subject matter and scouting material such as rigging, semaphores and various types of passwords. The PBB test looks for exceptional team candidates who are independent, capable, disciplined, responsible and dedicated. Awareness training develops prospective special team members to become rigid, strong, independent, self-confident and accountable. Awareness awareness is carried out through camping

activities, which last for 3 days, with details of 2 days at school and 1 day outbound (Asrivi, 2020).

*Sixth.* Scout members have more character and are more robust after completing the SKU (Special Skills Requirements) material. General Skills Requirements contain material a Scout member must take for specific competencies. The existence of the SKU makes it easy for trainers to monitor the development of members' abilities and potential, including their character. General Skill Requirements for *Penggalang* have 3 levels: *Ramu*, *Rakit* and *Terap*. Each has its own levels. *Penggalang Ramu* is symbolized by *Manggar 1*, *Penggalang Rakit* is symbolized by *Manggar 2* and *Penggalang Terap* is symbolized by *Manggar 3*. The number of *Manggars* installed indicates that the scout members have completed the SKU material.

*Seventh.* Independent character is the main asset for Scout members in completing all the material or curriculum in the SKU. To complete the material in the SKU grid requires independence and persistence. Completion of all materials must be appointed and confirmed as *Ramu*, *Rakit* and *Terap* collector. SKU is the right path in creating scout members with independent characters.

*Eighth.* Scouts emphasize the growth of their attitude and character, which includes being diligent, self-confident, self-assured, independent, cooperative, and committed. This attitude forms complete intelligence and physical and emotional strength. *Ninth.* Independent character is realized through various routine, programmed and time-disciplined activities. Camping becomes a means of realizing independent character. The camp trains members to live independently, be responsible, be good at managing finances, be disciplined in working time, trust each other maintain cooperation and be accountable for their own and group achievements (Sukamta et al., 2023).

### **Analysis of the Concept of Independent Character Based on Cross-Case Scouting**

From the presentation, exciting facts were obtained regarding the discussion of independent character obtained from mandatory extracurricular activities at both research locations. Some of the findings include:

First, Independent character grows along with education and training regularly and continuously. Through a continuous process, Hizbul Wathan members and Scouts are used to being under pressure to complete the specified material or curriculum. At this stage, Hizbul Wathan scout members and Scouts must complete all stages at each level (Fikri, 2019).

The independent character concept based on Hizbul Wathan which was implemented at SMP Muhammadiyah 1 Magetan was inspired by the thoughts of KH. Ahmad Dahlan. As the successors of the struggle, young men and women must become responsible, skilled, independent and disciplined human beings. To achieve this goal, young men and women must be trained and nurtured regularly and continuously in scouting platforms. The scouting forum was chosen because it suits the character of young people who like adrenaline-pumping challenges. The scouting forum was created by Ahmad Dahlan, known as Hizbul Wathan (Listiowaty & Mitrohardjono, 2019).

SMP Negeri 1 Barat applies the concept of independent character based on Scouting following up on the Minister of Education and Culture of the Republic of Indonesia Regulation Number 23 of 2015 concerning the Development of Character (Permendikbud, 2015). Character development is an attitude and behaviour habituation activity carried out at school from when students enter until they graduate. Western

guidelines are the Constitution and Bylaws, the Basic Principles of Scouting, and the Honor Code (Hidayat & Purnomo, 2021).

Second. Both institutions have guidebooks to create independent characters. The guidebook is the leading guide in achieving the scouting goals of Hizbul Wathan and the Scouts. The guidebook is the basis for the direction of the two scouting goals to be more focused so that the objectives can be measured accurately and clearly. The guidebook is the basis for scouts/trainers in continuing scouting education and training programs (Karimah et al., 2023).

Hizbul Wathan Scouts operates based on the Hizbul Wathan Scout Promise and Law. Through promises and laws, every scout member moves according to the rules and regulations. The manual contains material or curriculum that must be completed. This material is known as level increase requirements or SKT. There are 10 characters and traits developed in Hizbul Wathan. Promises and laws become the motor and scouting spirit of Hizbul Wathan at SMP Muhammadiyah 1 Magetan (Prastomo et al., 2019).

Scouting at the West 1 Middle School base in realizing independent character based on a book guide known as SKU (General Skills Requirements). The SKU book contains primary scout material for scout members to obtain specific competencies. 30 numbers indicate the primary material for Scouting. In each number there is an achievement indicator that shows the Scout member's abilities that have been achieved (Woro & Marzuki, 2016).

Third. The unique team is an example of the independent abilities of scout members in both research locations. The character of special teams is different from that of general scouting members. Several aspects make this level different from others. The differences in levels can be seen in daily attitudes at school and home. Special team members serve as inspiration and examples for other members.

Candidates must undergo several tough and gradual selection stages to join the exceptional team. It takes mental and determination to complete several stages starting from written tests, interviews and lining up practice. There are a few notable teams because they have been selected and chosen. This particular team was selected naturally.

The Hizbul Wathan Scouts at SMP Muhammadiyah 1 Magetan have a special team known as the Troop Council. The West 1 Middle School scout movement has a unique team called the *Penggalang* Council. Scouting activities in both locations were carried out well with the support and contribution of special teams. Coaches and trainers accompany special teams to keep them on the proper steps. Mentoring is needed as an effort to grow self-confidence and feel cared for.

Hard training makes the exceptional teams at both locations different from other members. The main difference is seen in terms of independence. This character grows due to strict forging results. Special team members have the self-awareness to act and move without waiting for the supervisor's orders. The unique team can complete the main tasks well. Armed with self-confidence, discipline, and independence, the special team continues to improve in completing every task assigned. Based on the interview results, all tasks can be completed flawlessly (Irwansyah & Chotimah, 2020; Nasution et al., 2018; Rofiah, 2019).

#### IV. CONCLUSION

Hizbul Wathan and Scout activities can form independent characters. Independent character emerges through a long and continuous process. The love of scouting makes Hizbul Wathan members and scouts apply it daily and have self-confidence in social interaction. Steadfast confidence arises because of the perfection of the elements of thought (cognitive), attitudes (affective) and skills (psychomotor). The aspect of thinking can be seen from the ability to think quickly to complete all the material in the Hizbul Wathan manual and curriculum. The ability to feel teaches that in facing life's problems, every member of the two scouts must be quick and accurate in making decisions. Affective skills can be seen from a respectful and obedient attitude towards teachers and parents. Affective maturity can be reflected in actions that appear on the surface. Scouting activities are one solution to overcoming problems in character education. For this reason, schools pay more attention to Scout activities from elementary to high school levels. The values in Scouting activities have been proven to impact students' independent character positively. Muhammadiyah schools are expected to pay more attention to and support improving the quality of Hizbul Wathan's scouting.

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