
Implementation of Discipline Character and Student Responsibilities Through Hizbul Wathon Extra Curricular

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Abstract: *The character of discipline and responsibility is part of the values of character education that can shape students' personalities towards a better direction. In its application, this can be done through extracurricular activities of Hizbul Wathon as instilling moral values and habituation. The purpose of this study was to find out how the character of discipline and student responsibility is implemented through the Hizbul Wathon extracurriculars and to find out the obstacles faced in implementing the character of discipline and student responsibility through the Hizbul Wathon extracurriculars. This study uses qualitative research that focuses on field research and uses a phenomenological approach. Data collection was carried out through interviews, observation, and documentation. The results of the study found activities in form, discipline, and responsibility namely; 1) religious activities 2) flag ceremony activities 3) UN practice 4) playing games 5) rigging exercises. The character of student discipline is the process in the extracurricular Hizbul wathon by getting used to being on time for every activity and being responsible for carrying out activities properly. The obstacle faced was the influence of fellow friends joking with each other so that the practice time was delayed, the coaches did not master the material, and the implementation of extracurricular Hizbul wathon activities was not optimal.*

Keywords: *character, discipline, responsibility, extracurricular, hizbul wathon.*

INTRODUCTION

Planting character in children is an important thing. Can help improve the morale of today's children [1]. This is due to the decline in the character of the younger generation, where today's young people have started a moral crisis, a crisis of norms, a crisis of religion, a crisis of nobility, and a lack of ethics. The free association which is a problem cannot be dammed like a ball of ice [2]. The students have entered into a very negative culture. Sugeng Wanto, 2015 explained that there was an increase in free sex associations every year where up to 42.3% of students had premarital sex [3].

According to Sofyan Amri, 2015 a house in a family is a point in cultivating character (Character building) [4]. The first character is instilled by parents in children starting from home, so parents can provide examples of good behaviour to children before planting characters at school. In addition, the state of the social environment influences the cultivation of children's character where schools make the biggest contribution to the formation of a better character for children [5]–[7].

The rise of moral decline in the world of education is caused by various factors including; less than optimal use of extracurriculars, looking down on extracurricular activities and only assuming they are a complement to extracurricular activities, lack of sanctions for violators of discipline, there is still free time in the learning process, and a lack of moral maintenance in the school environment [8].

The application of good character education is needed to overcome the above problems. The character of discipline and responsibility is part of the character values that can be applied through extracurricular activities. Hizbul Wathon is an extracurricular activity carried out at MIM Krasak and MIM PK Bendo. Hizbul Wathon Extracurricular is one of the autonomous organizations within the Muhammadiyah association [9], [10].

The formation of the character of discipline and student responsibility has been studied by previous research, namely the formation of the character of discipline and responsibility of Demak 1 Public High School students through an orderly parking program at school [11]. And also character education of discipline and responsibility through karate extracurricular activities at MI Darul Hikmah Bandarsoka, Purwokerto District, Banyumas Regency. The research is equally in the application of discipline and responsibility character education that differentiates the subject and the object, researchers through the Hizbul Wathon extracurricular, while in Fiki Inayati research through orderly parker and hesti nurul Isnaini through karate extracurriculars [12].

The most ideal foundation in the formation of the character of each individual is the values of faith and piety, Thus it is hoped that students will be able to develop their personalities and have strong, independent, disciplined characters, understand rights and obligations, responsibilities, and be strong in facing the challenges of the times [13]. As Muhammad Ali revealed human character is dynamic, like a swing that moves back and forth from the left end (fujur) to the right end (taqwa) and vice versa, and then conscious, measurable, and planned efforts are made in developing children's character. in such a way, that it managed to climb from the stage of anger character to lawwamah and culminated in the mutmainnah stage [14].

Various problems that exist in MIM Krasak and MIM PK Bendo must face obstacles in their implementation, so they require good processes and management, and synergistic cooperation between all components in the school. Based on the explanation above, the researchers in this study formulated a problem focusing on how to implement the character of discipline and student responsibility through the extracurricular Hizbul wathon and also the obstacles faced at MIM Krasak and MIM PK Bendo Nogosari.

This study aims to describe the implementation of the character of discipline and student responsibility through the Hizbul Wathon extracurricular and the obstacles encountered at MIM Krasak and MIM PK Bendo.

LITERATURE REVIEW

Strengthening Character Education Through Extracurricular Hizbul Wathan and its Implications for Students' Resilience is a literature review related to this theme. The research written by Muhammad Arif Al Fikri confirms that Hizbul Wathan's extracurricular activities play a role in strengthening character education in students. The strengthening of character education is carried out in hizbulwathanan activities aimed at instilling discipline, honesty, responsibility, courage to appear and agility, as well as the cultivation of family concepts and also the cultivation of Islamic attitudes [15].

Strengthening character education through extracurricular Hizbul Wathon has implications for realizing students' resilience. This can be seen because students have achieved individual characteristics that have personal resilience, namely having self-confidence and adhering to principles, free from dependence, but yearning for togetherness, having a dynamic spirit, being creative and never giving up [9].

Character Building of Responsibility through Extracurricular Hizbul Wathan Class 1 at SD Muhammadiyah 12 Pamulang, written by Sri Imawati and Vebri Puji Rahayu, University of Muhammadiyah Jakarta. This study aims to find out what teachers do to build the character of responsibility to students, how the results after doing so, and what are the obstacles contained in the process of building the character of responsibility through extracurricular Hizbul Wathan. The method used in this research is qualitative with a case study approach. As informants, researchers use 8 resource persons according to predetermined criteria. Data analysis through observation, interviews and documentation [16].

The results of his research showed that teachers were able to form a character of responsibility to students through Hizbul Wathan's extracurriculars. By exemplifying positive habituation such as when Hizbul Wathan extracurricular activities Pembina (teachers) perform ant operations, Hizbul Wathan (HW) activities share, and in academic learning activities students have been accustomed to take turns leading prayers. The results of this research are expected to be useful to related parties who utilize such as students, extracurricular coaches, schools and further researchers [17].

This is different from the research that the author conducted with the theme Implementation of Discipline Character and Student Responsibilities Through Hizbul Wathon Extra Curricular.

METHODOLOGY

This study uses qualitative research that focuses on field research (field research) and uses a phenomenological approach. Data collection was carried out using the interview method, namely by asking questions and answers to obtain information or information from informants, including the heads of MIM Krasak and MIM Bendo, mentors/teachers, and students. Observations by directly observing the situation and conditions of MIM Krasak and MIM Bendo both during Hizbul Wathon extracurricular activities. Another method is user documentation, namely the administration of the Hizbul wathon curriculum, photographs, books, regulations, and others. The research subjects were MIM Krasak Teras Boyolali and MIM PK Bendo Nogosari Boyolali, namely the informants were school principals, teachers, and students [18]-[20].

Data validation was carried out by triangulation, namely by comparing and re-checking the degree of trust of an informant obtained through different times and tools. The way to do that is; by comparing observational data with interview data, comparing the results of interviews with the principal of the madrasah with teachers and students. Data analysis was carried out in three ways, namely data reduction, data presentation, and conclusion. Miles and Huberman's opinion states that data reduction is a selection process, focusing attention on simplification, abstraction, and transformation of "rough" data that emerges from written records in the field [21]-[25].

RESULTS AND DISCUSSION

After conducting research at MIM Krasak and MIM PK Bendo regarding the implementation of the character of discipline and student responsibility through extracurricular hizbul wathon, and the obstacles faced by MIM Krasak and MIM PK Bendo, the following findings can be obtained; (1) Implementation of the character of discipline and responsibility through the Hizbul Wathon extracurricular at MIM Krasak. The researcher conducted interviews with the head of the Madrasah, teachers, and students, the result of which was that the extracurricular implementation began with the creation of a work program that included weekly and annual programs [26].

There is even a program every 2 years, which is to take part in a cheerful athfal scout camp initiated by KWARDA HW Boyolali. Hizbul wathon extracurricular activities at MIM Krasak must be attended by students in grades 3 to 6, specifically for grade 6 only in the first

semester. Hizbul Wathon extracurricular activities are held every Saturday starting at 10.00 to 11.30. While grades 1 and 2 at the same time learn Calistung (Read, Write, Count) [27].

Implementation of disciplinary character through Hizbul Wathon extracurriculars in the form; of a) Religious activities: Students pray before and after the Hizbul Wathon extracurricular is carried out, and students perform Duha prayers with the coach. b) Opening Ceremony; Students immediately prepare themselves when the ceremony will begin, students carry out the ceremony in an orderly manner, and students wear uniforms complete with their attributes. c) Marching Row Rules (PPB): Students actively carry out UN exercises with enthusiasm. d) Games; Students follow the rules of the game given by the coach, and students can make works. e) Rigging Rope; Students actively practice making knots in the rigging [28].

Implementation of the character of responsibility through extracurricular hizbul wathon at MIM Krasak in the form; of a) Religious Activities; carry out religious activities that have been taught in daily life, worship on time both at school and home. b) Flag Ceremony; Students carry out the ceremony with enthusiasm, and students can become ceremonial officers in earnest. c) Marching Line Regulations (PBB); carry out the orders given seriously, be able to carry out sanctions/punishments when carrying out wrong orders. d) Games; Students can play games both independently and in groups, and students can make works, both independently and in groups. e) Rigging Rope; Students increase awareness of the importance of mastering rigging skills that can be used for everyday needs [29].

In the implementation of these extracurricular activities, based on the results of interviews and observations, the progress was not optimal because the coaches did not master the material, causing students to get bored easily in their implementation [30]. (2) While implementing the character of discipline and responsibility through the Hizbul Wathon extracurricular at MIM Bendo, the researchers also conducted observations and interviews with madrasa heads, teachers, and students, the result of which was that extracurricular Hizbul Wathon activities were carried out every Saturday from 07.00 to 09.00.

The implementation of the Hizbul Wathon training is divided into 2 groups, namely the lower-class group and the upper-class group, namely the lower class group consists of grades 1 and 2 so one is fostered by Mrs. Titik Murniasih and Mrs. Siti Samsiyah, both of whom have attended Jaya Melati 1 and have trainer certificate. The upper-class group is class 3 to grade 6 also becomes one group. Those who were coached by Ramanda Tri Setyo Utomo and Ramanda Aris Rahmanto were both certified Jaya Melati and even Jaya Melati 2 who deserved to be trainers. Extracurricular activities at MIM PK Bendo use the curriculum provided by KWARDA which was developed by the Madrasah. So, before the implementation of the training began, the madrasa had made a programmed plan to train and foster students so that they were focused and got maximum results (interview with Mr Suyadi). Hizbul Wathon's extracurricular activities at MIM Bendo have been well organized and implemented as proof that they have won an achievement, namely as the overall winner of the cheerful competition for elementary school students in Boyolali Regency, twice in a row [31]–[33].

The implementation of the character of discipline at MIM Bendo includes: a) Religious Activities; students pray before and after HW extracurricular activities, and student religious activities other than worship are emphasized on tahfidz. b) Flag Ceremony; Students carry out the flag ceremony in an orderly and neat manner, uniforms are not required to be complete but still neat. c) March Regulations (PBB); Students are enthusiastic about UN exercises. Students regularly take part in UN exercises. d) Games; Complete tasks in the form of games given by the coach. e) Rigging Rope; Increase awareness of the importance of rigging [34].

Implementation of the character of Responsibility in the form of a) Religious Activities; Carrying out the material that has been taught in earnest, Memorize short letters in the Al-Quran with enthusiasm. b) Flag Ceremony; Students carry out the flag ceremony in an orderly manner without being notified, respecting and appreciating the existing rules, c) Marching Row Rules; do it enthusiastically and compactly with friends in a group, d) Games; Can carry

out game tasks given by the coach both independently and in groups, e) Rigging; Able to make various kinds of knots for everyday purposes [35].

The form of implementing these activities is the application of character which refers to a series of attitudes, behaviors, motivations, and skills. This has the meaning of character including the attitude of the desire to do the best, intellectual capacities such as critical and moral reasoning, behaviour such as being honest and responsible for maintaining moral principles, in situations full of injustice, interpersonal and emotional skills that enable one to interact effectively in various circumstances, and a commitment to contribute to the community and society. Obstacles faced in implementing the character of discipline and student responsibility through the Hizbul Wathon extracurricular [16].

Obstacles faced in implementing the character of discipline and student responsibility through the extracurricular Hizbul Wathon at MIM Krasak are students who are late in participating in the extracurricular Hizbul Wathon training when the opening ceremony begins students do not immediately position themselves to line up, students carry out assignments not according to the schedule set. determined, because of forgetting, students pay less attention to the material when the coach explains the activity material so that there is a lack of awareness in carrying out tasks and responsibilities [36]-[38]. In addition, coaches who do not master the material because they are not yet certified with Jaya Jasmine so that the delivery is not optimal, and monotonous, and students get bored easily. Meanwhile, at MIM Bendo Pembina only those who have attended training at least are glorious Jasmine 1, so if there is a supervisor who is unable to attend then there will be no substitute teacher. So like it or not the coaches who are present have to also coach themselves, this is not optimal in activities [39].

The solution to the obstacles to implementing the character of discipline and responsibility in the Hizbul Wathon extracurricular, for students who are late both in all Hizbul Wathon extracurricular activities and in carrying out their duties, will be given sanctions or punishments. Initially in the form of a warning or advice so that students have an awareness of discipline and responsibility [40], [41].

The research between MIM Krasak and MIM PK Bendo in terms of the form of activities is the same but the results are different. Comparison of research on MIM Krasak based on the results of interviews and observations on the application of discipline and responsibility through the Hizbul Wathon extracurricular was not running optimally, while MIM PK Bendo was more optimal, MIM Krasak teachers did not provide maximum guidance while MIM Bendo had. In terms of achievements, MIM Krasak is far below MIM Bendo in achieving achievements. This is evidenced by the achievements achieved by MIM PK Bendo as the overall winner of the Ceria Pandu Atfal competition at the district level. This research focuses on two character values, namely the character values of discipline and responsibility, while other research concerns all character values.

CONCLUSION

The discussion that has been described in the previous chapter can be drawn as follows: 1) The implementation of the character of discipline and student responsibility through the Hizbul wathon extracurricular is carried out in the form of religious activity; students pray before and after the Hizbul Wathon extracurricular begins, students perform dhuha prayers with the coach. Worship on time b. Opening Ceremony: Students immediately prepare themselves when the ceremony will begin, orderly and enthusiastically, and in full uniform. c. Marching Row Regulations (PPB); Students actively carry out UN exercises with enthusiasm. Be willing to accept sanctions if you make a mistake. d. Game; Students follow the rules of the game given by the coach, and students can make works. e. rigging; students actively practice making knots in rigging and realize the importance of rigging. Implementation of Discipline and Responsibility at MIM Bendo PK Boyolali, the character of discipline and responsibility in the form of a. Religious activities, students pray before and after HW extracurricular activities, student religious activities other than worship are emphasized on

tahfid. b. Flag ceremony; Students carry out the flag ceremony in an orderly and neat manner, The uniform does not have to be complete, the important thing is to be neat in appearance. c. Marching Regulations (PBB): Students are enthusiastic and routinely participate in PBB exercises. d. Game; Complete tasks in the form of games given by the coach. e. Rigging: Raising awareness of the importance of rigging. The obstacles faced in the implementation of the character of discipline and student responsibility through the Hizbul Wathon extracurricular at MIM Krasak apart from the factors of the students themselves are also from the factors of the coaches. In each activity, the students are not punctual in carrying out the activities and tasks of the supervisor, while some of the supervisors also lack mastery of the material so the implementation of activities tends to be monotonous and makes students bored and arbitrary. Whereas in MIM PK Bendo only teachers who are certified Jaya Melati become coaches so that if there is a coach who has permission, the coach who does not have permission doubles up so that the extra activities are carried out less than optimally. while some of the coaches also lack mastery of the material so the implementation of activities tends to be monotonous and makes students bored and arbitrary. Whereas in MIM PK Bendo only teachers who are certified Jaya Melati become coaches so that if there is a coach who has permission, the coach who does not have permission doubles up so that the extra activities are carried out less than optimally. while some of the coaches also lack mastery of the material so the implementation of activities tends to be monotonous and makes students bored and arbitrary. Whereas in MIM PK Bendo only teachers who are certified Jaya Melati become coaches so that if there is a coach who has permission, the coach who does not have permission doubles up so that the extra activities are carried out less than optimally.

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Author Contribution

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Conflicts of Interest

All authors declare no conflict of interest.

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