



Received: September 12, 2024

Revised: October 22, 2024

Accepted: October 31, 2024

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DESCRIPTIVE OF QUANTITATIVE DATA | RESEARCH ARTICLE

The Implementation of the Spirit of National Defense and Students Caring Attitude Through Extracurricular Scouting Activities

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Abstract: The objectives of this research include: 1) To find out the general description of the implementation of the spirit of state defense of students at SMK Negeri 1 Pangkep. 2) To find out the general description of the caring attitude of students at SMK Negeri 1 Pangkep. 3) To find out and analyze the implementation of the spirit of state defense and the caring attitude of students through extracurricular scouting activities at SMK Negeri 1 Pangkep. The type of research chosen is qualitative narrative using the case study method. This research was conducted at SMK Negeri 1 Pangkep, South Sulawesi Province. in the third week of May 2024 to the fourth week of July 2024. Data collection techniques in this study through observation, interviews and documentation. The results showed that the implementation of the spirit of state defense with its indicators was well implemented, namely (1) love of the homeland, (2) Awareness of the Nation and State, (3) Belief in the State Ideology Pancasila, (4) Willing to Sacrifice for the Nation and State, not yet optimal (5) Have the Ability to Defend the Country. Then the implementation of the social care attitude of students at SMK Negeri 1 Pangkep is included in the category that has been well implemented through indicators: (1) honesty, (2) compassion, (3) humility, (4) friendliness, (5) kindness, and (6) always helping others. And in general, the relationship between the spirit of state defense, caring attitudes and extracurricular activities of students at SMKN 1 Pangkep through indicators, namely (1) discipline, (2) independence is still not optimal, (3) having noble character and noble character, (4) having the spirit of Pancasila, being loyal and obedient to the Republic of Indonesia, still needs to be improved (5) attitude of togetherness, (6) paying attention to common interests, (7) polite behavior, (8) respect for others, (9) cooperation attitude, and (10) sense of belonging.

Keywords: National Defense Spirit, Students Caring Attitude, Scout Extracurricular Activities.

1. INTRODUCTION

The nature of national lessons is useful to improve the ability and construct the character and civilization of a dignified country in the context of educating the country's life, targeting the development of Students potential so that they become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Students state that defense character construction lessons can occur during learning process activities, as well as outside the classroom during extracurricular activities, one of which is extracurricular scouting. In Indonesian Law Number 12 of 2010 concerning scouting activities as the organizer of scouting lessons has increasingly good benefits in constructing the personality of the younger generation so that they have their own control and life skills in order to face challenges in accordance with the demands of changes in local, national and global life.

Referring to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 63 of 2014 regarding scouting being a compulsory extracurricular in primary level lessons and secondary level lessons, which is followed up by the implementation of an independent curriculum that increasingly leads to increased character lessons. Values Scouting values are based on



the Dasadarma and Trisatya as well as the skills or competencies possessed by scouts. Dasadarma and Trisatya are a code of honor for every scout that defines the values of divinity, nationalism and solipadatas. The competencies gained in extracurricular scout activities will also be useful for students when living in society and nature. The independent curriculum that is centered on the students themselves is very appropriate to choose extracurricular scouting to be a compulsory extracurricular activity, in addition to providing various kinds of extracurricular scout characters, it can also balance students in academics and non-academics that can be practiced in everyday life.

One of the characters constructed in extracurricular scouting is the character of state defense. The values of state defense have not been maximally embedded in students, this obstacle is due to a lack of knowledge and understanding of each activity in extracurricular scouts, students only carry out activities in extracurricular scouts without knowing the meaning contained in the values of state defense. Scouting lessons are one of the harmonious coaching processes for the younger generation, both as individuals and as children of society, whose ultimate goal is to make the younger generation a human being who is independent, caring, responsible and adheres to the values and norms of society, state and nation. Similarly, the target of learning the basic concepts of state defense is to equip students with discipline, self-confidence, and self-reliance. Various construction activities carried out in scouting activities are targeted at improving and building character, mental, physical and spiritual, knowledge, experience, and competence as well as preparing human resources, namely being able to do good deeds in their environment,

Scouting lessons are carried out in order to internalize the value of divinity, culture, leadership, togetherness, social, love of nature and independence in students, meaning that scouting lessons are activities as organizers of Indonesian scouting lessons which are part of national lessons, targeted at protecting youth in achieving the full potential of religious, social, knowledge and physical potential. Scouting activities are realized to (1) construct personality and noble character, (2) restore the spirit of state, love the country and defend the country, and (3) increase competence so that they are ready to become useful children of society and become reliable future leaders of the country.

Referring to Permendikbud RI Number 81A of 2013 regarding the benefits of extracurricular scout activities as extracurricular activities in learning units have the benefits of improvement, social, recreational and career preparation. The benefits of improvement, namely extracurricular activities are beneficial in order to support Students personal growth through expanding interests, increasing potential, and providing time for character construction and training. The social benefit is that extracurricular activities are useful for improving Students social skills and sense of responsibility. Social competence is developed by giving students time to expand social experiences, practice social competence, and internalize moral values and social values. Recreative benefits, namely extracurricular activities are carried out in a relaxed, encouraging, and fun atmosphere so as to support the growth process of students. Career preparation benefits, namely extracurricular activities are useful in order to improve Students career readiness through capacity building.

The existence of scouting activities, students are able to explore and recognize later the awareness of how important lessons are. Students must realize that learning activities and results can be realized through process and effort. Scout extracurricular activities are expected to build the value of moral awareness, as well as the value of competency awareness, the value of applicative awareness, namely the awareness needed for Students personalities with the actions taught in scout activities. The value of moral awareness is a character where in the essence of man is as a leader on earth. But the reality in the millennial era when awareness of moral awareness is very difficult to find, especially among teenagers. Moral awareness is very difficult to find, especially among teenagers. The value of competency awareness is an important component that must be produced in the learning process, through extracurricular scout activities it is hoped that all students can fulfill competencies according to their talents and interests. The value of applicative awareness is that the learning process does not provide real benefits if it is not applied in everyday life on a regular basis.

The basic core of scout activities can build values and awareness of the wider community later, so that the younger generation produced can have the nature of social awareness which includes: social sensitivity means empathy for others and the ability to conclude. Social insight means moral judgment and the ability to understand the situation experienced by students around them with care and empathy so that they can help others who need help and assistance. Extracurricular activities as curricular activities carried out by students outside of intra-curricular learning hours and co-curricular activities under the guidance and supervision of the lesson unit. In line with Novan Ardy Wiyani's review (2013) that extracurricular activities are understood as learning activities carried out outside of face-to-face lesson hours. These activities are carried out in or outside the school environment in order to expand knowledge, improve competence and internalize values, religious rules and social norms.

Abdul Rachmad's review (2015) states that extracurricular activities are learning activities organized outside of class hours that are tailored to the needs of Students knowledge, improvement, guidance and habituation so that they have basic supporting knowledge. That is, training Students competencies, interests and talents that students are not allowed to do in classroom learning activities. A person is said to be able to make their own adjustments if that person can enter and be accepted in the community, so that they can be accepted in the community, one of which is by having a character that is in accordance with the community. An individual essentially tries to express his abilities, potential, and talents in order to achieve a perfect or established level of personal growth. These conditions are instilled in students in order to realize a person who has a social character who is able to adjust himself in the community environment. In order to improve social character in students, it cannot be done at one time. In order to construct a child's social character, a continuous time is needed so that the desired character in the student's character can be fostered well in the student. Therefore, various efforts are made to achieve this target. Efforts to improve social character through extracurricular activities are expected so that students can have high social character.

Schools as learning institutions have the task of realizing lesson targets which are not only through intracurricular activities but also extracurricular activities. Extracurricular activities are learning activities outside of subjects and counseling services in order to help improve students according to their needs, potential, talents, and interests through activities that are specifically organized by educators and or learning personnel who are capable and authorized at school. Scout lesson activities are carried out through the front cluster of Scout Activities based at school and are an effort to improve through the process of learning and teaching activities at school. Through these scouting lessons, it is possible to increase devotion to God Almighty, state life and Pancasila, preliminary state defense lessons, personality and noble character, organization, entrepreneurship lessons, physical fitness and creative power, perception, appreciation and art creation, as well as tolerance and cooperation. In these extracurricular scouting activities, students can train themselves in order to improve their character in accordance with the character instilled by educators. with the character instilled by educators which will later be used in the community environment. This extracurricular activity provides knowledge for students on how to improve characters that will be accepted in society.

Scouting is one of the vehicles for constructing student character, through scouting activities it has better benefits in student character lessons and the values of state defense in scouts are implemented through outdoor activities. So that scouting becomes interesting and fun, such as camping, campfires, wide games and so on. All scouting activities are very beneficial for Students character lessons. Students can cooperate with each other in solving problems, have a helping spirit, increase their courage and confidence. In addition, students are trained in leadership, cooperation, solipadatas, self-reliance, and courage to become a person with good character. This condition is a counterweight to learning activities in the formal curriculum which are increasingly oriented in the cognitive (knowledge) and psychomotor (competence) domains. Scouting activities will be able to build Students intelligence in the affective domain (character and behavior), so that students can increase the values of state defense in their daily lives.

The main milestone in terms of cultivating the value of state defense is that lessons become one of the improvements in knowledge that is very good in the application and application process. very good in the application process and its application. Lessons that are formal and non-formal in nature are very helpful in the process of constructing the character of loving the country even though it is not as easy as expected. Scouting activities are one of the non-formal learning platforms in schools that have important benefits in reinforcing the values of state defense and later fostering a sense of love for the country and a strong mentality in students. In addition, students can use their free time for positive things with scouting activities at school.

Initial observations that have been carried out at SMKN 1 Pangkep show that (1) the scouting teaching material is not maximally oriented towards cultivating the soul and character of state defense, so that there are some student behaviors that have committed social deviations such as when the red and white flag ceremony they do not salute and sing the Indonesia Raya song but they joke and chat with their friends and swear not to follow the ceremony and become one example of juvenile delinquency or students at school due to a lack of concern and a sense of patriotism in the students themselves. so that students are less interested in learning activities when learning the red and white flag, so that students are less interested in learning activities and compulsory scout extracurricular activities at SMKN 1 Pangkep, (2) the lack of maximizing social activities that are increasingly massive and continuously carried out in extracurricular scouting activities for students that can be carried out and at the same time practiced in the school, household and community environment. The basic concept of caring scouts that every student must have must be able to become an example and activator for their peers, as a result of scouting lessons and training at SMK Negeri 1 Pangkep, and (3) the frequency of good scouting activity programs in the school environment and outside the school environment has not been maximally tiered and focused on activities that are increasingly touching and concrete to be carried out by students, so that scout coaches must have the competence to design scout activities that are increasingly creative and innovative, especially based on state defense and caring scouts at SMK Negeri 1 Pangkep. In addition, the data on student discipline from the counseling teacher for the last 5 years shows that every time the flag ceremony is held, there are still many students who lack discipline, around 10-20 students come late and make noise during its implementation. Likewise, when implementing social community activities, students who participate are only about 5% of the total number, so it is hoped that scouting extracurricular activities can increase the spirit of state defense and social care of students at SMK Negeri 1 Pangkep.

Supported by the results of research by Ratih Pratiwi Ningrum (2022) that the construction of scout extracurricular coaching in improving Students nationalism character is through habituation activities, participation and punishment carried out through extracurricular activities. It is also clarified by the results of Eka Shopriyatun's research (2020) that the development of social care and leadership characters through extracurricular Scouting at MT's Negeri 1 Surakarta students takes place well in accordance with the indicators of social care and leadership characters, namely love, responsibility, harmony of life, fair character, giving suggestions, supporting targets, catalysts, creating a sense of security, sources of inspiration, respectful character. The development of social care and leadership characters is reflected in the implementation of extracurricular Scouting. The obstacle that occurs is that Scout participants are all seventh-grade students. Grade VII is a student who experiences environmental changes, namely in elementary school which then enters the next level, namely junior high school or Madrasah Tsanawiyah. In addition to environmental changes, new students come from various elementary schools which of course have different backgrounds. The solution to overcome the existing obstacles is that the coach approaches students and provides training in accordance with the character indicators of social care and leadership. It is also emphasized by the results of Suri Rahmayani's research resume (2021), which concluded that extracurricular scouting is useful for constructing social care characters in students; this is shown by scouting activities that are targeted at building student character, efforts made by coaches and support from the school population. The implication of the research is expected to improve the social care character of students and other

characters in obeying the rules. In addition, it can improve the character of mutual respect and good respect for fellow friends and coaches and teachers. As for the results of the study of the background and contextual conditions at the research location which are also supported by the results of relevant research, it will be studied and analyzed regarding the implementation of the state defense spirit and the caring character of students through extracurricular scout activities at SMK Negeri 1 Pangkep.

2. LITERATURE REVIEW

2.1. *The Nature of Student State Defense*

State defense is the attitude and actions of citizens based on love for the Republic of Indonesia, based on Pancasila and the 1945 Constitution, in maintaining the survival of the country. State defense awareness involves an understanding of the values of Pancasila, territorial integrity, and national unity. This awareness must be instilled from an early age through various activities in the family, community and school environment. The stages of state defense include three main pillars: the individual, the community and the state. Each individual needs to comply with existing norms in daily life, while the community must jointly apply the same values. The state as a unit needs to maintain unity and integrity. The basic values of state defense include love for the country, state awareness, belief in Pancasila, willingness to sacrifice, and initial state defense capabilities involving psychological and physical aspects of citizens (Ministry of Defense of the Republic of Indonesia, 2015; Ministry of Youth and Sports of the Republic of Indonesia, 2011; Compilation Team, 2018).

2.2. *Student Caring Character*

Social character is an attitude that shows concern for others and responsibility for the difficulties they face. This character needs to be developed early to prevent negative attitudes such as individualism and indifference. The formation of social character is influenced by the social and cultural environment, such as family, norms, and schools, which play an important role in directing changes in the character of students towards a better direction. The character traits of social care include honesty, compassion, humility, and willingness to help others. This character must be trained and developed in the family, school, and community environment in order to form individuals who are sensitive to surrounding conditions and ready to help others (Aditya, Himayati, and Rusilanti, 2016; Bimo Walgito, 2013; Pasani, Lestari, 2019).

2.3. *Basic Concept of Scout Extracurricular*

Extracurricular activities are activities outside of class hours that aim to develop Students interests, talents, and potential. Extracurricular activities provide benefits in improving Students academic abilities, creativity, social responsibility, a relaxed atmosphere, and career readiness. Scouting as part of extracurricular activities is an organization that educates children to become human beings who have noble character, love the country, and have life skills. Scouting uses active learning methods in nature with the aim of building character and independence. Scouting activities contribute to the formation of a young generation with good character, patriotic, and able to play an active role in society (Afrita Hexa, 2021; Faidillah Kurniawan, 2016; Andri Bob Sunardi, 2016; Mislia, et al, 2016).

2.4. *The Relationship between State Defense Spirit, Caring Character, and Scout Extracurricular Activities*

Scouting activities are an effective means of instilling state defense values, where students are trained to have a strong state defense character through interesting and challenging activities. In

addition, scouting also develops Students social awareness through team activities and outdoor activities that emphasize cooperation, togetherness, and helping each other. Through scouting, the values of national defense and social care can be deeply and sustainably instilled in students, shaping them into individuals with strong character who are ready to contribute positively to the nation and state (Riyanto, et al, 2013; Shila Anesh Sunpada, 2015).

3. RESEARCH METHOD

This research was conducted at SMK Negeri 1 Pangkep, South Sulawesi, from the third week of May to the fourth week of July 2024. The type of research used is a qualitative narrative with a case study method, focusing on the implementation of the national defense spirit and caring character of students through extracurricular scouting. The research subjects included principals, teachers, and students who were selected using purposive sampling. The main instrument is the researcher himself, with data collection techniques in the form of observation, interviews, and documentation. Observations were conducted directly at the research site, using observation sheets and cameras; interviews involved a list of questions and recording devices; and documentation included various records and archives. The research instruments were improved through validation by experts, and data collection was carried out by direct observation, interviews, and documentation. Data validity was tested using triangulation of sources, techniques, and time, in accordance with the methods suggested by Sugiyono. Data analysis was conducted by organizing, reading, coding, topic grouping, interpreting, and presenting data, and tested for validity through temporal triangulation and reflection (Sugiyono, 2015; Creswell, 2007).

4. RESULT AND DISCUSSION

4.1. Research Result

a. Overview of The Implementation of National Defense

The indicators that have been formulated regarding the implementation of the State defense soul, namely (1) love for the homeland, (2) Awareness of the State and the State, (3) Belief in Pancasila State Ideology, (4) Willing to Sacrifice for the State and the State, (5) Having the Initial Ability to Defend the State, can be described below.

- Love of the Motherland

The construction of the principal's interpretation that has been implemented in the implementation of the State defense spirit in students at SMKN 1 Pangkep, can be explained according to the results of the interview as follows:

Directly or indirectly, we as school principals' direct teachers and students in cultivating the spirit of State defense must be integrated with interrelated subjects, then collaboration between teachers must be established and include the provision of infrastructure, completeness of learning administration that can support the process of implementing the State defense spirit (interview May 27, 2024).

The principal further explained the strategies carried out by the teachers and students regarding the implementation of the spirit of national defense in the aspect of love for the country, expressed by the researcher as follows:

"...Teachers will use all existing learning facilities, especially the school field, to carry out the practice of defending the country in the aspect of love for the country which emphasizes the patriot spirit and the character of accepting diversity and differences with

each other, so that it grows with its own senses of love for the country through various real activities that students participate in (interview, May 27, 2024).

The lesson planning carried out by teachers also includes aspects of the implementation of the spirit of state defense carried out by students at SMKN 1 Pangkep, identified by the researcher as follows:

“... The principal also informed us, so that in the preparation of lesson plans, the aspects of the State defense spirit that must be possessed by the students concerned are included, so that the flow of State defense learning targets can be measured and achieved as planned (interview, May 27, 2024).

The results of interviews with teacher informants further explained the strategies carried out in implementing the aspect of love for the country that:

“...The activity of extracting information on love for the country in various learning sources that must be expressed and applied by students in everyday life, the flag ceremony, and others are efforts to instill love for the country (interview, May 27, 2024).

Receiving teaching materials from teachers regarding the implementation of the spirit of defending the country that can be applied in the school environment, household and community, was given a response by student informants, who said that:

“... In terms of teaching materials, we have received those related to the spirit of defending the country that must be practiced every day, the spirit of defending the country is something that we must have as citizens of Indonesia and our responsibility as children of the state (interview, May 27, 2024).

The student's argumentation further explains how to implement the spirit of national defense in the aspect of love for the country in the school, household and community environment, as follows:

“... as well as tasks given by teachers related to the spirit of defending the country, especially love for the country that is integrated in our behavior, loving what nature has and the wealth that grows and develops around us, making a source of life that must be maintained by protecting it and maintaining it so that love arises as a citizen of the country (interview, 27 May 2024).

As for the results of interviews with several informants, it can be concluded that school leaders and teachers have disseminated information and ways to implement the spirit of state defense in the aspect of love for the country among students massively and continuously.

- **Citizenship and State Awareness**

The strategies that have been carried out by the principal and teachers as well as students regarding the implementation of the spirit of state defense in the aspect of state awareness and statehood in students of SMKN 1 Pangkep, are described as follows:

“We as principals always encourage and at the same time instruct all teachers in planning and implementing the learning process, emphasizing the Pancasila learner profile program in the aspect of state and national awareness through activities in the field together with other subjects in an integrated manner (interview, 27 May 2024)”.

The responses and descriptions put forward by a teacher on the implementation of state and national awareness behavior of students at SMKN 1 Pangkep are as follows:

“The implementation of state and national awareness behavior has been programmed in certain subjects in an integrated manner with other subjects, especially in field practice around the school environment including flag ceremony activities (interview, 27 May 2024)”.

As for how to implement the spirit of state defense in the aspect of state awareness and good citizenship in the school, household and community environment, student informants explained as follows:

“There are several ways that have been identified by the teacher through the learning process that we have gone through, we are expected to be able to increase and implement state awareness and statehood, there is a certain belief that the state and state of the Republic of Indonesia is a must for all of us (interview, May 27, 2024)”.

The results of the interviews in various informants who have been interviewed, can be made a conclusion that the principal and teachers have reinforced the spirit of state awareness and statehood to be fully implemented by all students in everyday life, so that students can also understand and practice in everyday life wherever they are.

- Belief Pancasila State Ideology

The principal's strategy carried out by teachers and students regarding the implementation of the spirit of state defense in the aspect of Pancasila beliefs state ideology in students of SMKN 1 Pangkep, explained the researcher as follows:

“Every teacher must have the ability and strategy that can arouse the spirit of student learning, especially with regard to restoring the spirit and belief that Pancasila is the ideology of the State in the Unitary Republic of Indonesia, including conducting assessments and evaluations of students, so that students are also able to implement it in their daily lives (interview, May 27, 2024)”.

The ways and strategies that teachers can do in the implementation of the behavior of believing that Pancasila is the ideology of the State in students at SMKN 1 Pangkep, explained as follows:

“In providing teaching materials, we always remind students that in the state and country, we have the ideology of Pancasila which must be upheld and defended, students are able to demonstrate at the conceptual and behavioral levels regarding the belief in Pancasila as a state ideology that guides all Indonesian people (interview, 27 May 2024)”.

As for how to implement the spirit of State defense in the aspect of belief that Pancasila as a state ideology is good in the school environment, households and society, which is described by student informants saying that:

“Pancasila as the ideology of the State has been understood and has also been partly practiced, especially the values contained in each of the Pancasila precepts in everyday life, although not yet maximally, but in general it can be said with friends that Pancasila as the ideology of the State in everyday life (interview, May 27, 2024)”.

As for the results of interviews with various informants, it can be concluded that the efforts made by school principals and teachers in implementing Pancasila as a State ideology towards student behavior in everyday life, including the practice of values on the Pancasila precepts.

- Willing to Sacrifice for the Country and the State

The implementation of the spirit of defending the country in the aspect of having a spirit of willingness to sacrifice for the country and the state in students of SMKN 1 Pangkep which has been carried out by the principal and teachers, is explained as follows:

“The aspect of the soul willing to sacrifice for the country and the State must be programmed by the teacher in an integrated manner in certain teaching materials that must be developed and practiced by the teacher in teaching according to the student's own capacity and ability, so that the teacher has a balanced and sustainable competence in the student's behavior (interview, May 27, 2024)”.

The various ways and strategies that have been carried out by teachers in the implementation of self-sacrificing behavior for the sake of the country and the State in students at SMKN 1 Pangkep, are identified as follows:

“The concept of teaching and field practice of implementing student behavior so that they are willing to sacrifice for the country and the State, is carried out continuously and integrated in the lives of children in various relevant teaching materials, so that we fellow teachers must adjust the time used and correspond, meaning that it is not double with the interventions made between teachers in teaching students (interview, 27 May 2024)”.

Students carry out various activities that have been received from their teachers related to how to implement the spirit of defending the country in the aspect of being willing to sacrifice for the country and the country is good in the school, household and community environment, explained as follows:

“The implementation of a self-sacrificing spirit for the sake of the State and the country can be shown in loyalty and craft in filling knowledge and knowledge that can foster a self-sacrificing spirit to defend the State against all threats. We are always equipped and imbued by teachers to be willing to sacrifice in defending the beloved Republic of Indonesia, although it has not been maximally carried out by all students (interview, May 27, 2024)”.

The conclusion that can be drawn from the results of interviews with informants, that school leaders including teachers have taught various information and instilled a spirit of self-sacrifice in order to defend the country, into behavior on their own ability to practice in everyday life, although not yet optimal.

- Have Initial State Defense Skills

The principal has provided information and debriefing for teachers in teaching so that they can pay attention to Students initial state defense skills, as stated below:

“Every teacher must understand the different abilities of students in receiving the teaching materials provided, especially students who must have the initial ability to defend the country in the learning process in class and outside the classroom, so that the teacher does not get tired of giving reinforcement to his students on an ongoing basis according to the learning conditions experienced by students (interview, May 27, 2024)”.

The principal's activities in conducting monitoring and evaluation of teachers and students regarding the implementation of the spirit of state defense at SMKN 1 Pangkep are described as follows:

“In order to monitor and evaluate the results of the teacher's performance in implementing basic knowledge on the condition that students are equipped to defend the country continuously, the teacher must be evaluated every month in order to know the achievement of the learning target (interview, May 27, 2024)”.

The ways and strategies of teachers that have been carried out in the implementation of the character of the initial ability to defend the country in students at SMKN 1 Pangkep are explained as follows:

“Explanation and application of the concept of self-belief in the prior knowledge of self-defense must be applied in every learning session in accordance with the subject matter received by students. We develop a strategy for practice in the school environment regarding the initial knowledge of defending the country combined with other teaching materials, so that students can receive it comprehensively (interview, May 27, 2024)”.

The construction of the assessment and evaluation of learning outcomes of the implementation of the spirit of national defense in students at SMKN 1 Pangkep that has been carried out by teachers is described as follows:

“Teacher M&E for students related to the initial knowledge of State defense must be carried out gradually towards the achievement of learning targets in an integrated and mutually supportive manner between teachers, students are monitored and evaluated every time and the end of learning in order to know the scope of material that students have understood (interview, May 27, 2024)”.

How to implement the spirit of state defense in the aspect of students having good initial state defense capabilities in the school environment, household and community, is described by student informants as follows:

“Indirectly, the State Defense debriefing material has been received since the beginning through the teaching materials we received from the teacher. Likewise, practice in the field in the school environment is measured and we understand the basic concepts of State defense that the teacher wants, so we must be diligent and follow the teacher's direction in carrying it out (interview, May 27, 2024)”.

The obstacles and constraints that students face in the implementation of the national defense spirit in the school, household and community environment are identified as follows:

“There are several obstacles or constraints that we face in the implementation of the spirit of defending the country in everyday life, among others, not all students know what behavior models can be seen as the achievement of its implementation has been running as expected by the teacher. On the other hand, we are also still expecting teachers so that the education of the material is further improved, especially discussions and various ways of practice in everyday life (interview, May 27, 2024)”.

As for the results of interviews with informants, it can be concluded that the concern and seriousness of the principal and teachers to jointly implement the spirit of state defense for students

who are also practiced in the field as expected student behavior, although in the aspect of students having the initial ability to defend the country still needs to be improved.

b. Implementation of social care character

An overview of the implementation of Students social care character at SMK Negeri 1 Pangkep with its indicators: (1) the value of honesty, (2) love, (3) humility, (4) friendliness, (5) kindness, and (6) the character of always helping others, can be described below.

- The value of honesty

The efforts that have been made by the principal in providing direction and guidance to teachers in the implementation of Students social care character through classroom learning at SMKN 1 Pangkep, are identified as follows:

“A number of social care characters and behaviors that must be known and interpreted by teachers, become things that must be passed on and become reinforcement in delivering teaching materials because part of improving student character, teachers must at all times foster the character of social care both among students and with other people (interview, May 30, 2024)”.

The strategies that have been carried out by the head of the school towards teachers so that they can restore the value of honesty in the social care character of students at SMKN 1 Pangkep, are described as follows:

“The aspect of the appearance of the character and behavior of the teacher in teaching becomes a role model for students, so the teacher must be able to have the sensitivity of the teacher to realize the learning plan oriented in the application in the field. This means that teachers must balance the concept of theory in the classroom with the practice of honesty itself in the learning process (interview, May 30, 2024)”.

In making lesson plans, teachers have incorporated the social care character of SMKN 1 Pangkep students, explained in interviews with researchers as follows:

“Didi compiled a learning plan that embodied the character of honesty has been done by including several examples and actions that practice the indicators of honesty itself, including monitoring and assessing the character of honesty in all matters (interview, May 30, 2024)”.

The strategies carried out by teachers in teaching the character value of honesty to students of SMKN 1 Pangkep, are identified as follows:

“The value of honesty is absolutely owned by students in any condition, we choose several learning strategies and techniques to always strengthen the character of honesty that must be practiced both in the learning process and outside of learning. The social sensitivity of interactions that occur between students will be able to give birth to the character of honesty that is instilled and implemented in life at school, at home and in the community (interview, May 30, 2024)”.

Students who have received materials or directions from teachers on how to implement the character of social care both in the school environment and in the family and community environment are expressed as follows:

“So that the aspect of caring and social sensitivity among fellow friends has been taught and has been understood. Many things are obtained in social sensitivity, including if a friend or teacher is in a state of illness or needs help for people who have a disaster or help in sharing advice and suggestions in finding solutions (interview, May 30, 2024)”.

The efforts that students have made in implementing the character value of honesty in the school, family and community environment are explained as follows:

“The practice of honesty in learning, not cheating on tests, telling the truth, not making slander or hoax news, including completing assignments given with honesty in these activities have all been practiced in life wherever we are. The meaning of exchanging experiences and discussions in carrying out the character of honesty is something that can help each other (interview, May 30, 2024)”.

The results of interviews that have been conducted with various informants, it can be concluded that the school is good at the head of the school, teachers and other components have compiled the benefits of learning levels related to social care including the character of honesty which is an absolute must be owned and practiced by every student wherever they are.

- Learning Process

The principal reminded teachers in the learning process to teach the principle of love to students, described by the researcher as follows:

“The basic conception of love as a derivative of social care can later be realized by the teacher through the abilities and competencies possessed by combining the practice of love itself. Teachers immediately provide good examples of the constructions of love that students must understand continuously (interview, May 30, 2024)”.

The various strategies that have been carried out by teachers in teaching the character of love to students of SMKN 1 Pangkep, are identified as follows:

“The treatment that must be instilled in students through daily practice in the classroom and in the school environment, the more opportunities that can be interpreted and absorb the behavior and character of our love in real terms. In other words, students will open and can accept and appreciate the construction of our love that has been taught by the teacher (interview, May 30, 2024)”.

The efforts that students have made in implementing the character of love for others in the school, family and community environment are described as follows:

“The more examples and work tasks that love each other in doing social activities later have an impact on our behavior with friends so that it can be practiced in the school environment, household and community, so we try to accept each other and share our love (interview, May 30, 2024)”.

As for the results of interviews with these informants, it can be concluded that the basic concepts and collaboration with practice in everyday life by students have been carried out well by principals and teachers in realizing the character and social care behavior of others, especially with students, so that the achievement of character strengthening learning targets can be carried out as expected.

- Humble

The construction of efforts that have been made by the principal and teachers to teach the character of humility to students at SMKN 1 Pangkep is explained as follows:

“Especially in the subjects of PPKn, Social Studies and religious studies, both Islam and other religions, teachers have taught the character and behavior of being humble, not arrogant and respecting each other in the learning process in accordance with the suggestions and guidance that have been carried out both in coordination meetings and the results of teacher money in one month or per semester (interview, May 30, 2024)”.

The strategies carried out by teachers in teaching the character of humility to students of SMKN 1 Pangkep are identified as follows:

“Learning techniques and strategies related to humble material are integrated between subjects, we together with teachers apply understanding of teaching materials in the classroom through interactive discussions, then proceed with activities around the school regarding manners, humility and not feeling confident with other student friends. This condition awakens the spirit of cohesiveness and togetherness among students in learning (interview, May 30, 2024)”.

Aside from the efforts that have been made by students in implementing the character of humility in the school, family and community environment, the researcher explained that:

“Following the teacher's instructions and guidance both in class and outside the classroom, then learning in groups in various activities related to social care material in the aspect of humility, mutual respect for one another, as well as when there is practice in the field of community service or other extracurricular activities, always taught how to be humble in socializing and behaving (interview, May 30, 2024)”.

The results of the conclusions in the interviews that have been conducted with the informants, that programs and activities have been carried out by the principal and teachers in implementing the character of humility both in concept understanding and practice in the field in the school environment as expected by the learning targets integrated with relevant subjects.

- Friendliness

The principal's ability to work with teachers to teach the character of friendliness to students at SMKN 1 Pangkep, explained in detail in interviews with researchers as follows:

“The efforts and programs that have been carried out in strengthening the competence of teachers in fulfilling their duties, providing encouragement and guidance, providing facilities for the learning process as well as supporting the practice in the field related to the character of student friendliness in daily activities (interview, 05 June 2024)”.

A teacher must have competencies and strategies in teaching the character of hospitality to students of SMKN 1 Pangkep, revealed by teacher informants in their interviews as follows:

“In cultivating the character and behavior of hospitality, it requires a special strategy so that students can behave politely, respect their fellow friends, be helpful and socially sensitive, so that the collaboration of theory and practice per individual and group underlies the implementation of these aspects, as well as open communication and discussion with students in overcoming the problems they face, including the character of hospitality (interview, 05 June 2024)”.

The expression put forward by student informants who have completed the learning process with their teachers related to the character of friendliness in the school environment, family and community, as follows:

“There are more and more examples and constructions of activities in the field or other activities that can be practiced by all of us related to the character of friendliness, including when we are reprimanded or given guidance and advice by several teachers, if there are behaviors that are less polite, less friendly in socializing in the school environment (interview, June 05, 2024)”.

As for the results of interviews with informants, it can be concluded that the character of friendliness of students is increasingly dominant in daily behavior given good examples by teachers and fellow friends. Students are supported and guided by each teacher who teaches at the school, so that the character of student friendliness is directly constructed as expected.

- Excellent

Various constructions and efforts that have been made by the Principal and teachers so that they teach the character of kindness towards others in students of SMKN 1 Pangkep, are expressed as follows:

“As the principal, I will continue to guide and strive so that teachers continue to have the latest abilities and competencies in strengthening student character so that motivation and provision of learning facilities will continue to be replaced, especially planting the character of goodness in students through positive activities both at school and outside school (interview, June 05, 2024)”.

The learning techniques and strategies used by teachers in teaching the character norms of civility to students of SMKN 1 Pangkep are explained as follows:

“The character of virtue towards fellow students is a very necessary behavior and is instilled in students in living their lives both at school and at home and in the community, so that the learning strategy is increasingly dominant in practice and the nuances of activities are sharing and caring for each other so that they always do virtue wherever they are (interview, June 05, 2024)”.

There are several student activities that have been carried out to implement the character values of virtue in the school environment, family and community, revealed in interviews with researchers, said that:

“Teachers always guide and direct in learning activities in the school environment about the importance of character. kebagusan, especially in helping fellow friends, working together in P5 activities, religious celebration activities, community service, visiting sick friends and so on (interview, June 05, 2024)”.

The results of interviews with principals, teachers and students can be concluded that the cultivation of character and virtuous behavior has been carried out well by school leaders including teachers through understanding concepts and practical activities in the school environment, both related to subjects and celebrations of religious days as well as the construction of humanitarian activities carried out by students.

- Character always helps others

The management of the learning system in schools is the joint responsibility of school stakeholders, especially the principal so that the principal tries and gives messages to his teachers so that they teach the character of always helping others to students at SMKN 1 Pangkep, described as follows:

“Interactions between students in the school environment will foster the character and behavior of helping and helping each other, so teachers must plan and implement learning processes that prioritize the character of social care. Teachers must be able to show good examples and behavior in front of students, including providing guidance for mutual cooperation to complete the tasks given to their students (interview, June 05, 2024)”.

The same expression was also stated by one of the teachers as an informant regarding the character of helping others that had been carried out during this time, that:

“In accordance with the direction and instructions of the principal so that in every teaching or interaction with students, it can be instilled. The character of helping others, so the combination of planting teaching materials with practicing these activities, we plan to do through social service activities, P5 activities and other activities, which can generate the character of helping each other (interview, June 05, 2024)”.

As well as the efforts and activities carried out by students in implementing the character of always helping others in the school environment, family and community through the results of interviews with researchers as follows:

“We and our friends are very happy with the teaching materials provided by the teacher with examples of how to help others, then practice it in the school environment and outside the school guided by the teacher. We hope that social activities continue to be carried out by intra-school organizations or student councils or scouting, PMR and others that can develop the character of helping each other among us or others (interview, 05 June 2024)”.

Reshume of the results of interviews with informants in the study, that the aspects of helping others in the cultivation of the character of social care have been understood and have been implemented well by students, especially social service activities guided by teachers and encouragement by the principal through the provision of infrastructure in supporting social activities at school.

c. *State Defense Spirit, Caring Character and Extracurricular Scouting*

The indicators of the spirit of state defense, caring character and extracurricular activities of students at SMKN 1 Pangkep are (1) discipline, (2) selflessness, (3) noble character and character, (4) Pancasila, loyal and obedient to the Republic of Indonesia, (5) the character of togetherness, (6) paying attention to common interests, (7) behaving politely, (8) respecting others, (9) cooperative character, and (10) a sense of belonging, then the descriptions of the informants who have been interviewed and discussed, can be identified as follows.

- Discipline Aspect

The construction of the principal's interpretation in cultivating the spirit of state defense and the character of social care through extracurricular scouting activities in students at SMKN 1 Pangkep, can be described as follows:

“The combination of the final target between the spirit of defending the country, caring character and extracurricular activities must be implemented in reality by students through the process of learning activities designed and designed by teachers centered on student learning, teachers must be able to use the learning environment as a learning resource, and the school will certainly prepare it, so that students must hold important benefits in realizing learning targets according to the expectations of the independent curriculum, especially strengthening character lessons (interview, June 12, 2024)”.

The principal's strategies and efforts in cultivating the spirit of national defense and the character of social care through extracurricular scouting activities in the aspect of student discipline at SMKN 1 Pangkep can be identified as follows:

“Starting with lesson plan planning, determining the flow of learning targets, learning strategies, and evaluations, teachers must be prepared before teaching, so teachers must complete it for us to sign, then teachers must be able to find preferred learning methods and designs and in line with IT mastery related to the spirit of defending the country, caring character and extracurricular activities”.

“Scouting, especially discipline, then the teacher must be able to use it in the classroom and outside the classroom (interview, June 12, 2024)”.

The various efforts and learning techniques carried out by teachers in instilling the spirit of state defense and the character of social care through extracurricular scouting activities in the discipline aspect of students at SMKN 1 Pangkep, can be described in interviews with researchers as follows:

“Activities to cultivate the character of state defense, social care designed in several extracurricular learning activities can improve Students ability to practice them in everyday life. Scouting activities, PMR, activities to commemorate national days related to the spirit of state defense organized in extracurricular scouting activities, especially discipline. This means that students must be more dominant in these extracurricular activities, in strengthening the character of the Pancasila student profile, especially state defense and social care (interview, June 12, 2024)”.

There are several ways and efforts made by students in implementing the cultivation of the spirit of state defense and the character of social care through extracurricular scouting activities in the discipline aspect of students at SMKN 1 Pangkep, identified as follows:

“By participating in scouting activities, especially the construction of disciplinary character in learning and other activities, PMR, student council, art club, sports and several other types of extracurricular activities, can motivate us and our friends to be more memorable and easier to behave in the spirit of defending the country, social care in the school environment and household and community (interview, June 12, 2024)”.

The summary of the results of interviews with principal, teacher and student informants regarding the aspect of discipline that the principal has providing facilities for extracurricular scouting activities, also related to the spirit of State defense and social care, on the other hand, teachers have designed learning and implementation that is increasingly dominant in extracurricular scouting, as well as students have been able to implement these disciplinary characters in scouting activities that can foster the spirit of State defense and social care.

- Self-aspect

The construction of strategies and directions of the principal and teachers in cultivating the spirit of state defense and the character of social care through extracurricular scouting activities in the aspect of student independence at SMKN 1 Pangkep, that:

“We always encourage and motivate teachers of Civics, religion and scouting to construct the character and behavior of independent students that can be applied wherever they are, so that good cooperation and collaboration between teachers related to these activities are needed (interview, June 12, 2024)”.

Teachers' responses to the principal's direction regarding strategies in cultivating the spirit of national defense and the character of social care through extracurricular scouting activities in the aspect of student independence at SMKN 1 Pangkep, are described as follows:

“The insertion of character learning and disciplinary behavior in scouting activities will be very helpful for us teachers, especially the cultivation of the spirit of State defense and social care. As well as several scouting activity themes that can improve the disciplinary character, the Students personality traits are constructed indirectly the spirit of defending the country and social care, although the results are not yet optimal (interview, June 12, 2024)”.

The expression of a student who has been waiting to learn from his teacher, the efforts that can be made in instilling the spirit of defending the country and the character of social care through extracurricular scouting activities in the aspect of independence, as follows:

“Scouting activities as a means of constructing ourselves to be thoroughly self-reliant, have not been able to be implemented optimally, there is still a need for activities that are more challenging and require a spirit of independence in completing the tasks given by the scoutmaster teacher which are oriented towards the development of the spirit of defending the country and social care (interview, 12 June 2024)”.

The conclusion on the results of interviews with informants regarding the aspect of independence is that the school has made efforts and actively participated in organizing extracurricular learning, especially scouting, which can develop Students independence, although the results are not yet optimal, so it is necessary to sharpen the scouting teaching material and case studies related to independence, linked to the spirit of defending the country and social care.

- Aspects of virtuous character and ethics

The principal as the person in charge of lesson management provides various support and guidance to teachers related to the cultivation of the spirit of national defense and the character of social care through extracurricular scouting activities in the aspect of character and virtue of students at SMKN 1 Pangkep, identified as follows:

“Every scouting activity must be detailed and focused on the final target that students must achieve, so that teachers must be able to design the scouting activity. The main idea in scouting is related to students being able to have noble character and ethics that are practiced in the environment wherever students are. The meaning is that the noble character will be able to strengthen the spirit of defending the country and social care for students both in the school environment and the family and community (interview, June 12, 2024)”.

As well as learning strategies that can be carried out by teachers in reinforcing the spirit of national defense and the character of social care through extracurricular scouting activities in the aspect of character and virtue of students at SMKN 1 Pangkep, are described as follows:

“The construction of a personality with noble character requires a special strategy that is packaged in scouting activities with various games, challenging games and short playwriting competitions involving several subject teachers, the character of honesty, responsibility will later give birth to a strong student personality, so that the soul of State defense and social care is constructed (interview, June 12, 2024)”.

Efforts and activities that can be carried out by students in reinforcing the spirit of national defense and the character of social care through extracurricular scouting activities in the aspect of character and virtue at SMKN 1 Pangkep, are given the following responses:

“There are several scouting activities that are participated in with friends, including games and games that can reflect the true character of friends, then ask the scoutmaster teacher to provide solutions in dealing with the behavior of friends who do not have good character, especially in social care activities and the spirit of defending the country (interview, June 12, 2024)”.

The results of interviews with several informants regarding the aspects of character and noble character that students are able to carry out various scouting themes including activities that can construct good character and noble character of students, so that they are able to give birth to the character of social care and have a spirit of defending the country in everyday life wherever they are.

- Aspects of being Pancasila-minded, loyal and obedient to the Republic of Indonesia

The construction of the principal's and teacher's policies on cultivating the spirit of State defense and the character of social care through extracurricular scouting activities in the aspect of being loyal to Pancasila and obeying the Republic of Indonesia for students at SMKN 1 Pangkep, is identified as follows:

“The targets and benefits of scouting activities must reflect the character of social care students and the spirit of defending the country which is marked by the inclusion of the cultivation of the character of Pancasila, loyalty and obedience to the citizens of the Republic of Indonesia which the teacher is required to include in the material in the scouting activity (interview, June 12, 2024)”.

Learning strategies and techniques carried out by teachers in cultivating the spirit of State defense and social care character through extracurricular scouting activities in the aspect of having the spirit of Pancasila loyal and obedient to the Republic of Indonesia for students at SMKN 1 Pangkep, are described as follows:

“The theme of scout activities with the spirit of Pancasila, loyalty and obedience to the Republic of Indonesia is more dominant in the activity of practicing the value of Pancasila which can be linked to the character of social care. The love for the Unitary State of the Republic of Indonesia can also be applied in social service activities and national day celebrations, such as the Pancasila day, national awakening day, August 17 celebrations, and other activities, which students can do through scouting (interview, June 12, 2024)”.

The responses given by the students in nurturing the spirit of defending the country and the character of social care through extracurricular scouting activities in the aspect of being loyal to Pancasila and obeying the Republic of Indonesia at SMKN 1 Pangkep are identified as follows:

“After we have participated in several scout activities, it is quite fun and many friends like the theme of the activity, including how students can love the State of Indonesia, Pancasila and the spirit of defending the State, although these conditions are not maximized in real activities among us, so that other scout themes can collaborate with each other in order to realize the activities of the spirit of Pancasila, loyal and obedient to the Republic of Indonesia (interview, June 12, 2024)”.

As for the results of interviews and discussions with informants, principals, teachers and students regarding the aspects of being Pancasila loyal and obedient to the Republic of Indonesia that principals and teachers have tried to include in the scouting activities, which can arouse the spirit of love for the Republic of Indonesia, although there are still students who are less than optimal in interpreting the real meaning of the activities of Pancasila, loyal to the Republic of Indonesia, so it still needs to be improved again collaborative scouting themes.

- The aspect of togetherness

Various constructions of the interpretation and responsibility of the principal and teachers in cultivating the spirit of national defense and the character of social care through extracurricular scouting activities in the aspect of the character of togetherness of students at SMKN 1 Pangkep, are described as follows:

“The responsibility as the principal in constructing the character and personality of students through scout activities guided by teachers will later give birth to a spirit of corsa, a spirit of togetherness and a sense of community. Therefore, teachers must be able to design scouting activities that are varied, innovative and creative in building the spirit of state defense and social care of students (interview, June 12, 2024)”.

The efforts and strategies made by teachers for their students in cultivating the spirit of state defense and the character of social care through extracurricular scouting activities in the aspect of student togetherness character at SMKN 1 Pangkep, are described as follows:

“Through scouting activities that are coupled with competitions in various competitions between classes, it can foster a spirit of togetherness in order to complete the tasks given by the scoutmaster teacher. This condition can also awaken the spirit of defending the country and Students concern in taking part or benefitting wherever they are. Students who are given a mandate in a scouting activity will be able to take full responsibility for completing it (interview, June 12, 2024)”.

The learning experience that students have experienced after receiving teaching materials, various efforts have been made in cultivating the spirit of defending the country and the character of social care through extracurricular scouting activities in the character aspect of togetherness at SMKN 1 Pangkep, are identified as follows:

“Many life experiences are taken in scout activities, specially building and cooperation in social service activities, helping each other, mutual cooperation, so that togetherness and solidarity are always visible with friends in scout activities, including our ability to love and defend the country (interview, June 12, 2024)”.

The conclusion that can be drawn from the interviews with the informants on the aspect of togetherness is that students are able to Implementing scout activities well, especially fostering the character and behavior of the State defense spirit and social care shown in togetherness and solidarity in each of these activities through extracurricular scouting learning.

- Aspects of common interest
Optimizing the cultivation of the spirit of state defense and the character of social care through extracurricular scouting activities in the aspect of paying attention to the common interests of students at SMKN 1 Pangkep, revealed by the head of the school in his interview that:

“Our encouragement and motivation is for teachers to reinforce the spirit of defending the country and social care in the aspect of prioritizing common interests over group and individual interests which must be applied in the scouting lesson process as outlined in several activity themes (interview June 12, 2024)”.

The benefits and responsibilities of teachers and scout coaches in improving the character and behavior of the State defense spirit and social care through extracurricular scouting activities in the aspect of paying attention to the common interests of students at SMKN 1 Pangkep, are identified as follows:

“The common interest aspect is related to the spirit of state defense and social care that must be implemented by students in scouting activities carried out at school or outside the school environment, on the other hand, monitoring and evaluation of scouting activities are continuously carried out so that the scouting learning targets are realized as expected (interview, 12 June 2020)”.

The final results of the scouting activity process that students have experienced as a form of reinforcing the spirit of defending the country and the character of social care through extracurricular scouting activities in the aspect of paying attention to common interests at SMKN 1 Pangkep, are described as follows:

“In terms of prioritizing common interests, we have done it in scouting activities. The common interest is increasingly emphasized by the scoutmaster teacher in relation to cultivating the spirit of defending the country and our social care and other friends, so that we are more united because of common interests above personal interests (interview, June 12, 2024)”.

As for the results of interviews with various informants in the study regarding the aspect of paying attention to common interests, it can be concluded that it has been implemented well by students through scout activities that students participate in, as a result of the assistance and guidance of the scout coach teacher and the encouragement and motivation of the school principal.

- Aspects of behaving politely
The leadership spirit of the principal in cultivating the spirit of state defense and social care character through extracurricular scouting activities in the aspect of polite behavior of students at SMKN 1 Pangkep, has carried out various activities and directions from the teacher, identified by the results of his interview that:

“Social competence and personality related to polite behavior that every teacher must develop and always be a role model for students, both in the classroom and in the school environment, through scout activities in strengthening. The spirit of defending the country and social care that students apply wherever they are, so it is hoped that teachers will become more sensitive and become role models for their students (interview, June 12, 2024)”.

The character of teacher professionalism in the cultivation of the spirit of State defense and the character of social care through extracurricular scouting activities in the aspect of polite behavior of students at SMKN 1 Pangkep, in his interview with researchers revealed that:

“The character of courtesy is also expected in the target of extracurricular scouting learning, students who participate in these activities are expected to have polite character and behavior towards others, especially parents at home and teachers and principals in the school environment. Scouting activities are a place to improve the character of politeness oriented in the soul of defending the country and social care (interview, June 12, 2024)”.

Student informants provide responses regarding the cultivation of the spirit of national defense and the character of social care through extracurricular scouting activities in the aspect of behaving politely at SMKN 1 Pangkep, through teacher assistance and guidance, described as follows:

“All students who become scouts already have a spirit of politeness, although the levels vary. In essence, we and our friends have been taught and practiced in real terms to respect each other and be polite to others, including this politeness in improving the character of social care and defending the country (interview, June 12, 2024)”.

The conclusion that can be found in the summary of the results of interviews with various informants regarding the aspects of polite behavior of students is that the principal and teachers have maximized scouting activities in realizing behavior in the aspect of student politeness in the school. Other people and students have also applied it in their daily lives including in the school environment, households and in the community.

- Aspects of respecting others

Various constructions of the interpretation and involvement of the principal given by the teacher in the cultivation of the spirit of state defense and the character of social care through extracurricular scouting activities in the aspect of respecting others of students at SMKN 1 Pangkep, are described as follows:

“The construction of the principal's interpretation of the teacher in scouting lessons by providing direction and guidance and helping solutions when facing problems in implementing scouting, especially in the aspect of respecting others, so that teachers must be able to provide material or themes of scout activities that have more examples and case studies of respecting others (interview, June 12, 2024)”.

The strategies and techniques used by teachers for students in cultivating the spirit of national defense and the character of social care through extracurricular scouting activities in the aspect of respecting others at SMKN 1 Pangkep, stated that:

“Strategies applied in scouting that are oriented in the aspect of respecting others are carried out several games and collaboration of fun and meaningful games in the field both during the day and at night. Likewise, the application of focused discussions guided by senior brothers in the scout area is implemented (interview, June 12, 2024)”.

Students responses regarding the cultivation of the spirit of defending the country and the character of social care through extracurricular scouting activities in the aspect of respecting others at SMKN 1 Pangkep carried out by the scoutmaster teacher, are described as follows:

“Actually, we and our friends are very happy and happy with the various themes of scout activities, especially how to respect other people, including accepting differences in behavior and behavior among us, so that these activities are very useful in constructing the character of social care and the spirit of defending the country (interview, June 12, 2024)”.

The conclusion on the results of interviews with informants from the principal, teachers and students regarding aspects of respect for others that students of SMKN 1 Pangkep who have undergone scouting activities have been well implemented, which is also supported by the provision of infrastructure at the principal and the results of the guidance and assistance of the scout coach teacher.

- Cooperation aspect

The caring character of the principal and teachers in the cultivation of the spirit of State defense and the character of social care through extracurricular scouting activities in the aspect of student cooperation character at SMKN 1 Pangkep, is explained as follows:

“The teacher, in designing the scouting learning, must be able to bring out the character of cooperation between students in various series of scouting activities. The final target of scouting, the teacher must monitor the behavior of students in the school environment after students have finished scouting (interview, June 12, 2024)”.

The scouting learning strategy carried out by cadre teachers in cultivating the spirit of state defense and social care character through extracurricular scouting activities in the aspect of cooperative character at SMKN 1 Pangkep, revealed that:

“Teamwork in scouting, always appears with solidarity in various activities. Students are expected that through scouting social sensitivity as well as the spirit of defending the country must be able to be practiced wherever they are. The sense of togetherness is a dimension for students to improve the character lessons of the students concerned (interview, June 12, 2024)”.

The character and behavior of students on the results of scouting in fostering the spirit of national defense and the character of social care through extracurricular scouting activities in the aspect of cooperative character at SMKN 1 Pangkep, are identified as follows:

“The character of cooperation is based on social care and the spirit of state defense that we have long realized in our daily lives, as a construction of the results of the scouting lessons that we have followed. There is a sense of comradeship in upholding the values and ethics of scouting that students must have, especially since our teachers always provide support and solutions in every scouting activity (interview, June 12, 2024)”.

As for the results of interviews regarding aspects of the character of cooperation, it can be concluded that it has been carried out well as a construction of support and guidance, direction and assistance carried out by the coach teacher and principal in every scouting activity related to the character of social care and the spirit of state defense at SMKN 1 Pangkep.

- Aspects of belonging

The collaboration between the principal and teachers in cultivating the spirit of state defense and social care character through extracurricular scouting activities in the aspect of Students sense of belonging at SMKN 1 Pangkep, was revealed by the principal that:

“As the principal, we expect the teachers to develop the character and behavior of a sense of belonging in the students through scouting activities. We will later facilitate the infrastructure in these activities, including the necessary budget according to the school's financial condition. On the other hand, teachers collaborate with other teachers with regard to cultivating the spirit of national defense and social care in scouting (interview, June 12, 2024)”.

The scouting learning design that has been carried out by teachers in cultivating the spirit of national defense and the character of social care through extracurricular scouting activities in the aspect of Students sense of belonging at SMKN 1 Pangkep, is identified as follows:

“A sense of belonging among students is a dimension that must be developed in scouting, collaboration with scout coach teachers in designing scout activity themes that have a sense of belonging to all facilities in the school, including maintaining and protecting them. The importance of this sense of belonging is as a construction of Students concern for the comfort and safety maintained during scouting activities (interview, June 12, 2024)”.

The same explanation was expressed by student informants regarding the cultivation of the spirit of defending the country and the character of social care through activities Scouting extracurricular activities in the aspect of a sense of belonging at SMKN 1 Pangkep, that:

“The feeling of belonging among us students of SMKN 1 Pangkep has been developed and fulfilled in everyday life, thanks to the participation of scout activities during this time which taught us all, under the guidance and direction of the scout coach teacher and the principal who always supports and participates in scouting activities (interview, June 12, 2024)”.

The results of the informants' interviews regarding the aspect of belonging can be concluded that increasing the value of social care and the spirit of defending the country in the aspect of belonging has been well implemented by the entire school population through scouting activities supported and directed by the principal and teachers. This research was conducted at PT Masmindo Dwi Area using a questionnaire as a data collection tool. The questionnaire was directly distributed to 55 employees of PT Masmindo who work in the field of Public Relations.

4.2. Discussion

a. *Implementation of the Spirit of National Defense*

The implementation of the spirit of national defense at SMK Negeri 1 Pangkep is reflected in several key indicators. The first indicator, love for the country, is evident in how school leaders and teachers have effectively disseminated information and methods to foster this spirit among students. This effort is ongoing and comprehensive, involving collaboration among all school components to nurture a sense of patriotism as part of building the spirit of national defense. In terms of state awareness and statehood, the school principal and teachers have reinforced the importance of these values, ensuring that students not only understand but also practice them in daily life. The commitment to instilling state awareness is seen in the consistent efforts to integrate these values into the school culture. The belief in Pancasila as the state ideology is another crucial aspect. The principal and teachers have worked diligently to incorporate the principles of Pancasila into Students everyday behavior, ensuring that these values are reflected in their actions. This collective effort by the school community has been instrumental in embedding Pancasila as a foundational ideology.

The willingness to sacrifice for the country and the state is a value that the school strives to instill in students, although it is recognized that this area still requires further emphasis. While some students

may still view this sacrifice as relevant only in specific conflict-prone areas, the school continues to work on broadening their understanding and application of this value in daily life. Lastly, the initial ability to defend the country has been introduced and developed among students through a structured and comprehensive approach. The principal and teachers have shown concern and commitment to instilling this competence, although there is acknowledgment that further improvement is needed in this area. The foundation for state defense skills is being built progressively across all age levels. Research by Intan Novi Maharani, Suwarno Widodo, and Maryanto (2023) supports these findings, highlighting the role of citizenship lessons, religious and ethical teachings, and various school activities like flag ceremonies and scouting in character building. The challenges in state defense education, particularly in fostering discipline, are acknowledged, with a call for stronger support from all stakeholders, including the school, family, and community.

b. Social Care Character

At SMK Negeri 1 Pangkep, the character of social care is developed through various indicators. Honesty is emphasized as a fundamental value that is instilled in every student. The school, including the principal, teachers, and other components, works to ensure that honesty is practiced by students in all aspects of life, making it a core value in the learning process and beyond. Love for others is another key indicator that is nurtured by the school. The principal and teachers collaborate to integrate this value into Students daily lives, ensuring that social care is reflected in their behavior towards others. This is seen as essential for achieving the learning targets related to character development. Humility is also cultivated through various programs and activities designed by the school leadership. These efforts aim to instill humility both conceptually and practically, ensuring that students practice this value in the school environment, at home, and in the community. Friendliness is a dominant trait among students, encouraged by positive examples set by teachers and peers. The school actively supports and guides students to develop this character, making it a natural part of their daily behavior.

The value of kindness is also promoted through the school's leadership and teaching staff. This is achieved through the integration of relevant subjects and activities that focus on humanitarian efforts, enabling students to demonstrate kindness and social care in real-life situations. Lastly, the character of helping others is deeply ingrained in the school culture. Social service activities are organized and guided by teachers, with the principal providing the necessary infrastructure to support these efforts. This collective approach ensures that students are actively engaged in helping others, both within and outside the school environment. Research by Anggit Fajar Nugroho (2021) further clarifies the importance of integrating various activities at school to build social care character. The study highlights the role of character construction in Islamic education, extracurricular activities, school culture, and specialized lesson systems. These programs, implemented through daily routines, spontaneous activities, and conditioning, are crucial for developing Students social care character.

c. The Relationship Between Citizenship, Caring Character, and Scouting Extracurricular Activities

The development of the spirit of state defense, caring character, and participation in extracurricular activities at SMKN 1 Pangkep is closely linked to several indicators. Discipline is fostered through scouting activities, which also emphasize the spirit of state defense and social care. Teachers design these activities to be an integral part of Students learning, helping them internalize discipline in both scouting and their daily lives. Independence is another value promoted through scouting, although it is recognized that there is room for improvement. The school is actively involved in organizing these activities, aiming to enhance Students independence while connecting it to the spirit of national defense and social care.

Good character and noble character are constructed through various scouting themes and activities. These efforts help students develop traits that reflect social care and a commitment to defending the country in their everyday lives. The spirit of Pancasila and loyalty to the Republic of

Indonesia is also reinforced through scouting activities. Although some students may still struggle to fully grasp the significance of these values, the school continues to focus on collaborative efforts to improve this aspect.

Togetherness and solidarity are nurtured through scouting activities, where students learn to work closely with others. This sense of unity is crucial for fostering social care and the spirit of national defense. The value of common interest is well-implemented in scouting, supported by the guidance of scout coaches and the encouragement of the principal. These activities help students understand the importance of prioritizing the common good. Politeness is another key value emphasized in scouting. The school maximizes these activities to teach students how to behave respectfully towards others, both in school and in their broader communities.

Respect for others is a value that students at SMKN 1 Pangkep develop through scouting. This is supported by the school's infrastructure and the guidance provided by scout coaches, ensuring that students practice respect both within and outside the school. Cooperation is fostered through the support and guidance provided by teachers and the principal in scouting activities. This teamwork helps students build social care character and the spirit of national defense, enabling them to work together effectively. Finally, a sense of belonging is developed through scouting activities, with the entire school community involved in supporting these efforts. This sense of ownership helps strengthen Students commitment to social care and defending the country. Research by Sucipto (2020) and Suri Rahmayani & Zaka Hadikusuma Ramaserta (2021) supports the importance of scouting in building character, particularly in fostering social care and national defense. These studies highlight the role of scouting in constructing morals, love for the country, and respect for others, all of which are essential for Students overall development.

5. CONCLUSIONS

This study has demonstrated that the implementation of the spirit of defending the country among students at SMK Negeri 1 Pangkep is generally progressing well. Key indicators such as love for the country, awareness of the state, belief in Pancasila as the state ideology, and a willingness to sacrifice for the nation have been successfully instilled, albeit with varying degrees of effectiveness. Particularly, the cultivation of an initial ability to defend the state requires further enhancement. Similarly, the character development of social care among students is well-established, with indicators such as honesty, love, humility, friendliness, kindness, and a strong inclination to help others being prominently displayed in student behavior. However, the integration of these values within extracurricular activities, especially scouting, reveals areas that need more focused attention. While discipline and cooperative character are fairly robust, other aspects such as selflessness, adherence to Pancasila values, and a sense of belonging still require further development to reach their full potential.

The findings of this research hold significant value both for the academic field and practical application in educational settings. Academically, this study contributes to the growing body of literature on character education and national defense in the context of vocational schools. The detailed examination of the specific indicators of national defense and social care character within a real-world educational environment provides new insights into how these values can be effectively integrated and nurtured among students. The research also highlights the pivotal role of extracurricular activities, particularly scouting, in reinforcing these values. This insight is crucial for educators, policymakers, and curriculum developers aiming to cultivate well-rounded, civic-minded individuals who are prepared to contribute positively to society. Practically, this study underscores the importance of collaborative efforts between school leadership, teachers, and students in fostering a comprehensive educational environment where character and national defense values are not just taught but lived out daily. While this research offers valuable insights, it is important to acknowledge its limitations. The study's focus on a single vocational school limits the generalizability of the findings to other educational contexts. Future research could expand the scope to include multiple schools,

different regions, or varying educational levels to provide a more comprehensive understanding of how these values are cultivated across diverse settings. Additionally, the study primarily relied on qualitative assessments, which, while rich in detail, may benefit from being complemented by quantitative measures to provide a more robust analysis. Another limitation lies in the depth of exploration regarding the challenges faced by educators and students in implementing these values, which could be further investigated to develop more targeted strategies for overcoming these barriers. Moving forward, research should explore the long-term impact of these character-building initiatives on Students behavior and civic engagement beyond the school environment, offering a broader perspective on the effectiveness of such educational practices. By addressing these limitations, future studies can build on this work to provide even more actionable insights for educators and policymakers dedicated to nurturing the next generation of responsible, patriotic citizens.

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