

## IMPLEMENTATION OF AL-ISLAM KEMUHAMMADIYAHAN AND ARABIC LANGUAGE (ISMUBA) CURRICULUM AND HIZBUL WATHON SCOUTING MOVEMENT PROGRAM IN CHARACTER BUILDING OF JUNIOR HIGH SCHOOL STUDENTS

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### Abstract

The purpose of this research is to describe character values in al-Islam Kemuhammadiyah and Arabic (ISMUBA) activities, as well as the Hizbul Wathon scouting movement program at SMP 4 Muhammadiyah Medan. In qualitative research, the research approach used is phenomenology. Data were collected through observation, interview, and documentation. The results of this study mention (1) Character values in ISMUBA learning implemented at SMP Muhammadiyah 4 Medan are Honest, caring, polite in communication and daily associations, responsible, *istiqamah* (consistent), true learners, and critical in taking ibrah (lessons). Furthermore, the character values in Hizbul Wathon scouting activities are piety to God Almighty, love of nature and human compassion, patriot and knight, obedient and like deliberation, willingness to help and steadfast, diligent, skillful and joyful, thrifty, careful and unpretentious, disciplined, brave and loyal, responsible and trusted and pure in thought, word, and deed. (2) The implementation strategy of student character building through ISMUBA learning at SMP Muhammadiyah 4 Medan begins with planning learning, then implementing learning and conducting assessments. In the learning process, exemplary methods, habituation, advice, and educational punishment are used. ISMUBA learning is carried out using image, video, and natural learning media. Activities are carried out by problem-solving. Furthermore, related to the implementation strategy of student character building through Hizbul Wathon scouting is done by providing education to students through interesting, fun, and challenging activities, by the conditions, situations, and activities of students by not eliminating the assertiveness of discipline enforcement in its implementation.

### Keywords

Curriculum, ISMUBA, Kemuhammadiyah



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## INTRODUCTION

Education is an effort to form qualified and responsible human beings, thus giving birth to a strong generation. Law Number 20 of 2003 concerning the National Education System Chapter 1 Article 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, self-control, society, nation, and state (Nurhuda, 2020). So education is a process of developing the human potential that is carried out dynamically, systematically, and continues to achieve a goal.

Education in the Islamic context, explained by Dahlan as a process that directs humans to a good life and raises the degree of humanity by basic abilities (*fitrah*), is very important to be given to students, especially in anticipating a moral crisis as a negative impact of the globalization era that has hit the Indonesian nation (Dahlan et al., 2018).

Referring to the statement above, it can be understood that education is an effort to encourage the realization of the next generations of the nation that have a role in the development of the nation and state (Surahman et al., 2022). Meanwhile, from an Islamic perspective, education is related to the purpose of human creation on earth, namely to form a true human being and always get closer to Allah and carry out his liver function, namely as a caliph on earth. This is in accordance with surah Adz-Dzariyat: 56:

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ

Meaning: And I did not create the jinn and mankind except to worship Me.

In the realm of the education system in Indonesia, education will not be separated from the implementation of the curriculum in Indonesia. The current curriculum used in Indonesia is the 2013 curriculum. Curriculum 2013 is a curriculum based on competence and character. Therefore, the learning process must integrate the four core competencies, namely religious attitude competencies, social attitude competencies, knowledge competencies, and skill competencies, that can make students able to independently improve and use their knowledge, study, and internalize character values and noble morals so that they are manifested in daily behavior (Ilham, 2019).

Character can be understood as a person's character, character, character, or personality that is formed from the internalization of various virtues that are believed and used as a basis for perspective, thinking, attitude, and action (Budiwibowo, 2016). Meanwhile, character education is interpreted as education that develops national character in students so that they have values and

character as their character, apply these values in their lives, as members of society, and citizens who are religious, nationalist, productive, and creative (Anwar et al., 2018).

Character is a condition of character that is a person's identity. Building good character can be done in various ways, one of which is through education (Maciej Serda et al., 2013). Based on article 1 of Presidential Regulation (Perpres) No. 87 of 2017, it is stated that Strengthening Character Education, hereinafter abbreviated as PPK, is an educational movement under the responsibility of the education unit to strengthen the character of students through the harmonization of heart, taste, mind, and sport with the involvement and cooperation between education units, families, and communities as part of the National Movement for Mental Revolution.

According to al-Ghazali in shaping morals, namely focusing on efforts to get closer to Allah SWT in the aim of science (Al-Ghazali, 2005), this is done because based on Aqidah and Faith in Allah SWT is then built, not creating noble morals without being based on this foundation Character education is the process of guiding students to become whole human beings with character in the dimensions of heart, mind, body, and taste and spirit. Character education can be interpreted as value education, character education, moral education, and character education, which aims to develop the ability of students to make good and bad decisions, maintain what is good, and realize that goodness in everyday life (Muchlas, 2012).

The efforts of the Principal of SMP Muhammadiyah 4, teachers in general, and Islamic Religious Education of al-Islam Kemuhammadiyah and Arabic (ISMUBA) teachers have a positive effect on shaping student character so that they become human beings who have good character and quality. The efforts made are in the form of (1) the application of character values to students has been carried out by the school through planned activity programs, both extracurricular and extracurricular, and (2) the efforts of Islamic Religious Education teachers in shaping the character of their students, through various activities that can be carried out both in the classroom and outside the classroom (Observation, 2022).

Related to the character building of students through the implementation of ISMUBA and Hizbul Wathon scouting in several schools that researchers observed including Muhammadiyah 1 Medan Junior High School, Muhammadiyah 2 Medan Junior High School, Muhammadiyah 3 Medan Junior High School and Muhammadiyah 3 Medan Junior High School, the implementation of ISMUBA and Hizbul Wathon scouting during the Covid 19 pandemic was adjusted to the capabilities of each school. Initially, online learning used digital technology such as google

classroom, home learning, zoom, and video conferencing, but because there were complaints from parents related to the considerable financial burden associated with internet quotas, recently learning has been done using live chat via WhatsApp. Teachers provide teaching materials in the form of word, PowerPoint, and learning videos via WhatsApp as well as students send assignments or exercises via WhatsApp. Most importantly, several teachers interviewed by the researchers, emphasized the need for monitoring assistance by teachers through WhatsApp groups so that students learn. Then teachers also work from home in coordination with parents, in monitoring students' learning activities. Furthermore, after the pandemic period subsided, ISMUBA learning was carried out at school while adhering to health protocols (Observation, 2022).

Based on the researcher's initial interview with the Principal of SMP Muhammadiyah 4 Medan, it can be described that ISMUBA is a program that is specifically carried out in Muhammadiyah educational institutions. ISMUBA education is a special feature as well as an advantage that is held for the duration of learning using a package system. The package system is the implementation of an educational program in which students are required to follow all learning programs and study loads that have been determined for each class in accordance with the established curriculum structure. The learning load for each subject is expressed in units of learning hours.

Based on the researcher's initial interview with the Principal of SMP Muhammadiyah 4 Medan, it can be described that ISMUBA is a program that is specifically carried out in Muhammadiyah educational institutions. ISMUBA education is a special feature as well as an advantage in that is organized for a long time using a package system. The package system is the implementation of an educational program in which students are required to follow the entire learning program and learning load that has been determined for each class in accordance with the established curriculum structure. The learning load for each subject is expressed in units of learning hours.

Initial data obtained by researchers from interviews with ISMUBA teachers obtained an overview that actually in the formation of student character has been carried out, namely through good habits, for example, students have been warmly welcomed by teachers at the school gate to shake hands, followed by prayer before the lesson begins. There is also habituation in the realm of worship, including orderly ablution activities, Dhuha prayer activities, Zhuhur prayers in congregation, memorizing the Qur'an, hadith, and daily prayers. Although the practical realm is

daily worship, the essence of these activities is very important in shaping Islamic character, including orderly ablution can foster an attitude of cleanliness and discipline. Praying dhuha can foster an attitude of *Habluminalloh* and *Habluminannas*.

On the other hand, problems that arise in society such as corruption, violence, sexual crimes, vandalism, fights, anarchy, consumptive economic life, murder, robbery, fraud, and slander, occur everywhere. It can be known in various print or electronic media, even not infrequently these conditions can be witnessed directly in the midst of society. The concern about the condition of such a society raises questions related to its solution considering that there have been many programs from the government that seek character building. Therefore, the researcher aims to carry out research on ISMUBA and Hizbul Wathon activities at Muhammadiyah 4 Medan Junior High School in the formation of student character. The objectives of this study are (1) Character values in ISMUBA and Hizbul Wathon Scouting at Muhammadiyah 4 Medan Junior High School (2) Implementation strategies and student character building through ISMUBA and Hizbul Wathon Scouting activities at Muhammadiyah 4 Medan Junior High School (Observation, 2022).

Some research shows the role and urgency of character education in Muhammadiyah schools (1) research by Astuti Budi Handayani, Hendro Widodo, and Waluyo Erry Wahyudi, the research findings show that the application of the ISMUBA curriculum to form Islamic character in Muhammadiyah Banguntapan Junior High School students has been running according to plan, and has become a habit at Muhammadiyah Banguntapan Junior High School, so that little by little Islamic character in students has begun to form. However, it is undeniable that there are some shortcomings in its implementation, including not all teachers other than ISMUBA teachers are directly involved in the habituation of ISMUBA programs (Handayani et al., 2019). (2) research by Ikhsan Intizam and Achmad Kurniawan Pasmadi (2019), research findings show, the implementation uses a learning system consisting of planning, learning implementation, and evaluation. Through this integration, the implementation of Kemuhammadiyah education in shaping students' religious behavior, the orientation of its success refers to the Muhammadiyah life guidelines (Intizam, 2019). (3) Mukhtar and Dallyono's research (2020), research findings show that physical education teachers define character education as individual changes that occur from family, school, and social life and teachers also believe that physical education, taking into account social lessons and active learners, can be more effective for introducing and implementing character education (Muhtar & Dallyono, 2020). (4) research by Saryadi et, al The results of this study indicate

that the habituation of dhuha prayer in the congregation as a strengthening of character education carried out by students at SMP Muhammadiyah 4 is positive for student characters such as the character of liking to establish friendship between students, the character of mutual respect and respect, the character of being accustomed to remembering and getting closer to the Creator, the character of the loss of excessive individualism, and the character of discipline to come on time to school, do good activities repeatedly, and discipline to carry out religious orders. From here it can be said that indeed the habituation of dhuha prayer activities in congregation is beneficial for the character of students (Saryadi et al., 2020). And (5) Sri Lestari's research This research shows that in its implementation, curriculum implementation refers to the National Curriculum and Muhammadiyah Curriculum. The religious excellence program is part of the ISMUBA curriculum development, namely Tahsin Tahfidz Qur'an and Al-Qur'an Education Park (TPA). This program is the basis of Sulon Progo Regent Regulation Number 65 of 2017 concerning Guidelines for Strengthening Character Education. The Tahfidz Juz 30 program material is based on the Tahfidz Qur'an Syllabus in all sub-districts in Kulon Progo. While the TPA material is developed by the Curriculum Development Team of SD Muhammadiyah Bendo.

From the five studies above, it is expected that the results of this study support the formation of human character, character, and morals are carried out through continuous education both formal and non-formal education. One form of education that is carried out to shape the character and character of students is by instilling character education values. SMP Muhammadiyah 4 Medan also implements character education through Al-Islam Kemuhammadiyah and Arabic Language (ISMUBA). with the results of this study, it can be a theory about the role of ISMUBA and Hizbul Wathon and student character by examining other variables and for ISMUBA teachers and Hizbul Wathon coaches so that they can increase innovations in managing to learn through individual reading activities, attending training and seminars, so that learning activities can be more interesting and fun.

## METHOD

Under the focus of the problem, this research is relevant to the use of qualitative methods with a phenomenological approach (Matthew B. Miles, 2014). The author will examine the phenomenon of character education in ISMUBA and scouting activities at SMP Muhammadiyah 4 Medan. The research data sources are grouped into: (1) primary data sources are informants

consisting of the principal, vice principal, teachers, and students of SMP Muhammadiyah 4 Medan, and (2) secondary data sources are written documents in the form of school profiles, syllabus, photos of school activities, documents related to ISMUBA activities and Hizbul Wathon scouting movement programs. The research lasted for two months starting from June-July 2022. The technique of data collection is through observation researchers do is the observation of ISMUBA activities and Hizbul Wathon scouting movement programs that take place at SMP Muhammadiyah 4 Medan consisting of ISMUBA activities and Hizbul Wathon scouting in character building. Interviews were conducted with the principal, vice principal, teachers, and students of SMP Muhammadiyah 4 Medan to obtain data related to ISMUBA activities and the Hizbul Wathon scouting movement program including ISMUBA activities and Hizbul Wathon scouting in character building. Documentation is done by looking at documents owned by schools and teachers related to the implementation of ISMUBA and Hizbul Wathon scouting movement programs. In this case, the documents collected are the syllabus, activity implementation plan prepared by teachers, and photos of activities regarding the implementation of ISMUBA and Hizbul Wathon scouting in student character building.

## FINDINGS AND DISCUSSION

### Findings

#### Character Values Integrated with ISMUBA Curriculum and Hizbul Wathon Scouting

In the curriculum document for al-Islam, Kemuhammadiyah and Arabic Language (ISMUBA) education published by the Basic and Secondary Education Council of the Muhammadiyah Central Leadership in 2017, it is explained that students who are educated in Muhammadiyah educational institutions have the character of honesty, caring, polite in daily communication and association, responsible, *istiqāmah* (consistent) and progress, true learners and critical in taking *ibrah* (lessons).

Based on the explanation above, it can be seen that the character values expected from the implementation of ISMUBA at SMP Muhammadiyah 4 Medan are as follows:

**Table 1.** Character Values in Islam, ISMUBA, and Hizbul Wathon

Al-Qur'an	ISMUBA	Hizbul Wathon
1. Holy or <i>fitriah</i> .	1. Honest.	1. Taqwa to God
2. To be just and do good.	2. Caring.	Almighty.
3. Compassion.	3. Courteous in daily communication and socialization.	2. Love of nature and compassion for humanity.
4. Taking a stand.		

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5. Helping each other.	4. Responsible.	3. Patriot and Knight.
6. Humble.	5. <i>Istiqāmah</i> and progressive.	4. Obedient and deliberative
7. Forgiving.	6. True learner.	5. Willing to help and steadfast.
8. Grateful.	7. Critical in taking <i>'ibrah</i> .	6. Diligent, skillful, and joyful
9. Delivering the mandate		7. Thrifty, careful, and unpretentious.
10. Keeping promises		8. Disciplined, brave, and loyal.
11. Being earnest and determined		9. Responsible and trustworthy.
		10. Pure in thought, word, and deed.

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### Implementation Strategy of Student Character Building Through ISMUBA and Hizbul Wathon Scouting

Synergizing in a Hizbul Wathon activity, between ISMUBA teachers and Hizbul Wathon coaches, can build good communication between the two so that with good communication, it can unite one vision and easily achieve one goal.

The principal also conducts evaluation and monitoring. Evaluation with the principal or in Hizbul Wathon is called front cluster deliberation, conducted at least once a year. The principal is always directly involved to provide direction and input as well as conveying the priority scale of activities in the future.

Hizbul Wathon coaches make plans including making annual, semester, weekly, and other work programs. In scouting activities at SMP Muhammadiyah 4 Medan, planning activities are carried out once a year, precisely at the beginning of the school year to develop a program of Hizbul Wathon activities for the next year.

The activities carried out by Hizbul Wathon at SMP Muhammadiyah 4 Medan consist of short-term/weekly activities, medium-term/monthly activities, and long-term/annual activities. While the scouting material delivered to students consists of Knowledge and History of Scouting, General Knowledge: Group discussion, report making techniques, leadership, debate contest, and deliberation techniques, and scouting techniques, namely: Semaphore, Morse, Rigging, Mapping, Marching, Estimating/approximation, Password/secret writing, and so on.



Hizbul Wathon activities at SMP Muhammadiyah 4 Medan are held every Saturday with the following activities: opening activities, activity implementation, and closing ceremony. The Hizbul Wathon coach explained that the process of an internalizing character in Hizbul Wathon activities so that it can shape the character of students is done through the process of habituation, exemplary, and also motivation or advice during the reflection of activity material.

The teacher gives examples related to the learning material, while students also pay close attention to the explanations and examples given by the teacher. When does the teacher ask students whether the learning material can be understood? Then most students answered that it was understood, and some others answered that they did not understand and still did not understand. Then the teacher explained the learning material again until the students really understood the learning material.

Then, the teacher gives questions for students to answer and students answer the teacher's questions to ensure students understanding of the learning material. Meanwhile, when the teacher asked students to practice the example given by the teacher and some students practiced it and some other students paid attention and gave comments. After the learning is carried out, the next stage is the evaluation of ISMUBA learning in student character building at SMP Muhammadiyah 4 Medan. Furthermore, the ISMUBA teacher at SMP Muhammadiyah 4 Medan explained the learning outcomes obtained by the students.

Based on the description above, it can be seen that the evaluation of ISMUBA learning in shaping student character at SMP Muhammadiyah 4 Medan is by giving daily tests, homework, UTS, and UAS. Where the evaluation carried out has been able to change behavior, students experience positive changes in behavior after following the learning process of instilling student character values carried out by the teacher.

## **Discussion**

### **Character Values Integrated with ISMUBA Curriculum and Hizbul Wathon Scouting**

Based on the above explanation, it can be understood that ISMUBA learning and Hizbul Wathon activities develop aspects: (1) physical aspects can be in the form of always maintaining cleanliness and protecting the environment which is carried out in the form of physical activities. There are a variety of Hizbul Wathon activities that can develop the physical aspects of students such as UN, pioneering, and outbound, (2) spiritual aspects include the value of faith and worship

obtained by students in participating in ISMUBA learning, in this case, students with various activities such as reading prayers before and after doing all activities, always believe that God's power is very broad through the way of tadabbur (careful thought) nature. In terms of worship, students can be familiarized including: always praying five times in congregation, dhikr, and carrying out social services as a means of worship in *Hablumminannās* in addition to the implementation of worship in the form of *Hablumminallāh*, and (3) the aspect of reason includes how humans use their minds to do everything. In this Hizbul Wathon activity, of course, this aspect of the reason is always used such as the use of reason in semaphore and morse material

The strategy to instill the character of students as explained by the interviewees is by habituation before and after the implementation of activities. Learners pray before and after participating, this shows that Islamic values have been included in the activities. Praying before and after training indicates that it familiarizes students with always believing that everything that can be done is due to Allah's help. In addition, their congregational prayer activities at school during the Zhuhur prayer, and the results they all follow the congregational prayer in an orderly manner.

Cooperation is a character value given in ISMUBA and Hizbul Wathon activities, in this case, the implementation is an attitude of mutual assistance and mutual cooperation with others. Gotong Royong is an attitude toward Indonesian ancestral heritage that must be preserved by the Indonesian generation. The strategy of internalizing the cultivation of a cooperation attitude carried out by SMP Muhammadiyah 4 Medan is by habituation and motivation. Students are accustomed to working together through activities that can foster cooperation in students such as tasks that must be done together.

The cultivation of the character of cooperation is seen from ISMUBA and Hizbul Wathon learning activities with quite a lot of material provided that can foster the character of cooperation in students even after the activity we also do a reflection to motivate them to help each other and cooperate in terms of goodness. Planting the value of working together or helping each other in goodness can be done by familiarizing them with activities that contain elements of cooperation and providing reflection at the end of the activity to always do the character as intended.

Diligence is a character that is instilled in ISMUBA and Hizbul Wathon activities. This diligent character is implemented in the form of getting used to making daily schedules. With a well-organized schedule, students will easily manage their time to study, practice, and do other activities. The strategy carried out by teachers in implementing diligent character in students is by habituation

and motivation. Learners are given tasks and challenges in groups to be solved together.

The character of love for nature and compassion for fellow humans is instilled in students so that divisions do not arise because of differences. The strategy used in instilling the character of love for nature and compassion for fellow human beings is by way of example and direction.

Discipline is a character that is instilled in students through ISMUBA and Hizbul Wathon activities. This discipline character is implemented in the form of getting used to always being on time in participating in ISMUBA and Hizbul Wathon activities. In daily life, students are disciplined in doing every activity such as learning activities.

Observing the character values emphasized in ISMUBA and Hizbul Wathon scouting activities provided by Muhammadiyah 4 Medan Junior High School students is an effort by schools and teachers to form good and correct student characters so that students will become useful people for their religion, nation, and country. This is in line with the affirmation (Binti Maunah, 2015) explaining that character education helps students to distinguish between what is good and what is not good, what should be prioritized, and what should not be prioritized.

The findings of this study support the findings of previous research related to the role of ISMUBA and Pramuka/Scouting including:

Research by Yuniarti (2020) with the title: Implementation of the ISMUBA Curriculum in Improving Students' Skills, Attitudes and Knowledge at SD Muhammadiyah Slanggen. The findings of her research information that the learning process using the ISMUBA curriculum shows that students are more active and passionate about learning. In this curriculum, students are expected to be more critical and independent in the learning process. The attitude values that appear at each meeting vary according to the demands in the teacher's book. Curiosity, independence, and self-confidence are the attitudinal values that appear, there is an increase in each meeting. It has been cultivated by 20.68% of self-confidence, and curiosity while independence is 6.2% lower because students are still not used to the application of the ISMUBA curriculum (Yuniarti et al., 2020).

Research by Kuswanto (2021) with the title: Implementation of Character Education Through Hizbul Wathan Scouting Activities. The findings of his research inform that character education efforts through Hizbul Wathan (HW) scouting activities are carried out by habitual action, exemplary care of educators, assignments, lectures, and punishments. With this research, it is hoped that in the future character education in Indonesia will be even better in order to educate the nation, one of which is through Hizbul Wathan Scouting given to students (Cahniyo Wijaya Kuswanto &

Ilham Syahrudin Syahrudin, 2021).

### **Implementation Strategy of Student Character Building Through ISMUBA And Hizbul Wathon Scouting**

Based on the analysis of observation and interview data, it is found that at SMP Muhammadiyah 4 Medan in character building through ISMUBA and Hizbul Wathon activities, there is a description of the implementation strategy of character building to students. The strategies that can be used by ISMUBA teachers in shaping the character of Muhammadiyah 4 Medan Junior High School students are:

a) Exemplary.

Exemplary in Arabic is called *uswah*, *iswah*, *qudwah*, and *qidwah* which means good behavior that can be imitated by others. In fostering and educating students, it can not only be done with modern learning models but also by giving exemplary examples to others. Regarding the urgency of applying this exemplary method, it is explained to Nazaruddin that students tend to imitate their educators and make them identify figures in everything (Nazaruddin, 2019).

b) Habituation.

Habituation is a way that can be done to familiarize students to think, behave, and act in accordance with the teachings of Islam. This method is very practical in fostering and building early childhood character in improving habituation in carrying out an activity at school. The nature of habituation actually emphasizes the experience. Habituation is something that is practiced. Therefore, the description of habituation is always a series about the need to carry out habits that are carried out every day. The essence of habituation is repetition, in attitude development, the habituation method is very effective to use because it will train good habits in children from an early age.

Related to this habituation method, Ahsanulkhaq explained that human behavior is largely determined by his habits, if someone is accustomed to doing good then he will easily do it, and vice versa. Therefore, a child from an early age has been accustomed to being given good habits so that the habit is personalized to him (Ahsanulkhaq & Kudus, 2019).

c) Advice.

This method is a flexible method that can be used by educators. Whenever and wherever anyone sees evil or violates the norms of the customs of a group, then the minimum we can do is by advising. For a teacher, the method of advising students in the context of instilling religious values

has a lot of space to be able to apply to students, both in the classroom formally and informally outside the classroom.

d) *Ŝawab* (Punishment) that is educational.

Realizing the goals of education is the need to instill an attitude of discipline and great responsibility in the learning process. The consistency of discipline and responsibility in the learning process is needed so that methods or preventive actions are needed, one of these methods is the provision of punishment or punishment in educational units which aims to accompany the learning process in order to achieve the expected educational goals (Surahman et al., 2022).

Furthermore, related to the implementation strategy of student character building through Hizbul Wathon scouting is done by providing education to students through interesting, fun, and challenging activities, in accordance with the conditions, situations, and activities of students. In addition, the implementation of the Hizbul Wathon at SMP Muhammadiyah 4 Medan includes character values in its activities.

The strategies used by Hizbul Wathon coaches to internalize character values in students are as follows:

a) Opening activities.

The opening ceremony inserted Islamic character values, namely praying before carrying out activities. This is an instillation of the value of faith to students to always rely on their activities only on Allah. In addition, praying is also a servant's worship to Allah Swt.

b) Providing material for routine Hizbul Wathon activities.

Scouting activities in the form of providing material are carried out through several stages, namely good briefing, assistance in implementation, then reflection. Before giving tasks to students, Hizbul Wathon coaches always provide briefings or directions so that students can carry out tasks properly. Then the coach provides assistance related to the work done by students.

After that, the Hizbul Wathon coach asks students what lessons can be taken from the activities carried out. For example, in pioneering material. Before the learners were given the task to set up a three-legged pioneering, the Hizbul Wathon coach gave an example of making good and strong pioneering. The coach explains what knots are used and their respective functions. Then each team was given the opportunity to learn to make pioneering as exemplified by the coach. The coach provided assistance by spreading to each team. After that, the coach gave a challenge the students to make pioneering within five minutes.

Practicing each team competes to be able to complete the challenges given by the coach. After everything was done, the coach did a five-minute reflection on the characters learned from pioneering. These characteristics include cooperation, harmony, hard work, and discipline. The internalization of Islamic Religious Education values above is found in the reflection section, namely the inclusion of moral or character values in students. Cooperation, harmony, hard work, and discipline are characteristics that are in line with the Dasa Darma and Islamic values as previously explained

c) Closing activities

Closing activities are always carried out by internalizing Islamic character values, namely praying, so it can be concluded that the closing activities contain Islamic Religious Education values, namely belief, and worship. In addition, the Hizbul Wathon coach always gives advice or messages to students related to moral messages that must be applied by students in every act of life.

Implementing character education in schools is optimizing ISMUBA and Hizbul Wathon learning. The role of ISMUBA learning is very strategic in realizing student character building. In this case, ISMUBA is a means of transforming knowledge in religious aspects (cognitive aspects), as a means of transforming norms and moral values to form attitudes (affective aspects), which play a role in controlling behavior (psychomotor aspects) so as to create a complete character of the participants.

ISMUBA learning is expected to be able to produce humans who always strive to perfect faith and piety, and have a noble character, noble character includes ethics, character, or morals as a manifestation of education. Such humans are expected to be resilient in facing challenges, obstacles, and changes that arise in the association of society both locally, nationally, regionally, and globally.

However, character building is not only done by ISMUBA teachers and Hizbul Wathon coaches, but all elements must synergize to jointly create an atmosphere to shape the character of students. This includes the school principal whose role, in this case, is to provide good facilities, make policies, and conduct monitoring and evaluation.

The findings of this study support the findings of previous research related to the role of ISMUBA and Pamuka/Scouting including:

Research by Mulyono (2014) with the title *Implementation of Character Education in ISMUBA Subjects*. His research findings inform that the implementation of character education in Muhammadiyah schools in Salatiga has been running quite well. First, all teachers have equipped each of their learning curriculum tools with character values. The character values have been applied in every learning activity. In addition, there are many additional activities to support character learning in Muhammadiyah Salatiga schools. Secondly, Monitoring and Evaluation runs well through several channels, namely related Government Parties, School Institutions, Dikdasmen, and the Community (Mulyono, 2014).

Research by Handoko (2016) with the title *Improving Discipline Character in Learning Pancasila and Citizenship Education Through Scout Activities at Gudep Madrasah Aliyah Negeri Babakan Lebaksiu Tegal Regency in 2016/2017*. The findings of his research inform that scouting activities can improve Disciplinary Character by 82.30%, which is related to the formation and achievement of citizen competence through civic responsibility in Pancasila and Citizenship Education. The role of scouting as a form of non-formal education in an effort to improve student character. The development of the scout movement forms a human being with Pancasila and character (Handoko, 2016).

Research by Sihati et. al (2021) with the title *The Role of Hizbul Wathan Scouting in Character Building for Students with Barred Disabilities*. The findings of his research inform that Hizbul Wathan activities that can be applied to children with disabilities include camp activities, in camp activities can train the ability of children with disabilities to improve their ability to respond to social situations in the community, both emotions and actions. Marching activities, not only foster the character of discipline, this activity can certainly have a positive impact on people with disabilities, because the fastest way to improve blood circulation and concentration of the mind is to march. Basic Life Support training can foster the character of alertness and responsiveness. Basic First Aid activities, in this case, people with disabilities can learn to be dexterous and calm even in emergencies and foster positive emotions. The activity of reading the Qur'an will foster positive heart energy for a barreled person, with the permission of Allah SWT the Qur'an is able to grow the springs of faith and alleviate the heart from darkness to light and purify the conscience. The activity of singing with enthusiasm, so that it is very good for the heart management of a disabled person (Alfi Sihati, 2021).

## CONCLUSION

Based on the previous explanation, the following conclusions can be drawn:

1. The character values in ISMUBA learning implemented at SMP Muhammadiyah 4 Medan are honesty, care, politeness in communication and daily relationships, responsible, istiqomah and progress, true learners, and critical in taking 'ibrah. Furthermore, the character values in Hizbul Wathon scouting activities are piety to God Almighty, love of nature and human compassion, patriot and knight, obedient and like deliberation, willingness to help and steadfast, diligent, skillful and joyful, thrifty, careful and unpretentious, disciplined, brave and loyal, responsible and trusted and pure in thought, word, and deed.
2. The implementation strategy of student character building through ISMUBA learning at SMP Muhammadiyah 4 Medan begins with planning learning, then implementing learning and conducting assessments. In the learning process, exemplary methods, habituation, advice, and educational punishment are used. ISMUBA learning is carried out using image, video, and nature learning media. Activities are carried out by problem-solving. Furthermore, related to the implementation strategy of student character building through Hizbul Wathon scouting is carried out by providing education to students through interesting, fun, and challenging activities, in accordance with the conditions, situations, and activities of students by not eliminating the assertiveness of discipline enforcement in its implementation

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