

ABSTRAK

Penelitian ini bertujuan untuk : (1) mengetahui mengapa terdapat perbedaan dalam memahami kurikulum pengenalan tingkat purwa kepanduan Hizbul Wathan di SMP Muhammadiyah se Kulon Progo; (2) mengetahui implementasi manajemen kurikulum pengenalan tingkat purwa kepanduan Hizbul Wathan dalam membentuk karakter peserta didik SMP Muhammadiyah se Kulon Progo; (3) bagaimana efektifitas pembentukan karakter peserta didik pengenalan tingkat purwa kepanduan Hizbul Wathan di SMP Muhammadiyah se Kulon Progo yang berkaitan dengan karakter peserta didik.

Jenis penelitian yang penulis gunakan adalah penelitian deskriptif kualitatif. Lokasi penelitian adalah SMP Muhammadiyah se Kulon Progo di bawah naungan Pimpinan Daerah Muhammadiyah Kabupaten Kulon Progo. Teknik pengumpulan data, penulis menggunakan observasi, dokumentasi, wawancara/interview, dan triangulasi. Teknik analisis data menggunakan model interaktif menurut Miles dan Huberman yaitu reduksi data, model data/data display, penarikan/ verifikasi kesimpulan.

Kesimpulan penelitian: (1) Perbedaan dalam memahami kurikulum pengenalan tingkat Purwa kepanduan Hizbul Wathan di SMP Muhammadiyah se Kulon Progo disebabkan: a. Letak geografis masing-masing daerah sehingga kurikulum menyesuaikan dengan situasi dan kondisi daerah peserta didik. b. Ketidaktahuan kurikulum yang dipakai dalam kegiatan kepanduan Hizbul Wathan. c. Kurangnya sosialisasi dari kwartir pusat ke kwartir wilayah, kwartir daerah, kwartir cabang dan qobilah. d. Kurang aktifnya qobilah/pembina kepanduan Hizbul Wathan dalam mencari informasi tentang kurikulum. (2) Implementasi manajemen kurikulum pengenalan tingkat purwa kepanduan Hizbul Wathan dalam membentuk karakter peserta didik kelas tujuh SMP Muhammadiyah se Kulon Progo disusun berdasarkan penjabaran visi misi kepanduan Hizbul Wathan di sekolah masing-masing dan mengacu pada materi pendidikan karakter tanpa mengikuti kurikulum dari kwartir pusat. (3) Pembentukan karakter peserta didik pengenalan tingkat purwa kepanduan Hizbul Wathan di SMP Muhammadiyah se Kulon Progo berjalan efektif. Hasilnya peserta didik mampu merubah sikap/kepribadiannya menjadi baik. Tolak ukur keberhasilan pembentukan karakter yang tertulis dalam Kriteria Ketuntasan Minimal (KKM) untuk tahun pelajaran 2017/2018 semester genap adalah “memuaskan” maksudnya peserta didik pengenalan tingkat purwa di dalam ujian memperoleh nilai A, B, atau C walaupun nilai yang diperoleh tidak mengacu sepenuhnya pada syarat kenaikan tingkat pengenalan tingkat purwa.

Kata kunci : Pembentukan karakter, peserta didik, kepanduan Hizbul Wathan, Implementasi kurikulum.

**DEVELOPING STUDENTS CHARACTER THROUGH
HIZBUL WATHAN SCOUTING
(A STUDY ON THE CURRICULUM MANAGEMENT IMPLEMENTATION OF
HIZBUL WATHAN SCOUTING PENGENAL PURWA LEVELAT
MUHAMMADIYAH JUNIOR-HIGH SCHOOLS IN KULON PROGO)**

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Abstract

This research aims to: (1) find out why there are differences in understanding the curriculum of *pengenal purwa* level in *Hizbul Wathan* scouting at Muhammadiyah junior-high schools in Kulon Progo; (2) find out the curriculum management implementation of *pengenal purwa* level in *Hizbul Wathan* scouting in developing the character of students in Muhammadiyah junior-high schools in Kulon Progo; (3) the effectiveness of developing the character of students through *pengenal purwa* level in *Hizbul Wathan* scouting in Muhammadiyah junior-high schools in Kulon Progo related to students' character.

This is a descriptive qualitative research. The research location were Muhammadiyah junior-high schools in Kulon Progo under the Regional Board of Muhammadiyah in Kulon Progo Regency. The technique of data collection used were observation, documentation, interview, and triangulation. The technique of data analysis used was interactive model by Miles and Huberman, namely, data reduction, data display, and conclusion verification.

Research conclusions: (1) The differences in understanding the curriculum of *pengenal purwa* level in *Hizbul Wathan* scouting at Muhammadiyah junior-high schools in Kulon Progo are caused by: a. The geographical location of each place so that the curriculum need to be adjusted with the situation and condition of students' location, b. the unfamiliarity regarding the curriculum used in *Hizbul Wathan* scouting activities, c. the lack of socialization from central headquarter to the province, regional, branch and sub-branch quarters, d. the scouting supervisors (*qobilah*) are not active enough in searching for information regarding the curriculum. (2) the curriculum management implementation of *pengenal purwa* level in *Hizbul Wathan* scouting in developing the character of grade VII students in Muhammadiyah junior-high schools in Kulon Progo was constructed based on the description of *Hizbul Wathan* scouting's vision and mission in each school and referring to character development materials without following the curriculum from central headquarters. (3) the effectiveness of developing the character of students through *pengenal purwa* level in *Hizbul Wathan* scouting in Muhammadiyah junior-high schools in Kulon Progo can be seen from the students' ability in turning their attitude into good behavior. The benchmark of successfully developing students character which is written in the Minimum Passing Grade Criteria (KKM) for the even semester of 2017/ 2018 Academic Year is "satisfactory" which means that the students receive grades A, B, or C although these grades do not fully refer to the requirements of levelling up of *pengenal purwa* level.

Keywords: character development, students, *Hizbul Wathan* scouting, curriculum implementation