

**GROWING THE CHARACTER OF RESPONSIBILITY THROUGH EXTRA TAPAK SUCI PUTERA MUHAMMADIYAH AT MI MUHAMMADIYAH KARANGANYAR****Gesang Triwigati**

Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Received : 24-10-2021

Accepted : 21-12-2021

Published: 17-01- 2022

**Abstract**

This study aims to describe the character of responsibility through extra Tapak Suci Putera Muhammadiyah at MI Muhammadiyah Karanganyar. The character in this study is focused on the character of responsibility. Cultivating the character of responsibility starting from planning, implementation, to inhibiting factors and supporting factors for program implementation. The research was conducted at MI Muhammadiyah Karanganyar. This research uses descriptive qualitative research. Using direct observation data collection techniques, in-depth interviews and document studies using triangulation data validity tests, both triangulation of data sources and triangulation of data collection techniques. The data analysis technique uses the Miles Huberman interactive analysis model. The results of this study indicate that growing the character of responsibility through the Tapak Suci extracurricular begins with; (1) Prepare materials according to the level of students referring to the syllabus and materials of the Tapak Suci College. (2) Providing character education on the sidelines of the exercise according to the material provided. (3) Analyzing the character content of the Tapak Suci traditional ceremony. The implementation of character education begins with; (1) Arrange the rows of students before heading to the practice site. (2) conveying character content on the sidelines of the Tapak Suci practice. (3) assigning students who are at a higher level to be an example for students who are below their level. The inhibiting factors in growing the character of responsibility through the Tapak Suci extracurricular are; (1) limited human resources who can train Tapak Suci with character education content. (2) short extracurricular implementation time. The supporting factors are; (1) being taught by a Tapak Suci trainer with a Young Cadre level who understands the science of Tapak Suci and the values of the noble character of Pencak Silat. (2) support for good facilities and infrastructure.

**Keywords:** character, extracurricular, tapak suci**INTRODUCTION**

Law of the Republic of Indonesia No. 20 of 2003 which talks about the National Education System in Article 3 states that the function of National Education is to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life which aims to develop the potential of students so that they can become Humans who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

In his thesis, Noor Ajizah (2018) states that it can be seen based on the article above that the main function of education is to form the human person, where the educational process lasts a lifetime which can be carried out through the family environment, community environment, and school environment. Through education, every human being can have a better and more mature personality and abilities.

National character education, in fact, is a program that has long been launched starting from the era of the leadership of the first President of Indonesia which is

currently being discussed again, mainly in the world of education, due to the increasing number of bad behaviors carried out by the community and students where this is assessed by many as a moral decline where one of the moral values is an attitude of responsibility.

In his journal, Sutrimo Purnomo (2014) with the title "Character Education in Indonesia: Between Hope and Reality" explained that in 2010, the Indonesian government through President Susilo Bambang Yudhoyono re-established national character education with the declaration of the National Movement for National Character Development at the peak of the commemoration of Education Day. National.

Strengthening character education is also still a priority program by President Joko Widodo, that the revolution of the nation's character through the Nawa Cita program is strengthened through implementation by the Ministry of Education and Culture with the Strengthening Character Education movement which has been launched since 2016, (Kominfo.go.id)

Schools or Madrasas in the world of formal education have a demand to be able to provide and teach noble values or character to their students which is intended so that students not only gain knowledge from the cognitive aspect, but students also gain knowledge from the affective aspect and knowledge from the psychomotor aspect which is integrated in a balanced and sustainable manner related to attitude values with the principles of being efficient, effective and paying attention to the rights of students.

To be able to reduce as much as possible the problems that may arise in the future, character education is expected as an alternative solution which is expected to improve the mental attitude of students as responsible nation's successors, where anxiety about personality, moral, and responsibility attitudes owned by students allegedly arising from the inappropriate

application of education. Education is an alternative that is preventive in nature because education can build a new generation of a nation that is better in various aspects that can minimize and reduce the causes of various problems in the culture and character of the nation. Balitbang Puskur (2010), the values of cultural education and national character that need to be instilled in students include religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love homeland, appreciate achievements, communicative/friendly, love peace, love to read, care for the environment, care about social, and responsibility.

Tapak Suci Putera Muhammadiyah is one of the pencak silat colleges in Indonesia that conducts a pattern of character education training, including the character of responsibility. The opinion of Iba Alman (1995), one of the Indonesian pencak silat martial arts colleges, namely Tapak Suci Putera Muhammadiyah is a pencak silat college institution that has organizational provisions, seen from the procedures for traditional ceremonies, meanings and symbols, the pledge of members and the motto of the college which reads "With Faith and Morals I Become Strong, Without Faith and Morals I Become Weak" which implies that the teachings of Tapak Suci develop Islamic values that pay attention to aspects of character, one of which is responsibility.

The Unitary State of the Republic of Indonesia as a developing nation, especially in the field of education, is still trying to fix the unit-level curriculums in accordance with the values of the Pancasila character, this can be seen from the change in the curriculum which until now the government uses the 2013 curriculum. which is better known as kurtilas where there is a lot of talk about character education. According to Lickona in Muslich (2011), there are at least 3 components of good character, including knowledge about morals (moral knowing), feelings about morals (moral feeling), and

moral actions (moral action). Responsibility is a character value that enters into feelings of morality, which is a value that must be instilled in students.

Coaching and fostering an attitude of student responsibility is a major part of attention in providing education, where the coaching is not only the task of the teacher in the classroom but also the task of coaching outside of study hours through extracurricular activities. With the development of the educational curriculum that occurs, the role of fostering students becomes more strategic for fostering attitudes, talents, activities, personality and student achievements.

Research conducted by Penny Trianawati (2013), who conducted research at SMP Negeri 13 Semarang, showed that various kinds of responsibilities were instilled in students and the methods used in this regard were scouting extracurriculars. Muhid Bayan (2014) conducted a case study research at MA Muhammadiyah about instilling disciplined and responsible characters in extracurricular activities at Tapak Suci which showed that the cultivation of discipline had not been going well and the inculcation of responsibility was only done by the trainer giving examples of responsible actions to students.

Tapak Suci Putera Muhammadiyah is an important part of the extracurricular activities of Muhammadiyah madrasahs. With extracurricular, education can occur mainly in character building, one of which is the character of responsibility. Tapak Suci Putera Muhamamdiyah at MI Muhammadiyah Karanganyar is one of the favorite choices, every year more students choose to participate in this activity than other extracurricular activities. With a total of 1456 students at MI Muhammadiyah Karanganyar, various forms of student character attitudes can be used as material for observation, one of which is the character of responsibility.

This is what attracted the researchers to conduct a research entitled "Growing the Character of Responsibility Through Extra-

Tapak Suci Putera Muhammadiyah at MI Muhammadiyah Karanganyar" in order to find out how the character of responsibility is grown through the extracurricular Tapak Suci Putera Muhammadiyah at MI Muhammadiyah Karanganyar which is formulated in the following question:

- a. How to grow the character of responsibility through the extracurricular Tapak Suci Putera Muhammadiyah at MI Muhammadiyah Karanganyar?
- b. What are the extracurricular learning materials for Tapak Suci Putera Muhammadiyah in fostering the character of student responsibility at MI Muhammadiyah Karanganyar.
- c. What are the supporting factors and inhibiting factors in growing the character of responsibility through the extracurricular Tapak Suci Putera Muhammadiyah at MI Muhammadiyah Karanganyar?

In general, the objectives of this study based on the focus and formulation of the research questions above are,

- a. To describe how to develop the character of responsibility through the extra Tapak Suci Putera Muhammadiyah at MI Muhammadiyah Karanganyar empirically and objectively.
- b. To find out the extracurricular learning material for the Putera Muhammadiyah Tapak Suci at MI Muhammadiyah Karanganyar in developing the character of student responsibility.
- c. To describe the supporting factors and inhibiting factors for the implementation of education in developing the character of student responsibility through the Tapak Suci extracurricular at MI Muhammadiyah Karanganyar empirically and objectively

## **METHOD**

In this research, the type of research used by the researcher is descriptive qualitative research. The data sources for this study were the Tapak Suci trainer, the head of the madrasah, teachers, waka students, extra-karawitan instructors, and

student guardians. Then the place and event is at MI Muhammadiyah Karanganyar, Karanganyar District, Karanganyar Regency in extracurricular activities of karawitan. In addition, documents or archives. Data collection techniques used in this study were observation, in-depth interviews and documentation studies. Using the data validity test of data source triangulation. The data analysis technique used Miles Huberman's interactive analysis model.

## RESULTS AND DISCUSSION

The discussion of this research is about how the Tapak Suci extracurricular can be a way of delivering character education to students. In particular the character of responsibility. A martial arts extracurricular pencak silat that has high noble values. The discussion starts from the formulation of the first problem, namely how to grow the character of responsibility through the extracurricular Tapak Suci Putera Muhammadiyah at MI Muhammadiyah Karanganyar.

Planning in character education in extra Tapak Suci activities carried out by the trainer is to prepare material according to the level of students which refers to the syllabus and material for the Tapak Suci College where each level has different material that must be mastered by students, and in the implementation of the exercise there is a traditional ceremony. colleges that must be carried out properly and sincerely which contains the meaning of responsibility in it so that the implementation of the training is not carried out.

In a series of traditional ceremonies, praying at the Tapak Suci is carried out in a typical procedure of the Tapak Suci college which contains the character of a human being's responsibility to remember and worship his Lord. And the responsibility to get along with others.

This study complements the research conducted by Balyer Aydin (2012) in Turkey. In his research, structured extracurricular activities or called SEAs are

operational activities that move outside the formal school activities, where the program has a positive impact on formal programs in schools if carried out with the right planning structure. So this research strengthens research by Balyer Aydin (2012), that character education activities through extracurricular activities which are school programs must be carried out in a planned and structured manner.

This research also complements the research conducted previously by Atang Ghofar Mualim (2015). Which examines the formation of character through intra and extracurricular activities at Madrasah Tsanawiyah Negeri Jatianom Klaten, which discusses in more detail by only focusing on one type of extracurricular.

In accordance with the formulation of the second problem, which is related to the extracurricular learning materials of Tapak Suci Putera Muhamamdiyah at MI Muhammadiyah Karanganyar in fostering the character of student responsibility. Implementation is carried out starting before the exercise begins until the end of the exercise by forming an orderly and good line. In training students are grouped according to their level to get material according to the Tapak Suci college training education curriculum. Students who are advanced or senior are given the responsibility to be an example and accompany those who are still beginners. Meanwhile, students who are beginners are given the responsibility to pay attention and learn from those who are more advanced. In practice, students are able to show responsibility for their respective tasks.

The next implementation activity is the delivery of character education materials. The material was not delivered directly, but gradually on the sidelines of the Tapak Suci practice activities. The trainer delivers character education materials according to the material being studied. Sometimes he also conveys character education according to the conditions during the activity.

The next implementation is at the end of the Tapak Suci extracurricular activities. Students clean the practice area and take their personal belongings properly and in an orderly manner. What they do is not because of orders or appeals. They do it consciously of their responsibilities without needing to be ordered.

Regarding the implementation of character content learning activities, Apriliya Lidyasari (2013), said that the use of innovative learning strategies, one of which is the ELT strategy, can provide impressive and characterized learning for students. From this, it is known that this research is an input for this research related to learning strategies with character education content.

In addition, the implementation of character education for schools has also been described by W. Leal Filho (2018) in a study entitled *The role of transformation in learning and education for sustainability*. Schools need to transform to function as models of social justice and environmental care, and to foster sustainable learning, thereby cultivating strong characters in the future. So that this research is also a follow-up to the results of the research conducted by W. Leal Filho. Namely by growing the character of responsibility through extracurricular Tapak Suci at school.

Problems related to human resources, especially trainers, have been studied by Arya Dani Setyawan (2017). The study explained that it is not easy to find people with both pedagogical skills and skills. As in the previous explanation, this study found the fact that human resources, in this case competent trainers in the Tapak Suci field as well as having pedagogic abilities, were minimal or difficult to find.

Still related to human resources (HR). Research conducted in Turkey by Mehmet Ulger (2013) that attending and participating in training, as well as reading literacy about character education, provides a significant change in teacher competence in teaching in a more positive direction. So that this research has a solutive relationship,

namely providing solutions for improving teacher competence by participating in training and literacy activities.

The second inhibiting factor is the time of carrying out extracurricular activities in Tapak Suci, the time for training which is carried out on Saturdays and in extra hours which is only 2 hours where sometimes at the same time as major madrasa activities, extra activities are forced to be closed as an obstacle to the delivery of material and education for extracurricular activities in Tapak Suci.

The first supporting factor is being taught by a competent person in their field. The trainer is a Tapak Suci pencak silat trainer who has occupied the Young Cadre level so he understands very well the character values contained in the Tapak Suci training material.

The second supporting factor is the support or support from madrasas through the support of facilities and infrastructure for training or real practice. Research conducted by Fatur Rokhman (2013). That education carried out in schools is not only to make a child smart academically, but also to shape the attitudes, character, behavior, and leadership of the youth, so that they can reflect the national character of the Indonesian nation through education.

In terms of the benefits of real practice education, this research is in line with research conducted in Romania by Laura Nitu (2011) which explains that real practice learning such as art extracurricular activities provides experience and disciplined education that can motivate students in each learning process.

Based on the results of the study supported by interview transcript data, observation notes, and documentation, the implementation of character education at the Tapak Suci extracurricular has been able to grow the character of students who are responsible. This is because the various behaviors of Tapak Suci extracurricular students have reflected or fulfilled the indicators of responsibility according to the literature review. That is being responsible

for yourself, being responsible for others, and being responsible for the surrounding environment.

## CONCLUSION

Cultivating the character of responsibility through the Tapak Suci Putera Muhammadiyah extracurricular program at MI Muhammadiyah Karanganyar is carried out through planning steps, namely, the character of responsibility. The inhibiting factor for character education through the karawitan extracurricular program at MI Muhammadiyah Karanganyar is the lack of competent human resources in the field of pencak silat Tapak Suci as well as character education. The second inhibiting factor is the implementation time of the Tapak Suci extracurricular.

The supporting factor for this program is that it was first taught by a trainer who has occupied the Youth Cadre level. So that they understand the material, especially in the Putera Muhammadiyah Tapak Suci. The second supporting factor is the support of facilities and infrastructure for extracurricular Tapak Suci in order to improve achievement and character education at MI Muhammadiyah.

The implementation of growing the character of responsibility through the extracurricular Tapak Suci Putera Muhammadiyah at MI Muhammadiyah Karanganyar has been able to grow the character of children who are responsible. This is evidenced by the various behaviors of Tapak Suci extracurricular students who have reflected or fulfilled the indicators of responsibility according to the literature review.

## REFERENCES

- Abdelhak, A., Mohammed, T., Mohammed, R., Khalid, S., & Abderrahim, T. 2014. "Quality Management In Vocational Training : Evaluation Of A Specialized Institution In Ict". *Procedia - Social and Behavioral Sciences*. 191 ( 2015 ) 1928 – 1933.
- Ahmad, Lokman Mohd. Tahir. 2014. "School Operational Funding to Support School Activities". *International Journal of Evaluation and Research in Education (IJERE)* , Vol.3, No.1, March 2014, pp. 66-78.
- Balyer, A & Gunduz, Y. 2012. "Effects of Structured Extracurricular Facilities on Students' Academic and Social Development". *Procedia - Social and Behavioral Sciences*. 46 ( 2012 ) 4803 – 4807.
- Ferdiawan, E & Putra, Wira E. 2013. "ESQ Educational for Children Character Building Based on Phylosophy of Javaness in Indonesia". *Procedia - Social and Behavioral Sciences*. 106 ( 2013 ) 1096 – 1102.
- Hafid, Anwar. 2013. *Konsep Dasar Ilmu Pendidikan*. Bandung: C.V. Alfabeta.
- Kamus Besar Bahasa Indonesia. Jakarta : Balai Pustaka.
- Lidyasari, Aprilia T. 2013. "Developing PGSD students character through experience learning theory". *Procedia - Social and Behavioral Sciences*. 123 (2014) 189 – 195.
- Morgenthau, Hans J. 1991. *Politik Antar Bangsa Edisi Revisi Buku Pertama. Terjemahan A.M. Fatwan*. Jakarta: Yayasan Obor Indonesia.
- Purwanto. 2009. *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Belajar.
- Rokhman, F., Hum, M., Syaifudin, A., Yuliati. 2013. "Character Education For Golden Generation 2045 (National Character Building for Indonesian Golden Years)". *Procedia - Social and Behavioral Sciences*. 141 ( 2014 ) 1161 – 1165.
- Sutikno, Sobry. 2006. *Pendidikan Sekarang Dan Pendidikan Masa Depan*. N.T.B: NTp Press.
- Sutopo, HB. (2006). *Metode Penelitian Kualitatif*. Surakarta: UNS Press.
- Ülger, M., Yiğittir, S., & Ercan, O. 2013. "Secondary School Teachers' Beliefs On Character Education Competency". *Procedia - Social and Behavioral Sciences*. 131 ( 2014 ) 442 – 449.

