

Hizbul Wathan Uniform Policy as a Media for Instilling Discipline at Muhammadiyah Elementary School Kleco Kotagede Yogyakarta

Jenro Pandu Sijabat

Universitas Muhammadiyah Sorong, Indonesia
Jenropsijabatumsp@gmail.com

Article history

Received July 31, 2024

Revised October 24, 2024

Accepted November 21, 2024

Keywords:

Policy, Hizbul Wathan,
Discipline, Uniform

ABSTRACT

The Hizbul Wathan Scout Movement is a forum for effective character development in the school environment, which consists of Muhammadiyah cadres who are trained to carry out the preaching of ar maruf and nahi munkar. This article explains that there is an interesting policy at SD Muhammadiyah Kleco Kotagede Yogyakarta which may not be found in other schools, namely the Hizbul Wathan uniform policy of wearing full attributes from morning/entering school until leaving school/after the HW extracurricular is finished. This journal uses a type of qualitative research, namely this research uses a literature study method, namely research by reviewing various literature studies that are relevant to the research topic. Students are able to learn lessons about discipline, a sense of responsibility, and a sense of not complaining through small things. By getting used to these things, students will be more appreciative of all the rules that apply in the environment around them.

I. INTROUCTION

The Hizbul Wathan Scout Movement is a forum for effective character development in the school environment, which consists of Muhammadiyah cadres who are trained to carry out the preaching of amar maruf and nahi munkar, the aim is to prepare the sons and daughters of Muhammadiyah to become leaders of the nation, people and religion [1]. The character of discipline is an important thing to apply to education, especially through Hizbul Wathan Scouting, by teaching children discipline it will foster a sense of responsibility and a sense of wanting to be better than before, in this case the school is a place of learning for children because the school applies regulations-regulations that aim to train children in disciplined behavior.

There are several things that are the task of every educational institution, namely character education, various programs are formulated by schools to shape students' character, as is the case in research by Ravhi Pertiwi who examined the character development program at Lawanggintung 01 Public Elementary School, Bogor City, namely that character development is divided into several sections include Religious Development, Nationalism Development, Independence Development, Discipline Development, Reading Habits, Appreciation for Achievement and Concern for the Environment [2]. There is also research that discusses character education, namely research by Lili Suryani which discusses the Formation of Students' Islamic Character. This research explains that character cultivation goes through several stages, including Advice Development, Exemplary Development, and Formation through Habituation [3].

Schools, as formal educational institutions, must pay special attention to character education [4]. Because basic education is the first level of formal education that will determine the direction of developing students' potential, discipline is one of the character education that needs to be developed in elementary schools [5]. In elementary school, the process of developing independence goes beyond the boundaries of the classroom and includes extracurricular activities. Extracurricular activities that take place outside the classroom are also supportive. The final assignment is "non-formal learning activities: student-led programs and student coaching are examples of extracurricular activities carried out by school students outside of curriculum writing" [6].

There are many things that schools can implement as regulations and policies so that learning activities [7], not only run but also provide learning to children in obeying the rules, because even in society there are rules that must be obeyed. The rules in schools also vary, including: clothes must be tucked in, socks cover the calves, haircuts must be neat, women must wear the hijab, and so on. Based on findings from research by Dike Rosita through interviews and questionnaires distributed regarding compliance with school policies, especially wearing uniforms in accordance with these policies, students are not good at dressing appropriately because many continue to wear uniforms that do not comply with these policies, and many more continue to wear sandals to school. Teachers also punish students who fail to comply with policies, usually by reprimanding them for spontaneous actions [8].

The problems above have actually been implemented by scouting activities, both Scouts and Hizbul Wathan. If you look back, character building in students has long been implemented by scouting, even from the smallest things. This article is useful for providing an understanding that cultivating character does not have to formulate various grandiose things, in fact utilizing what is available, such as scouting activities at school, is sufficient if this is carried out optimally. Results of interviews conducted with the ICT subject teacher and Hizbul Wathan Scout trainer at SD Muhammadiyah Kleco Kotagede Yogyakarta, Mr. Hastoko Gusany, S.Kom. explained that there is an interesting policy at SD Muhammadiyah Kleco Kotagede Yogyakarta which may not be found in other schools, namely the policy of wearing the Hizbul Wathan uniform by wearing full attributes from morning/entering school until leaving school/after the HW extracurricular is finished. The policy of using complete attributes from this morning is a small thing but can foster discipline. The effectiveness of this policy in fostering children's discipline will be discussed in this mini research through the results of interviews.

II. METHODS

This journal uses a type of qualitative research, namely this research uses a literature study method, namely research by reviewing various literature studies that are relevant to the research topic by combining field research because it is based on collecting data directly at the research location, namely SD Muhammadiyah Kleco Kotagede Yogyakarta. This method focuses on understanding the context of meaning of the data collected [9].

This literature study method involves analyzing texts by collecting sources in the form of data analysis through books, articles and journals. In this research, the interview method was also used, namely asking questions directly to sources in their field. The purpose of using this method is to obtain direct sources regarding school policy, in this case the policy of wearing the Pandu Hizbul Wathan uniform from morning until after school in order to foster student discipline. The subjects of this research were students at Muhammadiyah Kleco Elementary School, Kotagede, Yogyakarta, through interviews with the teacher and trainer for the Hizbul Wathan Scout Extracurricular at Muhammadiyah Kleco Elementary School, Kotagede, Yogyakarta, namely Mr. Hastoko Gusany, S.Kom.

III. RESULTS

3.1. Hizbul Wathan Attribute Policy at SD Muhammadiyah Kleco Kotagede Yogyakarta

The Hizbul Wathan Scout Movement is a scouting organization in Indonesia that has existed for a long time. Initially, Kyai Haji Ahmad Dahlan founded Padvinders Muhammadiyah on December 20 1918. However, at the suggestion of H. Hadjid, the name Padvinders Muhammadiyah was changed to Hizbul Wathan in 1920 [10]. In its implementation, scouting activities such as Hizbul Wathan and Scouting become powerful tools for fostering student discipline. One of the advantages of scouting is that it makes students more self-disciplined and independent in their actions. If this can be adopted then the student's qualities will grow into honorable and astute leader [11].

In this case, the Hizbul Wathan Scout Movement is the main forum for developing student character. It is hoped that educational institutions can produce high quality graduates in order to build a generation of citizens who can promote the excellence and quality of their country's existence in the future. Modifications in education are needed to achieve the goals of education itself [12], therefore the need for policies to be made, policies are efforts to monitor established rules and regulations to ensure their proper and efficient implementation. Educational policies are needed to achieve the goals of education itself because the educational process naturally affects all educational institutions [13]. Character development is the task of all parties, especially educational institutions, in this case the madrasah ibtidaiyah level, which places great priority on developing students' moral character. This includes parents and the social context in which their children are raised [14]. Teachers have an obligation to raise awareness of themselves in order to shape the character of students [15].

In terms of character building in the school environment, there is a simple thing that becomes a benchmark, namely the use of uniforms, even students who do not wear complete uniforms will immediately be seen and labeled as less orderly students [16], therefore the use of Hizbul Wathan uniforms in elementary schools Muhammadiyah Kleco Kotagede Yogyakarta has different policies from Muhammadiyah schools in other places, said Mr. Hastoko Gusany, S.Kom. as coach of Hizbul Wathan in an interview, namely:

*"The use of complete attributes every Tuesday from the morning when you enter school until after school after the Hizbul Wathan Scouting extracurricular is finished, what is meant by complete attributes here is the use of scout skill marks and results, because the HW uniform is said to be complete and includes all the attached attributes. on that uniform."*¹

In contrast to other Muhammadiyah schools, when outside of extra hours or during Teaching and Learning Activities (KBM), the use of Hizbul Wathan uniforms is limited to wearing tops/shirts and bottoms or trousers or skirts, at Muhammadiyah Kleco Elementary School Kotagede Yogyakarta the use of hasdukes and other signs is used. As long as the students wear Hizbul Wathan clothes, this means that while wearing the Hizbul Wathan uniform, it includes hasduk and other signs, not just wearing HW clothes, therefore during Teaching and Learning Activities (KBM) students wear hasduk and other signs, with this it is hoped that students will have a sense of discipline and a sense of not complaining. With intensive habituation, students will have a disciplined character over time [17].

3.2. Goals and Targets of this Education Policy

Education Policy has a big role in the running of education, in formulating education policy, first, planners plan, then planners formulate policies, and finally, decision makers and the public are presented with the final product [18]. Education policy implementers will carry out the implementation of the policy when it has been decided [19]. Including the policy implemented at SD Muhammadiyah Kleco Kotagede Yogyakarta, namely the use of Hizbul Wathan attributes, will definitely have a positive impact on students, said Mr. Hastoko Gusany, S.Kom. as Hizbul Wathan trainer in an interview regarding the positive impact of this policy, namely:

*"This policy is implemented to foster a sense of pride in the uniforms worn by students, because with this sense of pride, students will be more confident in appearing in the uniforms they wear, this can also instill the spirit of a patriot with HW and Muhammadiyah in the students." learners. and also apply a sense of non-complaining to students, because some children "usually" complain about being hot, especially when wearing hasduk, but with habituation, students will get used to it and it will be formed"*²

This policy is implemented to foster a sense of discipline and a sense of non-complaint from students, according to Mr. Hastoko Gusany, by implementing a policy of use such as signs and hasduk from the beginning to the end of school activities is able to teach students to be responsible for what they use, as well as fostering a sense of discipline among students.

3.3. Mechanism and Socialization

The mechanism and socialization of this policy was carried out by all Hizbul Wathan trainers at SD Muhammadiyah Kleco Kotagede Yogyakarta, as stated by Mr. Hastoko Gusany, S.Kom, namely:

*"At the beginning, the socialization of this policy was carried out slowly and if the environment had been formed to implement this policy, if it had been formed then the seniors would indirectly socialize this to the juniors below them by exemplifying the use of good and correct attributes, so with that The lower level will imitate the older level that has been formed so that this policy pattern will work well by itself."*³

This cultural habituation is very important because society, in this case the school community, also contributes in shaping human character [20] starting from small things such as uniforms, so future formation will have the same power to influence other residents as a well-behaved environment [21].

3.4. Policy Implementation

Schools should provide an intelligent environment [16]. Therefore, this policy involves all Hizbul Wathan trainers as examples for students and all students at SD Muhammadiyah Kleco Kotagede Yogyakarta. In its formulation, the Hizbul Wathan trainers at SD Muhammadiyah Kleco Kotagede Yogyakarta also always model how to wear uniforms correctly to students. According to Mr Hastoko Gusany:

*"Training responsibility doesn't have to be grandiose, starting with small things such as wearing a complete uniform can also train students' sense of responsibility and familiarize themselves with the inherent rules."*⁴

This policy is classified as having been implemented well and according to the target, with indicators, in accordance with [22] in accordance with the purpose of the policy itself that the implementation of the policy must not only be centered on the actions of accountable bureaucratic units, but also align the implementation of the program with the goals that have been set [23] in this case it is proven that students have been orderly in carrying out the policy with the use of Hizbul

Wathan attributes in accordance with the rules and only Some students do not use the HW attribute in accordance with the rules implemented by the school due to several factors such as forgetting to bring the hasduk or attributes, missing, or forgetting to put it.

3.5. The Impact and Benefits of the Implementation of this Education Policy

A policy must provide minimal benefits and have a positive impact on students, namely that it can improve students' attitudes about time management, dress code compliance, and compliance with regulations. It can also foster a greater sense of appreciation and respect for peers, coaches, and teachers [24].

The impact and benefit of implementing this policy is to train students to always appear disciplined, not complain, and be proud of the uniform they wear and teach students to practice a sense of responsibility for themselves. This policy is indeed a different policy from Muhammadiyah schools, especially for the Hizbul Wathan scouting policy which is a characteristic of SD Muhammadiyah Kleco Kotagede Yogyakarta, but the policy that has been prepared and implemented needs to be evaluated [25]. Maybe other Muhammadiyah schools can implement the same thing, there needs to be follow-up action to implement this policy so that it can be extended to other Muhammadiyah schools.

IV. CONCLUSION

The conclusion of this research is that the implementation of the policy at SD Muhammadiyah Kleco Kotagede Yogyakarta, in this case the policy of wearing the Hizbul Wathan uniform using complete attributes from morning/entering school until leaving school/after the HW extracurricular is finished, has gone quite well, this activity is carried out using the attributes complete every Tuesday from the morning when you enter school until after school after the Hizbul Wathan Scouting extracurricular is finished.

Through this, SD Muhammadiyah Kleco Kotagede Yogyakarta shows that through Hizbul Wathan Scouting, students are able to learn about discipline, a sense of responsibility, and a sense of not complaining over small things. By getting used to this, students will be more appreciative of all the rules that are applied. in the surrounding environment

REFERENCES

- [1] M. Efendi, "Penerapan Pendidikan Karakter Melalui Program Gerakan Kepanduan Hizbul Wathan Pada Sekolah Dasar Muhammadiyah Vi Palembang," *Conciencia*, vol. 17, no. 1, pp. 27–39, 2018, doi: 10.19109/conciencia.v17i1.1581.
- [2] R. Pertiwi, Y. Suchyadi, . S., and R. Handayani, "Implementasi Program Pendidikan Karakter Di Sekolah Dasar Negeri Lawanggintung 01 Kota Bogor," *JPPGuseda | J. Pendidik. Pengajaran Guru Sekol. Dasar*, vol. 2, no. 1, pp. 41–46, 2019, doi: 10.33751/jppguseda.v2i1.994.
- [3] L. Suryani, K. Anwar, and A. Majir, "Pembentukan Karakter Islami Peserta Didik melalui Program Pembinaan Pribadi Islami," *JiIP - J. Ilm. Ilmu Pendidik.*, vol. 5, no. 4, pp. 1220–1226, 2022, doi: 10.54371/jiip.v5i4.549.
- [4] M. Shinta and S. Q. Ain, "Jurnal basicedu," vol. 5, no. 5, pp. 4045–4052, 2021.

- [5] I. Utami, A. M. Khansa, and E. Devianti, "Analisis Pembentukan Karakter Siswa di SDN Tangerang 15," *Fondatia*, vol. 4, no. 1, pp. 158–179, 2020, doi: 10.36088/fondatia.v4i1.466.
- [6] J. Pembangunan Masyarakat, H. Wathan Bagi Pendidikan Kemandirian Tingkat Sekolah Dasar Wiranthi Prastomo, M. Huliyah, M. Nasrudin, I. Kusumawati, and A. Aribowo, "J U R N a L N U a N S a K a D E M I K," vol. 4, no. 1, pp. 47–62, 2019.
- [7] S. Putriana, S. Oktarisma, and N. Gistituati, "Kebijakan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan," vol. 5, pp. 1274–1282, 2021.
- [8] D. Rosita, A. Sutisnawati, and D. A. Uswatun, "Pendidikan Karakter Nilai Disiplin Dan Tanggung Jawab Dalam Pembelajaran Tematik Di Sekolah Dasar," *J. Cakrawala Pendas*, vol. 8, no. 2, pp. 449–456, 2022, doi: 10.31949/jcp.v8i2.2274.
- [9] J. C. A Strauss, "Penelitian kualitatif," *Penelit. kualitatif*, pp. 157–165.
- [10] W. M. Putri, "Gerakan Hizbul Wathan Muhammadiyah Di Indonesia 1918-1961," no. November 1912, pp. 1–15, 2012.
- [11] N. G. R Rivaldo, "Pengaruh Kegiatan Pramuka Terhadap Sikap Disiplin Siswa SMA Negeri 1 Muaro Jambi," *J. Paramaedutama*, pp. 1–11, 2023, [Online]. Available: <https://nafatimahpustaka.org/jpe/article/view/332%0Ahttps://nafatimahpustaka.org/jpe/article/download/332/192>
- [12] Y. Mauly, "Implementasi Sistem Penjaminan Mutu Internal Dalam Meningkatkan Mutu Pendidikan Dasar," vol. 4, no. 2, pp. 229–244, 2019.
- [13] F. Setyawan, I. Fauzi, B. Fatwa, H. A. Zaini, and N. M. Jannah, "Analisis Kebijakan Pendidikan Full Day School di Indonesia," *J. Pendidik.*, vol. 30, no. 3, p. 369, 2021, doi: 10.32585/jp.v30i3.1632.
- [14] R. A. Juwantara, "Efektivitas Ekstrakurikuler Pramuka Dalam Menanamkan Karakter Jujur Disiplin Dan Bertanggung Jawab Pada Siswa Madrasah Ibtidaiyah Dalam Kehidupan Sehari-Hari, Siswa Yang Pintar Dalam Segi Kognitif (Pengetahuan) Namun Tidak Berkarakter, Berkepribadian ,," pp. 160–171, 2019, doi: 10.25273/pe.v9i2.4994.
- [15] M. Wally, "Peran Guru Dalam Pembentukan Karakter Siswa," *J. Stud. Islam*, vol. 10, no. 1, pp. 70–81, 2022, doi: 10.33477/jsi.v10i1.2237.
- [16] L. A. Nurdin, Jahada, "Kegiatan Ekstrakurikuler Pramuka Penggalang Di SDN," vol. 3, no. 2, pp. 679–689, 2023.
- [17] H. Gantini and E. Fauziati, "Penanaman Karakter Siswa Sekolah Dasar Melalui Pembiasaan Harian dalam Perspektif Behaviorisme," *J. Papeda J. Publ. Pendidik. Dasar*, vol. 3, no. 2, pp. 145–152, 2021, doi: 10.36232/jurnalpendidikdasar.v3i2.1195.
- [18] M. C. Muzaini and U. Salamah, "Pembentukan Karakter Siswa Melalui Pembelajaran Pendidikan Agama Islam di Sekolah Menengah Pertama," vol. 9439, pp. 82–99, 2023.
- [19] P. Indonesia, "Analisis Urgensi Proses Legitimasi dan Komunikasi Kebijakan," vol. 2, no. 2, pp. 67–77, 2022.
- [20] S. Sholeh and M. Maryati, "Peran Guru PAI Dalam Pembentukan Karakter Siswa," 2021.
- [21] S. H. Fikri, W. Raman, W. Rangga, and E. Laila, "Urgensi Pelaksanaan Pendidikan Karakter Yang Terintegrasi : Analisis Kebijakan Penguatan Pendidikan Karakter Pendahuluan," vol. 01, no. 01, pp. 45–56, 2023.
- [22] P. K. Siswa, P. K. Siswa, and G. P. Pendidikan, "Pembelajaran Inovatif dalam Pembentukan Karakter Siswa," vol. 4, no. 1, pp. 21–34, 2019.
- [23] E. P. Kholifah, F. Setiawan, and N. L. Fitri, "Implementasi Kebijakan Pendidikan," vol. 4, pp. 164–174.
- [24] L. Anhusadar, "Membentuk Karakter melalui Kegiatan Ekstrakurikuler Pramuka pada Anak Usia 6-8 Tahun," vol. 6, no. 2, pp. 952–959, 2022, doi: 10.31004/obsesi.v6i2.1603.
- [25] D. P. Riolo and D. Itterung, "Analisis Kebijakan Wajib Pramuka Terhadap Pengembangan Karakter Religius Peserta Didik Nurwana, Titin Dwiyantri, Mastang 3," no. 1.