

Formation Of Students' Independent Character Through Scouting Extracurricular Activities

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Abstract

Character education is essential for students, especially at the elementary madrasah level to create good morals. One of the essential characteristics to instill is an independent character, especially in the madrasah environment and society. Many extracurricular activities in schools in their implementation can improve the character of independence, one of which is the scouting extracurricular activity. In Law Number 12 of 2010 Article 1, scouting learning is the creation of character, life skills, and noble morals of scouts through the appreciation and experience of scouting values. The problems that are sought to be answered through this study are: a) What is the role of scouting extracurricular activities in the formation of independent character at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik?, b) What are the supporting factors during the process of forming independent character through scouting extracurricular activities at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik?, c) What are the inhibiting factors in the formation of the independent character of students through scouting extracurricular activities at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik? The methods used to initiate data in this study include interviews, observations, and documentation. The results of the study indicate that scouts do have a significant contribution to the formation of the independent character of children in elementary schools. Through the activities and values taught, such as routine training, jamborees, and camping, scouts help prepare a more independent, responsible, and ready to face various challenges of life. The supporting factors for the formation of independent character through scouting extracurricular activities at MI Roudlotul Muta'allimin Putat lor Menganti Gresik are adequate facilities and infrastructure, support from the school and support from parents and the inhibiting factors for the formation of independent character through scouting extracurricular activities are the different interests of students even though scouting extracurricular activities are mandatory and also the limited time for scouting activities at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik.

Keywords: Character Education, Independent Character, Social Character, Scouts

Abstrak

Pendidikan karakter sangat penting bagi peserta didik terutama pada tingkat madrasah ibtidaiyah untuk menciptakan akhlak yang baik. Salah satu karakter yang penting untuk ditanamkan ialah karakter mandiri, khususnya di lingkungan madrasah dan masyarakat. Banyak aktivitas ekstrakurikuler di sekolah pada penerapannya bisa meningkatkan karakter kemandirian salah satunya merupakan aktivitas ekstrakurikuler pramuka. Dalam Undang-Undang Nomer 12 Tahun 2010 pasal 1, pembelajaran kepramukaan merupakan pembuatan karakter, kecakapan hidup, serta akhlak mulia pramuka lewat penghayatan dan pengalaman nilai nilai kepramukaan.. Permasalahan yang ingin dicari jawabannya melalui penelitian ini

adalah: a) Bagaimana peran ekstrakurikuler pramuka dalam pembentukan karakter kemandirian di MI Roudlotul Muta'allimin Putat Lor Menganti Gresik?, b) Apa saja faktor pendukung selama proses pembentukan karakter kemandirian melalui kegiatan ekstrakurikuler pramuka di MI Roudlotul Muta'allimin Putat Lor Menganti Gresik?, c) Apa saja faktor penghambat pembentukan karakter kemandirian peserta didik melalui kegiatan ekstrakurikuler pramuka di MI Roudlotul Muta'allimin Putat Lor Menganti Gresik? Metode yang digunakan untuk mengawali data dalam penelitian ini antara lain, wawancara, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa pramuka memang memiliki kontribusi yang signifikan dalam pembentukan karakter kemandirian anak-anak di sekolah dasar. Melalui kegiatan dan nilai-nilai yang diajarkan, seperti Latihan rutin, jambore, berkemah, pramuka membantu mempersiapkan generasi muda yang lebih mandiri, bertanggung jawab, dan siap menghadapi berbagai tantangan kehidupan. Adapun faktor pendukung pembentukan karakter kemandirian melalui kegiatan ekstrakurikuler pramuka di MI Roudlotul Muta'allimin Putat lor Menganti Gresik adalah sarana dan prasarana yang memadai, dukungan dari pihak sekolah dan dukungan dari wali murid dan faktor penghambat pembentukan karakter kemandirian melalui kegiatan ekstrakurikuler pramuka adalah minat peserta didik yang berbeda-beda meskipun ekstrakurikuler pramuka itu diwajibkan dan juga keterbatasan waktu kegiatan pramuka di MI Roudlotul Muta'allimin Putat Lor Menganti Gresik.

Kata kunci: Pendidikan karakter, Karakter mandiri, karakter sosial, pramuka

Introduction

Character education is an interesting issue to discuss among learning practitioners at this time. This is influenced by assumptions that say that the world of learning has so far been constrained by absurd interests that prioritize intellectual intelligence, ideas, and reasoning. Although learning does create smart and clever people (Albarrán, 2015; Arif, 2018a), many of them lose honest, humble, and orderly behavior. As a result, appreciation of noble values, and conscience becomes shallow. The Ministry of National Education in Fadilah says that personality is the character, nature, morals, or character of a person that is created from the results of a combination of goodness that is believed and used as a guideline for the method of viewing, thinking, acting, and acting (Abdullah, 2019; Abdurrahman, 2016).

On the other hand, personality learning is learning that increases the values of the nation's personality in students, so that they have values and personality as their personality (Arif, 2018b), implementing these values in their lives. For Agus Wibowo in Fadilah, it is stated that character education is one of the steps of the position of the Learning Institution in fostering the nation's successors to behave well and politely according to the norms that apply in society so that it will produce the nation's successors who have a personality that has become a shared ideal so that the position of education for children is very important as a basis for self-development from an early age (Anderson & Ulfa, 2018; Fahrudin & Alfiyatin, 2024).

This is in line with what was stated by John W, in Fadilah that personality education is education that is tried directly to students to instill moral values and provide guidance to students to instill moral values regarding knowledge (Jesica Dwi Rahmayanti & Muhamad Arif, 2021). So it can be concluded from the comments above

that character education is an education that prioritizes moral values and politeness so that students will later become someone who has a personality in themselves. Independence is one of the important factors that must be present in a person because its role is to help achieve a goal in life, success, and get awards (Adha et al., 2019), in the sense independence needs to be instilled in children from an early age because independence affects the child's next life or the child's future life. Independence is one of the characteristics of maturity, an independent person has the will and expertise to try to meet the demands of his life's needs legally, normally, and responsibly, responsible here means that the child can be responsible for what options have been taken or determined and can be responsible for all the risks.

In the Big Indonesian Dictionary, independence is a condition of being able to stand alone; not dependent on others. The noun is independence which means a matter or condition of being able to stand alone without depending on others. Independence can be seen from three aspects, namely: emotional independence which proves that there is a change in emotional ties between people, independence of behavior to make decisions without being carried away by others and being able to be responsible for those decisions, independence in interpreting the principles of right and wrong. For Santrock

Muhammad Sobri said, independence is related to controlling oneself and being free. In line with the comments above (Sobri, 2021), Bashri commented in Muhammad Sobri, that independence is a person's condition in his life who can decide or do something without being encouraged by others. Many extracurricular activities in schools in their implementation can increase student participation, one of which is the scouting extracurricular activity. Scouting extracurricular activities not only share knowledge and skills, but scouting also aims to form individuals who always instill values (Krais, 2019), including moral values, character, ethics, aesthetics, and personality, so that they become useful people for themselves, citizens, nations, countries, and religions. Understanding the Scout Movement According to the father of world scouts Robert Stephenson Smyth Powell Lord Baden Powell or what we often know as Baden Powell's words "Scouting" is that scouting is not a science that must be studied diligently, nor is it a collection of teachings and manuscripts from a book (Muecke, 1980).

Basically extracurricular scouting activities have succeeded in forming independent characters in students (Pryke, 1998), namely with the result that students have an attitude of not depending on others, being self-confident, solution-oriented, and being able to make decisions and be responsible for themselves through various activities in the scouting extracurricular. Based on the results of an interview with Faros, the Scoutmaster of MI Roudlotul Muta'allimin, the researcher obtained information about whether scouting activities can successfully instill independent character values gradually. Through various planned activities, for example, regular training activities carried out every week for approximately 2 hours, precisely on Saturdays at 10.00-12.00 WIB, camping activities that are regularly held at the gudep base every year, Level Competitions at various levels and Jamborees.

Method

This study uses a qualitative method, which aims to understand and describe the facts being studied broadly, deeply, and in detail about the formation of students' independent character through scouting extracurricular activities (Creswell, 2011) at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik. In this study, the researcher used a case study approach. This research was conducted for approximately 3 months, starting from March 26, 2024 - May 23, 2024. The types of data used in this study are primary data and secondary data. In collecting and obtaining data, the researcher used observation, interview, and documentation techniques. To analyze the data that has been obtained, the researcher used data analysis techniques from Miles and Huberman. The analysis process is carried out by reducing data, presenting data that has been reduced making conclusions, and verifying data (Miles et al., 2014). In testing the validity of the data, the researcher used data triangulation. The data triangulation used by the researcher is source, time, and technique triangulation.

Result and Discussion

In this section, the researcher presents the data that has been collected from the research location through observation, interviews and documentation. Related to the research topic conducted, namely To describe the role of scouting extracurricular activities in the formation of independent character at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik, To find out what are the obstacles in the formation of independent character at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik, To find out the results of the formation of independent character of students through scouting extracurricular activities at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik.

Formation of Independent Character

The extracurricular agenda of scouts in instilling character values in MI Roudlotul Muta'allimin Putat Lor Menganti Gresik students is very large, here it is also reinforced in Law number 12 of 2010 article 1 that "the formation of personality, life skills, and noble character of scouts through the appreciation and experience of scouting values". The implementation of scout activities at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik is very good, in routine activities once a week, namely Saturdays and several series of activities carried out based on the values of the ten dharma of scouts and trisatya. This is as expressed by the principal of the MI Roudlotul Muta'allimin Putat Lor Menganti Gresik scout school, namely: "For the implementation of extracurricular activities, it is carried out on Saturdays at 11.00-13.00, extracurricular scout activities at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik are mandatory for all students. Many activities in this scout are oriented towards the formation of student character.

The extracurricular scout activities include activities that support them well. Activities carried out are guided by the ten dharma of scouts, namely, piety to God Almighty, love of nature and compassion for fellow human beings, polite and chivalrous

patriots, obedient and like to deliberate, willing to help, and steadfast, diligent, skilled and happy, thrifty, careful and modest, disciplined, brave and loyal, responsible and trustworthy and pure in thought, word, and deed. The ten dharma of scouts guidelines are applied as a shaper of students' morals, morals, and character.



Figure 1: Students routinely practice rope tying.

This is by the results of interviews conducted by researchers, including with Scoutmaster Mr. Faros "I have been here for one year as a Scoutmaster at this madrasah. I feel that I can practice my scouting knowledge at this madrasah. Students here actively participate in extracurricular scouting activities. They get used to lining up neatly, cooking for themselves when camping, managing their time well when I give assignments, and get used to managing scouting equipment well through scouting activities such as camping, routine training and so on". The same thing was also expressed by the guardian, Mrs. Rofiatun, "I support my child joining scouts. This activity teaches them how to be more independent and responsible. They learn how to manage time, complete assignments, and make their own decisions. My child gets a lot of practical experience from scouts, such as how to survive in nature, cook, and get to know the environment. This experience is very valuable and cannot be obtained from books or school alone." Also reinforced by the statement of a student named Nida "That's it, sis, I like scouting because there are many fun activities that are not boring at all. I can cook for myself when camping, and eating the food I cook myself is very fun even though some of it is burnt, I also really enjoy meeting lots of friends and sleeping in a tent when there are camping activities". So it can be concluded that extracurricular scouting activities can shape the character of student independence through activities such as camping, routine training, and so on because these activities are activities that shape the character of independence.

Supporting Factors

In running an education program, it is certainly inseparable from the existence of supporting factors. Supporting factors are factors that influence success and exemplary behavior that support and make activities successful. So that these activities can run

effectively and by the objectives of the activity. These factors come from the surrounding environment or the individual. The school strongly supports scouting activities, one of which is that the facilities or tools needed for scouting activities are already complete. No exception is also in the formation of the independent character of students with extracurricular scouting activities. The supporting factors from the principal in various activities carried out in extracurricular scouting, such as facilities and infrastructure, adequate facilities in routine activities, or other activities. Researchers interviewed sources related to supporting factors for the formation of independent character at MI Roudlotul Muta'allimin Putat lor Menganti Gresik, including Mr. Mukhlisin as the head of the madrasah "At MI Roudlotul Muta'allimin Putat lor Menganti Gresik, the facilities, and infrastructure for school activities are very adequate, both extracurricular and extracurricular activities, for scouting activities here we have a special place for scouting rooms and there is complete scouting equipment such as tents, ropes, sticks and so on. This complete equipment will have an impact on scouting activities here so that later an independent character can be formed in children (Althof, 2013; Sulastri, 2019), and the parents of students fully support their children to be active in scouting, because their parents see that their children can learn independently through scouting activities ".

The same thing was also expressed by the guardian, Mrs. Rofiatun, "I support my child joining scouts at this madrasah because, with adequate facilities, they can learn many things more effectively (Abdillah, 2023; Arif, 2024). For example, with a good meeting room, complete camping equipment, and a safe training ground, children can practice various skills better. Hopefully, with adequate facilities, my child will have an independent and never-give-up spirit". And also reinforced by the statement from a student named Nida "I support my child joining scouts at this madrasah because with adequate facilities, they can learn many things more effectively. For example, with a good meeting room, complete camping equipment, and a safe training ground, children can practice various skills better. Hopefully, with adequate facilities, my child will have an independent and never-give-up spirit. From the interview statement above, it is concluded that the supporting factors for the formation of independent character through scouting extracurricular activities at MI Roudlotul Muta'allimin Putat lor Menganti Gresik are adequate facilities and infrastructure, support from the school, and support from guardians.

Inhibiting Factors

In running a program, an activity is certainly inseparable from what is called an inhibiting factor, an inhibiting factor is a factor that inhibits a goal that is to be achieved. Researchers interviewed several sources related to inhibiting factors in the formation of independence through scouting extracurricular activities, including Mr. Mukhlisin as the head of the madrasah, he said "For the inhibitors of the formation of independent character here, it comes from the students, each student must have different interests in each extracurricular activity even though scouting extracurricular activities are

mandatory at school, if students are not interested from the start, the formation of independent character will run less than optimally, then the next inhibiting factor is the lack of opportunities to practice scouting, scouting here is only carried out on Saturdays, sir, on Saturdays there are also sometimes holidays or school activities that require scouting extracurricular activities to be closed ". The same thing was also expressed by the Scoutmaster, Faros, "As a Scoutmaster here, I feel that there are obstacles when I coach here, one of which is because the interests of the students are different, even though scouting here is extra mandatory, making the formation of independent character here less than optimal and also the lack of time for Scout practice here which is only once a week and sometimes closed because there are school activities and so on". And reinforced by the student herself named Nida "That's when the scout schedule on Saturday is often closed because there is a school meeting agenda and so on, so sometimes it's always closed, usually my friends invite me when there are activities not to join scouts because they are not interested, but because I like scouts, I ignore the invitation". From the results of the observations and interviews above, it can be concluded that the obstacles to the process of forming independent character are the interests of students and the lack of time or opportunity to practice scout activities.

Discussion

From the results of observations, interviews, and documentation conducted by researchers, scout extracurricular activities have formed an independent character at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik through weekly routine training, camping, and jamboree activities. Similar to the research conducted by Moreno et al, explained the same thing, namely that scout extracurricular activities form an independent character through routine training, camping, and jamboree activities (Moreno-Luzón, 2020; Ramadhani et al., 2019).

For supporting factors From the results of observations, interviews, and documentation conducted by researchers at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik, the supporting factors for the formation of an independent character through scout extracurricular activities are very adequate facilities and infrastructure, so that all scout extracurricular activities run effectively, and support from parents also makes the formation of an independent character through scout extracurricular activities run smoothly. Similarly, the research conducted by Adawiyah et al explained the same thing that the supporting factors for the formation of independent character through extracurricular activities are very adequate facilities and infrastructure so that all scouting extracurricular activities run effectively (Adawiyah & Pramuka, 2017; Fatmawati, 2018; Siddik, 2020), and support from parents also makes the formation of independent character through scouting extracurricular activities run smoothly.

Meanwhile, for inhibiting factors From the results of observations, interviews, and documentation conducted by researchers at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik, that the inhibiting factors for the formation of independent character through scouting extracurricular activities are the different interests of students even

though scouting extracurricular activities are mandatory and also the limited time for scouting activities (Arif et al., 2021; Fatmawati, 2018) at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik. Similarly, the research conducted by Priyoutomo et al explained the same thing that the inhibiting factors for the formation of independent character through extracurricular activities are from the students themselves, the interests of the students vary even though scouting extracurricular activities are mandatory (Priyoutomo et al., 2016; Siddik, 2020).

Conclusion

From the results of interviews with various parties, it can be concluded that scouts do have a significant contribution to the formation of the character of children's independence in elementary schools. Through the activities and values taught, such as routine training, jamborees, and camping, scouts help prepare a younger generation that is more independent, responsible, and ready to face various challenges in life. Supporting factors for the formation of independent character through scouting extracurricular activities at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik, From the results of interviews, observations concluded that the supporting factors for the formation of independent character through scouting extracurricular activities at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik are adequate facilities and infrastructure, support from the school and support from parents. While the inhibiting factors for the formation of independent character through scouting extracurricular activities at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik From the results of observations, interviews, and documentation conducted by researchers at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik, that the inhibiting factors for the formation of independent character through scouting extracurricular activities are the different interests of students even though scouting extracurricular activities are mandatory and also the limited time for scouting activities at MI Roudlotul Muta'allimin Putat Lor Menganti Gresik.

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