



## ANALYSIS OF INDONESIAN NATIONAL IDENTITY (Post Changes in Mandatory Scout Extracurricular Policy)

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**ABSTRACT.** National identity is a characteristic of a country that must be taught to the next generation of the nation so that they understand it and are able to realize education that is oriented towards national education goals. Learning about national identity can be realized through extracurricular activities. One of the extracurricular activities in schools and colleges is scouting. This makes the role of extracurricular scouting education important. Initially, extracurricular scouting was a mandatory activity, but over time there was a government policy that changed extracurricular scouting to only be an option. So the purpose of this writing is to analyze changes in extracurricular scouting regulations for Indonesian national identity. The type of research is a qualitative approach with a literature review method that analyzes changes in extracurricular scouting regulations for Indonesian national identity education. The results of this study are that even though the regulations on extracurricular scouting activities have been changed, the material in scouting activities is still continuous with the material on the nation's national identity. There are still many differences of opinion regarding the changes to the scouting extracurricular activities, of course this is something that is worth discussing by the rule makers.

**Keywords:** extracurricular, national identity, scouts

## INTRODUCTION

The values and characteristics of a society or country can be reflected in the identity of the nation. National identity is a characteristic that must distinguish a social group, or even a nation, from other groups (Winarno, 2016). National identity is even considered a character that is inherent in the nation. The national identity of a country is very important for several reasons. First, so that other nations are aware of Indonesia. Second, the national identity of a country or nation is very important for its continuity and existence so that it can continue to exist. Third, Indonesia's national identity greatly determines the authority of the nation and state (Wardani, et al., 2023). The national identity of the Indonesian nation is then given at the elementary and secondary education levels so that the next generation of the nation understands this and is able to realize training that is oriented towards national teaching goals. According to Law No. 20 of 2003 Article 1 Paragraph 1, teaching contains creating a good search for knowledge through learning procedures, so that students can actively grow their capacity. This includes aspects of spirituality, personality control, intellectual intelligence,

character, and the capacity needed for life in society, nation, and state. National education must be in accordance with Pancasila and the 1945 Constitution which prioritizes the manners of belief and Indonesian culture. Education also needs to be oriented towards the development of the times. Therefore, every student has the right to receive services according to their talents, interests, and membership (Article 12). According to this regulation, a forum that can be used to support the teaching of the nation's role with extracurricular activities.

Extracurricular events and activities aim to support the development of students according to their needs, potential, talents and interests, through activities specifically planned by students and/or competent lecturers, which are by the school (Wiyani, 2013). One of the extracurricular programs in schools is scouting. The methods used in scouting involve interaction between students, learning through group activities, cooperation, and interesting and challenging competitions (Kahono, et al., 2010). The purpose of scouting activities is to shape personality, good morals, increase the spirit of love for the homeland, and defend the country in young people (Bahtiar, 2018).

Scouting extracurricular activities have changed from being mandatory to being optional. This is due to the emergence of Permendikbudristek No. 12 of 2024 which regulates curriculum guidelines for early childhood learning, elementary education levels, and secondary education levels. In the regulation in CHAPTER III of the appendix on curriculum development, it is explained that the principle of extracurricular development must be optional. This means that all extracurricular activities must not be mandatory and must be optional, including scouting activities. Changes to this extracurricular policy certainly give rise to something new, especially for education and teaching of the national identity of the Indonesian nation. This study will focus on the role and extracurricular programs of scouting in order to form a national identity that is very important for the next generation of the nation. This is because a country will be destroyed if ten phenomena are found. The first sign is the increasing number of cases of juvenile violence. The second sign is making dishonesty a culture. The third sign is making an exaggerated attitude towards certain groups. The fourth sign is not respecting parents and teachers. The fifth sign is the increasingly unclear difference between right and wrong. The next sign is the sixth about the use of bad language. The seventh sign is the behavior of carrying oneself such as the consumption of drugs, alcohol, and a free lifestyle that is increasing. The eighth sign is the absence of responsibility as an individual and citizen. The ninth sign is the decline in work enthusiasm. The last sign or what is meant is mutual suspicion and compassion for each other. (Lickona, 1992). Based on this basis, the formulation of the problem in writing this scientific paper is "Does the policy of changing the extracurricular scouting regulations from mandatory to optional affect Indonesia's national identity?" and the purpose of this writing is to analyze the changes in the extracurricular scouting regulations for Indonesia's national identity.

## METHOD

This scientific writing uses a qualitative strategy and uses a literature review process that analyzes changes in the regulations of scouting extracurricular activities for Indonesian national identity education. The literature review used to study the regulations of laws as many as 2 documents, ministerial regulations as many as 2 documents, international books as many as 5 documents, national books as many as 12 documents, international journal articles as many as 26 documents, national journal articles as many as 4 documents, international archives as many as 2 documents, and national archives as many as 13 documents. The references used as study materials

are related to National Identity and Scouting extracurricular activities. The data sources in this study are divided into primary and secondary data sources. Primary data sources are obtained from laws, ministerial regulations, international journals and national journals so that the results of the study are holistic and representative. The origin of the information is in books and archives of relevant documents according to the subject matter. Data analysis techniques are carried out through several stages, namely data reduction, data presentation, and data verification (Miles, et al., 2014). It is hoped that this study can contribute to analyzing national identity after changes in the regulations of scouting extracurricular activities, both in theoretical and practical terms.

## RESULT AND DISCUSSION

### *National Identity*

Identity in the most general sense includes all characteristics of an individual (Dalbay, 2018). National identity refers to a person's feelings for their homeland and having a positive relationship between the two (Carey, 2002), therefore national identity will always be attached and will be carried by the person wherever they are (Pires & Stanton, 2005). The identity carried will make the person form a certain ethnicity or group because of similarities in religion, language, history, and culture or other similarities (Khan, et al., 2020). The process of forming this ethnicity will result in acculturation (Güvenli & Bhatti, 2024). Acculturation is very important because national identity is cultural values that develop in various aspects of life with characteristics that distinguish it from other nations (Monteiro, 2015: 27).

National identity always comes from a long history of a nation (Eryaman, 2023), this is because national identity comes from the shared values of a nation's beliefs (Billah, et al., 2023). National identity is a strong foundation in building and maintaining a country, this is because national identity has several characteristics related to a country. First, place of residence. Place of residence shows the area of origin of the person's residence. Second, memories. People will feel one fate if they have a shared history. Third, culture. The same culture will be easier to understand each other. Fourth, legal rights and obligations. People will not feel differentiated if their rights and obligations are the same. Fifth, the same economy. People will be easily recognized by the economy of the country they come from. (Smith, 2014). In addition, another important factor in national identity is the national language.

The benefits of learning national identity are to increase the understanding of the youth generation about the essence of national identity to achieve the direction of the country in a time of renewal and the growth of more developed information and communication technology, especially when entering the future (Zulfa & Najicha, 2022). These benefits are obtained through the education system. The education system plays an important role in spreading national identity among the population of a country (Delgado, 2023). One way to do this is through learning in schools and universities with textbooks (Köroğlu & Elban, 2020). Through national identity, it will shape the character and attitudes of students and students. (Levesque & Croteau, 2020). This will make the younger generation aware of ownership of the country so that they are able to maintain the integrity of the nation. The results of the explanation of national identity can be concluded that it is important to teach this material to students at school or college level, because students are the next generation who will be responsible for maintaining this country.

### ***Extracurricular Activities***

Extracurricular activities are activities outside the curriculum such as leadership training and student coaching (Fatira, et al., 2021). Extracurricular activities are learning that is formed for the good of students who are able to build their capacity, abilities, desires, identity, cooperation, and freedom with guidance from educational units. This activity is different from intracurricular and co-curricular activities. (Permedikbud Number 62 of 2014 Attachment CHAPTER III). The implementation of extracurricular activities is a form of intervention in student self-development programs in schools, either as part of the curriculum, as parallel activities or after-school activities (Villaseñor, 2014). Extracurricular activities are usually divided into 6 different categories, namely general extracurricular activities, sports, work and vocational, performing arts, prosocial activities, and community-based activities (Siegmann, 2015).

Extracurricular activities hold benefits in the overall development of students and long-term mechanisms that are very important for educational efficiency (Sun, 2022). Educational efficiency in extracurricular activities can be said to be a means of developing human resources for students' future needs (Shilviana & Hamami, 2020), although the needs are different, the main purpose of extracurricular activities is to contribute to the development of students' cognitive, emotional, and psychomotor skills (Jalil, 2018). This is because scouting extracurricular activities have a series of

certain opportunities in the formation of student morals (Sadykova, et al., 2018). The formation of good student morals produces better learning outcomes than other students who do not participate in extracurricular activities (Metsäpelto & Pulkkinen, 2014). Finally, good learning outcomes can increase positive perceptions towards parents and peers (Majee & Anakwe, 2020).

Extracurricular activities can also be used as a method of preventing technology and internet addiction for students because time is spent on other activities (Pol & Prakash, 2023). Other benefits of extracurricular activities are, first, exploring interests, developing potential, and providing opportunities for each student. The second benefit is to elaborate social competence and a sense of obligation and duty in students. The third benefit is a recreation program that aims to create a relaxed, pleasant, and satisfying atmosphere for students in supporting their self-development. The last benefit is preparation for future work for students. (Ministry of Education and Culture, 2016). With the great benefits of extracurricular activities, every school should strive to encourage and design the right steps for students involved in extracurricular activities (Munadi & Khuriyah, 2023). So that educators are also able to develop and have special skills outside the classroom (Salah & Houichi, 2023).

Extracurricular activities are beneficial not only for students. Involvement in extracurricular activities has been associated with several positive outcomes for students in college (Guilmette, et al., 2019). Student engagement is associated with higher measures of interpersonal competence such as teamwork, decision-making, and conflict resolution (Kholiavko, et al., 2020). Good communication skills are also obtained by students who participate in extracurricular activities (Alnaeem, 2021). This is clearly able to make students gain attitudes and traits as a leader (Kim & Elizabeth 2022). Although it has many advantages, extracurricular activities also have negative impacts such as excessive scheduling of extracurricular activities can result in poor adjustment, higher stress, and less time spent with family (Heaslip, et al., 2021). Based on the explanation of extracurricular activities, it can be understood that even though they have disadvantages, the benefits obtained are greater if you participate in extracurricular activities both at school and in college.

### ***Scout Activities***

The scouting movement is a movement that aims to foster the younger generation in physical, mental, and spiritual development, so that they can play a constructive role in society, with an emphasis on

outdoor activities and dexterity in maintaining life (Mislia, et al., 2016). Mastery of these skills is adjusted to several things, namely the age of the scout members, the length of time the scout members have participated in scouting activities, and the quality of the scout leaders in providing materials about scouting (Anton, 2014).

Scouting skills can be divided into five. The first skill is spiritual, namely the ability to shape students' attitudes and behavior. The second skill is emotional, namely the ability to manage feelings and emotions. The third skill is social, namely the ability to interact with others. The fourth skill is intellectual, namely a student's intelligence skills. The last and fifth skill is physical, which is important for students to face physical challenges (Mislia, et al., 2016). Students who participate in scouting activities will be very different from those who do not participate in scouting (Nugraha, et al., 2020)

Scouting activities are very important in shaping the character and attitude of students (Prianto, 2016). Good character will foster a strong mentality (Larson, 2000). There are several factors that play a role and support the effectiveness of the implementation of character education, namely students, scoutmaster competence, teacher support, facilities and infrastructure, funding, parental support, and the role of the mentor (Ministry of National Education, 2011). Individuals who participate in scouting activities will have noble character, for example respecting others, liking to help others, and being polite in ethics (Kwartir Nasional, 2007). There are many forms of activities in scouting, one of which is social service activities (Kenanga, 2014).

Seeing the benefits of the scouting movement is very good for the development of the younger generation, therefore it is natural for scouts to enter universities (Wählin, 2003). This is because universities play a dual role, namely as producers of scout leaders and role models for scouting organizations (Wekke, 2018). There are many textbooks used in universities that are in accordance with the concept of the scouting movement (Díaz, et al., 2024). One example of a textbook in a university teaches about believing in God, caring about the homeland, caring about individuals and obeying applicable rules (Meilinda, et al., 2024). Based on the explanation of scouting activities, it can be concluded that the scouting movement teaches many things that are useful for the younger generation.

### ***National Identity in Scouting Extracurricular Activities***

The existence of extracurricular scouting activities apparently has a strong foundation and reason. This is written in Law Number 12 of 2010

concerning the Scout Movement. Scouting education is a type of non-formal education that aims to develop self-potential and strengthen morals, self-control, and life skills. The goal is to create a young generation who are ready to become future leaders who can inherit the struggle of the nation and state (General explanation). Teaching scouting activities also symbolizes a form of system in training behavior and self-quality as well as noble character through the instillation and implementation of scouting culture (Article 1 paragraph 4). The scouting values taught include religious character and belief in God, commendable civility, a fighter, loyal to the law, independent, respecting the high foundations of the state, and having basic skills as a candidate for the successor to the state to care for and devote themselves to the Unitary State of the Republic of Indonesia, practicing Pancasila, and developing the environment (Article 4), this is in accordance with the contents of the 10 dharma that must be possessed by a scout (Article 6 paragraph 2). The first obligation is to have obedience to the Almighty. The second dharma is to care about the environment and care for fellow human beings. The third responsibility is to be a polite nationalist and have a knightly soul. The fourth dharma is to be obedient and like to discuss. The fifth dharma is that the person sincerely helps and remains steadfast. The sixth role is to have a serious, capable, and cheerful attitude. The seventh dharma is to be thrifty, careful, and simple. The eighth attitude is to be orderly, steadfast, and loyal. The ninth dharma is a human being who is able to hold a mandate and is consistent. The tenth dharma is to keep thoughts, words, and actions pure (Article 6 paragraph 5).

Seeing the substance of scouting activities that are very good for the younger generation, the Regulation of the Minister of Education and Culture No. 62 of 2014 concerning extracurricular activities in elementary and secondary schools was issued. Extracurricular activities are divided into 2 choices, namely mandatory and alternative (Article 3 Paragraph 1). Mandatory extracurricular activities are activities that must be held by schools and carried out by all students (Article 3 Paragraph 2). Based on this regulation, scouting activities were also chosen as mandatory extracurricular activities (Article 3 Paragraph 3). Based on these two regulations, it can be concluded that extracurricular scouting education as a mandatory choice is very appropriate for building national identity values. This is because scouting values are continuous with the material of the national identity of the Indonesian nation written in the 1945 Constitution, Article 35-36 C. namely the first national identity is Indonesian as the official language of Indonesia. The second national identity is red and white as the national flag. The third

national identity is Indonesia Raya, a kind of national anthem. The fourth national identity is the Garuda Pancasila bird, a kind of symbol of the Indonesian state. The fifth national identity is Pancasila as the basic philosophy of the state. The sixth national identity is the 1945 Constitution as the basis of the state (Wardani, et al., 2023).

### ***Changes to Mandatory Scout Extracurricular Activities***

The Ministry of Education, Culture, Research, and Technology has issued regulation No. 12 of 2024 concerning the curriculum for early childhood education to secondary levels. In this regulation, the Scouting extracurricular is said to be no longer mandatory (Rosa, 2024). The Kemendikbudristek regulation only places Scouting as an extracurricular that must be provided by schools, but Scouting activities are no longer a mandatory extracurricular for students but rather a choice or voluntary (Putra, 2024). This is so that only those who have an interest in scouting can join and not because of school coercion. The number of participants has increased drastically, but happiness and true character formation cannot be measured by that number (Hasan, 2024). This change in regulation is not something that needs to be questioned because this regulation will restore the dignity of scouting as a non-formal activity (Widyati, 2024). Making scouting non-mandatory is correct because many teachers' abilities are still not able to foster scouts and are often used as an arena for bullying (Dzulfaroh, 2024). This policy is actually expected to aim to develop the potential, talents, interests, abilities, personalities, and independence of students more broadly so that they are not focused on just one activity (Aulia, 2024). Although it is no longer a mandatory option, the Ministry of Education, Culture, Research and Technology emphasized that Scouting activities remain an integral part of education in Indonesia and help in the formation of strong character and personality for the nation's young generation (Romanti, 2024).

This change has received a lot of criticism. The Education and Teachers Association (P2G) said that Permendikbudristek Number 12 of 2024 needs to be revised because its contents cause the loss of scouting extracurricular activities (Nugroho, 2024). A Psychology Lecturer at Paramadina University, Muhammad Iqbal, considered the policy unreasonable because Indonesia is experiencing a leadership crisis (UMJ, 2024). This step is considered too far because Scouting is an important program in shaping students' character in accordance with the values of Pancasila and national identity and to realize a golden Indonesia in 2045 (Aco, 2024). In

fact, in this increasingly modern era, the national identity that is characteristic is the norms in students. This must be developed so that they have good behavior and character, one of which is the fading of politeness norms which are very important and must be emphasized more so that later they can apply them in their surroundings, especially in speaking attitudes through scouting education. Another more dangerous example is the lack of interest and awareness of each individual in preserving the nation's culture and more interested in learning foreign cultures (Renggani, 2024). Whatever the rules set by the government, the scout movement never dies. Scouts will continue to adapt to the times, only individuals can make the good name of the scout movement bad in the eyes of others (Hasan, 2024).

### **CONCLUSION**

Based on the results of the study, it turns out that the influence of scouting activities can help teach and apply national identity. This is because the material provided during scouting activities can create enthusiasm for the younger generation to learn more about their nation, especially for the country of Indonesia. Good material for the next generation of the nation should be provided in the curriculum at school and college levels. Law Number 12 of 2010 and Permendikbud Number 62 of 2014 are a forum for scouting activity policies so that they become mandatory extracurricular activities at school and college levels. Over time, there have been changes in scouting extracurricular activities. This is due to the emergence of Permendikbudristek Number 12 of 2024. This change in regulation causes scouting extracurricular activities to become extracurricular activities that are not mandatory for the younger generation to follow. Although scouting activities still exist, this policy certainly changes the system that has existed so far. There are opinions that agree and there are opinions that disagree with this change in scouting extracurricular activities, this is certainly something that is worth discussing by decision makers. The young generation who are forced to join the scouts still do not have good character, moreover with the change of this system, it is possible that the scouting movement will disappear because no one wants to join it anymore.

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