

INTEGRATING HIZBUL WATHAN SCOUTING AND ISLAMIC VALUES INTO CHARACTER EDUCATION AT VOCATIONAL SCHOOLS

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ABSTRACT

The purpose of this study is to outline how the Hizbul Wathan program is being used to help class X students at SMK Muhammadiyah 5 Kepanjen develop their character. A scouting group founded on Islamic principles, Hizbul Wathan is a part of the Muhammadiyah movement, which is crucial to the development of young people's moral character. This study employs a descriptive qualitative methodology, gathering data via documentation, interviews, and observation. According to the study's findings, the Hizbul Wathan program is carried out via a number of initiatives, including leadership development, social assistance, religious activities, and scouting training. Students' character development is positively impacted by the application of this program, particularly in the areas of cooperation, discipline, responsibility, and spirituality. Student enthusiasm, capable mentors, and the school's full support are all contributing aspects to the program's success. But there are also a number of challenges, including lack of infrastructure and facilities and time limits. All things considered, the Hizbul Wathan program effectively aids in the development of students' character in line with Islamic principles and the objectives of Muhammadiyah education

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INTRODUCTIONS

Education has a critical role in molding the character and skills of the next generation to meet the challenges of the modern world. Developing students' potential to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and

responsible citizens are the goals of national education, as stated in Law Number 20 of 2003 concerning the National Education System, Article 3 (kemdikbud.go.id). Improving the welfare of its citizens is the government's main duty. The state government is required by the 1945 Constitution to enhance the quality of life in the country. The goal of Knowledge, Skills, Character, and Metacognition (CCR) is to provide a thorough framework that addresses the four facets of education—knowledge, skills, character, and metacognition—in order to aid in the overall redesign of the curriculum. Furthermore, curriculum and learning must pay more attention to how education relates to the demands of the globalization period, including the use of 21st century skills like 4C (Herdiansyah et al., 2022). Therefore, it is a strategic move to reinforce the educational system that supports the development of student potential in order to produce a generation that is not only academically excellent but also possesses the character and abilities necessary to compete on a global scale.

When national education is implemented in schools, its goal is to teach pupils both academic and non-academic subjects. Building fundamental abilities like reading, writing, and math through extracurricular activities is crucial for daily living (Endartiningsih et al., 2023). On the other hand, extracurricular activities—like athletics, art, and involvement in organizations—help kids develop their creativity, social skills, and character in a more flexible and contextual way (Kuswanto, 2021). Because extracurricular activities give students a chance to showcase their interests and skills, they can also boost student motivation and involvement (Mirna Adriani, 2019). Collaboration between extracurricular and intracurricular activities is crucial for students to achieve a balance of cognitive, emotional, and psychomotor skills (Nikmah, 2023).

According to the National Education System Law, one of the main goals of education is to improve the character of students. To form people with morals and integrity, strong character, such as discipline, responsibility, and caring, are very important (Wibowo, 2023). One strategic approach to shaping the character of students through activities based on Islamic values is the Hizbhu Wathan Program (Pratama, 2022). Character education that is carried out systematically and sustainably will produce school children who are emotionally intelligent (Karim et al., 2022). Students not only gain an understanding of moral principles through this program, but they can also apply these principles in their daily lives, such as independence, cooperation, and leadership (Childhood & Education, 2025). According to (Endartiningsih et al., 2023) Hizbhu Wathan can help align academic aspects with a holistic approach and character building of students. In line with this, the role of Hizbhu Wathan is significant in integrating the dimensions of formal education with character values, thus creating synergy between academic achievement and the development of students' personalities as a whole.

According to Goggin et al. (1990), implementation is the process of carrying out a pre-planned policy, strategy, or plan in order to achieve the intended outcomes. Coordination, adaptability, and evaluation are all part of implementation, which goes beyond simply following instructions (Nisa et al., 2022). Stated differently, implementation refers to the act of executing or utilizing something in order to accomplish the intended objectives. According to George C. Edwards III, bureaucratic structure, communication, disposition, and resources all have a major impact on implementation success. Effective communication lowers the likelihood of policy implementation misunderstandings by ensuring that implementers receive policy information in a clear and consistent manner. The availability of sufficient infrastructure, staff, and financial resources is crucial for effective implementation. If policies are not backed by enough resources, they typically don't yield the best results. Implementation is also impacted by implementers' dispositions. If implementers are highly committed and have a thorough understanding of the policy, implementation will be more successful. On the other hand, implementation may be hindered if implementers disagree or oppose. Bureaucracy that is vague and complicated might make it more difficult to implement policies and decrease their effectiveness. Good unit coordination and proper adherence to standard operating procedures are supported by an efficient and transparent bureaucratic organization.

Discipline is one of the most important character components to build a responsible and obedient character. Discipline, which is the basis of character education, helps students carry out tasks consistently, respect others, and manage time (Supriyadi, 2018). The habit of collecting assignments late, arriving late or even not going to school easily, is one of the problems that requires special handling, this shows the inability to manage time and academic responsibilities, in (Juniawaty et al., 2022). Effective time management is the key to achieving optimal productivity. In addition to discipline, lack of initiative is seen in the behavior of students who depend on orders or wait for direction from teachers or adults before acting. According to the study, the holistic education model can be used to instill character values, such as: Knowing goodness, which means providing knowledge about goodness Feeling the good, which means fostering feelings of pleasure or love for goodness Acting the good, which means encouraging someone to do good deeds (Baginda, 2018).

The Hizbul Wathan (HW) Organization is a valuable component of Muhammadiyah that aids in character education for pupils (Tong et al., 2022). Hizbul Wathan Scouting is one extracurricular activity that can serve as a platform for character education; HW is a way to engage in learning activities that can help pupils develop their moral character. This is consistent with the history of the Hizbul Wathan Scouting movement's re-establishment, which aims to address the issues of the times' changing development. specifically the goal of the Scouting movement's re-establishment, as stated by the Hizbul Wathan Council in their text. Muhammadiyah Schools' HW program combines Islamic ideals, like cooperation, responsibility, and discipline, with an emphasis on nurturing the next generation (Tong et al., 2022). As an Islamic scouting group in Muhammadiyah, Hizbul Wathan (HW) plays a crucial part in helping kids develop their moral character by instilling in them the virtues of responsibility, leadership, and discipline. SMK The only Muhammadiyah-based high school or vocational school in Malang Regency that regularly incorporates HW into its character education curriculum is Muhammadiyah 5 Kepanjen. This school's HW program has been in place for nearly ten years and has demonstrated success in influencing student behavior. This is consistent with Arifin's study from 2021, which claims that in the framework of Islamic education, extracurricular activities centered around scouting can help students become more independent and responsible. Nevertheless, there are still issues with its execution, such as student absences, particularly on Fridays when homework is due, for a variety of reasons, including a lack of enthusiasm, a fear of punishment, or exhaustion before the weekend. This scenario demonstrates that although if HW has been operating methodically, its ability to mold students' character is impacted by both enabling and impeding circumstances.

Researchers have been motivated by earlier research on HW, including as Imron Mustafa's 2017 paper on Efforts to Instill Peace Values Through Extracurricular Activities for Grade V HW at SD Muhammadiyah Klenco Kota Gede. Finding out what factors can help or impede the implementation of these activities was the aim of this study, which also sought to identify efforts to teach peace characters through HW activities. The following study, carried out by Musni Evendi in 2017, focused on the application of character education through the HW Scouting Movement Program at SD Muhammadiyah VI Palembang. The study's emphasis on initiatives to inculcate leadership character values was highlighted in this study. The aim of this research was to ascertain the extent to which the HW program was used to apply leadership character qualities, as well as the elements that could facilitate or impede the execution of these endeavors. The author conducted a study on the implementation of the HW program in character formation for grade X students at SMK 5 Kepanjen using references from the many earlier studies mentioned above. The character values that are employed as the subject of study are where this study differs from the one before it. Discipline, inventiveness, and caring are the three fundamental character values that will be examined in this study.

Previous studies have shown that the success of the scouting program in shaping character is greatly influenced by the quality of coaching, student involvement, and support from the school and social environment (Malang, 2025). In the context of HW at SMK Muhammadiyah 5 Kepanjen, an in-depth analysis is needed to identify internal and external factors that contribute to the effectiveness of this program. The results of this study are expected

to provide recommendations for schools in optimizing the role of HW as an instrument for shaping student character more effectively and sustainably..

METHOD,

This research employs a qualitative, descriptive methodology. Studies that provide descriptive data are known as qualitative studies (Syahrizal & Jailani, 2023). Thus, the goal of the study is to fully comprehend how the Hizbul Wathan (HW) program is being implemented in the character development of class X students at SMK Muhammadiyah 5 Kepanjen. Using data from multiple sources, descriptive studies are used to accurately, methodically, and objectively characterize occurrences that occur in the field. This approach enables researchers to obtain a thorough understanding of how the HW program is implemented and how it affects students' character.

The first phase The researcher searched books, journals, and earlier research for references to the Hizbul Wathan (HW) program and student character development. In order to comprehend the study's setting and identify its emphasis, the researcher proceeded to make preliminary observations at SMK Muhammadiyah 5 Kepanjen. If so, the researcher used technical triangulation when designing the study's goals, participants, and data collection strategies. The researcher created observation lists, interview instructions, and suitable documentation formats in the second stage of instrument design. Data was then gathered by interviewing class X students, principals, and HW supervising teachers in addition to directly observing HW activities. To guarantee its legitimacy, the data was then condensed, categorized, and checked. Before conducting a thorough study, the gathered data can thereafter be condensed, categorized, and validated to guarantee its accuracy. The researcher used the Miles and Huberman interactive model (data reduction, data presentation, and conclusion drawing) to do data analysis in the third and final stage. To have a deeper understanding of the findings, the analysis's findings are connected to earlier theories and research. An introduction, study methodology, study results, discussion, conclusions, and recommendations are all included in this final stage of compiling the study results into a structured report or thesis.

To get accurate and pertinent information on the study's goals, the data gathering approach is crucial. For the acquired data to be studied thoroughly and methodically, the procedure must be modified to fit the study approach. The following techniques are employed to get information about how the HW program is being implemented in character development:

a. Papers: This method entails gathering and examining information from pertinent papers, including reports, archives, schedules for homework activities, extracurricular curricula, activity reports, photographs, and videos.

b. Observation sheets are used to document student interactions and activities as well as the direct execution of homework assignments. This can assist in quantifying the degree to which this curriculum aids in the development of students' character.

c. The data from the second observation and the document data were cross-checked using open interviews. Class X students, HW supervisors, teachers, and parents participated in this interview to learn more about the operation of the HW program and to get opinions on how it is being implemented. and to get feedback on how to improve the program. Tools with a set of questions for in-depth interviews (attached interview sheet).

The Miles and Huberman approach, which comprises three primary steps—data reduction, data presentation, and conclusion drawing—was employed in this study's data analysis (Ramvi, 2017).

During the data reduction phase, pertinent data is gathered through observations, interviews, and documentation. Irrelevant data is filtered to preserve the analysis's precision and clarity. After the data has been condensed, it is presented in the form of tables, charts, or descriptive narratives to aid in comprehension. This data is being presented in order to facilitate comprehension and analysis of the correlation between variables. The next step

is to develop conclusions by relating the study's theory to the patterns discovered in the data. At this stage, the findings are checked to make sure the conclusions drawn are accurate and consistent with science.

RESULT AND DISCUSSIONS

The study's findings are categorized according to the following problem formulations, which are based on the findings of an open-ended interview with informants who were parents, class X students, HW instructors, and school principals. The interview guides were based on Van Meter & Van Horn's policy implementation theory (Rolifola Cahya Hartawan & Fitriyani Kosasih, 2023).

1. Implementation of Hizbul Wathan Program

a. Program Standards and Objectives

According to the findings of the interviews, most informants said that the purpose of HW in this school is to develop students' ability to be disciplined, imaginative, and sympathetic. These objectives have been represented in a number of actions taken, including roll calls, marching, pioneering, and social events.

"I am very happy to join HW because I am more disciplined and brave to speak in public," is an example of a student statement."

Nevertheless, not every HW activity is planned methodically using the core HW program's performance metrics.

b. Resources

According to the results of the interviews, there were still little resources available for HW activities, including financial assistance, guidebooks, and mentor training. A lack of facilities and budget funding, as well as active HW mentors' admission that they had not participated in official HW training, prevented some activities from being executed as effectively as possible.

A mentor can say something like, "We are trying to develop HW activities even with limited facilities and funds." We hope that schools will continue to support program ideas financially in the future.

The indicators of resource implementation may not have been met to their full potential. Despite the supervisor's dedication and efforts, the program's objectives cannot be met due to a lack of resources. For the HW program to function more effectively and sustainably, schools need to provide institutional.

c. Inter-Organizational Relations

The interview's findings proved that the HW program's implementation had shown close collaboration with other parties, including the Muhammadiyah Branch Leadership (PCM), the Hizbul Wathan Regional Headquarters, and even locals living near the school and town. Through frequent forums to jointly organize and assess HW activities, supervisory instructors were able to coordinate quite effectively..

An instance of an instructor's assertion: "So far, HW activities have been managed by the school, but relations with residents around the school and the community in the form of social services have also been actively implemented, coaching training has also been carried out directly by external parties such as PCM or Kwarda."

The socio-political environment's support and communication amongst implementing organizations are critical elements that impact the success of policy implementation, according to Van Meter & Van Horn's hypothesis (1975), (Rolifola Cahya Hartawan & Fitriyani Kosasih, 2023). It's likely that social environmental support and communication implementation indicators have been at their best. The durability and seamless operation of the HW program in forming students' character is supported by collaboration amongst schools, mentors, Muhammadiyah groups, and the community.

d. Characteristics of the Implementing Agent

The socio-political environment's support and communication amongst implementing organizations are critical elements that impact the success of policy implementation, according to (RAHAWARIN, 2019). It's likely that social environmental support and communication implementation indicators have been at their best. The durability and seamless operation of the HW program in forming students' character is supported by collaboration amongst schools, mentors, Muhammadiyah groups, and the community.

A hypothetical comment from a mentor: "We enjoy mentoring HW, but honestly, we don't really understand the activity standards from the center, so we often design our own as is."

Van Meter and Van Horn state that experience, ability, role clarity, and technical preparedness of the people or organizations carrying out the policy are traits of implementing agents. Implementers will struggle to successfully accomplish implementation goals if they lack a thorough understanding of the work organization or policy. Implementation indicators pertaining to the characteristics of implementing agents might not have been sufficiently satisfied. The mentors' passion and dedication are commendable, but they face significant challenges in accomplishing the objectives of the HW program flawlessly and reliably due to their lack of formal training, comprehension of standards, and ambiguous role structures. Therefore, it is crucial to execute the mentors' role structure and enhance their capacity in order to assure quality implementation.

e. Social, Economic and Political Situation

The majority of the pupils' parents are farmers or traders, and the school is situated in an urban neighborhood. The HW program's operation is significantly impacted by social and economic factors. Extracurricular activities like homework are highly valued by the community, which also actively supports school-related events. There are no external political pressures or barriers.

An illustration of a statement from a parent of a student: The mother of Farah, a grade X student majoring in AKL 1, stated, "I fully support HW activities, there are many positive effects that have been obtained after participating in HW activities so far." At the time, she was bringing supplies for her daughter's school night camp activity.

The idea of Van Meter and Van Horn states that social, economic, and political external environmental elements play a significant role in facilitating or impeding the implementation of policies. The social, economic, and political environmental implementation indicators may have reached their best potential state. In the educational setting, the HW program is executed effectively. Parental and community social support is crucial to the program's acceptance and viability, and it ensures that external variables don't create structural barriers to its implementation.

f. Disposition

Although not yet completely developed, the implementers' attitudes and comprehension of the HW program are generally favorable. Although the HW supervisors shown a desire to execute the activities well, their implementation was subpar due to their incomplete comprehension of the program's direction and content. Without formal guidelines, the supervisors' autonomous efforts to compile activities demonstrated aspects of response, cognition, and disposition intensity.

An instance of a mentor's assertion: "We support the HW program, but to be honest, we have never received direct training on how to create a program that is in accordance with the center." To be honest, I now teach that HW is like a scout.

According to Van Meter and Van Horn's idea, policy implementers' disposition encompasses their attitude, level of desire, and cognitive abilities. Each of the three assesses the implementer's readiness and capacity to carry out the policy appropriately. The ideal degree of achievement has not been attained by implementation indicators pertaining to the implementer's disposition. Despite their enthusiasm and assistance, the HW supervisors' lack of understanding of the program's contents and technical rules is causing the installation to go off course. Formal training

and mentoring are therefore required to guide the HW supervisors' excitement and ensure that it aligns with the central policy, allowing for more efficient implementation that is consistent with HW's identity.

g. Communication

Communication between the center and schools about HW program policies and standards is not yet systematic. Schools usually get information from informal forums or social media rather than from institutional sources such as circulars or formal instructions. This causes many supervisors to not know the format of HW activities or ideal indicators of success.

A case in point: "If there is information about HW activities, it is usually from the alumni WhatsApp group, not from official institutions, so sometimes I'm not sure which one needs to be implemented."

A smooth information flow between policy makers (the center) and implementers (the schools) is indicated by communication and implementation activities across organizations, according to Van Meter & Van Horn's theory. Unsystematic communication will lead to ambiguity in the lower-level implementation of policy. It's likely that implementation metrics pertaining to the exchange of information between implementers and institutions that direct policy haven't been successful enough. Confusion during implementation and potential departures from program standards may result from the absence of official and regulated communication between schools and centers. The development of an institutional, regular, and recorded communication mechanism is necessary to ensure that the HW program is implemented consistently, with focus, and with accountability.

h. Bureaucratic Structure

The HW management system at the school is still basic and lacks adequate documentation. The HW program's implementation is not governed by any particular standard operating procedure (SOP), the person in charge is not appointed permanently, and activity evaluations are not conducted on a regular basis. This implies that the supervisor's time and availability may determine how the program is implemented, making it reactive.

"There is no specific document regarding the HW structure, usually it is discussed directly before big activities like camping or competitions," is an example of a comment made by the vice principle.

The organizational structure, work processes, coordination mechanisms, and institutional capability of the policy implementer are all features of a policy implementing organization, according to Van Meter & Van Horn's thesis. Inconsistent and unsustainable policy implementation is common in organizations without set structures and procedures. It's probable that implementation metrics pertaining to the characteristics of the implementing organization haven't been met to their full potential. The sustainability and quality of the hardware management program's implementation may be hampered if there are no standard operating procedures (SOPs), well-defined organizational structures, and regular evaluation mechanisms in place. A specified hardware management system with a set structure and frequent evaluations is required to solve this issue.

2. Supporting and Inhibiting Factors for HW Program Implementation.

Based on (Nikmah, 2023) theory, the Hizbul Wathan Program's implementation's enabling and impeding variables were examined. The results showed that a clear goal and the implementers' positive attitudes were critical to the program's success. However, lack of resources and structure are the biggest obstacles. Therefore, it is crucial to improve training, formal communication channels, and bureaucratic institutions in order to ensure the program's longevity.

3. Impact of HW Program on Student Character Formation

a. Change of Discipline Character

The majority of students reported feeling more disciplined, particularly when it came to attendance and following rules.

Example statement: "I used to frequently arrive late to school when I first started at SMKM 5 Kepanjen, but now that I've studied there and taken part in HW activities, I'm more time-conscious and able to plan my daily activities."

Developing pupils' positive character, including discipline in fulfilling their social and personal obligations, is one of the primary goals of the Hizbul Wathan program. Being punctual, following the rules, and managing everyday tasks are all examples of this discipline. The signs of HW's influence on students' disciplined character may have been attained in a genuine and beneficial manner. HW activities promote discipline by teaching time management, accountability, and adherence to group norms. This demonstrates that HW is a valuable instrument for character education in schools as well as an extracurricular activity.

b. Creative Character Change

Discussions and homework contests, for example, teach kids how to think creatively and solve problems on their own.

Example statement: He was a timid kid in middle school who dared not voice his own opinions. I am now more independent and have more confidence in my thoughts after attending SMKM 5 Kepanjen and participating in HW activities. I no longer need instructions to accomplish anything.

One of the key markers of character development through the HW program is student creativity, which is described as their capacity to come up with original, self-directed solutions to issues. The measures of how HW affects students' freedom and creativity have been successfully met. HW has evolved into a learning environment that encourages students' bravery, creativity, and sense of accountability. This supports the idea that HW is a place to develop character that is applicable to the difficulties of the twenty-first century, rather than merely being a routine or physical exercise.

c. Empathy Character Change

Students' care for peers and the community grows as a result of activities like group projects and community service.

Example statement: He learned Muhammadiyah philanthropy in the theology of Surah Al-Maun while attending SMKM 5 Kepanjen and participating in HW's activities. KH. Ahmad Dahlan served as an example of this. Typically, we are invited to participate in social service projects in order to promote empathy amongst us.

Empathy is one of the key character traits that shows how well children can feel, comprehend, and care about the circumstances of others. In HW activities, genuine social activities like group projects and community involvement can foster empathy. There have been signs that the HW program has helped pupils develop their empathy. Together with Muhammadiyah's unique religious beliefs, regular and relevant social activities give pupils a solid foundation for developing into compassionate, socially conscious, and ecologically conscious adults.

Discussions,

This study shows that the implementation of the Hizbul Wathan (HW) program at SMK Muhammadiyah 5 Kepanjen greatly influences the formation of student character, especially in terms of discipline, social empathy, and independence. (Childhood & Education, 2025) found that religious-based extracurricular programs such as HW can significantly shape student character. In Fitri's study, the enthusiasm of the mentors was the key to the success of the program. However, this study found that even though the mentors were very enthusiastic, the program still faced major problems, such as limited facilities, ineffective budgeting, and little formal training for mentors.

This study demonstrates that the Hizbul Wathan (HW) program's implementation at SMK Muhammadiyah 5 Kepanjen has a significant impact on students' character development, particularly with regard to independence, social empathy, and discipline. According to (Masaran, 2025), extracurricular religious activities like HW have a big

impact on students' character development. The program's success in Fitri's study was largely due to the mentors' zeal. Nevertheless, this study discovered that despite the mentors' high levels of enthusiasm, the program continued to encounter significant issues, including inadequate facilities, poor financing, and a lack of formal mentor training.

However, based on the principles of Islamic philanthropy in Al-Ma'un theology, the results of the interviews demonstrate that the HW program can help students develop strong character traits including independence, social concern, and the bravery to voice their thoughts through competitions, discussions, and social services. These character development changes in students demonstrate how HW promotes religion and positive character traits that are pertinent to the demands of schooling in the twenty-first century (Haryati et al., 2020).

The originality of this study is determined by two primary factors. First, by examining variables including implementer disposition, goal standards, resources, and implementing agent characteristics, Van Meter & Van Horn's implementation theory enables a more thorough examination of implementation. Seldom do comparable studies support this notion. Second, this study also demonstrates how the HW program affects students' creativity, bravery, and problem-solving skills independently, in contrast to earlier research that concentrated on morality or religion (Broto, 2019).

As a result, this study offers a fresh perspective on developing a model for executing a religiously based character program that incorporates the young generation's productivity and social skills at the religious high school level (Baginda, 2018).

CONCLUSION

According to the findings, SMK Muhammadiyah 5 Kepanjen's Hizbul Wathan (HW) program is operating rather successfully. In actuality, a variety of activities, including roll calls, marching, pioneering, talks, and social services, help to shape the characters of the pupils. However, the program's implementation has not properly referenced to the center's standards and indicators due to a lack of instructor training, a lack of formal communication between institutions, and a lack of standard operating procedures (SOP). The community's and PCM/Kwarda's support, the students' excitement, and the mentors' dedication and passion are all factors that contribute to the program's success. On the other hand, the program's primary challenges include a lack of funding, resources, and official training. Students generally experienced the advantages of the HW program, particularly in terms of increased self-control, bravery in voicing their thoughts, social empathy, and inventiveness. They also showed a great deal of enthusiasm in the activities, and in spite of several setbacks, the supervisors persisted in their efforts to make the program better. The development of empathy and creativity, which have not received much attention in earlier research, and the application of Van Meter & Van Horn's implementation theory to the evaluation of religiously based extracurricular activities are the novel aspects of this study. Furthermore, SMK Muhammadiyah's vocational education provides a fresh viewpoint to assist Islamically based character education. This study's combination of policy implementation analysis and its effect on students' productive character makes it both theoretically and practically useful for developing character programs in Muhammadiyah schools.

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