



THE ROLE OF THE SUMUT TEACHING MOVEMENT IN FORMING CHILDREN'S CHARACTER IN SIBOLANGIT

Zikra Fitriwa Adriani Aulia¹, Mohammad Al Farabi²

^{1,2}Universitas Islam Negeri Sumatera Utara Medan, Indonesia

Email: zikrafitri6@gmail.com

Corresponding Author: Zikra Fitriwa Adriani Aulia

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ABSTRACT

This study aims to describe the role of the North Sumatra Teaching Movement in building the character of children in Sibolangit District, Deli Serdang Regency, as well as aspects of program activities, implementation, supporting factors and constraints faced. The method used in this research is a qualitative research method and the type of research is field research. Data collection techniques use triangulation techniques, namely observation, interviews and document studies. In analyzing the data, the Miles and Huberman technique was used which consisted of data reduction, data presentation and conclusion. Results pThe research in this thesis shows that the programs carried out in the Sumut Teaching Movement activities have five categories, namely education, social, religion, economy, and environment. In the education category there are disaster classes, inspiration, cultural arts, creativity, reading stops, and role plays. In the social category there are healthy afternoon classes, social services, and healthy clean living. Furthermore, in the religion category there are classes on reciting the Koran, praying five times a day, and attending recitations. Then in the economic category there is a creative economy class, while in the environmental category there are the eco briik program and waste cruising. The implementation of the program is carried out continuously and added special implementation for 18 days. The supporting factors for this movement are the support from the government, community, community leaders, and formal institutions.

Introduction

A society with character is one in which every individual understands, possesses, and internalizes character values. A society with character is not only capable of facilitating adequate quality education but also capable of inspiring, motivating, and

raising awareness among those around them of the urgency of education and striving to humanize all human beings (Musyadad, 2022).

Raising public awareness is crucial to support education and inspire the younger generation to love learning. Therefore, support and motivation from the wider community, who already understand the value of education, are also needed to encourage children to attend school. Indonesia's education system, despite being designed with the best possible skills, remains unequal, especially in remote areas. Many factors contribute to the challenges facing education in Indonesia. The community must also participate in addressing education in Indonesia, particularly in North Sumatra, where some aspects of education in the capital have advanced, while those in remote areas remain dire.

Currently, many youth groups within the community are being moved to form communities, organizations, or movements that address educational issues, such as Ayo Mengajar (Let's Teach), Sahabat Peduli Pendidikan (Friends of Education Care), Kampung Dongeng (Story Village), and others. One of the communities currently active in North Sumatra is the North Sumatra Teaching Movement. Volunteers who have joined this community serve in Sibolangit District, Deli Serdang Regency, helping children struggling to pursue education.

The North Sumatra Teaching Movement, often referred to by its initials GSM, consists of volunteers who fully support and assist in the advancement of education in North Sumatra, specifically in Sibolangit District, Deli Serdang Regency. They care deeply about the education of children who have dropped out of school due to various factors and obstacles. This movement carries out ongoing activities in Sibolangit District, Deli Serdang Regency. The GSM community is still accepting volunteers to serve as educators for children in need of educational assistance.

During the COVID-19 Pandemic, the North Sumatra Teaching Movement (Gerakan Sumut Mengajar) maintained its existence despite the COVID-19 pandemic. The research revealed that COVID-19 would not hinder the North Sumatra Teaching Movement from actively operating and continuing its programs, despite communication challenges between administrators. When the government implemented a lockdown during the pandemic, the North Sumatra Teaching Movement continued to adapt to the situation, implementing health protocols and conducting discussions with the use of work-from-home (WFH). The North Sumatra Teaching Movement's programs continue to this day (Puspa, 2021).

The North Sumatra Teaching Movement is a movement founded on a spirit of initiative and concern for education in North Sumatra, which is implemented sustainably. This movement continues its programs to this day, with the hope of increasing the number of volunteers each year and being able to deploy its volunteers to remote areas throughout Indonesia. Enriching the nation's life is a constitutional mandate and duty for every citizen to address educational issues, particularly in North Sumatra. Activities begin at the sub-district level. The North Sumatra Teaching Movement actively seeks support from all stakeholders in the community by conducting outreach in areas far from the capital and conducting surveys to determine the conditions and situation of education in the region. remote areas.

Sumut Mengajar was founded on October 24, 2015, in Medan. This movement is a community service program implemented by the Ad Dakwah North Sumatra institution. The motto embedded in the souls of its volunteers is "schools are not afraid to ensure children stay in school." The formation of the Sumut Mengajar Movement was based on

a sense of concern, initiative, and a passion for participating in collaborative efforts to address education issues in North Sumatra.

Research Method

The method used in this study was qualitative, and the type of research was field research. Data collection used triangulation techniques, namely observation, interviews, and document study. Data analysis employed the Miles and Huberman technique, which consists of data reduction, data presentation, and drawing conclusions.

Result and Discussion

Volunteers must undertake a program of activities during their community service. This program is divided into categories: education, social, religious, economic, and environmental. Volunteers throughout the village will conduct the same program of activities, as outlined in several classes that can be conducted with children and villagers. These classes include:

Disaster Classes are a program volunteers must undertake to provide education and guidance on disaster preparedness. Volunteers can implement these activities through various methods, such as practicing fire preparedness, earthquake preparedness, landslide preparedness, tsunami preparedness, and volcanic eruption preparedness. All practices in the disaster classes are tailored to the needs and conditions of the community where they serve, with the hope that what is learned in the disaster classes can be applied by the community, which generally lacks understanding of these concepts. Through the Disaster Classes, children are honed in their abilities to become more creative and skilled in dealing with life's challenges. Every child has the same abilities, and it all depends on how they develop their abilities. Developing a creative character in children is useful for navigating life when solving problems. A creative character helps children succeed even when teachers are not around. Being a creative child can help children solve the problems they face, and being creative can create a prosperous life for children (Mahfud, 2020).

The Inspiration Class is a volunteer-led program designed to capture children's interests and talents and motivate them to achieve their dreams and aspirations. This inspiration class can be filled with stories about various professions, such as police, military, engineer, pilot, doctor, teacher, firefighter, and president. After this inspiration class, it is hoped that children will love and dream of pursuing one of their desired professions. Therefore, children must be guided and directed to choose a profession that suits their talents and abilities. Achieving dreams and aspirations requires hard work to achieve their goals, one of which is instilling character values in children. The character of hard work is a behavior to make something happen by trying to face any obstacles, remaining serious even though there are many obstacles in the process of achieving it (Yuniarti, 2021).

Arts and culture classes are conducted by volunteers to introduce regional arts and culture, particularly those of North Sumatra and Indonesia in general. This process can have a positive impact in the form of understanding and preserving cultural heritage for future generations. These arts and culture classes can include dance, poetry, painting, singing, and various other forms of art. These classes also indirectly foster cultural exchange between volunteers and local residents. This creates an atmosphere of service that fosters cultural preservation.

Character can be instilled through education, arts and culture, and school learning (Mulyasa, 2013). Introducing children to Indonesia's diverse arts and culture is a crucial tool for broadening their knowledge of Indonesia, fostering a love for their country.

Creativity Classes are programs implemented to foster the creativity of children in remote villages. This can be achieved through activities such as making crowns from fallen leaves, making hanging flowers from used bottles, or using detergent wrappers to create flower-like room decorations. Besides fostering creativity, this activity can also foster a mindset in children that objects and various things in the environment can be used for creativity.

Reading drop-in classes are a common program carried out by volunteers. These activities include helping children with homework, providing learning materials related to the next school year, providing general material on environmental science, and teaching other topics that can pique children's interest in learning. Reading drop-in classes encourage children to enjoy reading and learning. Reading is a cognitive activity aimed at broadening their knowledge and discovering various information contained in written text. Reading drop-in classes instill character values in children, fostering an interest in reading and fostering curiosity.

Role-play classes are role-playing programs conducted in the field. These activities generally involve learning and play. This is expected to foster a sense of enjoyment in learning for children in villages, who are generally still rich in play. This activity can be carried out by, for example, having volunteers direct the children to sit in an open circle. Then, the children are instructed to pick up several leaves (each child must have a different number of leaves) and are encouraged to pick up fallen leaves. Each child will then be given a few seconds to transform the leaf into any object and practice. At the end, the volunteer will explain the decomposition of leaves, from green to brown.

The Healthy Afternoon Class is a program conducted by volunteers during community service to strengthen brotherhood and compassion between the child volunteers and local residents. Volunteers can do this through gymnastics, playing ball, or other sports with the children and local residents. In Islam, it is obligatory to maintain good relations and help others, whether family, friends, neighbors, or anyone else. The Prophet Muhammad encouraged humans to maintain good relations with others. Good relations are divided into two categories: specific: brotherhood based on blood ties, and general: brotherhood among fellow human beings within the umbrella of objects. Good relations, on the other hand, are often based on interpersonal relationships, in this case, the bonds of brotherhood connected through descent (Nurussoufi, 2022).

The Community Service Class is a program carried out as a form of service to the environment. Volunteers can do this by working together to help the community, cleaning up the village environment, creating flower gardens, or establishing a waste bank. In addition to these activities, volunteers can also explain the various types of waste that can benefit the community. For example, explaining the importance of separating organic and non-organic waste due to their different decomposition processes. Nationalist values include respect for the environment, preserving natural resources, caring for the homeland, and maintaining discipline. Character formation and education encompass all educational interests, including the interests of the family, school, learning environment, and the wider community. Without continuity and alignment with the educational environment, it will not be effective in creating and developing character (Ismail, 2019).

The Clean and Healthy Living Class is a much-needed program for rural communities. Activities include proper handwashing, proper toothbrushing, and bedtime

routines such as washing your face, hands, and feet, as well as brushing your teeth. The Quranic Recitation Class is a general program that volunteers must implement as part of the North Sumatra Teaching Movement's goal of focusing on religion. Volunteers can participate in Quranic recitations during the day, afternoon, evening, or even at dusk or at night. This is expected to engage children in a balance between learning and reciting the Quran.

During the Quranic recitation class, volunteers provide religious knowledge to instill religious values within the North Sumatra Teaching Movement. Instilling religious values is the process or practice of emphasizing several key principles of religious life that serve as standards for religious behavior. To properly educate children, all aspects of their development must be addressed, not just their intellectual development. The development of religious values and the instilling of morality in children are the most important values in education (Eka, 2020).

Training volunteers in creativity through the creative economy is expected to enable them to utilize used materials for marketable value, one of which is through a handicraft training program conducted by each volunteer. Ecobrick is a method for minimizing waste by filling plastic bottles with inorganic waste (waste that cannot be decomposed or takes a long time to decompose) until it is completely hard and solid. The purpose of ecobricks is to reduce plastic waste and recycle it using plastic bottles to create something useful. Examples of uses include making tables, chairs, walls, and other art objects that even have a market value. This method has been proven to reduce the amount of plastic waste.

In addition to these programs, there is another major program implemented by volunteers at the end of their service: the Indonesian Children's Festival. This program aims to foster the interests and talents of children in remote villages. This is achieved through holding several competitions on the final day of service. Before the competitions, the children are selected and then trained by young teachers serving in the village. Several competitions are held at each Indonesian Children's Festival, including: (1) singing the Indonesian national anthem, (2) singing traditional regional songs, (3) regional dances, (4) drawing, (5) memorizing short surahs, (6) the call to prayer, (7) quizzes, and (8) poetry.

Through the Indonesian Children's Festival, it is hoped that children will gain experience performing, test their courage in showing their talents in front of a crowd, train their courage in participating in competitions, and learn more about Indonesia's rich culture and demonstrate their love for their homeland.

Implementation of the North Sumatra Teaching Movement Activities in the formation of children's character in Sibolangit District, Deli Serdang Regency, namely: (1) implementation of volunteer service for the North Sumatra Teaching Movement, namely: socialization, open recruitment (registration), selection/interviews, direction, provision, service, reports, and graduation, and (2) implementation of the North Sumatra Teaching Movement service program in the village, namely: implementation of activities is carried out continuously, special implementation for new volunteers for 18 days, each village is divided into 4 people in one team, carried out in the morning, afternoon, evening and night, the first and second days: conducting socialization to village heads, community leaders, foster parents/community BKM, the third day: cleaning the mosque area, opening a study house or private tutoring, the fourth day: routine cleaning of the surrounding environment, socialization to schools, carrying out Al-Qur'an learning, the fifth and sixth days: teaching religious activities, additional study and cleaning the mosque, the seventh

and eighth days teaching disaster classes, education classes, religious classes, the ninth and tenth days teaching educational activities, religious classes, training in preparation for the Indonesian children's festival, the eleventh and twelfth days: evaluating children's abilities. will be competed for the Indonesian children's festival event, the thirteenth and fourteenth days: holding a meeting of the organizing committee for the Indonesian children's festival, the fifteenth day holding the Indonesian children's festival event, the sixteenth, seventeenth and eighteenth days: saying goodbye to the village head and foster parents as well as giving certificates of appreciation.

The supporting factors for the North Sumatra Teaching Movement in character building for children in Sibolangit District are: (1) the government fully supports the North Sumatra Teaching Movement by granting legal permission for the program to run, (2) the community fully supports it by providing assistance to the North Sumatra Teaching Movement in the form of volunteer accommodation and food supplies, (3) support from community leaders in the form of allowing the North Sumatra Teaching Movement to implement its program activities in their area, and (4) formal institutions that support this Movement are schools in the service area, activities carried out in schools are in line with the existing curriculum in the school.

The obstacles faced by the North Sumatra Teaching Movement in character building for children in Sibolangit District, Deli Serdang Regency are: internal obstacles such as difficulties for volunteers in adapting and socializing, ethnic and cultural differences, and religious differences, while external obstacles are limited funds and limited facilities and infrastructure.

Conclusion

The North Sumatra Teaching Movement (Gerakan Sumut Mengajar) offers educational programs for children in Sibolangit District, covering various aspects needed by village children. The programs are divided into five categories: education, social, religion, economic, and environmental. Each category offers a variety of classes. The education category includes disaster relief, inspiration, reading sessions, arts and culture, role-play, and creativity. The social category includes Healthy Afternoon classes, community service, and clean and healthy living. The religious category includes Quran recitation classes, congregational prayer, and attending Quranic recitations. The economic category includes creative economics, and the environmental category includes eco-bricks and waste exploration. A special activity within this program is the Indonesian Children's Festival.

The North Sumatra Teaching Movement's activities and programs are implemented continuously, with a special activity for new volunteers lasting 18 days. The program begins with recruiting new volunteers, meeting established terms and conditions.

Supporting factors for the North Sumatra Teaching Movement include the support of numerous factors, including the local government, community leaders, school institutions, and the village community. The support provided includes assistance in the form of legal operational permits from the government, enthusiastically received by school institutions and permits to conduct activities at the school, provided with facilities in the form of housing by the community and permission to use worship facilities by community leaders. Meanwhile, there are two types of obstacles in the implementation of the North Sumatra Teaching Movement activities, namely internal and external obstacles. Internal obstacles include difficulties adapting and socializing, ethnic and cultural differences, and religious differences. While external obstacles include limited

funds and limited facilities and infrastructure. Recommendations that can be given are: (1) The government should pay more attention to remote areas with low levels of education and be more supportive and pay attention to the mobilization of young volunteers who help education in remote areas, (2) volunteers are expected to pay more attention to the quality of their teaching and more frequently hone their skills in providing lessons so as not to deliver material monotonously so that children do not quickly get bored in learning. And don't forget to always motivate their students to stay in school, and (3) to the management of the North Sumatra Teaching Movement: it is hoped to add new, creative and fun programs. And spread volunteers more widely to the regions.

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