Character Building Through the Scout Extracurricular Program

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A B S T R A K

Salah satu kegiatan ekstrakurikuler yang dapat membentuk karakter siswa untuk disiplin, independen, bertanggung jawab, memiliki semangat nasionalis dan memiliki sikap sosial dan kecakapan diri adalah kegiatan Pramuka. Penelitian ini bertujuan untuk mendeskripsikan implementasi Program Ekstrakurikuler Pramuka dengan menganalisis reaksi siswa terhadap implementasi kegiatan Pramuka, menganalisis program, dan pencapaian akhir dari program pendidikan ekstrakurikuler Pramuka. Jenis penelitian ini adalah penelitian evaluasi dengan model CIPP (*Context, Input, Process, and Product*). Metode penelitian menggunakan kombinasi metode kuantitatif dan metode kualitatif (*mix method*). Teknik *purposive sampling* digunakan untuk pengambilan sampel. Sumber informasi dalam penelitian ini adalah kepala sekolah, guru pembimbing, dan siswa di kelas V dan VI yang secara aktif terlibat dalam ekstrakurikuler Pramuka. Teknik pengumpulan data dilakukan melalui wawancara, studi dokumentasi, dan observasi. Data diambil secara kualitatif, kemudian dianalisis secara deskriptif untuk mendeskripsikan implementasi program ekstrakurikuler Pramuka. Hasil penelitian menunjukkan bahwa kegiatan Pramuka yang dilakukan bangunan karakter mengikuti tujuan dan hasil yang diharapkan, termasuk siswa menjadi lebih aktif dalam pembelajaran, lebih sabar, lebih fokus, lebih sensitif, lebih menghargai persahabatan, dan hemat hidup.

A B S T R A C T

One extracurricular activity that can shape the character of students for discipline, independence, responsible, has a nationalist spirit and has social attitude and self-skill is Scout activities. This study aims to describe the implementation of scout extracurricular programs by analyzing student reactions to the implementation of scout activities, analyzing the program, and the final achievement of the Scout Extracurricular Education Program. This type of this research is evaluation research with the CIPP model (context, input, process, and product). The research method uses a combination of quantitative methods and qualitative methods (Mix Method). The purposive sampling technique is used for sampling. The source of information in this study was the principal, guide teacher, and students in classes V and VI who were actively involved in scout extracurricular activities. Data collection techniques are carried out through interviews, documentation studies, and observation. Data is taken qualitatively, then analyzed descriptively to describe the implementation of scout extracurricular programs. The results showed that scout activities carried out by character buildings followed the expected goals and results, including students being more active in learning, more patient, more focused, more sensitive, more appreciating friendship, and saving a life.

1. Introduction

In the 21st century, humankind will face many challenges both in social, economic, and personal terms. Socially, humans will face racial intolerance and crises. On a personal level, humans will strive to find employment opportunities and achieve happiness. In facing socio-personal challenges, human character's quality is very decisive because the quality of character describes how a person engages with and behaves in the world (Bialik et al., 2015; Hidayah & Aisna, 2020). even the progress of a nation is determined mainly by the nation's children's character; the better the character of the nation's children, the more advanced a nation will be (Hidayah & Aisna, 2020; Putry, 2018). Character is a person's character or personality, marked by a person's kindness, virtue, and moral maturity. The character is a sign and focuses on implementing daily behavior (Saepudin, 2018). Meanwhile, character is the quality of a person's mental, moral, moral or character, a unique personality, which is the driving force and driving force, and what distinguishes him from other individuals (Arfiah & Sumardjoko, 2017).

One aspect that can be done to prepare a strong character for the nation's children is education (Inanna, 2018). Sri Judiani said that character education is interpreted as education that develops character values in students. They have character values as their character, apply these values in their

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own lives as members of a religious, nationalist, productive, and creative citizen society (Putry, 2018). the importance of character education is needed in schools to realize national civilization by providing exemplary and habituation (Hendriana & Jacobus, 2017). Realizing this, the Government of Indonesia has formulated the importance of character education in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 3, which reads: National education functions to develop capabilities and shape the character and civilization of a nation with dignity in order to educate the nation's life, aiming at developing potential students to become human beings who believe and have devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. For this reason, the activities held at schools must be following the national education goals with character values. One of the strategies for developing the character of students in schools can be done with extracurricular activities (Dahliyana, 2017).

One of the extracurricular activities that can shape students' character to be disciplined, independent, responsible, has a nationalist spirit and has a social attitude and self-skills is the Scout activity. is possible because, according to the KMD Editor Team, Scout education is an educational process outside the school environment and outside the family environment in the form of activities that are interesting, challenging, fun, healthy, organized, and directed, with applying the basic principles of Scout and Scout education methods, the final goal is the formation of personality, character, noble morals, and having life skills (Laksono & Widagdo, 2018). For this reason, Scout extracurricular activities are in line with the improvement of social competence in the curriculum, namely shaping students to become nationalist citizens. The development of students' socio-emotional competence can be achieved by maximizing Scout activities through an independent exploration system into a broad social environment (Ratnawati et al., 2018).

Permendikbud Number 62 of 2014 stated that extracurricular activities that must be held by academic units and followed by students are Scout. Scout are an essential part of the curriculum because they are integrated with all subjects and are related to character building (Wardani, 2018). By-UU No.12 Th. 2010 concerning the Scout Movement, the Scout activity is a forum for achieving Scout goals through scout education and training, Scout development, community service and parents, and education-oriented games (Reza, 2014). Also, Scout activities aim to shape each Scout to have a personality who is faithful, pious, noble, patriotic, law-abiding, disciplined, upholds the noble values of the nation, and has life skills as a cadre of the nation in maintaining and building the Unitary State of the Republic of Indonesia. (NKRI), practicing Pancasila and preserving the environment (Junaedi, 2018). The Scout Movement has a Code of Honor, which consists of a promise called Satya and a moral rule called Darma, which is one of the Scout method elements and a tool for implementing the basic principles of Scout (Widodo, 2017). Members of the Scout Movement use Tri Satya and Dasa Darma as references in carrying out their daily lives because they are full of good character education. Thus the essence of Scout activities is the implementation of character education in every movement and learning process both at school and outside of school, so that character education becomes the soul in the whole process of Scout activities. Therefore, in increasing the national civilization, which is competitive in the world, character education in Scout activities is hope in building students' character (Adrijanti & Nawafatusyoganita, 2020).

SD Strada Bhakti Utama has held Scout extracurricular activities since 1987. This activity is compulsory for grades 3, 4, 5, and 6. Currently, the number of scout members in this school is 445 students. The school teacher himself carries out coaching, and the number of Scout extracurricular assistants is 17 people, with a composition of 4 boys and 13 girls. Some coaches are homeroom teachers, so that the homeroom teacher will teach their respective classes, and subject teachers will be divided into several levels. Based on observations, the character of the scout members is still in the low category. After a more profound observation, it turns out that several things cause the scout members' character to below. The fundamental reason for measuring the implementation of Scout activities includes the material provided by the scout coach. Can be explained in the implementation of Scout activities, including the coach's material, the methods used, and the types of activities carried out. From the observations, it is known that the material delivered is only 20% from SKU and 30% from other knowledge/skills; the supervisor ignores the development of the aspects contained in the SKU (Reza, 2014). Through cursory observations to scout members, the coach only provides material from beginning to end.

Furthermore, the problem that arises at SD Strada Bhakti Utama is that the methods are less effective and less varied. As a result, making students feel less motivated when they are about to do extracurricular Scout activities, children's enthusiasm continuously decreases, as seen from the enthusiasm of children who do not feel interested when activities occur. Besides, the supervisors were not enthusiastic about fostering because of the school's lack of appreciation. They are not prepared enough and carry out the Scout activities without any further study.

Based on these observations, it is necessary to evaluate the Scout activities at SD Strada Bhakti Utama. The evaluation is more focused on evaluating the Scout activity program, using the Kirkpatrick evaluation model. The evaluation model itself is a practical explanation of evaluation theory in evaluating evaluations (Widiasih et al., 2017). The evaluation model proposed by Kirkpatrick uses the CIPP evaluation model or Contex Evaluation, Input Evaluation, Process Evaluation, Product Evaluation. CIPP evaluation, which is applied by researchers in analyzing the feasibility of a program, aims to provide nutritional information and help service providers regularly assess and improve services by using resources, time, and technology effectively and efficiently in order to improve the welfare and needs of targeted recipients. that is entitled appropriately and equitably (Bhakti, 2017). The Kirkpatrick evaluation model's stages consisted of the first stage, measuring the reactions of the participants in the Scout activity program at SD Strada Bhakti Utama. Second, measuring the Scout education learning process for Scout activity program participants at SD Strada Bhakti Utama. Third, measure the behavior change that appears in extracurricular Scout education participants at SD Strada Bhakti Utama. Fourth, measuring the intellectual intelligence that appears in participants in the Scout extracurricular education program at SD Strada Bhakti Utama.

Operationally the purpose of this research is to analyze the reactions of students in the implementation of Scout extracurricular education, to analyze the habituation, development, and implementation of Scout extracurricular education, and to analyze the school achievements, teacher achievements, and the achievements of students from the Scout extracurricular education program at SD Strada. Main Bhakti. Meanwhile, this research's final objective is to know the stages in implementing the extracurricular Scout program at SD Strada Bhakti Utama. It also leads to the improvement and perfection of the Scout extracurricular program at SD Strada Bhakti Utama.

2. Method

The type of evaluation in this research is program evaluation research. This research was conducted from April to December 2019. This research is calculated starting from the preparation of proposals until the research results have been declared complete. This research method uses a combination of qualitative and quantitative approaches. Combined methods are a research method that combines or combines quantitative methods and qualitative methods to be used together in research activity to obtain more comprehensive, valid, reliable data (Sugiyono, 2014). And objective. Research site at SD Strada Bhakti Utama in South Jakarta. The research design developed by the researcher was adapted to Kirkpatrick's goals, problems, and models. The documentary study is a data collection technique by collecting and analyzing documents, whether written, pictorial, or electronic. This data collection technique is carried out to support and complement the primary data obtained from observations and interviews. Documentary studies were carried out to find data in the form of annual extracurricular program evaluation reports, SKL, RKAS, syllabus, implementation documents of extracurricular Scout activities, reflections, inventory lists of facilities, and infrastructure.

The population in this study was conducted at SD Strada Bhakti Utama, which implements the Scout program. The population consisted of classes 3, 4, 5, and 6, as many as 442 students. Researchers used the purposive sampling technique for sampling by considering the components' achievement in the implementation of character education in the Scout program based on Ministerial Regulation No. 20/2018 and Permendikbud No. 63 of 2014. Sources of information in this study are principals, teachers, and students about the implementation of character education in the Scout program in schools. Sampling for school principals and teachers was carried out by purposive sampling based on specific objectives, namely the principal as the leader and person in charge of school activities and four extracurricular Scout assistants at each level. They were given responsibility for running the Scout program in schools. The sample of students as informants was grade V and VI students who were actively involved in Scout extracurricular activities. The number of informant samples to be used in this study is presented as follows:

Table 1. Number of Student Respondents in Class V and VI

No	Class	Amount
1.	V	100
2.	VI	119
Total		219

Researchers used observation data collection techniques, questionnaires, interviews, and study documentation. Observation is the cycle of seeing, paying attention, and recording behavior efficiently for

a reason. In observation, can use field notes to see facts that can be observed or depending on the instructions made from each segment of the character training implementation in the scouting program. The questionnaire is a data collection technique that provides a set of questions or written statements given to respondents to be answered (Arikunto, 2013). Questionnaires will be given to students in grades V and VI to determine the sample's perceptions on the implementation of character education in the Scout program at SD Strada Bhakti Utama as the primary data in this study. The instrument used was a questionnaire sheet consisting of 30 statement items using a Likert scale (4 scales) based on the four components in the Scout program implementation guidelines. The questionnaire grid used in this study is presented in Table 2.

Table 2. Research Questionnaire Grid

No.	Variables	Indicators
1	The Role of Scout Education	Students have character and virtuous personality.
		Students show faith and devotion to God Almighty.
		Students are mentally strong, have high intelligence, and have quality skills.
		Students are able to improve discipline in learning.
		Students can practice the values in scouting.
		Able to foster and fill independence.
2	Student Character Learning Achievement	Parents' support for students in Scout activities.
		The value of the subjects increased after participating in Scout activities.

Interviews were conducted by the principal and teachers regarding the implementation of character education in the Scout extracurricular program at SD Strada Bhakti Utama. The instrument used was a structured question sheet. The grid of the interview question sheets is presented in Table 3.

Table 3. Grid of Interview Question Sheets

No	Structured Questions	No. Question
1.	Making extracurricular activity program administration (program activities, absences, reflections).	1, 2, 3, 4
2.	Implementation of extracurricular activity programs (introduction, essence, finale).	5, 7, 8
3.	The evaluation process carried out by the coach is to determine the achievement of the activity program.	9, 10, 11

The instrument used in the research needs to be validated and reliable to see the data collection tool's validity and validity. Reliability relates to consistency in the error level of the data obtained. The instrument for which the reliability coefficient was calculated was a questionnaire sheet instrument. The reliability of the questionnaire sheet instrument used the Alpha Cronbach formula from the SPSS 24 program.

3.　Result and Discussion

Results

The training program is considered adequate if the training process is pleasing to the participants to be interested and motivated to learn and practice; the following is the explanation.

Reaction Stage
Scout Members' Reactions to Scout Activities

From the results of observations and also the data obtained from the questionnaire, it can be seen that the scout members (alert and mobilizer) are pretty fun for them. Can be seen from the answers they gave to the first question in the questionnaire. Of the 88 scout members who answered, 47 students answered that Scout activities were fun, and 39 students answered that Scout activities were entertaining. Meanwhile, two people think Scout activities are not fun.

Scout Members' Reactions Against the Supervisors

The Scout members' reactions to the Pembina brothers were varied. According to questionnaire number 2, which asked about the coach's brother, some answered that "the coach was fierce" while other scout members reacted when asked about their elder brother's response. Some said that the coach was kind, disciplined, and responsible. Answer. Most of the students said that the materials provided by the supervisors were fun.

Reactions to Facilities and Infrastructure

The fourth questionnaire asks about the facilities and infrastructure owned by the school for Scout activities. Some children say it is not complete. The remaining 71 children said they were complete with all the facilities and infrastructures they knew. Moreover, two children do not know the facilities and infrastructure owned by the school are complete or not. Incomplete due to the lack of a tent for camping. Five children said they were neutral or they did not know whether the facilities and infrastructure were complete or not.

Learning Stage

The second stage in Kirk Patrick's evaluation is the learning stage. According to Patrick, the learning stage is the reaction stage where those who are assessed or evaluated are program participants who are said to have learned if they have experienced a change in attitude, improved knowledge, or increased skills. From the data from the questionnaire results, it can be seen that 15 children say they are not proficient in cooking fried rice. They said that the extra scout activities at SD SBU were useless, and they did not learn anything from the extracurricular activities. Means experience a slight change in themselves, namely a little more proficient in cooking fried rice and praying before eating. Besides, 33 children said that after participating in cooking fried rice, they became more proficient at cooking fried rice independently.

Behavior Stage

The focus of the assessment in evaluating the behavior stage is related to changes in the participants' behavior at home and at school after participating in Scout extracurricular. This behavior evaluation is carried out a month after the extracurricular walk. This stage of evaluation involves information from teachers, parents, and the Scout student participants. The distributed questionnaire results gave the results of the perception of the teacher, parents, and student participants of the Scout extracurricular participants. After the author observes and retrieves data at this behavior stage, parents provide support, and students are delighted to follow the extra scouts; this can be seen from their expressions and the questionnaire that the authors distribute. It can be seen in questionnaire number 1 that participants can cook fried rice independently at home by looking at the answers of their parents. The stages of behavior experienced by students vary. Some say that Scout extracurricular activities make them more proficient at home cooking. They said that when they joined the Scout activities, they became more adept at cooking, especially cooking fried rice. Other changes in students due to the learning stage include students becoming more responsible, more independent, more enthusiastic, and more disciplined.
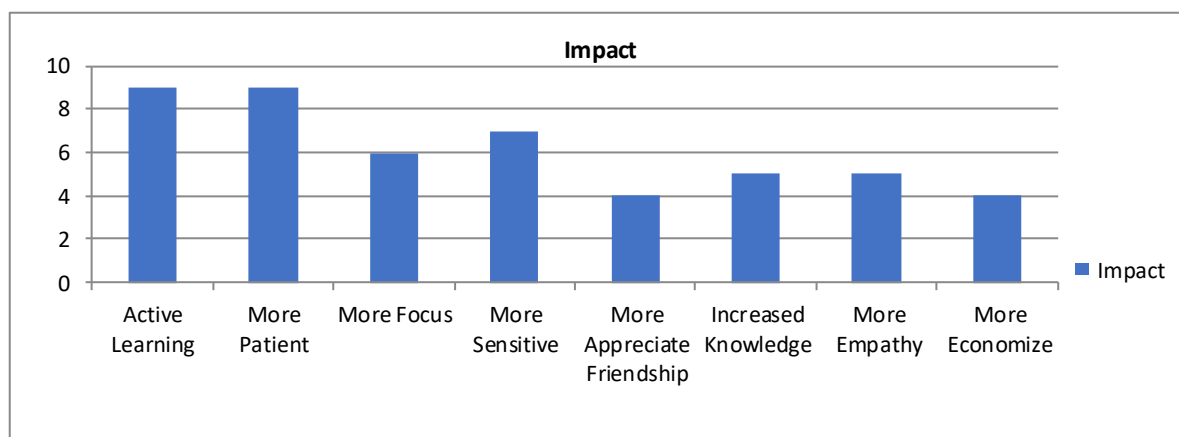
Impact Stage

According to the stages proposed by Patrick, the last evaluation stage is the impact stage. According to Kirkpatrick, the reaction stage is the impact stage, which is assessed or evaluated; this stage focused on the result that occurs because participants have participated in a program. The impact referred to in this section is the extracurricular impact on their lives at school. The data at this impact stage were obtained from a questionnaire for grade 4 and grade 5 teachers at SD SBU. Various impacts that occur on students include being active in students at school. Four teachers said that students did not become active after participating in extra scouts. They even mentioned that many students did not like Scout extras. However, nine other teachers admitted that after participating in the extra Scout activities, many students became more active in learning because when they joined the extra scouts, they were trained to be more independent, more creative, and disciplined. Based on the observations that have been made and also the data collection carried out by distributing questionnaires, and at each stage, an evaluation is carried out so based on Kirkpatrick's evaluation program, Scout extracurricular activities at SD SBU can be discussed based on the following table:

Table 4. Scout Extracurricular Evaluation

No	Stage	Success Indicators	Kirkpatrick's Evaluation Program
1	Reaction	The suitability of Scout activities with student needs.	Satisfactory
		Scout Instructor Quality.	Very satisfactory
		Completeness of Facilities and Facilities & Infrastructure.	Satisfactory
		Material Quality.	Very satisfactory
2	Learn	Positive Attitude Students towards Scout activities.	Satisfactory
		Student Skills.	Satisfactory
		Ability to do evaluation tests.	Satisfactory
3	Behavior	Able to apply Scout material in everyday life.	Satisfactory
		Ability to develop knowledge and skills.	Satisfactory
		Ability to build personality.	Very satisfactory
		Ability to take responsibility.	Satisfactory
4	Impact	Increased knowledge and skills.	Satisfactory
		Increased Motivation.	Satisfactory
		Improve the quality of learning.	Satisfactory

The data showed that nine stated that students became more active in learning. Nine stated that students became patient, six stated that students became focused, seven stated that students became sensitive, four stated that students became more appreciative of friendship, five stated that students had increased knowledge, five stated that students became empathetic. Four stated that students became willing to bring supplies to school. The Scout extracurricular impact data can be seen in Figure 1.

Figure 1. Data on The Impact of Scout Extracurricular Activities

Discussion

In the first stage, in line with previous research. The Scout participants revealed that Scout activities were entertaining and exciting because they could carry out activities with classmates and different classes and form high discipline (Al Azizi, 2020). Likewise, the Scout participants' reactions claimed to be satisfied with the coach, showing the importance of a coach who is responsible and has competence in implementing existing programs (Damayanti & Dwikurnaningsih, 2020). The satisfied reactions shown by the Scout participants indicated that the Scout program was considered adequate and the training process was enjoyable. The participants are interested and motivated to learn and practice. So, with this, it can be concluded that Scout extracurricular activities at SD SBU can be considered adequate (Juwantara, 2019). By measuring reactions can provide valuable input to training providers in improving future training programs; provide advice and input to teachers about their level of effectiveness in teaching (Nuraini, 2017).

The second stage in Kirk Patrick's evaluation is the learning stage. According to Patrick, the learning stage is the reaction stage where those who are assessed or evaluated are program participants who are said to have learned if they have experienced changes in attitudes, improved knowledge, or

increased skills after the program is completed. Therefore, the measurement of learning outcomes must determine: (a) what knowledge has been learned; b) what changes in attitude have been made; c) what skills have been developed or improved. Although the Scout education program design instills the values of Pancasila, it requires complex adaptations, especially for harmonization with the ongoing educational curriculum (Iswahyudi & Akbar, 2020). The questionnaire results showed that the participants could develop valuable skills for their daily lives during the extracurricular Scout activities. According to previous research (Nurjanah, 2018), the success in changing attitudes and the increase in self-skills of scout participants shows that the skill program developed in Scout activities is effective.

Evaluation at this stage is focused on the result that occurs because participants have followed a program. Some examples of the result in the corporate context include: increased production, increased quality, decreased costs, decreased work accidents, increased profits. The way to evaluate the final results is by (1) comparing the control group with the program participant group, (2) measuring the performance before and after participating in the training, (3) comparing the costs used with the benefits gained after training, and how the improvement is. After the researcher took the data, it could be explained that the Scout extracurricular activities made them more proficient at home cooking. They said that when they joined the Scout activities, they became more adept at cooking, especially cooking fried rice. Other changes in students due to the learning stage include students becoming more responsible, more independent, more enthusiastic, and more disciplined. Changes in behavior, especially in honesty, discipline, and responsibility produced by Scout participants, show that Scout extracurricular activities are effective (Juwantara, 2019; Syahputra et al., 2017). According to Kirkpatrick, the reaction stage is the impact stage, where assessed or evaluated is focused on the result because participants have participated in a program. The impact referred to in this section is the extracurricular impact on their lives at school. Following previous research, Scout activities follow the expected goals and outcomes, including students becoming more active in learning, more patient, more focused, more responsible, more appreciative of friendship, increased knowledge, discipline, and thrifty life (Pratiwi, 2020; Surono, 2017).

4. Conclusion

Based on what has been described above, it can be concluded that good students' character is very influential in increasing the competence of the nation. Therefore, the implementation of character education should not be neglected, and it is a shared responsibility to implement it. One of the character education methods that the school can carry out is to hold Scout activities. Scout activities are compulsory extracurricular activities that can be given to every student starting from elementary school grade 3. Based on the results of the evaluation that was carried out at SD Strada Bhakti Utama, it was seen that there was a character development of students who were more responsible, disciplined, independent, helpful, and lived frugally. The development of the character of the Scout participants at SD Strada Bhakti Utama, of course, is a sign that the young generation of Indonesia, if planted with good things, will become a daily habit that is not only useful for themselves but also for the family, society and the state.

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