



Evaluation of the Scout Extracurricular Program to Improve the Character of Elementary School Students

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Abstrak

Rendahnya karakter yang dimiliki siswa menyebabkan merosotnya etika dan moral di kalangan siswa. Sehingga diperlukan upaya untuk dapat meningkatkan karakter yang dimiliki oleh siswa. Tujuan dari penelitian ini adalah untuk mengevaluasi ketercapaian tujuan program ekstrakurikuler pramuka pramuka. Penelitian ini merupakan penelitian deskriptif kualitatif, dan evaluasinya menggunakan model evaluasi bebas tujuan. Subyek penelitian adalah kepala sekolah, pembina, pembina pramuka, dan peserta ekstrakurikuler sebanyak 58 orang. Observasi, wawancara, dan studi dokumentasi merupakan teknik pengumpulan data yang digunakan dalam penelitian ini. Teknik analisis data dilakukan dalam empat tahap, dimulai dari 1) pengumpulan data, 2) reduksi data, 3) penyajian data, dan 4) penarikan kesimpulan. Validitas data dalam penelitian ini menggunakan triangulasi teknik dan sumber. Hasil penelitian menunjukkan bahwa ekstrakurikuler pramuka meningkatkan karakter siswa karena pendidikan karakter diimplementasikan dalam muatan. Namun, tujuan program ekstrakurikuler pramuka belum tercapai 100%. Sehingga diharapkan kegiatan ekstrakurikuler ini dilakukan secara lebih intensif agar memberikan dampak positif terutama dalam membentuk dan mengembangkan karakter siswa.

Kata kunci: Evaluasi, ekstrakurikuler, pramuka, karakter.

Abstract

The low character possessed by students causes a decline in ethics and morals among students. So efforts are needed to be able to improve the character possessed by students. The purpose of this study was to evaluate the achievement of the goals of the cub scout extracurricular program. This research is a qualitative descriptive study, and its evaluation uses the goal-free evaluation model. The research subjects were school principals, cub masters, scout trainers, and 58 extracurricular participants. Observations, interviews, and documentation studies are the data collection techniques used in this study. Data analysis techniques were carried out in four stages, starting from 1) data collection, 2) data reduction, 3) data presentation, and 4) conclusion. The data validity in this study used technique and source triangulation. The results showed that the scout extracurricular improved students' character because character education was implemented in the content. Still, the purpose of the scout extracurricular program had not been achieved 100%. So it is hoped that these extracurricular activities will be carried out more intensively to have a positive impact, especially in shaping and developing student character.

Keywords: Evaluation, extracurricular, scout, character.

1. INTRODUCTION

Education is a very important component of human life because of education. A person will be able to develop their potential. In addition, education aims to develop and shape one's character and educate the nation's life (Munir, Arief Nur Wahyudi, & Aba Sandi Prayoga, 2021; Na'imah, Widyasari, & Herdian, 2020). Therefore, in education, one of the components that must be developed is the character possessed by each student. Character development and formation can be done through character education (Pertiwi & Zahro, 2018; Yulianti, Djatmika, & Susanto, 2016). Character is a person's behavior, often referred to as a person's moral state, which is formed due to the influence of actions from the surrounding environment. This character refers to a series of behavior, attitudes, motivations, and skills as a manifestation of human moral values and capacities in dealing with adversity (Rofiq, 2020; Santika, 2018). The essence of the character is action. Someone who always acts well means having a good character too. Character can be formed through activities not only limited to learning material activities but also habituation activities must be carried out (Amini &

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Mariyati, 2021; Marhayani, 2016). Therefore we need activities that can develop and shape students' character (Fitroh & Sari, 2015). So that students have good character and can think and act well according to the rules. But what is happening now is that our country is faced with declining ethics and morals among students. The ethical and moral decline experienced by students is caused by the lack of attention from parents, government, and society about the importance of instilling character education from an early age (Mulyani, Masrul, & Astuti, 2021; Wisada, Sudarma, & Yuda S, 2019). Based on the observations at SDN Tlompakan 03, the researchers concluded that at SDN Tlompakan 03, it was necessary to implement a program to improve student character. It is because the students' character at SDN Tlompakan 03 is starting to show signs of not being good enough. The attitude between students is not good. For example, during recess, students often report to the teacher's office because other students make fun of them, disturb them while playing, fight or fight with their friends, etc. The attitude of the students towards the teacher is also impolite due to lack of respect for the teacher at school, for example, talking to the teacher not using polite language, when meeting the teacher they do not shake hands or greet, during learning they do not pay attention seriously, do not enter school without explanation, do not do assignments well, etc. In addition, students are also less sensitive to environmental cleanliness because there are still many students who litter after having snacks during recess. If treatment is not immediately received, this can impact students, such as reduced awareness of students about their obligations as students. Students can become less disciplined, less polite, more playful, less sensitive to the environment, etc. Because of these problems, the government has been aggressively launching national movements in the last decade, one of which is about character education. It is proven by one of the Nawacita points conveyed by Mr. Joko Widodo as the President of the Republic of Indonesia, namely strengthening national character education.

One of the activities that can be done to improve student character is extracurricular activities. Extracurricular activities aim to develop students' interests and talents, make students more active, creative and confident and are carried out outside study hours (Sari, Akhwani, Hidayat, & Rahayu, 2021; Sularso, 2017). Scout extracurricular activities help develop students' personality attitudes (Pangestu, Lanang, Parwata, & Wijaya, 2021). Through scouting activities, students are expected to build an attitude of nationalism, such as leadership, courage, responsibility, and love for the motherland. Scouting activities also teach the formation of morals and character in building good attitudes, for example, always being obedient to God, loving nature and others, being independent, and being thrifty. Scout activities do not only rely on brain intelligence but also develop emotional intelligence, which can influence the attitudes of students so that through extracurricular scouting, it is hoped that it can give birth to a better young generation. Scout extracurricular are very closely related to shaping student character. Previous studies have shown that scout extracurricular activities effectively improve student character education (Rahmayani, Ramadan, & Hadikusuma, 2021; S, 2014). The effectiveness of instilling character education through scout extracurriculars is obtained from measuring effectiveness, targeting accuracy, implementation, and program monitoring. Other research shows that scout extracurricular activities affect student discipline (Jatmiko, Supriyanto, & Nurabadi, 2020). Scout extracurricular activities have the potential to develop character education habituation. Other research shows that scouting activities can form the character of social care and self-reliance in students (Erliani, 2016). Based on the problems above, researchers need to evaluate the scout extracurricular program at SDN Tlompakan 03 to improve student character. This evaluation program is specifically for students from grades one to four who are included in the cub scout group. The standby group was chosen because the students included in this scout group are low-grade students who are considered relatively small, so this character

education must be implemented in children as early as possible so that this character education is rooted and entrenched in the lives of students so that their character can be well-formed. . Researchers limit only the standby group because of limited time and also energy so that the raising group can do research for further researchers. The objectives to be achieved in this study are 1) to evaluate the achievement of the objectives of the alert level scout extracurricular program at SDN Tlompakan 03 in 2019/2020 and 2) to provide recommendations or decisions from the evaluation results of the scout extracurricular activity program at SDN Tlompakan 03.

2. METHODS

This research is a qualitative descriptive study, and its evaluation uses the goal-free evaluation model. The research was conducted at SDN Tlompakan 03, located in the Tuntang sub-district, Semarang district. The research subjects included school principals, scout coaches, trainers, and 58 extracurricular participants. Observations, interviews, and documentation studies are the data collection techniques used in this study. The time for conducting the research was July-December 2019. The data analysis technique was carried out in four stages according to the stages put forward by Miles, and Huberman, cited by Sugiyono (2013: 405), starting from 1) data collection, 2) data reduction, 3) presentation of data, and 4) concluding. The data validity in this study used technique and source triangulation. Cub scout has three levels: Third Class Cub, Second Class Cub, and First Class Cub. Based on the results of interviews about achieving the objectives of the Alert Scout extracurricular activity program at Tlompakan 03 Elementary School, these activities can be described into five groups based on areas of development (basic competencies), namely spiritual, emotional, social, intellectual, and physical.

3. RESULTS AND DISCUSSION

Results

Development of Spiritual Competence

Based on a document study on the administration of the front cluster at SDN Tlompakan 03, it can be seen that the majority of extracurricular participants at SDN Tlompakan 03 are Muslims, some are Christians and Catholics, and there are no students who are Hindus, Buddhists, and Confucianists. The early standby participants who were Muslim were 88%, while those who were Catholic were only 12%, and there were no participants with other religions. 100% of standby help participants are Muslim, while 63.2% of participants are Muslim; Christian 10.5%, and Catholics 26.3%. Based on the results of interviews, the development of spiritual competence of third-class, second-class, and first-class cubs (competence number 1) can be achieved 100%. That means all cub scout participants can master spiritual competence.

Development of Emotional Competence

Based on the results of the interviews, the emotional competency development of third-class, second-class, and first-class cub (competencies number 9 and 10) can be achieved 100%. That means all cub scout participants can master emotional competency.

Development of Social Competence

Based on the results of interviews and literature studies on the achievement of the development of social competence of the third-class cub with 18 competencies, there is one competency that has not been achieved 100%, namely the competence to state the name and

address of the RT head, RW head, Lurah, and Camat around where he lives. This competency is only achieved at 92%. In addition to these competencies, other social competencies can be achieved 100%. Whereas in the second-class and first-class cub, social competence consisting of 17 competencies has been achieved 100%.

Development of Intellectual Competence

Based on the results of interviews on the development of emotional competence of third-class cubs (competence numbers 22 to 26), the second-class and first-class cubs (competence numbers 21 to 25) can be achieved 100%. That means all cub scout participants can master intellectual competence.

Development of Physical Competence

Based on the results of the interviews for the development of physical competence of third-class cub (competencies number 27 to 34), the second-class cub and first-class cub (competence number 27 to 33) have not achieved 100%. Competencies that can be achieved 100% are competencies 27 to 33 for third-class cub and numbers 27 to 32 for second-class and first-class cub. The competency that has not been achieved is the rigging competency, namely competency number 34 in the third-class cub, while for the second-class cub and first-class cub is competency number 33. Achievement in this rigging competency can only be achieved at 84% in the first-class cub, 86% in the second-class cub, and 95% in the first-class cub.

Driving Factors and Obstacles to Achieving the Cub Scout Extracurricular Activity Program Objectives

Based on the results of interviews, document studies, and observations, some information can be accumulated as a driving factor or inhibiting factor that can affect the achievement of program objectives from cub scout extracurricular activities at SDN Tlompakan 03. Factors that can influence the achievement of program goals are divided into two groups, namely 1) factors that can affect the achievement of program objectives based on competency development areas and 2) factors that can affect program objectives based on program components. Here is the explanation:

Factors Driving and inhibiting factors for the development of spiritual competence

Research on the goal of developing spiritual competence for cub scout extracurriculars, both third class cub, second class cub, and third-class cub, can be achieved 100%. Based on the interview results, it can be shown that this spiritual competence can be achieved because several driving factors influence it. These factors include: Spiritual competence is one of the material contents in the alert scout extracurricular; Habituation activities in scout extracurriculars; Application of the remedial system in SKU assessment or testing; Involve teachers in SKU assessments or tests; Supporting infrastructure. The inhibiting factors for achieving the objectives of the activity program were not found because the achievement of spiritual competence was 100%.

Factors driving and inhibiting the development of emotional competence

Achievement of the objectives of the activity program in developing the emotional competence of Scout Alert was successfully achieved 100%. Based on the results of the interviews, information was obtained that the factors that influenced its success were as follows: Emotional competence is one of the material contents in scout extracurricular activities; using an authentic scoring system; implementing a recovery system. Meanwhile, the inhibiting factors for achieving the program's objectives were not found because the achievement of emotional competence was 100%.

Factors driving and inhibiting factors for the Development of Social Competence

The inhibiting factor in achieving the competence to say the name of the sub-district head based on the results of interviews with third-class cub scouts was because the students lived far from the sub-district office. Besides, participants rarely met or interacted with their sub-district heads. This factor was confirmed in the scout interview. The development of social competence in the second-class cub and third-class cub has reached 100%. Based on the results of the interviews, several factors influence the achievement of standby scout competence at Tlompakan 03 Elementary School. These factors are: Social material becomes one of the material contents; Scout extracurricular is a mandatory extracurricular; Implement an authentic scoring system; Application of habituation to social competence.

Factors driving and inhibiting factors of Intellectual Competence Development

Research on developing cub scout extracurricular intellectual competence in first-class, second, and third-class cub can be achieved 100%. Based on the interview results, it can be shown that this intellectual competence can be achieved because it is influenced by several driving factors, including: One of the material contents is intellectual competence; SKU assessment or test involves the teacher; Implement a remedial system. The inhibiting factors for achieving the activity program objectives were not found because intellectual competence could be achieved 100%.

Factors driving and inhibiting factors for the Development of Physical Competence

Several students had not mastered the rigging competence, which resulted in not achieving the cub scout physical competence development. This failure was caused by students not doing remedial until the specified time limit. While other physical competencies can be achieved 100%, several factors, namely influence the achievement of this competence: Physical competence is taught through habituation and application of authentic assessment.

Factors Driving and Inhibiting for the Achievement of Scout Extracurricular Activities Program Objectives

Four components can affect the achievement of the objectives of the standby scout extracurricular activity program at SDN Tlompakan 03. These components are: (a) Program Planning, There are three components contained in program planning. These components are participants, coaches/trainers, and the material being taught; (b) Program Implementation, there are three components contained in the implementation of the program. These components are the schedule of activities, teaching methods, as well as the interest and motivation of the participants. (c) Carrying capacity, There are nine components contained in the carrying capacity of program implementation, namely 1) school policies, 2) Gudep administration, 3) funding, 4) facilities and infrastructure, 5) teachers and education staff, 6) school principals, 7) parents, 8) school committee, and 9) government; (d) Evaluation and Follow Up.

Discussion

Based on the results of the study shows that scout extracurricular activities are effective in improving the character of students. It can be seen from the following aspects: first, there is a development of spiritual, social, emotional, social intellectual values and the physical development of students. Spiritual value is basic to developing student character (Dermawati, Suprpta, & Muzakkir, 2019; Rofiq, 2020). The value of religious or spiritual character is a form of belief in God Almighty. It is manifested in the application of religious doctrines and beliefs and the behavior of respecting religious differences (Khoiri,

Agussuryani, & Hartini, 2017). The development of good values to form a person with character is one of the embodiments of the school's vision and mission. Scout extracurricular activities have developed spiritual competence to manifest a noble moral attitude following the theory of spiritual intelligence (Murniyetti, Engkizar, & Anwar, 2016; Rahmayani et al., 2021). Factors supporting the achievement of spiritual competence through habituation activities, namely doing Dhuha prayer in the congregation every day at the school prayer room every 10.30 during the second break, while those who are Christians hold prayer meetings. Through a habituation process that is carried out in a planned and repeated manner to influence someone, one will be able to shape one's character (Marwiyati, 2020). Further character improvement can be seen from the development of emotional values. Through scout activities, students are taught to be able to recognize and accept various feelings and emotions they have, can control emotions and respect the feelings of others, control their environment, and can identify the causes of emotions (Agustini, Sujana, & Putra, 2019; Darius Darko Wijanarko, 2014). It is intended that students have a polite, polite character and are not easily provoked by emotions. The development of emotional values is very beneficial for students to carry themselves well and interact with the surrounding environment (Agustini et al., 2019). Meanwhile, in developing social values, students must show empathy, recognition, and understanding of life and nature (Na'imah et al., 2020). In addition, the social competencies developed through scout extracurricular activities include 1) the scout movement to develop a caring attitude towards the organization it participates in, 2) saving to practice frugality, 3) paying contributions to train concern for others, 4) government institutions to develop knowledge of the environment in which they live, 5) diligently participating in training to exercise responsibility for the activities participated in, 6) knowledge of the National Flag, National Anthem, and Indonesian language to foster a sense of love for the motherland, 7) regulations in the family and environment to train discipline, 8) local customs and culture in the context of preserving regional culture, helping someone by doing first aid to foster concern for others, 9) greetings and the symbol of the scout movement to develop enthusiasm in practicing Dwisatya and Dwidharma. A person's ability to understand and be wise in acting to establish relationships and maintain them properly is what social intelligence means. Humans are social creatures, so with the social intelligence obtained from scouting activities, it is hoped that participants will not be selfish but can adapt to their surroundings and have many friends so that a sense of caring for other people and their surroundings arises (Agustini et al., 2019; Gunarsih, 2016). Students' intellectual and physical development, the development of intellectual and physical values needed by students. Students with high intellectual value will be able to distinguish which things to do and which to avoid. So is physical development. Through extracurricular activities, students will be physically trained to become physically and mentally healthy to participate in all learning activities at school.

Scout extracurricular activities are effective in improving character education for students. This character education needs to be immediately implemented in children as early as possible so that it is rooted and entrenched in students' lives so that their character can be well-formed (Amini & Mariyati, 2021; Panjaitan, Sitepu, Gaol, & Silaban, 2020). Therefore, the implementation of extracurricular activities that have not been carried out following the guidelines for organizing scouting activities (one example, front group administration has not been well documented), because they are still carried out only as routines, they should begin to be carried out following the implementation guidelines, bearing in mind that this extracurricular program is an extracurricular program mandatory in the 2013 curriculum.

The factors that can affect the achievement of the objectives of the scout extracurricular activities program are grouped into four, namely program planning, program implementation, carrying capacity, as well as evaluation, and follow-up. Judging from

program planning, extracurricular activities must be carried out with a system such as these activities are required at school (Murniyetti et al., 2016; Rozi & Hasanah, 2021). Appropriate coach or coach. It means that the trainer or coach has a Basic Advanced Course certificate (KMD), a minimum requirement. This main requirement must be met so that coaches and trainers can properly provide training. Scout extracurricular program goals can be achieved well because coaches/trainers have competence by mastering the materials given to participants and mastering their duties and responsibilities as coaches/trainers so they can lead participants in scouting competitions. In addition, the material's content is also very important to note. The material presented must contain five material competencies: spiritual, emotional, social, intellectual, and physical (Murniyetti et al., 2016). Other supporting factors are the accuracy of the activity schedule and the methods used by the coach or coach (Jatmiko et al., 2020; Tanto, Hapidin, & Supena, 2019). Teaching system "Among System." The application of this system makes it easier for participants to complete the SKU test. That it affects achieving the planned activity program objectives because participants can study the material in a variety of interesting and challenging ways so that they are excited to complete the SKU as much as possible, other supporting factors are also needed, namely the interest and motivation of the participants to achieve the goals set. Participants with good interest and motivation are good in terms of knowledge, skills, and experience in life skills. It will make it easier for students to understand and participate in this scouting activity (Budiarta, 2018; Wuryanti & Kartowagiran, 2016). Motivation will encourage students to develop into better individuals. In addition, the school community, starting from the principal, teachers, and friends, are the driving factors for the success of this activity. The availability of good facilities, infrastructure, and sufficient funds will affect the smooth running of this activity.

The success of this scout extracurricular activity will have a positive impact. For schools, this activity influences the community's perspective on school quality, so it should be taken into account at the time of Acceptance of New Students (PPDB) (Panjaitan et al., 2020; Rahmayani et al., 2021). While the benefits of participating in scouting activities for participants are gaining knowledge about life skills, obtaining character education, experience participating in scouting competitions for those who are selected to represent, and getting additional points during the Junior High School PPDB if they get an award certificate for winning a scouting competition. Scout extracurricular are very closely related to shaping student character. Previous studies have shown that scout extracurricular activities effectively improve student character education (Rahmayani et al., 2021; S, 2014). The effectiveness of instilling character education through scout extracurriculars is obtained from measuring effectiveness, targeting accuracy, implementation, and program monitoring. Other research shows that scout extracurricular activities affect student discipline (Jatmiko et al., 2020). Scout extracurricular activities have the potential to develop character education habituation. Other research shows that scouting activities can form the character of social care and self-reliance in students (Erliani, 2016).

4. CONCLUSION

Based on the analysis of research results and discussion of the scout extracurricular program at Tlompakan 03 Elementary School, it can be concluded that the scout extracurricular is effective for improving the character of students because character education is implemented in the content of the material, the goal of the standby scout extracurricular program has not been achieved 100%. So, it is hoped that these extracurricular activities will be carried out more intensively to have a positive impact.

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