

Management and Development of Scouting Extracurricular Activities

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Abstract

The purpose of this study was to determine the management and development of scout extracurricular activities at SMAN Surulangun, Musi Rawas Utara District. The research subjects consisted of 3 informants. The main informant consisted of 1 person, namely the scout extracurricular coach, the key informant consisted of 1 person, namely the head of SMA Negeri Surulangun, and additional informants consisted of 1 person, namely a student of SMA Negeri Surulangun. The research method used is a qualitative descriptive method. Data collection techniques in this study use observation, interviews, and documentation. Data collection method using triangulation. The results showed that SMAN Surulangun had carried out the management and development of extracurricular activities well, which consisted of planning, staffing and personnel management, and financial budgeting. The planning begins with the formation of an organizational structure for the scout extracurricular management so that each manager works according to their respective main duties and functions. Furthermore, making short, medium, and long term work programs so that scout extracurricular activities are directed according to the goals to be achieved. In the process of achieving the planned program objectives, cooperation from various parties is needed, for example, cooperation in the form of sponsorship of activities. At the Staff and Personnel Arrangement stage, recruited coaches must have a certificate of at least Basic Advanced Course (KMD) while for activity managers, at least they have been appointed as Bantara enforcers. At the Financial Budgeting stage, the main source of funds obtained by current managers or schools in organizing scout extracurricular activities at SMAN Surulangun is BOS funds. The form of accountability for the manager/trainer is to make and compile an accountability report (LPJ) for the scout extracurricular activity development program at the end of each activity and at the end of each management session during the deliberations of the troop which is intended for the school principal as kamabigus.

Keywords

management; development; scout extracurricular



I. Introduction

The process of forming the personality, life skills, and noble character of scouts through the appreciation and practice of scouting values is the definition of scouting education. The government through the minister of education and culture stipulates regulation (permendikbud) number 63 of 2014 concerning scouting education as a mandatory extracurricular activity in basic education and secondary education. The Scout

Movement is an organization formed by scouts to organize scouting education (Mendikbud, 2014). Scouting education is carried out as a compulsory extracurricular activity in primary and secondary education. These compulsory extracurricular is expected to be able to grow character values in each individual student (Anshori, A.R. et al., 2021; Syafiudin, M. & Purwono, 2022; Syafiudin, 2021). The scouting movement as a scouting organization engaged in non-formal education is trying to help the government and society in building society and the nation (Triana et al., 2020). This can be seen from the basic principles of educational methodology (Santosa, S. & Hikmah, 2015). So, it is clear that the Scout Movement is a forum and a means to educate children and youth in the third educational environment, namely education outside family education and outside school education, which is non-formal education and operates in the community using the principles of education. basic scouting education (Handoko, 2016; Tajudin et al., 2021).

Scout extracurricular is a curriculum development activity to find out the talents and interests and personalities of students who are better known now by developing student character for that it is necessary to make serious efforts from education managers through school management, which is related to school policies among good characters should be able to maintain (Nurdin et al., 2022; Suprihatin, 2019; Yusra, R. & Jamaris, 2021). The process of inculcating personality values can be adjusted to the needs of students, the goal is that the values that can be instilled in students are correct internalization, especially in the selection or use of scouting methods, for example, a sense of togetherness such as helping fellow members (Putri, 2018; Rozi, F. & Hasanah, 2021). In addition, the scout extracurricular has many activities that aim to develop the potential of students, one of which is developing interpersonal intelligence, and the value of attitudes and skills of students (Asrivi, 2020; Rusman, M. & Millah, 2019).

Scouts in this modern era are very important, especially in developing the nature of patriotism and nationalism among teenagers. So that the formation of student character can be formed through Scout extracurricular activities, good management of Scout extracurricular activities is also needed, in this management, its implementation requires planning, organizing, implementing, monitoring, and evaluating, as well as developing all efforts to utilize human and non-human resources. To achieve the goals of effective and efficient extracurricular activities. A well-managed extracurricular management system will certainly produce good extracurricular activities and achievements (Tursini, 2019).

Extracurricular activities must be managed with professional and adequate management innovations, both in terms of quality and quantity, the results of professional extracurricular management innovations can have an impact on the development of student character and are expected to support the development of academic competencies, especially the achievement of KKM (Minimum Completeness Criteria) and can provide positive contribution so that students become more qualified, both intellectually, with integrity, creativity, and innovation in their role in social life (Heri et al., 2019). Extracurricular activities will not succeed if they are not managed properly by the madrasa. Effective management of extracurricular activities can not only support the success of intracurricular programs but can support the success of education in general (Suyitno, 2021; Syahri, 2021).

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). Management or management activities are activities that cannot be separated from the world of education because they greatly affect the development of the world of education, even educational problems that arise in the world of education are also caused by management activities that are not carried out properly. Following this matter,

management should be applied properly in the management of education, especially school leaders who play an important role in regulating extracurricular activities. Extracurricular management that has not been maximized needs to be evaluated and the root cause of the problem is found (Meri et al., 2021).

II. Research Method

This research is qualitative research with a descriptive approach (Nurdin et al., 2022). The research subjects consisted of 3 informants. The main informant consisted of 1 person, namely the scout extracurricular coach, the key informant consisted of 1 person, namely the head of SMA Negeri Surulangun, and additional informants consisted of 1 person, namely a student of SMA Negeri Surulangun. Data collection techniques in this study use observation, interviews, and documentation. The data collection method in qualitative research as described by Moelong is triangulation/combination, data analysis is inductive, and research findings emphasize meaning rather than generalization (Kurniawan et al., 2021).

III. Results and Discussion

The results of the data analysis obtained information that the management and development of scout extracurricular activities at SMAN Surulangun were carried out through stages, namely (1) planning; (2) staff and personnel arrangement; (3) Financial Budgeting.

3.1 Planning

Planning is an activity carried out to achieve goals in a formal educational institution that has various structured and regular roles, this is evidenced by the existence of a management process from planning to supervision (Ratnawati et al., 2018). When planning, it is mandatory to prepare various needs and take them into account properly to achieve a goal and realize the extracurricular vision and mission (Faridah, S. & Darussalam., 2021; Putra, R.P. & Kristiyandaru, 2020). tracurricular program planning is to form a work team and develop an organizational structure whose job is to design extracurricular programs that are creative and innovative and following the school's vision and mission. Scheduling and fulfillment of extracurricular activity budgets/costs are systematically arranged according to the objectives of the extracurricular activity work program so that the organization of extracurricular activities is more structured (Jaenullah et al., 2021). The plan was made together and also agreed upon as a guideline for implementing activities for the next year (Jaenullah et al., 2021). The plan was made together and also agreed upon as a guideline for implementing activities for the next year (Supadi & Soraya, 2020).

The system or pattern of organizational management in sports extracurricular management activities at SMAN Surulangun includes:

Table 1. Division of Scout Extracurricular Management Tasks

No	Position	Yes	No
1	Mabigus	√	-
2	Scoutmaster	√	-
3	Enforcement Working Council	√	-

4	Honorary Council	√	-
5	Enforcement Scouts	√	-

The following is a pattern of organizational management in scout extracurricular management activities at SMAN Surulangun.

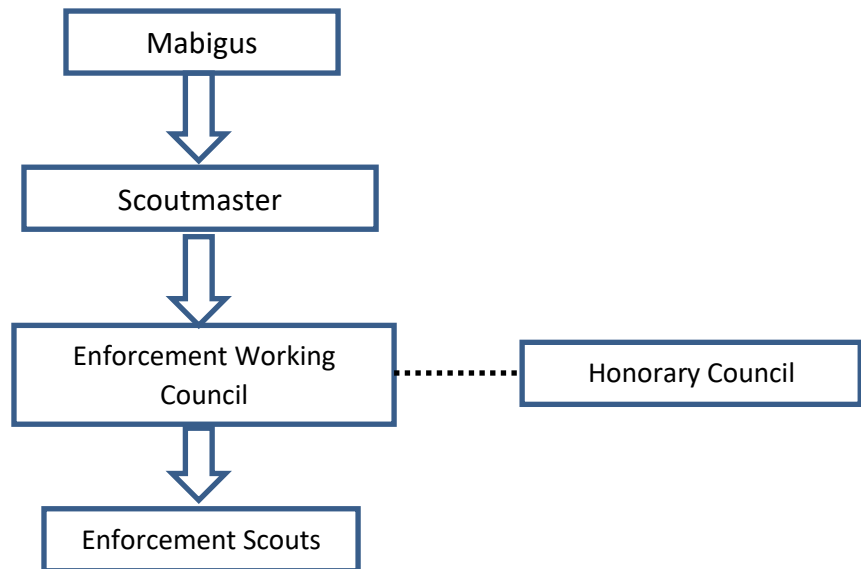


Figure 1. Scout Extracurricular Management Structure Pattern

The division of extracurricular management tasks is following the existing structure based on the main duties and functions (tupoksi) of each position holder. Managers or administrators of scout extracurricular activities cooperate with other parties, both individually and as an organization. Cooperation that exists in the form of sponsorship of activities.

This is following the statement expressed by Malayu Hasibuan, that organizing is a process of determining, grouping, and arranging various activities needed to achieve goals, placing people in each of these activities, and assigning relative authority to each individual who will carry out the activities. these activities (Hasibuan, 2000).

The objectives of organizing this extracurricular activity are, 1) To support teaching and learning activities, especially in the field of student development in shaping the character and personality of students through scouting activities, 2) To provide direction to front group implementers so that the front group performance implementation can run well, 3) As a means to improve the quality of scouting education in schools.

Scouting extracurriculars at SMAN Surulangun has work programs. To carry out the work program, a program planning proposal was previously prepared. The stages in the preparation of the scout extracurricular planning and development work program are as follows. 1) Pre-Deliberation Ambalan, namely the preparation of deliberation activities for the group to report on the accountability of the band during the 1-year management period, selecting the scout board management, and formulating a work program for the troop, 2) The Ambalan Deliberation, namely the process of implementing the SHG deliberation with a trial system (election of the leader of Siding 1, 2 and 3), hearings on the accountability of previous ambalan administrators, hearings on the selection of male and female staff members (pradana, clerks, traditional holders, treasurers, heads of divisions, funds and businesses, heads of studio households).

The work program compiled by the scout extracurricular manager consists of 3 stages, namely short, medium, and long-term programs (Putra et al., 2021; Woro, S. & Marzuki., 2016). Short-term programs are usually programs that are carried out regularly and every 3 months, medium-term programs are usually programs that are carried out every 6 to 8 months, and long-term programs are carried out annually.

The extracurricular development program is structured as a work reference for the management that is planned, structured, and programmed so that development activities for student scout members can run optimally to form a generation of scouts who are capable, skilled, and able to compete in the future.

This is following the statement expressed by Ahmadi that planning is the initial stage in setting goals objectively. Furthermore, the entire program of activities to be carried out must be directed to the goals to be achieved.

3.2 Staffing and Personnel Management

Recruitment of trainers and managers is based on applicable regulations, namely the Scout Movement Law No. 12 of 2010, for trainers and coaches must have a minimum certificate of Basic Advanced Course (KMD) while for activity managers, at least they have been appointed as Bantara enforcers.

The way to improve the skills/capabilities of managers or trainers is done by following the level of the coaching or mentoring course, either independently by the school or facilitated by the branch quarters. Improving the professionalism of teachers and coaches, schools always include them in various training both inside and outside the city, updates through technology also don't forget to update knowledge and information (Tahrim, 2020).

Efforts made by the manager or school in the event of a vacancy in the position/job position by holding a deliberation to determine the position to ask for an opinion from the front group supervisory board.

3.3 Financial Budgeting

The main source of funds obtained by current managers or schools in organizing scout extracurricular activities at SMAN Surulangun is BOS funds. This is similar to research by Diana (Diana et al., 2018) and Damayanti (Damayanti & Dwikurnaningsih, 2020) in managing the financing of scout extracurricular activities to allocate BOS funds so that they do not collect fees from parents/guardians, committees, or other parties. The school manages as well as possible the funds allocated for extracurricular activities. Based on the documentation study, it can be seen that the management of funds for extracurricular programs is following the Extracurricular Technical Guidelines from the Ministry of Education and Culture that a budget is required for activities that are prepared and funds are obtained from sources following the laws and regulations.

The budget plan (RAB) is made by the board, approved by the supervisor, and then submitted to the organization's supervisory board (Supiana et al., 2019). Managers/administrators/trainers make and compile an accountability report (LPJ) for the scout extracurricular activity development program at the end of each activity and at the end of each management during the scout deliberation.

The accountability report (LPJ) is addressed to the school principal as kamabigus. The points presented are: 1) report on activities that have been carried out in the short, medium, and long term, 2) report on the results of the management of activities carried out, whether successful or not according to the program that has been made at the Ambulance

meeting, 3) report on the use of activity funds in both the long-term program short, medium and long.

IV. Conclusion

Based on the results and discussion, it can be concluded that the management and development of scout extracurriculars at SMAN Surulangun consists of the planning stage, staff and personnel arrangement, and financial budgeting. The planning stage begins with the formation of an organizational structure for the scout extracurricular management so that each manager works according to their respective main duties and functions. Furthermore, making short, medium, and long term work programs so that scout extracurricular activities are directed according to the goals to be achieved. In the process of achieving the planned program objectives, cooperation from various parties is needed, for example, cooperation in the form of sponsorship of activities. At the Staff and Personnel Arrangement stage, recruited coaches must have a certificate of at least Basic Advanced Course (KMD) while for activity managers, at least they have been appointed as Bantara enforcers. At the Financial Budgeting stage, the main source of funds obtained by current managers or schools in organizing scout extracurricular activities at SMAN Surulangun is BOS funds. The form of accountability for the manager/manager/trainer is to make and compile an accountability report (LPJ) for the scout extracurricular activity development program at the end of each activity and at the end of each management session during the deliberations of the troop which is intended for the school principal as kamabigus.

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