

The Role of Scouting Extracurricular in Developing the Attitude of Students'

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Abstract

The background of this research is that the role of scouting extracurricular at SMAN Surulangun, Musi Rawas Utara district is unknown in developing student attitudes. This research was conducted to know the role of extracurricular scouting at SMAN Surulangun, Musi Rawas Utara district in developing the attitudes of students in grades X, XI, and XII. The research method used is a survey method with exploratory purposes. The data collection technique used is a questionnaire with data analysis techniques using descriptive statistics. The subjects in this study were 37 students at SMAN Surulangun. The results showed that the role of extracurricular scouting in developing the attitudes of SMAN Surulangun students, as many as 17 respondents (46%) were included in the good category and 20 respondents (54%) were included in the very good category. This means that scouting extracurricular activities affect the positive character of students such as the character of discipline, responsibility, independence, and honesty, scouting extracurricular activities has an important role in growing these characters because scouting extracurricular activities are considered interesting activities for students so that through scouting extracurricular activities students can be easily trained and accustomed to discipline, responsibility, independence, and honesty by complying with the established rules.

Keywords

the role; scouting
extracurricular; student' attitude



I. Introduction

Increasing human resources is a major requirement to achieve national development goals (Safri, 2016). These efforts can be made through development in the field of education. Education plays an important role in the era of globalization and free markets (Oktarina, 2007). Because the vision of education is now emphasized the formation of quality human resources and noble character (Muhardi, 2004). Therefore, education must be carried out properly to achieve the goal of education, namely to educate the life of the nation (Muhardi, 2004). Education is specifically divided into three, namely intra-curricular, co-curricular and extra-curricular education (Sugiarto, 2020). Intra-curricular activities are learning activities carried out during class hours. Meanwhile, co-curricular activities are activities outside normal hours or outside class hours that are carried out outside the classroom and aim to make students able to improve their abilities about what has been learned in intra-curricular activities (Irawan, 2020). Extracurricular activities are a vehicle for developing students' talents or interests through various kinds of activities carried out outside school hours and by the school itself (Lestari, 2016). Extracurricular activities can also affect the teaching and learning process through the discipline of

students in participating in learning activities, the ability of students to learn, and can increase students' abilities to make it easier to understand the material being taught (Nofianti, 2018). The importance of student attitudes in participating in activities for students includes being able to develop their potential talents in every activity, while for schools a positive student attitude can create a conducive atmosphere of activity as expected but in reality, there are still many students who do not participate in these activities, even though in these activities there are many things that can be learned for children in the future. Human Resources (HR) is the most important component in a company or organization to run the business it does. Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). Development is a change towards improvement. Changes towards improvement require the mobilization of all human resources and reason to realize what is aspired (Shah et al, 2020). The development of human resources is a process of changing the human resources who belong to an organization, from one situation to another, which is better to prepare a future responsibility in achieving organizational goals (Werdhiastutie et al, 2020).

Extracurricular activities are additional activities at school that is generally carried out outside of class hours and this activity aims to make students further deepen and develop what is learned during the learning process in class and can develop students' interests and talents (Nurdianto, 2017). This extracurricular activity is more directed to shape the child's personality (Mudanto, 2015). Extracurricular is an additional activity held outside of class hours that aims to strengthen the personality of students (Asmani, 2013). Extracurricular activities are activities that are carried out in developing certain aspects of what is found in the current curriculum, including those relating to how the actual application of the knowledge students learn by the demands of their life needs and the surrounding environment (Wiyani, 2013). One of the extracurricular activities that can shape the character of students is scouting activities (Elisa, et al., 2019). Scouting extracurricular activities are fun because these activities are outside the classroom or activities that are related to daily life so that students will more easily understand the material in scouting more quickly because students can get real learning, in scouting activities can also form discipline, independence, and so on (Elisa, et al., 2019).

Scouting is a scouting education system that is adapted to the circumstances, interests, and development of the Indonesian nation and society (Yusup, 2014). Scouting is an educational process that is applied to interesting and fun activities for children using special principles and methods. The target in scouting education also has a specificity, namely, it is used to improve character that is not possessed by much other non-curricular education (Juwantara, 2019). Through scouting extracurricular activities, the desired direction of education can be more easily achieved. Efforts to educate can be pursued by humanizing students or helping students to be able to realize themselves in accordance with their human dignity (Wahyudin, 2014). In achieving the goals of scouting, the process of scouting extracurricular activities in schools is hoped that students can have a good attitude (discipline, sportsmanship, cooperation, honesty, punctuality, obeying regulations, good behavior, mutual respect) (Rahayu, 2015). Students' attitudes towards scouting extracurricular activities can be positive and negative. The emergence of the possibility of negative student attitudes must be anticipated by teachers/coaches with self-competence and a high sense of responsibility. The ability of teachers/coaches to create feelings of pleasure in students towards scouting activities is expected to lead to a positive attitude. In this case, the attitude of students greatly affects the success or failure of a learning process. Experts have their own views about attitude as well as attitude is one of the views or conditions that are ready to arise, so attitude is one of the conditions that allow human

actions or behavior. For example, there are some student attitudes that are still unknown, such as the response or interest in scouting extracurricular activities.

In addition, adequate infrastructure, capable and knowledgeable teachers/coaches, and other factors will certainly support extracurricular activities in achieving the goals of scouting education (Putri, 2020). Only a few infrastructure facilities are available, such as some scouting sticks, two semaphore flags, whistles, scouting ropes, and so on (Astrafina, 2019). With the infrastructure that is quite complete and adequate, it will certainly be enthusiastic for students to take part in scouting activities. Scouting extracurricular activities are supervised by coaches and assistant coaches and are carried out every week in the hope that they will become the shapers of student discipline and personality (Putri, 2020). Of course, with quite a number of participants, each student has different perceptions and attitudes towards the activity itself. From the observations that have been made by researchers during the observation, it is known that the ongoing scouting activities at SMAN Surulangun still look less than smooth, this can be seen from some of the students who are less disciplined when participating in scouting activities. Some students often come late and have incomplete uniforms when participating in activities and they lack a conducive atmosphere when extracurricular activities take place. Even though a comfortable atmosphere when learning takes place greatly affects the results of the learning itself. Based on the observations I made at SMAN Surulangun, showed that the level of participation was less than the students. This is shown from the attendance data of scouting activities every week. In attendance data that I see, there are always students who are absent in every meeting. This study intends to determine the level of student participation in scouting activities. In addition, my observations also show the lack of infrastructure for scouting extracurricular activities. Infrastructure facilities for scouting extracurricular activities that do not yet exist in the school include team flags, training tools for making drag bars, and semaphore flags. Infrastructure facilities should be adequate considering the role of infrastructure which is very important to support the achievement of maximum learning outcomes, so the availability of adequate facilities and infrastructure should really need to be considered.

II. Research Method

The method used in this study is a survey method with an exploration goal (Purwandari, 2019). The survey method was carried out to obtain facts from existing symptoms and to seek factual information about the role of scouting extracurriculars in developing student attitudes at SMAN Surulangun (Purwandari, et al., 2022). Survey research aims to obtain information about a number of respondents as a research sample that represents a number of populations. This study has a sample of 37 respondents who are students at SMAN Surulangun. The data collection technique used is a questionnaire containing a list of questions or statements used by researchers to collect data from respondents, which is then analyzed using descriptive statistical data analysis techniques (Sugiyono, 2014). In this study, the questionnaire used was Andri Sulistyoy's questionnaire from the research entitled: "Attitudes of Sendangadi 1 Elementary School Students Classes 4 and 5 towards Scouting Extracurricular Activities" (Sulistyoy, 2014). The questionnaire instrument has an instrument validity value of 0.728 and an instrument reliability value of 0.329, with the following grid.

Table 1. Research Instrument Indicator

Construct	Factor	Indicator	Amount
The role of scouting extracurricular in developing student attitudes	Internal	Physiology	4
		Psychology	6
	External	Experience	5
		Situation	5
		Norms	3
		Obstacle pusher	3

Source: Andri Sulisty (2014)

III. Result and Discussion

Student data on scouting extracurricular activities at SMAN Surulangun were described based on students' answers to the questionnaires that had been distributed. This study was measured using a questionnaire totaling 32 questions. The scores obtained from filling out questionnaires by students describe their attitudes. The data collection technique uses a questionnaire containing statements that refer to research variables, namely internal factors which include physiological and psychological aspects, then external factors which include aspects of experience, situation, norms, barriers, and drivers (Sulistyo, 2014). Categorization of student attitudes consists of five categories of assessment, namely very good, good, quite good, not good, and not good (Azwar, 2005). The categorization uses the mean and standard deviation. After knowing the category of student attitudes, then the percentage of each category of assessment is determined (Syarifudin, 2010).

Based on the research survey and calculations that have been carried out, the data obtained from the research results show that the role of scouting extracurriculars in developing student attitudes at SMAN Surulangun is 17 respondents (46%) in the good category and 20 respondents (54%) in the very good category. To clarify the categorization table, it is then presented in the form of a bar chart in Figure 1 as follows.

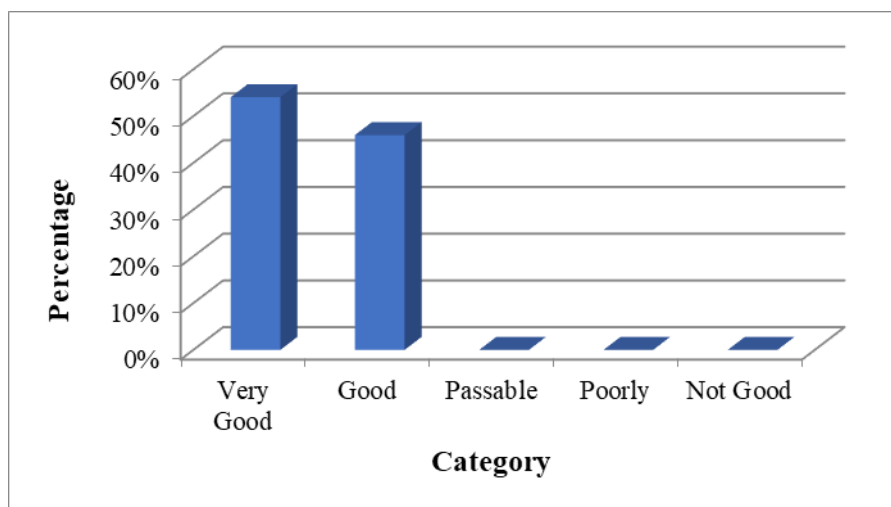


Figure 1. Data on The Role of Scouting Extracurriculars in Developing Student Attitudes

Data on the role of scouting extracurriculars in developing student attitudes consist of two factors, namely internal factors and external factors with each factor consisting of several indicators (Sulistyo, 2014), namely internal factors consisting of physiological and psychological factors, while external factors consist of experiences, situations, norms, barriers, and drivers. The description of these factors is explained as follows.

3.1 Internal factors

a. Physiological Factors

The results of the study of physiological factors on the role of scouting extracurriculars in developing student attitudes at SMAN Surulangun are shown in Figure 2.

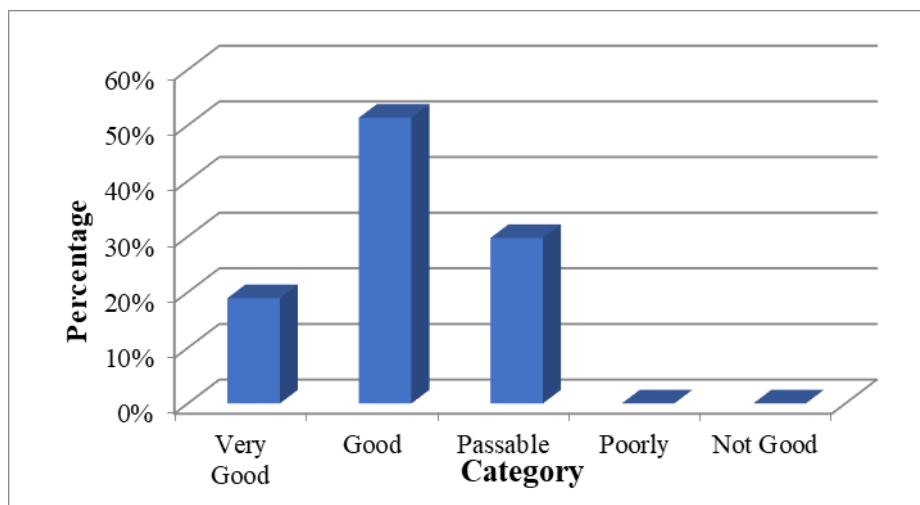


Figure 2. Physiological Factor Data

Based on Figure 2, the role of scouting extracurriculars in developing student attitudes sequentially is 11 respondents (30%) in the fairly good category, 19 respondents (51%) in the good category, and 7 respondents (19%) in the very good category. Physiological factors consist of good physical health so that you are diligent in participating in scout extracurricular activities, Camping activities in scout extracurriculars train your body resistance, Body movement skills become better after participating in marching exercises in scout extracurricular activities, but of course, when your health is not good students don't go to scout extracurricular activities. Thus, it can be seen that physiological factors have a relationship with the ongoing scout extracurricular activities according to Article 4 of the Scout Movement Articles of Association which states that the Scout Movement has the aim of educating and fostering Indonesian youth to develop their mental, moral, spiritual and physical bodies (Susanti, 2021).

b. Psychological factors

The results of the research on the psychological factors of the role of scouting extracurriculars in developing student attitudes at SMAN Surulangun are shown in Figure 3.

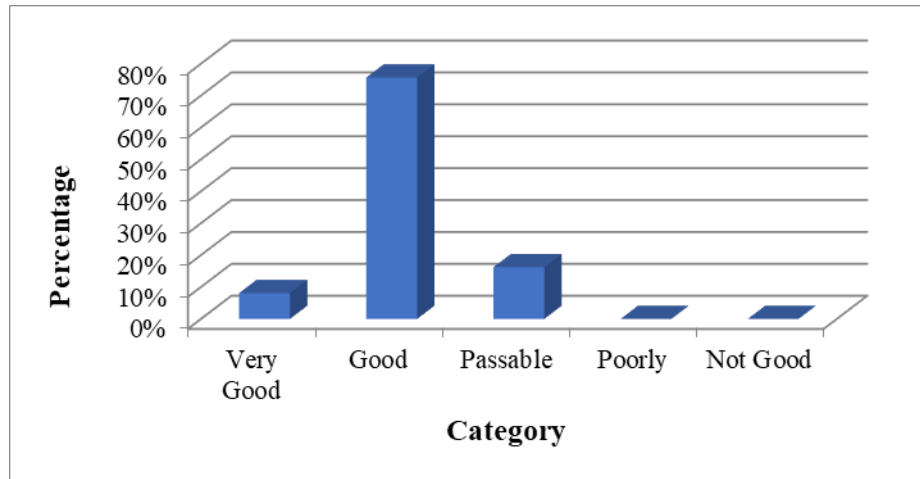


Figure 3. Psychological Factor Data

Based on Figure 3, the role of scouting extracurriculars in developing student attitudes sequentially, namely 6 respondents (16%) were included in the fairly good category, 28 respondents (76%) in the good category, and 3 respondents (8%) in the very good category. Psychological factors consist of scout extracurricular activities followed by students to find a new atmosphere after studying the class lessons, the seriousness of students when carrying out scout extracurricular activities, being present on time when there are scout extracurricular activities, happiness and excitement when participating and carrying out scout extracurricular activities, and not feel compelled when participating in scout extracurricular activities. Indicators of psychological factors described above are motives or encouragement from within individual students to do something in achieving the activities carried out (Nofianti, 2018).

3.2 External Factors a. Experience Factor

The results of the research on external factors of the experience of scouting extracurricular roles in developing students' attitudes at SMAN Surulangun are shown in Figure 4.

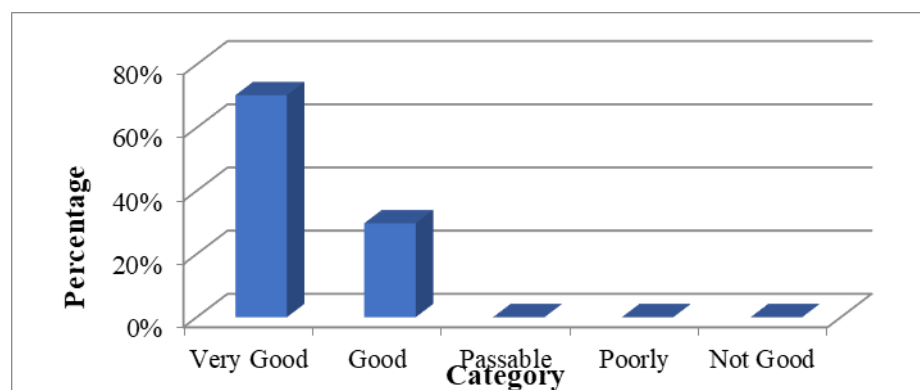


Figure 4. Experience Factor Data

Based on Figure 4, the role of scouting extracurriculars in developing student attitudes sequentially is 11 respondents (30%) in the good category and 26 respondents (70%) in the very good category. The experience factor consists of participating in camping activities in scout extracurricular activities that can increase experience, scout

extracurricular activities increase knowledge, especially in the field of scouting, scout extracurricular activities increase skills in the field of rigging, scout extracurricular activities train to adapt to the surrounding environment and improve discipline. Students can gain experience through scouting activities, students can also improve skills and abilities in forming good character values for students. Because outside the classroom, scouts contain the value of character education for the Indonesian nation (Rozi, F. & Hasanah, 2021).

b. Situation Factor

The results of the research on the situational factors of the role of scouting extracurriculars in developing student attitudes at SMAN Surulangun are shown in Figure 5.

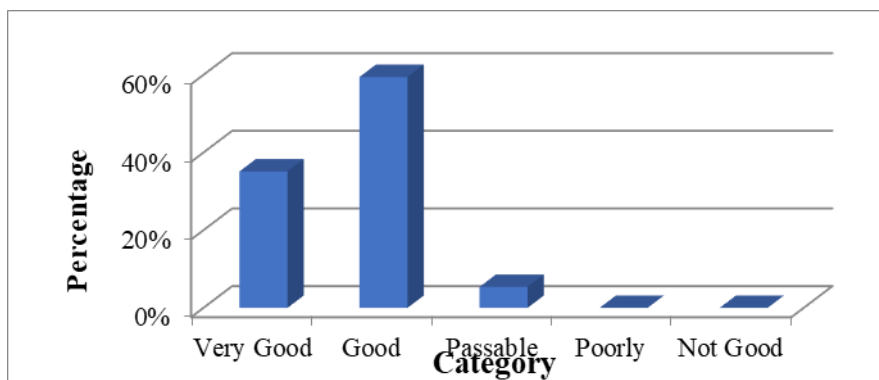


Figure 5. Situational Factor Data

Based on Figure 5, the role of scouting extracurriculars in developing student attitudes sequentially, as many as 2 respondents (5%) were included in the fairly good category, 22 respondents (59%) in the good category, and 13 respondents (35%) in the very good category. Situational factors consist of paying close attention when the coach is explaining the material, still trying to concentrate when extracurricular activities take place even though the atmosphere is very crowded, continuing to participate in scout extracurricular activities even though the field conditions or the room are not comfortable to use, remain disciplined incoming even though it's too late to join extracurricular activities scouts, and remain enthusiastic about participating in scout extracurricular activities in the field despite the hot weather (Trianawati et al., 2013).

c. Norms Factor

The results of the research on the norms of scouting extracurricular roles in developing student attitudes at SMAN Surulangun are shown in Figure 6.

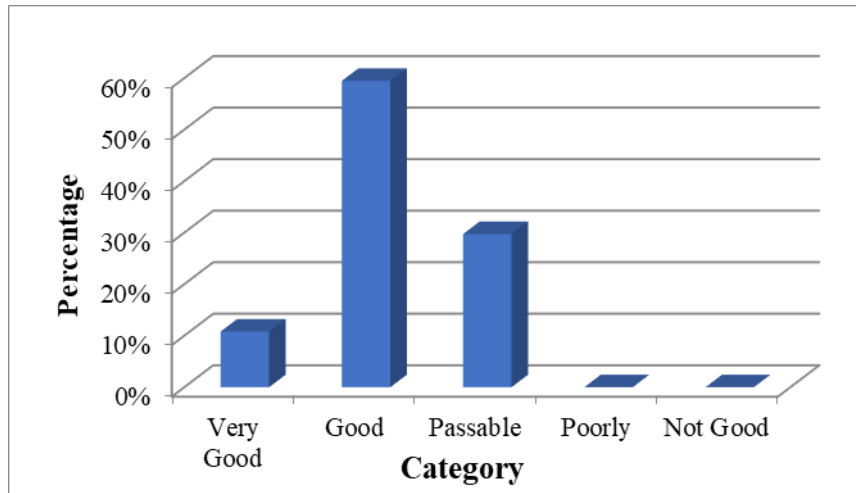


Figure 6. Data on Norms

Based on Figure 6, the role of scouting extracurriculars in developing student attitudes sequentially, as many as 11 respondents (30%) were included in the fairly good category, 22 respondents (59%) in the good category, and 4 respondents (11%) in the very good category. Norm factors consist of always praying first when scout extracurricular activities will start, reprimanding if a friend jokes with other friends during scout extracurricular activities, and not violating the rules in scout extracurricular activities (Usman, R.A., & Anggraini, 2020).

d. Barrier Factor

The results of the research on the inhibiting factors for the role of scouting extracurriculars in developing student attitudes at SMAN Surulangun are shown in Figure 7.

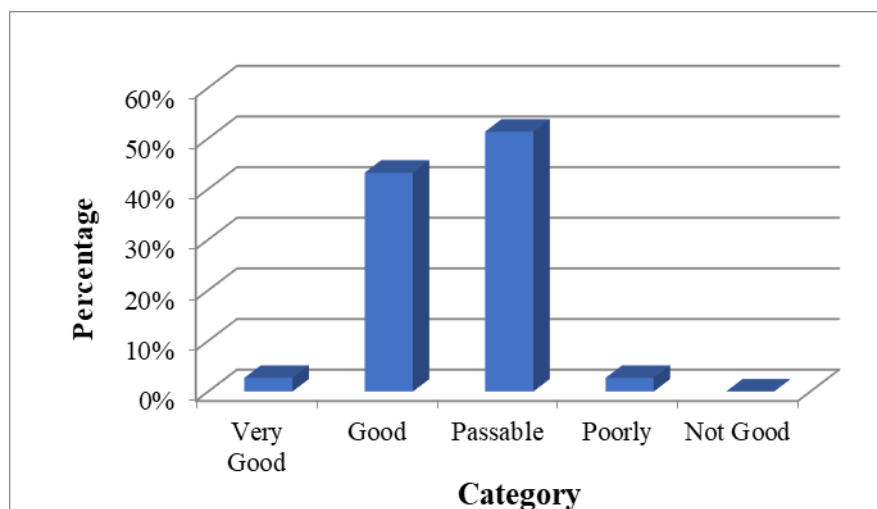


Figure 7. Barrier Factor Data

Based on Figure 7, the role of scouting extracurriculars in developing student attitudes sequentially, as many as 1 respondent (3%) is included in the poor category, 19 respondents (51%) in the quite good category, 16 respondents (43%) in good category and 1 respondent (3%) very good category. The obstacle factors consist of even though the location of the school is far from where they live, students are still enthusiastic about

attending scout extracurricular activities, continuing to participate in scout extracurricular activities even though they do not actually master all the material being taught, sometimes the game activities in scout extracurricular activities are not interesting so that students get bored quickly. In addition to the above, the inhibiting factors are the influence of students' friends who invite students to skip scout training and the weather factor when the activity takes place (Trianawati et al., 2013).

e. Driving Factor

The results of the research on the factors driving the role of scouting extracurriculars in developing student attitudes at SMAN Surulangun are shown in Figure 8.

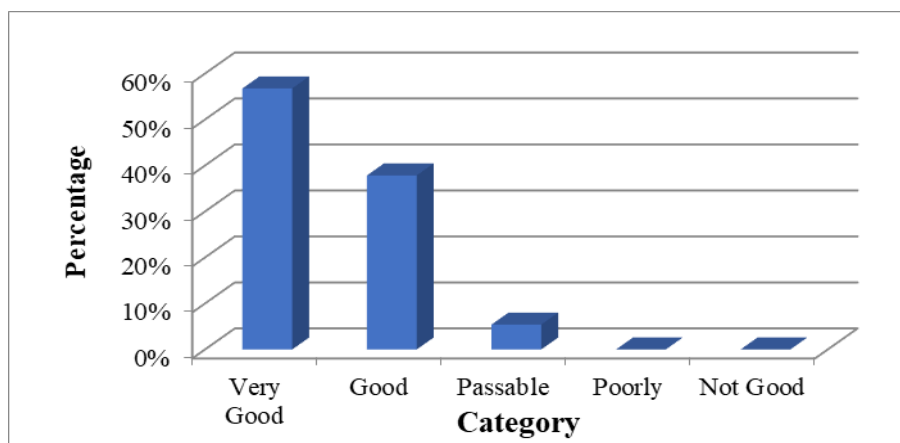


Figure 8. Driving Factors Data

Based on Figure 8, the role of scouting extracurriculars in developing student attitudes sequentially, as many as 2 respondents (5%) were included in the fairly good category, 14 respondents (38%) in the good category, and 21 respondents (57%) in the very good category. The driving factor consists of scout extracurricular activities given at school to foster student interest in learning such as teaching to love nature which is very useful in addition to adding many friends and being able to train team cohesiveness at work. In line with this, the driving or supporting factors can come from support from coaches, classmates, parents, and school principals (Nasyirudin, I & Sa'diyah, M., 2021).

Based on the results of the research above, it can be explained that scouting extracurricular activities affect the positive character of students such as the character of discipline, responsibility, independence, and honesty, scouting extracurricular activities have an important role in growing these characters because scouting extracurricular activities are considered interesting activities for students so that through Student scouting extracurricular activities can be easily trained and accustomed to discipline, responsibility, independence, and honesty by complying with the established rules. The scouting extracurricular is used as the main solution for students to spend their time with positive activities and cultivate the character of discipline, responsibility, independence, and honesty. This is in line with several previous studies regarding the involvement of Scouting Activities in the Discipline and Responsibilities of Fourth Grade Students at SD Negeri Kleco 2 Surakarta in the 2018/2019 Academic Year (Purnamasari, 2019). Another study regarding Scouting Extracurriculars Affects Discipline and Independence of Fourth Grade Students at SDN Tobacco Group, Kandangan District, Temanggung Regency (Laksono, F. & Widagdo, A., 2018).

IV. Conclusion

Based on the description of the results of the study, it can be concluded that the accuracy of scouting extracurricular activities, implementation of activities, to monitoring programs owned by scouting extracurriculars have been effective in developing the attitudes of SMAN Surulangun students. Scouting is slowly becoming a supporting program in strengthening character education. In it, there is an educational process and awareness of what students have done. Scouting extracurricular activities that are routinely carried out every week can be a place for teachers to provide knowledge to students for those who do not understand the meaning of discipline, responsibility, and independence related to everyday life. Therefore, it is very important to have scouting extracurricular activities that can be a forum for educating children to have disciplined, honest, independent, and responsible characters. The results showed that most of the students were responsible, honest, self-disciplined, and serious in participating in scouting extracurricular activities. The form of actualization is in the form of the value of responsibility that is instilled through the obligation to master the tasks given in class and also activities in the field. Honesty is instilled with motivational assistance and the provision of games (honesty). Discipline is instilled with habituation activities such as regular apples. Independence is instilled through camp activities. In addition, the many game activities provided by scouting coaches in scouting extracurricular activities make students feel happy/and not forced to participate in scouting extracurricular activities at school. Scout extracurricular camp activities are also actively supported by the school, both camps at the cluster or sub-district level, this makes students enthusiastic about participating in scouting extracurricular activities. The environment around SMAN Surulangun also supports scouting extracurricular activities.

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