

THE ROLE OF SCOUTING EXTRACURRICULARIES IN THE FORMATION OF A SENSE OF CARE IN STUDENTS

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ABSTRACT

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The type of research used in this research is qualitative research. The data collection techniques carried out in this research are as follows: (1) Observation (Observation, documentation and triangulation. Results of research on students' sense of concern for themselves, including maintaining health (taking adequate rest, eating regularly, taking part in morning exercises together at camp), maintaining personal hygiene (cleaning the body, either bathing or washing feet and hands and dressing cleanly and neatly) and not forgetting to study. Students' caring behavior towards others includes carrying out the tasks given by the supervisor to the students, administering punishment as a risk for making mistakes or breaking the rules, and asking permission from the supervisor when not leaving for scout activities. Students' caring behavior towards nature includes, among other things, not throwing rubbish carelessly during scout activities, planting good greenery which is done at home and at school, as well as environmental service. Students' caring behavior towards God Almighty includes reading prayers both before and after carrying out scouting activities and not forgetting to carry out worship when scouting activities take place in accordance with their respective religions and beliefs. The methods used to instill the value of caring through scout extracurriculars are the value clarification method (giving advice, giving punishment and giving awards/rewards), the exemplary method (exemplary guidance), the active student method (giving assignments and achieving SKU and SKK).

INTRODUCTION

The world of education where formal institutions such as schools are required to be able to teach moral values or character to their students. This is because students not only gain knowledge in the form of cognitive aspects but also psychomotor aspects and affective aspects related to attitudes and values that are given in an integrated and balanced manner, especially so that their behavior reflects that they are good citizens. However, in reality, various moral, ethical and character issues are still significant problems in everyday life. This is the result of the decline in the nation's noble values in social and state life. Several mass media often report news about deviant behavior carried out by students, for example fights or brawls, drug abuse, alcohol, pornography, free sex, truancy from school, damaging learning facilities and a number of other moral deviations. Special attention is needed from parents, teachers and schools to students so that they can direct these deviant behaviors to more positive activities.

The importance of character education is in order to instill good values in children so that they can shape students' good character and understand their position as Indonesian citizens.

Education is considered a preventive alternative because education builds a new generation of the nation that is better in various aspects which can minimize and reduce the causes of various cultural and national character problems. The values of cultural education and national character that need to be instilled in students include, religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the country, respect for achievement, friendly/communicative, loves peace, likes reading, cares about the environment, social care and care (Puskur, 2010:9-10). In its implementation at school, the cultivation of character values can be carried out in an integrated manner through classroom learning, through school management and through extracurricular activities at school.

Scout extracurriculars are one of the right tools to use for building character to students. The educational process in scouting occurs when students are engrossed in activities that are interesting, fun, recreational and challenging. At that time, on the sidelines of the scouting activities, the scoutmaster provided guidance and character development to the students. A number of activities contained in scout extracurricular activities are expected to be a means of cultivating character, one of which is the character of responsibility. Scouting can be used as a forum for instilling national character values, this is because scouts adhere to the values contained in the Tri Satya and the moral provisions called the Scout Darma. The noble values contained in the Tri Satya and the Scout Darma can be instilled by coaches on a regular and directed basis in students so that it is hoped that students will have mental, knowledge, emotional and spiritual skills that lead in a good direction. As a scout, it is hoped that he will be able to properly practice the noble values contained in the Tri Satya and Darma Pramuka in everyday life.

Through scouting activities, it is hoped that students will be able to grow and form a caring attitude, so that in their lives, whether at home, at school or in the community, students will be aware of the importance of having a responsible attitude. Caring is an obligation to bear everything for the actions that have been done. A person can be said to feel caring if he consciously makes a decision, carries out that decision and is willing to face and accept whatever consequences there are (Indah, 2003: 119). Caring is an important attitude and behavior in life because with a sense of caring a person will be careful in carrying out the actions they do so that the actions they do will have positive value both for themselves and for others. Apart from that, people who care will always try their best to fulfill or carry out the tasks that have been entrusted to them. A person who has a caring attitude within himself will gain the trust of others.

In character education there are 3 components of good character (components of good character), namely moral knowing or knowledge about morals, moral feeling or feelings about morals and moral action or moral deeds (Muslich, 2011: 133). The value of caring is a character value that is included in moral feeling, namely a value that must be instilled in children which is a source of human energy to act in accordance with moral principles. The feeling or emotional aspect in the value of caring must be able to be felt and owned by someone to get a person with character, where this aspect can be developed by raising children's awareness of the importance of commitment to the value of responsibility. Attitudes and actions of caring in scouting are clearly stated in the ninth Dasa Darma of scouting, namely that scouts are caring and trustworthy. In scouting, caring means that every member of the scout must feel concerned about everything they do, whether on orders or not, especially personally and feel concerned about their country, nation, community and family. The ninth Dasa Darma of scouts aims to educate scout members to be honest and trustworthy in all their actions, so that it is appropriate for a scout to have a caring attitude and behavior in his daily life.

From initial observations in the field, there are several behaviors that students lack in caring for, including not carrying out assignments given by the teacher, submitting assignments late to the teacher, cheating when doing homework or during exams, carrying out class

picketing that has not been carried out properly, throwing rubbish. not in the right place, scribbling on school facilities, skipping class during class hours, not admitting when he makes a mistake and not keeping promises with other people. Various problems that exist within students can still be improved, a caring character will emerge within students if it is carried out in a directed and structured manner through positive activities. Therefore, it is necessary to instill the value of caring in students considering the importance of this attitude so that students are aware of their responsibilities, one of which is caring as students. Through existing scout activities, it is hoped that the value of caring will be instilled by the scouts in the scout members, remembering the importance of a caring attitude in a person because someone who cares will bring out all his best abilities to fulfill his responsibilities. Based on the explanation above, researchers are interested in conducting research with the title 'The Role of Scouting Extracurricular Activities on Students' Caring'.

RESEARCH METHODS

The type of research used in this research is qualitative research. Qualitative research is research that intends to understand phenomena about what research subjects experience, for example behavior, perceptions, actions holistically and in a descriptive manner (Moleong, 2007:6). Qualitative research is not merely about seeking the truth, but rather about the subject's understanding of the world around him. This research uses a qualitative approach because the research describes the phenomena studied in the form of descriptions that show how to instill the value of caring through scouting extracurricular activities in students.

Data sources in research are subjects from which data can be obtained. According to Moleong, it is stated that the source of qualitative data is words or actions, the rest is additional such as documents, other data sources. The data sources for this research are: (1) Primary data sources. Primary data sources were obtained by researchers through structured interviews and field observations with respondents. A respondent is a person who is asked for information about a fact or opinion, this information can be conveyed in written or oral form. The respondents in this research were coaches and students (scout members) in the Front Group. (2) Secondary data sources. From this secondary data, it is hoped that it can add broader insight and knowledge to researchers so that the results of research on instilling the value of caring through scouting extracurriculars can be revealed carefully by researchers.

The data collection techniques carried out in this research are as follows: (1) Observation. This observation is carried out directly to understand and find out the behavior shown by students and coaches as well as what activities are involved in scouting activities for students in an effort to form a sense of care through scouting activities within the school environment and outside the school with the aim of obtaining clear and correct information. (2) Interviews. In collecting data, researchers used open interviews and in-depth interviews to obtain valid data about the formation of a sense of caring through extracurricular scouting for students. Interviews were conducted with research subjects including scout leaders and scout members. (3) Documentation Study. This documentation method is used to obtain valid facts regarding the truth. This is because the object that is the target of research can be guaranteed answer with existing facts. In this research, the documents that are the source of data are work programs and photos related to student scouting activities.

The data analysis method in this research was carried out using qualitative analysis by carrying out data interactions, namely: (1) Data display. This means searching for and collecting the necessary data and researchers recording all data objectively and as is according to the results, observations and interviews in the field. Analysis during data collection was carried out using multiple sources of evidence. Classify with the informant about the rough draft of the research report. (2) Data reduction. The research process focuses on simplifying,

abstracting, transforming rough data that emerges from written notes in the field (Milles, 2007: 16). Data reduction is a form of analysis that sharpens, categorizes, directs and discards what is not needed and organizes secondary data in such a way that it can be retrieved and verified. (3) Presentation of data. Presenting a collection of structured information that provides the possibility of drawing conclusions in taking action (Milles, 2007: 17). Data presentation is an analysis of designing rows and columns in a matrix for qualitative data and determining the type and form of data intended in the matrix boxes. (4) Drawing conclusions (data verification). Drawing conclusions by re-action of notes in the field or conclusion is a re-action of notes in the field or conclusions can be reviewed as arising from data which must be tested for truth, robustness and suitability which constitutes its validity. Drawing conclusions must be based on data reduction and data presentation which is the answer to the problems raised in the research (Milles, 2007:19).

RESULTS AND DISCUSSION

RESULT

Scouting Extracurriculars in Forming a Sense of Caring in Students

Scout activities are an example of extracurricular activities that can be used to instill character values in students. One example of character values that can be instilled is the value of responsibility. The noble values that are instilled are based on the values contained in the scout code of honor, namely Tri Satya and Dasa Darma Pramuka. The values in Tri Satya and Dasa Darma Scouting can be instilled by coaches regularly and directed towards students through scouting activities that are interesting, fun, recreational and challenging.

Scouting activities consist of routine activities, camping/exploration activities, recreation/game activities and participation activities, all of which uphold character values. Coaches try to instill and foster an attitude of caring towards students. This is done by providing some sense of care to students through activities in extracurricular scouting. In providing a sense of care for students, the coach tries to accompany the student so that if the student experiences difficulties, the coach gives direction and encouragement to the student. From the results of research in the field, the various feelings of care that are instilled in students through scouting extracurriculars include students' feelings of care for themselves, care for others, care for nature and care for God Almighty.

Based on the research results, there are several student behaviors that show an attitude of caring about themselves as a person. The student's sense of concern for himself is related to how the student maintains physical and spiritual balance within himself. One of these behaviors is the attitude of students to maintain health and maintain personal hygiene when participating in scout activities. Students try to maintain their health and maintain personal hygiene. This is done by students to prevent them from falling ill so that they are always fit or healthy when scouting activities take place, especially during camping activities. Students use break time or ishoma to rest, pray and cleanse their bodies. Students' behavior in maintaining their health and maintaining personal hygiene is demonstrated by not forgetting to eat, getting enough rest, not forgetting to clean their bodies such as bathing, taking part in morning exercises together with their instructors and trainers and wearing clean and neat clothes.

Another behavior of students that shows an attitude of caring about themselves is not forgetting to study when taking part in scout extracurricular activities at school. Students try to allocate time to study and participate in scout activities as a form of caring for themselves. Most of the students who take part in scouting are students who excel at school, this can show that taking part in scouting activities at school is not an obstacle to forgetting about study assignments because studying is the

main task of a student depending on the student's attitude in being able to allocate time for studying and take part in activities.

Caring for other people is also important because students are social creatures who cannot live without other people, where all their behavior must have the courage to be held accountable to other people. This is also done to train students to have the courage to carry out the obligations or tasks given to them and to be brave enough to take risks if they have made a mistake as a form of responsibility. One of the behaviors of students who feel they care about other people, especially their supervisors, is asking permission when they are not going to scout.

Students who cannot attend scout activities have the awareness to ask permission by making a permission letter or asking permission directly from the supervisor. Students ask for permission when not going for scouting so that the supervisor knows the reason why the student did not go for scouting, so that the student's attendance list will not be empty or neglected. Student behavior as a form of caring for others is by carrying out punishments when they make mistakes. Students have the awareness to accept punishment as a consequence for having made previous mistakes. Carrying out the punishment given by the supervisor can be said to be an attitude of caring for students.

The student's sense of caring for other people is by carrying out the tasks given, other people here is the student's feeling of caring for the supervisor and for his own friends. A sense of concern for the coach can be shown by the attitude of students carrying out the tasks given by the coach, while a sense of care for fellow friends can be shown by dividing students into several groups or teams in scouting, with this team system students are trained to shoulder each other's responsibilities. One of the tasks given by the coach to students in scout activities, the supervisor appoints several students to become scout ceremony officers/callers for scout activities such as being ceremonial leaders, flag bearers, dasa dharma readers, conductors and so on. The supervisor appoints students to be ceremonial officers on a rotating basis. By giving these assignments, students can grow courage and instill a sense of caring so they can carry out their duties seriously. Responsible for carrying out all activities by dividing tasks with his friends.

Apart from that, during scout training, the coaches also give each team a task, namely a team competition. The implementation is adjusted to the conditions of the material and the students present at the training. Competitions between teams are carried out by the scout providing material about scouting first such as estimating trees, rigging, Morse code, making field maps, pioneering, marching rules (PBB) and so on. Next, students in each team will receive questions related to the material previously provided and must be worked on together with their team mates. By carrying out this team assignment, there is an effort to instill a sense of caring among students for their friends, where students care about each other to work together to solve the answers to the questions given. Another task is to appoint students to participate in level competitions in other front groups and quarters. The supervisor appoints students to become competition participants through selection of students' abilities and activeness in scouting activities. The students who were selected felt that they cared about taking part in training to consolidate the material that would be contested, such as pioneering material, PBB, slogans and so on. The training activities provided are 3 days a week, namely Tuesday, Thursday and Saturday. However, if it is approaching race time, the training schedule will be increased to every day. Student training is carried out accompanied by scout leaders and trainers at school.

The tasks given to students who are part of the competition committee include being officers at the opening and closing ceremonies of the competition, receiving registrations and attendance of competition participants, providing directions to the competition arena, assisting the jury when conducting assessments, recording scores from competition participants and documenting competition activities. Students who are not part of the competition committee, each team also has the task of documenting ongoing competition activities. The results of this documentation are used as a documentation report which must be submitted to the supervisor.

Scouting activities also instill a sense of concern for nature in students. This is done because scout activities are activities that are mostly carried out outdoors or in the open nature. The aim of carrying out scout activities in the open air is for students to get to know and love the surrounding environment better. Paratrooping extracurricular activities hold many activities as an effort to instill in students awareness and concern for nature. The existing activities try to involve students directly through practical activities so that they can make students more interested and challenged to participate. With this activity, it is hoped that it will raise students' awareness of protecting and preserving the environment both during scouting activities and in their daily lives. Students maintain the cleanliness of the surrounding area by not throwing rubbish carelessly. The instructor directs students to throw rubbish in the rubbish bins provided. This is done both when carrying out routine training at school and during camping activities, students keep the conditions around the campsite in a clean condition. In an effort to raise awareness and provide students with knowledge about maintaining a clean environment by not throwing rubbish carelessly.

One form of activity used by coaches to instill a sense of care and concern in students towards nature so that they have an awareness of caring for the environment is by inviting students to do greening around the school environment. This is done by assigning each team of students to bring 3 plants, either flowers or medicinal plants. Accompanied by supervisors and alumni, students were invited to tour the school to plant plants that had been brought by previous students. At the end of the activity, the supervisor reminded students not only to plant greenery, they also hoped that students would take part in looking after the plants by watering the plants so they don't wilt or die.

Another form of activity carried out by students and supervisors, related to environmental service, is the practice of making biopores in the school environment. This activity was carried out during the Persami Camp. This activity is carried out with direct assistance by coaches, trainers and cambigus. Students are taught direct practice in making biopore absorption holes in the environment around the school. This biopore infiltration hole is an appropriate and environmentally friendly technology for dealing with flooding by increasing the absorption capacity of groundwater. In this activity, students are expected to have knowledge and understanding of the technique of making biopores, apart from that, this technique is also one of the materials listed in the SKU test material. By providing this knowledge, students can become more aware of the importance of protecting the environment so that students can practice it in the environment around where they live.

Another caring behavior that is instilled in students is a sense of caring for God Almighty. Caring for God Almighty is in the form of devotion by carrying out all commands and avoiding all His prohibitions. This shows that humans, apart from being personal creatures and social creatures, are also creatures created by God Almighty. Caring for God is carried out to not forget the student's position as a servant of God Almighty in scouting activities, so that they can get used to living according to God's commands and stay away from all His prohibitions in students' daily lives. Students carry out several behaviors related to caring for God Almighty in scouting. The student's behavior includes always starting and ending activities by reciting a prayer. The prayer reading is carried out led by the supervisor during the opening and closing ceremony for scouting activities. Apart from that, during routine training, Muslim students also perform congregational prayers in the prayer room. During routine practice, students are given around 15 minutes of ishoma time. The students and their instructors perform congregational prayers in the prayer room. The supervisor appoints a student to become a prayer believer. This is expected to train the student to develop courage and a sense of caring in front of his friends. Apart from carrying out worship during routine training, students and their supervisors also perform congregational prayers during camp activities both inside and outside the school. During camping activities, congregational prayers are more scheduled according to the schedule that has been made previously.

Methods Used by Scouting Extracurriculars to Form a Sense of Caring

In an effort to form a sense of caring for students, coaches use several methods. The method here is an orderly and directed method used by coaches to achieve a goal or objective, namely instilling the value of caring in students. Based on research in the field, several methods used by coaches to instill a sense of caring in students are as follows:

1. Giving advice

The method used to instill a sense of caring in students is by giving advice to students by coaches. The aim of providing advice is for students to improve themselves as well as providing guidance and direction to students so that they do not repeat their mistakes again, as well as forming good character in students. Based on research, coaches always give advice to students at every opportunity when scouting activities take place. This can be demonstrated by coaches giving advice to students about going to practice or taking part in other scout activities.

The supervisor's role here is to instill a sense of caring in students by giving advice so that it slowly raises students' awareness to take part in scout training activities. By raising student awareness, it is hoped that students will have a caring attitude that truly grows from within themselves, so that students do not feel forced or burdened to take part in scout activities carried out at school. This is done considering that scouting is a mandatory extracurricular which has its own value in the learning results report, so here the supervisors always try to remind students not to forget to go to practice.

Apart from that, the supervisor also gave advice to students not to throw rubbish carelessly, damage plants in the surrounding environment and get used to reforestation. Coaches convey advice to students during ceremonies/opening ceremonies and camps and when gathering or sharing with students. During camping activities, students are also taught to always maintain the cleanliness of the surrounding environment, such as the campsite, so that when they finish camping, the condition of the place remains as clean as before. The coach also gave advice in the form of an invitation to students not to forget to always pray both before and after carrying out scouting activities. Apart from that, supervisors always remind students not to forget to perform their prayers when taking part in scout activities, for students who are Muslim they are directed not to forget to pray and for non-Muslim students they are also always reminded to carry out their worship according to their respective religions while participating in scout activities.

2. The builder's example

Based on research results, coaches have a very important role in shaping the character of their students through providing examples or example. Exemplary here is providing an example in the form of the coach's attitude and behavior to the child and it is hoped that by providing this example the students can act as an example. Considering that coaches are used as role models, role models and inspirations for students, it is appropriate for coaches to maintain good behavior and set a good example in front of their students. Coaches always set an example in the form of attitudes or behavior to students. The coach tries to set an example for students, because the coach is considered a figure who can be used as a role model. This is demonstrated by the presence of coaches at every scout activity held both inside and outside the school environment. The coach tries to be present at every scouting activity held and accompanies the students when carrying out the activities, the coach also provides direction and motivation so that the activities carried out can run well. Coaches as role models and inspirations for students try to provide examples of attitudes and behavior of caring for nature in scouting activities. The attitude shown by the coaches is not to throw rubbish carelessly when scouting activities take place. Another example of providing an example by the coach is that the coach tries to always carry out worship during scout activities, the coach also invites students to pray in congregation.

3. Assignment of assignments

Based on the research results, instilling a sense of caring in students is used by giving assignments. Giving assignments is a form of training students to accept assignments and care about the things assigned to them. Based on the results of interviews and direct observations in the field,

the instructor gives several assignments to students, the assignments given can be individual assignments or team assignments. The aim of giving assignments is to train students to be more active in scouting activities. Giving assignments is one way of instilling a sense of caring in students because students must be responsible for all the tasks they have done. The tasks carried out are a form of students' concern for the supervisor, for example by carrying out these tasks well. Apart from training students' sense of caring, the tasks given also train and instill students' solidarity and cooperation with their friends. Giving assignments is a form of training so that students have the awareness to carry out assignments and foster students' courage in facing the challenges and risks they face in carrying out their duties. In scout activities, the tasks given are mostly team assignments, with team assignments like this, students are required to be able to work together with their friends. Each student will receive a specific assignment and the student's sense of concern for his friend will be seen in how the student carries out or completes the assignment given to him. Based on research results, the methods used, such as giving assignments, can raise students' awareness of carrying out their responsibilities, this can be seen from their attitude of always trying to carry out the tasks that have been given well.

The tasks given by supervisors to students include the task of being a ceremonial officer during scout activities, the task of taking part in level competitions in other front groups and quarters, the task of being a scout competition track committee, the task of team competitions during scout training, as well as the task of the team to documenting telulas scout competition activities. Students carry out their assignments well and students who experience difficulties do not hesitate to ask the supervisor or trainer for help.

4. Punishment

Based on the results of field research. Another way used to instill a sense of caring towards students is by using punishment. This punishment aims to provide a deterrent effect to students so that students try not to repeat their actions of skipping scout training, so that it is hoped that students will be more caring and disciplined in participating in all existing scouting activities. Based on observations in the field, the punishments given were light and heavy. The light punishment given can be in the form of a warning from the supervisor, the supervisor gives a direct warning to the student and asks directly the reason why the student did not go scouting. Another punishment is in the form of giving assignments to students, the method is for students to be called supervisors and given assignments related to the scouting material being taught, such as memorizing the Tri Satya or Dasa Darma of Scouting, making a summary of scout history and so on, these assignments are done or collected when the students come home from school. . Apart from that, there are severe punishments given to students. These punishments are given to students if the students continue to repeat their mistakes or do not experience changes in behavior after previously being given light punishment. The severe punishments given include push ups and sit ups as well as giving bad grades such as "C" on learning results reports, because attendance is considered to be one of the factors that influences scout extracurricular grades. This also applies to students who do not carry out tasks such as team assignments. The sanctions given are in the form of a warning from the coach, such as teams that do not carry out their tasks will receive a warning first and be given a time limit to submit the task, teams that have not completed the task by the specified time limit, the score for the task will be empty and will receive a penalty. bad grades like "C" on the learning results report. It is hoped that this method of giving sanctions will also have a deterrent effect on students, so that students will not repeat their mistakes again.

Students who throw rubbish carelessly or damage plants during scouting activities will receive sanctions in the form of a warning from the supervisor. The supervisor reminds and advises students not to repeat this action, and asks students to pick up rubbish that has been thrown away and put it in the available rubbish bin. By providing sanctions this is able to raise students' awareness of protecting the surrounding environment by providing a deterrent effect on students.

5. Giving Awards or Rewards

Based on the results of research in the field, supervisors also give awards to students or teams who can complete tasks well and are active in participating in scouting activities. This award aims to motivate students to be more active in participating in activities. The awards given are in the form of praise, good grades and for certain activities there are prizes or trophies given by the coach. Students who receive awards can develop pride in themselves so that in future activities students will try to give their best and be more active in participating in scouting activities.

6. Achievement of SKU and SKK

Based on the results of research in the field, another way used to instill a sense of caring in students is by achieving SKU and SKK at the fundraising level. Students who take part in scout extracurriculars are required to take the SKU and SKK exams which are held. This is one of the requirements for students to advance to the next level of fundraising. In the SKU exam there are several conditions that must be met, these conditions include the minimum requirements for attending scout training, taking part in raising camp activities in accordance with predetermined camp standards, and participating in scout raising competition activities in front groups and quarters and so on. other. SKU or General Skills Requirements are mandatory skill requirements that students must have as one of the requirements for level advancement. Students who successfully complete the SKU exam will receive a General Proficiency Mark or TKU which is given by their supervisor through an inauguration ceremony. SKK or Special Skills Requirements are proficiency requirements in a particular field in an effort to develop students' talents and interests. Students who successfully complete the SKK exam will receive a Special Proficiency Mark or TKK which will be given by the supervisor during the weekly training ceremony. The purpose of the SKU and SKK exams is to assess students' abilities regarding the knowledge and skills that students gain from participating in scout activities.

Students' sense of concern can be seen by how students complete each point of the material being tested. Students are required to complete all points of the material being tested. Students who successfully complete the exam can advance to the next level of promotion through a promotion inauguration ceremony. By fulfilling and completing the requirements in the SKU and SKK exams, students have shown how they care about scouting activities.

Supporting and Inhibiting Factors in Forming a Sense of Caring Through Scouting Extracurriculars

The implementation of the formation of a sense of caring through scout activities apart from requiring support from various parties so that it can run smoothly, there are also several obstacles faced. These things can arise due to complex problems that often arise in everyday life.

1. Supporting Factors for Forming a Sense of Caring Through Extracurricular Scouting

a. Internal factors

1) Scoutmaster

In an effort to instill a sense of caring in students, the participation of supervisors is needed. The coach here is a figure or figure who is used as a role model by the students. As a figure who is a role model, it is appropriate for the coach to set an example in the form of good words and actions to the students in scouting activities. Coaches always try to care about carrying out their duties as scoutmasters at school. The presence of a coach in every scouting activity plays an important role in instilling a sense of caring for children. The coach accompanies students and provides direction and evaluation so that the activities to be carried out can run smoothly. Apart from that, the experience possessed by coaches in the world of scouting is very influential in the implementation of scout activities which can be used as a supporting factor. The scoutmaster himself already has quite a lot of experience with almost 25 years of

involvement in the world of scouting. The experience that the coach has is very important to measure the quality of the scout coach in developing scout activities for students. Coaches have an important role in instilling a sense of caring in students through scout activities that have been arranged and structured in the work program.

2) Student self-awareness and motivation

Based on the results of interviews and observations that have been made, the supporting factors that exist are from within the students. Their interest in activities can be seen from their enthusiastic attitude in participating in existing activities. Several students showed that they were happy when they took part in the activities. Some of the reasons given showed that by taking part in scout activities, they made many friends and gained new experiences. Based on observations, students' attitudes are also quite enthusiastic in accepting assignments as a form of instilling a sense of caring which is one of the supporting factors. Almost all students carry out tasks that have been instructed by their previous supervisor, the tasks given can be individual or team tasks. Apart from that, several students showed interest by joining the scout council at school.

3) Funds, facilities and infrastructure

Scout activities which are not only carried out within the school environment but also outside the school environment definitely require quite a lot of funds. The source of funds to support scout activities so far comes from student voluntary contributions and funds from schools. Every scout activity carried out requires facilities and infrastructure that support the smooth running of the activity, so that the activities carried out can run smoothly without any obstacles. Based on the research results, several available facilities and infrastructure support scout activities. The facilities and infrastructure available include scout studios, fields, scouting equipment including sticks, ropes, tents, flags, whistles and so on. The available facilities and infrastructure are in good condition, to further support activities, some additional equipment is still needed, such as command tents, cooking equipment and communication equipment.

b. External Factors

1) Parental support

One of the factors that supports the implementation of instilling a sense of caring among students in scouting activities is support from parents. The support given by parents can be in the form of moral or material support given to students, for example giving permission to go to scout training and contributions for scout activities. This support can make students more enthusiastic and happy in participating in scout activities at school.

2) Support from local community

One other external supporting factor is support from the surrounding community. It appears that the community allows students to carry out activities in the surrounding environment, but with the condition that these activities must be reported to the head of the local RT or RW. The community welcomes students when they carry out activities in the surrounding environment. Even several local residents helped so that the activities ran well.

2. Factors Inhibiting the Formation of a Sense of Caring Through Extracurricular Scouting

a. Internal factors

Lack of student interest. The smooth running of a scout activity can be influenced by the presence of the students themselves. With their absence, of course these students will be left behind in participating in the activities being held so that they will be late in receiving the general knowledge and scouting material provided. This can hinder efforts to instill

a sense of caring in students through scout activities. Based on the results of research on students, several reasons were found for students not attending scout activities or training, these reasons included illness, family concerns, or feeling lazy because they felt tired or bored with scout activities, making them reluctant to go. Apart from that, students are also not interested in taking part in scouting activities at school, so they often skip class.

b. External Factors

1) Influence of friends to skip class.

Based on the results of interviews conducted with several students, it was found that the influence of their friends had quite an impact on students' absences. This influence is negative by encouraging students to skip scout activities. Factors originating from students' friends are also quite influential in the process of instilling a sense of concern in students so they go on scout activities.

2) Weather factor

The implementation of scout activities carried out outdoors is very dependent on the weather conditions at the time the activity takes place. These outdoor activities include camping, hiking and others. So it can be concluded that weather factors can also hinder the implementation of outdoor scouting activities, especially if the weather is rainy.

DISCUSSION

Scouting Extracurricular in Forming a Sense of Caring in Students

Caring is an obligation to bear everything for the actions that have been done. A person can be said to feel caring if he consciously makes a decision, carries out that decision and is willing to face and accept whatever consequences there are (Indah, 2003: 119). Instilling the value of caring carried out through scouting activities at school can have a positive impact on students' attitudes or behavior, if the activities can be implemented and developed better. This is done by cultivating methods that are carried out consistently, directed and regularly which can be used by coaches with students, so that students can have awareness that arises from within themselves. The forms of scouting activities also support the implementation of character values, one of which is the value of caring for students. A sense of caring is not an innate attitude from birth, but rather an attitude that is acquired through habituation and teaching.

In scouting activities, coaches instill several noble values in students as stated in the scout code of honor, instilling these values so that students can behave according to the norms that exist in society. This is in accordance with what was stated by Superka (Zubaedi, 2011: 209) that social values function as a reference for students' behavior in interacting with others so that their existence can be accepted by society.

Based on research, student behavior that shows a sense of caring for themselves in scouting activities is by taking care of their health and maintaining personal hygiene, this is done by getting enough rest, eating regularly, taking part in morning exercises together at camp, cleaning their bodies and bathing. as well as washing feet and hands and dressing clean and neat. Students maintain their health and personal hygiene because they anticipate not falling ill while participating in activities so they can carry out all activities and tasks well. Apart from that, students also do not forget about studying as a form of responsibility as a student. Studying is the main task of a student, so no matter how busy the student is in participating in existing activities, they must be careful not to forget their task of studying. The preparation of the scout activity program carried out by the supervisor also takes into account the conditions and circumstances of the students, so that it does not interfere with the students' academic learning activities at school. Awareness of maintaining one's physical and spiritual condition as well as awareness of one's responsibilities as a student can be said to be a form of responsibility towards one's self, this agrees with what was stated by

Sudarmono (Pujiawati, 2012:33) that caring for oneself requires every person's awareness of fulfilling his obligations in developing his personality as an individual human being.

The behavior of students caring for other people in scouting activities involves students carrying out tasks given by the supervisor to students, carrying out punishments as a risk for making mistakes or breaking the rules, and asking permission from the supervisor when not going to scout activities. This attitude is carried out as a form of student concern for carrying out all related duties and obligations as well as the student's sense of concern for bearing the burden of the mistakes they have made. This is in accordance with Rachman's opinion (2011, 26) that the reflection of a person who cares is carrying out his duties and obligations well in accordance with applicable regulations and being willing to bear the risks or consequences of all the actions he has carried out.

Students also show their responsibility towards nature, which can be seen from the attitude of students who care and care about maintaining cleanliness and preserving nature. This is because most scouting activities are carried out in the open as stated in the Scout Method where scouting activities are carried out in the open with the aim of providing experience of the interdependence between natural elements and the need to preserve them and develop an attitude of caring. of a future that respects the balance of nature. Students' caring behavior as a form of responsibility towards nature is by not throwing rubbish carelessly during scout activities, planting greenery both at home and at school, as well as serving the environment. This is done by students in order to maintain the balance and preservation of nature so that the environment remains pristine as a form of responsibility to care about preserving the environment as the place where they live. This is in accordance with Ainy's opinion (Wardah, 2011: 90) that the characteristic of a caring person is that they must also care about conditions, by understanding the condition of themselves, other people and the condition of the surrounding environment.

Students also demonstrate several behaviors related to their responsibility towards God Almighty. These behaviors include reading prayers both before and after carrying out scouting activities and not forgetting to carry out worship when scouting activities take place in accordance with their respective religions and beliefs. This is done considering each person's position as a servant of God, so that in all activities undertaken they should not forget their obligations to God Almighty as a form of their care and devotion. Based on this explanation, this is in accordance with what was stated by Sudarmono (Pujiawati, 2012: 33) that every human being has his own responsibility to God as a relationship between servant and His creator, this sense of caring takes the form of an attitude to carry out all commands and avoid all prohibitions. -His.

Methods Used by Scouting Extracurriculars to Form a Sense of Caring

Based on research results, one of the methods used to instill a sense of caring through scouting is by giving advice to students by coaches. The advice given by coaches to students is in the form of advice to diligently go to training and other scout activities, advice to maintain cleanliness and preservation of the surrounding environment, advice to pray both before and after carrying out activities and advice to carry out worship during scout activities. Providing advice aims to provide guidance and direction to students to improve themselves so as not to repeat their mistakes again, so that they can form good character in students. Supervisors convey advice to students during ceremonies or opening ceremonies for activities as well as when they are gathering or sharing. By giving good advice to students, it will be very influential in opening the eyes of students' hearts so that they are expected to have awareness and noble morals. Based on observations in the field, the use of this method is less effective because it is influenced by the differences in the character of each student. This is because some children who have a high level of discipline and caring can accept the advice given by the coach so that they will not repeat their mistakes, whereas students who lack discipline just ignore the advice given without any change in behavior. Coaches should exercise control and approach students who lack discipline and care so that these students can be directed to positive actions.

Another method used to instill a sense of caring is giving punishment. This punishment is aimed at giving students a deterrent effect so that they do not repeat their actions of skipping scout training, so that it is hoped that students will be more caring and disciplined in participating in existing scouting activities. The punishments given in scout activities are light and heavy. The light punishment given can be in the form of a warning from the supervisor, while the heavy punishment given can be in the form of push ups or sit ups, as well as giving a bad grade in the learning results report. By giving strict punishment, students experience changes in behavior because they are afraid of receiving punishment that will be given by the coach. Based on the research results, coaches also give awards or rewards to students or teams who carry out their duties well or are active in taking part in scouting activities. The form of appreciation or reward is in the form of praise, prizes, trophies and good scout extracurricular grades. Providing these rewards can raise awareness and pride in students so that students care more and are active in participating in scout activities.

Punishment is given to provide a deterrent effect on students so that they do not repeat their mistakes again and do not repeat deviations from character values in students, while awards are given as a way to motivate students to be more active and enthusiastic in participating in scouting activities at school. . Giving punishment and rewards can influence a person's behavior, this is in accordance with Skinner's opinion (Rifa'i, 2009: 120) that a person's behavior will change according to the consequences they receive, pleasant consequences (reinforcers) will strengthen bad behavior and consequences. fun (punishers) will weaken the behavior. The form of positive reinforcement is in the form of social rewards, praise, gifts and attention, while the negative form is in the form of threats and punishment.

The aim of the method of giving advice, punishment and appreciation/rewards is so that children do not experience deviations from life values and children know which actions they can do and which actions they cannot do based on the life values that exist in society, this is in accordance with what was stated by Suparno (Zubaedi, 2011:246-247) that so that children do not experience a distortion of life values, a process of clarifying values can be carried out by carrying out affective dialogue in the form of sharing or in-depth and intensive discussions.

The supervisor's role model in providing examples of both behavior and words to students. The example shown by the scouts in scouting activities is by arriving on time, wearing a complete and neat scout uniform, not throwing rubbish carelessly, and carrying out religious services during scouting activities. All behavior and words shown by the coach are exemplary examples for the students, so the coach must be able to maintain morally appropriate behavior and words so that students can imitate the coach's good behavior and words. This is done considering that some students will more easily absorb values from examples or models shown by other people, so coaches are required to be able to provide examples for students. This exemplary method is in accordance with the opinion expressed by Suparno (Zubaedi, 2011:246-247) that the formation of children's character can be seen from all the behavior and words of the people they will emulate by placing educators or teachers as idols or role models. In educating character, a person who is a model is really needed, with a model, students get real examples, not just written ones, through direct observation.

Giving assignments in scouting activities is one way to train students to care about the tasks given to them. Based on observations in the field, it is known that students have carried out tasks in accordance with the instructions given by the supervisor, for example the task of being a ceremonial officer or roll call during scout activities, being a scout competition track committee, team competition tasks during scout training, as well as the team's task of documenting telulas scout competition activities and a visit to KSM Ngudi Kamulyan.

Achieving SKU and SKK is also one way of instilling a sense of caring in students. Students who take part in scouting are required to take the SKU exam as a condition for promotion as well as the SKK exam. Students' sense of concern can be seen by how students complete each point of the material being tested. Students are required to complete all points of the material being tested.

Students who successfully complete the exam can advance to the next level of promotion through a promotion inauguration ceremony. By achieving SKU and SKK, students are required to always actively participate in all activities both in the school environment and in the community where they live. The aim of giving assignments and achieving SKU and SKK is to train students to be active and collaborate with their friends in scouting activities. This is in accordance with Suparno's opinion (Zubaedi, 2011:246-247) that instilling values emphasizes student activity by involving students from the start of learning. In implementing the SKU and SKK achievement tests in the field, there were several students who were less enthusiastic about taking the exam because the students were less interested in taking part in scout extracurriculars and considered the exam to be just a formality as a requirement for raising the level of scouts. Therefore, supervisors should increase supervision and control during exams, especially for students who are less enthusiastic.

There are several activities that require student involvement or activeness, such as SKU and SKK test activities, community service and comparative studies. The existing activities can also provide real experiences for children which are in accordance with the scouting method, namely learning by doing, this is also in accordance with Suparno's opinion (Zubaedi, 2011:246-247) that instilling values emphasizes that children have experiences with other people. directly in situations that are different from everyday life. With direct experience, children can get to know different living environments in terms of ways of thinking, challenges, problems including life values. With this activity, it is hoped that students will not only gain theory or certain knowledge but also provide skills through direct practice with real activities so that it can stimulate students' desire to participate in all activities.

Supporting and Inhibiting Factors in Forming a Sense of Caring Through Scouting Extracurriculars

In an effort to form a sense of caring in students through extracurricular scouting, there are several factors that can influence the success or failure of a process of instilling character values. Every human being has different attitudes or behavior, this can be influenced by influences that come from themselves or motivation that comes from outside themselves. Based on the research results, existing supporting factors include attitudes, knowledge and experience possessed by coaches, students' interest in participating in scout extracurriculars, funds, facilities and infrastructure that support activities, support from students' parents and support from the surrounding community. Inhibiting factors include students' absence from scouting activities, the influence of friends who encourage students to skip class and weather factors. The following is an explanation of the supporting factors and inhibiting factors in cultivating the value of caring through scouting extracurriculars:

1. The factors that support the implementation of the formation of a sense of caring consist of internal factors and external factors.

a. Internal factors include:

1) Scoutmaster

The coach here is a figure or figure who is used as a role model by the students. As a figure who is a role model, it is appropriate for the coach to set an example in the form of good words and actions to the students in scouting activities. The experience that the coach has is also very important to measure the quality of the scout coach in guiding scout activities, so that they are able to direct students so that they can carry out the activities well.

2) Student self-awareness and motivation

Supporting factors can also come from within the student. This can be seen from the students' interest and enthusiasm in participating in scout activities and carrying out assignments given by their supervisors. Some of the reasons students show this attitude are by participating in scout activities to gain new experiences and skills and make lots of

friends. Awareness within students can arise because students have an interest or interest in participating in scout activities at school.

3) Funds, facilities and infrastructure

Every scout activity carried out requires funds, facilities and infrastructure that support the smooth running of the activity, so that the activities carried out can run smoothly without any obstacles. Funds that support scout activities come from student voluntary contributions, funds from schools and additional funds from sponsors. The facilities and infrastructure available include scout studios, fields, scouting equipment including sticks, ropes, tents, flags, whistles and so on. The available funds, facilities and infrastructure already support scout activities and only require a few additional facilities.

b. External factors include:

1) Support from students' parents

The support given by parents can be in the form of moral or material support given to students, for example giving permission to go to scout training and contributions for scout activities. This support provided by parents can make students more enthusiastic and happy in participating in scout activities at school.

2) Support from the surrounding community

Support from the surrounding community shows that the community allows students to carry out activities in the surrounding environment with the condition that these activities must be reported first to the head of the local RT or RW.

2. Factors that hinder the implementation of the cultivation of caring values consist of internal factors and external factors.

a. Internal factors include:

Lack of student interest. The smooth running of a scout activity can be influenced by the presence of the students themselves. Student absences can be caused by several reasons, such as students' lack of interest in taking part in scouting extracurriculars so they feel lazy or bored to go scouting, other reasons are because students are sick or have family concerns. Therefore, coaches should provide motivation to students and develop activities that are more interesting and fun so that they can attract students' interest in actively participating in scout activities at school.

b. External factors include:

1) Influence of friends to skip class

There is influence brought by friends which is quite influential on student absences. This influence comes from the student's social environment, apart from that it is also caused by the student's mental instability so they are easily provoked by the words of their friends. The negative influence that appears in scout activities is the influence of students' peers by inviting students to skip scout activities.

2) Weather factor

Scout activities are often carried out outdoors, depending on the weather conditions at the time the activity takes place. Weather factors also hinder the implementation of outdoor scouting activities, especially if the weather is rainy, so anticipation is needed to avoid the influence of the weather which can hamper the implementation of activities, such as providing a spare place indoors if scouting activities cannot be carried out outdoors. Apart from that, it is necessary to prepare work programs, especially for activities carried out outdoors, to pay more attention to the season or weather so that there will be no problems in implementation.

From the explanation above, there are several factors that arise due to the influence of attitudes or actions originating from within a person who are able to influence their behavior in participating in scout activities, such as the attitude or behavior of scout leaders, students' self-awareness and motivation and students' lack of interest. These factors arise because they originate from the

character or habits brought by the coach or student themselves. This is in accordance with Zubaedi's opinion (2011:177-184) that a set of habits or characteristics that humans carry from birth can function as a motivator that drives the birth of human behavior. The instincts possessed by every human being will influence a person's behavior according to the pattern of instincts they have.

Other factors also arise due to the influence of the surrounding environment, these factors include support from parents, support from the surrounding community, the negative influence of friends to skip class and weather factors. These factors are in accordance with the opinion expressed by Zubaedi (2011, 177-184) that environmental factors are also factors that contribute to the formation of a person's attitudes and behavior.

Factors such as support from parents, support from the community and the influence of friends are factors that arise due to students' relationships as a form of interaction with other people which influence their behavior patterns that emerge both in the family environment, school environment and the environment around where they live. These factors can be categorized as factors originating from the social environment, as stated by Zubaedi (2011, 177-184) that the social environment is human relationships with other people, where these relationships can influence a person's thoughts, traits and behavior. Meanwhile, weather factors are factors that arise due to the influence of the natural environment around the place where activities are carried out. These natural conditions can also influence and determine a person's behavior in accordance with the opinion expressed by Zubaedi (2011, 177-184).

CONCLUSION

The sense of caring that is formed in students through extracurricular scouting is a sense of caring for themselves, other people, nature and God Almighty. Students' caring behavior towards themselves includes maintaining health (taking adequate rest, eating regularly, taking part in morning exercises together at camp), maintaining personal hygiene (cleaning the body, either bathing or washing feet and hands and dressing cleanly and neatly) and don't forget to study. Students' caring behavior towards others includes carrying out tasks given by the supervisor to students, carrying out punishments as a risk for making mistakes or breaking the rules, and asking permission from the supervisor when not going to scout activities. Students' caring behavior towards nature includes not throwing rubbish carelessly during scout activities, planting greenery both at home and at school, and serving the environment. Students' caring behavior towards God Almighty includes reading prayers both before and after carrying out scouting activities and not forgetting to carry out worship when scouting activities take place in accordance with their respective religions and beliefs.

The methods used to instill the value of caring through scout extracurriculars are the value clarification method (giving advice, giving punishment and giving awards/rewards), the exemplary method (exemplary guidance), the active student method (giving assignments and achieving SKU and SKK).

Supporting factors for instilling the value of caring through scouting extracurriculars include: (a) internal factors, namely the attitude, knowledge and experience of the coach, students' self-awareness and motivation in participating in scouting extracurriculars as well as funds, facilities and infrastructure that support activities. (b) external factors, namely support from students' parents and support from the surrounding community. Factors inhibiting the instilling of caring values through scouting extracurriculars include: (a) internal factors, namely students' lack of interest in participating in scouting activities. (b) external factors, namely the influence of friends who invite students to play truant and weather factors.

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