

ACCOMPANIMENTLINE AGILITY COMPETITION (LKBB)FOR STUDENTS

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ABSTRACT

KEYWORDS

Competition, Students,
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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 traiangulation. The results of the research show that mentoring for student LKBB competitions has been carried out well. Judging from the planning, organization and implementation , as well as evaluations carried out by extracurricular coaches and taking part in competitions. So, in an effort to improve students' non-academic achievements, the most appropriate thing to do is to organize activities and carry out coaching and development management as well as possible because if management runs well, superior school performance will be created. , quality and produce potential students.

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INTRODUCTION

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.

Students are students who are registered and studying at a tertiary institution (Diponegoro University Handbook 2004/2005, p. 94). A student is categorized at a developmental stage whose age is 18 to 25 years. This stage can be classified as late adolescence to early adulthood and seen from a developmental perspective, the developmental task at this student age is to strengthen one's stance in life (Yusuf, 2012). Based on the description above, it can be

concluded that a student is a student aged 18 to 25 years who is registered and undergoing his or her education at a tertiary institution, whether academic, polytechnic, high school, institute or university. Meanwhile, in this research, the subjects used were two students aged 23 years and still registered as active students. Students can be defined as individuals who are studying at the tertiary level, both public and private or other institutions at the same level as tertiary institutions (Siswoyo, 2007). According to the Big Indonesian Dictionary (KBBI), students are those who are studying at tertiary institutions. Students are the status held by someone because of their relationship with tertiary institutions who are expected to become intellectual candidates or it could also be defined as people who study or study at tertiary institutions. higher education, whether at universities, institutes or academies. According to the Big Indonesian Dictionary (2008), the definition of a student is a person studying at a university. After completing their education at school, some students are unemployed, looking for work, or continuing their education at tertiary level. Those who are registered as students at tertiary institutions can be called students (Takwin, 2008). A student is someone who is in the process of gaining knowledge or studying and is registered as undergoing education at one of the forms of tertiary institutions consisting of academics, polytechnics, high schools, institutes and universities (Hartaji, 2012). Students can be defined as individuals who are studying at the tertiary level, either public or private or other institutions at the same level as tertiary institutions. Students are assessed as having a high level of intellect, intelligence in thinking and planning in action. Thinking critically and acting quickly and precisely are traits that tend to be inherent in every student, which are complementary principles (Siswoyo, 2007). Studying at university is very different from studying at school (Furchan, 2009), students play more of a role as recipients of knowledge while teachers function as facilitators who help students achieve agreed learning goals. An organization is a social entity that is consciously coordinated, with relatively identifiable boundaries, which works on a relatively continuous basis to achieve a common goal or group of goals (Organization Theory, Structure, Design and Application: 4). Then the definition of organization according to Wikipedia is that an organization (Greek: organon - tool) is a group of people in a forum for a common purpose. John R. Schermerhorn, Jr., James G. Hunt, and Richard N. Osborn in their book, *Managing Organizational Behavior* which has been adapted by Drs. Moekijat in his book *Organizational Development* states: ...Organization Development for short is "The application of behavioral science knowledge in a long-range effort to improve an organization's ability to cope with change in its external environment and increase its internal problem-solving capabilities. ...organizational development is the application of behavioral science knowledge in long-term efforts to improve

an organization's ability to cope with changes in its external environment and improve its ability to solve internal problems. 16 Returning to the book *Organizational Theory* by Stephen P. Robbins, it states that there are several theorists who define organizational theories, these theorists are divided into several types. Two of them are as follows: Type 1 theorists, also known as the classical school, develop universal principles or models that can be used in all situations. Basically, each sees the organization as a closed system created to achieve goals efficiently. Type 2 theorists view organizations as something consisting of tasks and people. Type 2 theorists represent the view from the human side compared to the machine side of type 1 theorists. It can be concluded from the two expert opinions regarding organizations that first an organization is an association or social unit that works together to achieve a common goal. And in organizational development, it also seems that the application of scientific knowledge needs to be able to improve organizational capabilities, which include the abilities of the individuals who are its members. ...organizational development is the application of behavioral science knowledge in long-term efforts to improve an organization's ability to cope with changes in its external environment and improve its ability to solve internal problems. 16 Returning to the book *Organizational Theory* by Stephen P. Robbins, it states that there are several theorists who define organizational theories, these theorists are divided into several types. Two of them are as follows: Type 1 theorists, also known as the classical school, develop universal principles or models that can be used in all situations. Basically, each sees the organization as a closed system created to achieve goals efficiently. Type 2 theorists view organizations as something consisting of tasks and people. Type 2 theorists represent the view from the human side compared to the machine side of type 1 theorists. It can be concluded from the two expert opinions regarding organizations that first an organization is an association or social unit that works together to achieve a common goal. And in organizational development, it also seems that the application of scientific knowledge needs to be able to improve organizational capabilities, which include the abilities of the individuals who are its members. ...organizational development is the application of behavioral science knowledge in long-term efforts to improve an organization's ability to cope with changes in its external environment and improve its ability to solve internal problems. 16 Returning to the book *Organizational Theory* by Stephen P. Robbins, it states that there are several theorists who define organizational theories, these theorists are divided into several types. Two of them are as follows: Type 1 theorists, also known as the classical school, develop universal principles or models that can be used in all situations. Basically, each sees the organization as a closed system created to achieve goals efficiently. Type 2 theorists view organizations as something

consisting of tasks and people. Type 2 theorists represent the view from the human side compared to the machine side of type 1 theorists. It can be concluded from the two expert opinions regarding organizations that first an organization is an association or social unit that works together to achieve a common goal. And in organizational development, it also seems that the application of scientific knowledge needs to be able to improve organizational capabilities, which include the abilities of the individuals who are its members.

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

Assistance in Marching Dexterity Competitions (LKBB) for Students

aims to carry out extracurricular activities to develop the potential and talents of students, because not all students stand out in the academic field. However, in the implementation process there are several obstacles that are often faced by extracurricular coaches, such as in its implementation there are still many students who just join in and are not too serious about carrying it out, the school is not yet optimal regarding extracurricular activities, there is no assistance through counseling guidance, funding and adequate infrastructure. not enough.

Infrastructure is very important in developing students' talents in addition to making it easier to organize the process of teaching and learning activities in schools to achieve the desired results.

The implementation of extracurricular activities aims to develop and hone the potential of each student to produce better achievements and is given to each person responsible for coordinating each of their respective fields. Because not all students excel in the academic field. Collaborating with external parties to assist in implementing non-academic activities at this school carrying out extracurricular activities to develop the potential and talents of students, because not all students excel in the academic field. However, in the implementation process there are several obstacles that are often faced by extracurricular coaches, such as in its implementation there are still many students who just join in and are not too serious about carrying it out, the school is not yet optimal regarding extracurricular activities, there is no assistance through counseling guidance, funding and adequate infrastructure. not enough. Infrastructure is very important in developing students' talents in addition to making it easier to organize the process of teaching and learning activities in schools to achieve the desired results.

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.

DISCUSSION

Assistance in Marching Dexterity Competitions (LKBB) for Students

The extracurricular activity supervisor in improving the achievement of students who take part in the Marching Dexterity Competition (LKBB) Mentoring activity for Students coordinates with the extracurricular supervisor to find out developments and obstacles in extracurricular activities. Providing certificates to students who excel in non-academic fields as a form of school appreciation for students. Non-academic coaches carry out good planning in advance, organize schedules and carry out coaching activities depending on the coach for each extracurricular, for example twice a week or more and include students in competitions at both district and provincial levels to hone students' abilities and improve non-academic achievements. - student academics. Non-academic achievement is an achievement

achieved by students because of the talent and potential they have through certain training as extracurricular activities. In the Personal Development Guidebook, what is meant by extracurricular activities are educational activities outside of subjects and counseling services to help students' self-development in accordance with students' needs, potential, talents and interests through activities organized specifically by competent education staff. and quality in school.

Facilitation of the Marching Dexterity Competition (LKBB) for students has achieved a lot at both district and provincial levels. However, during the pandemic, this school did not produce any achievements because no activities were carried out according to the regulations issued by the government. Producing non-academic achievements is not an easy thing, it requires time and the right method of coaching so that students remain motivated in increasing their potential. Non-academic achievement is the ability of students to develop their potential so that they get results in the form of achievements in their fields.

CONCLUSION

The non-academic achievements achieved at both district and provincial levels, the school really hopes to be able to take part in national and international competitions. However, during the pandemic, no achievements were made because activities were stopped according to government regulations.

In improving support for Marching Dexterity Competitions (LKBB) for students, namely by always coordinating with extracurricular coaches to find out developments and obstacles in implementing non-academic activities. Extracurricular activity supervisors make careful plans for each activity

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