THE ROLE OF SCOUTING EXTRACURRICULAR ACTIVITIES IN RECOGNIZING SCOUTING SYMBOLS AT SCHOOL

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ABSTRACT

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. Research results. The introduction of the Scout symbol through extracurricular activities at school is a learning activity that is held outside of hours. lessons tailored to their needs, starting from their potential, talents and interests through activities specifically organized by students. Extracurricular activities are learning activities carried out outside face-to-face class hours, carried out at school or outside school to broaden horizons or abilities that have been learned from various subjects, activities carried out outside of normal hours can be carried out outside of school hours in order to broaden the relationship between lessons and also channel the talents of students' interests and complete human development as a whole.

INTRODUCTION

Recent rapid advances and developments in technology have brought various new phenomena to the younger generation, potential successors to the nation's struggle. There is a lot of juvenile delinquency nowadays both in urban and rural areas, including brawls between students, speeding on the highway, loss of manners, drinking, use of drugs and Koplo pills and other deviations in morality. In fact, almost all of them have studied religious education. Faced with such facts, apart from using classroom learning, it is necessary to find other alternatives to instill positive values through educational activities outside school hours, namely through extracurricular activities. Scout extracurricular activities are one of the supporting pillars in shaping human life and civilization which is always undergoing change. In response to this phenomenon, scout activities will guide the younger generation to become disciplined people at home, at school and in the community. Extracurricular activities are an important element in building students' personality and discipline, as stated in the objectives of implementing extracurricular activities in schools according to the Directorate of Secondary Education as follows: (1) Extracurricular activities must improve students' abilities in cognitive, affective and

psychomotor aspects. (2) Developing students' talents and interests in personal development efforts towards positive whole human development. (3) Can know, recognize and differentiate between the relationship between one lesson and another lesson. Scout extracurricular activities do not only provide knowledge and skills, but scouting also aims to form individuals, who always instill values, including the value of the Teaching and Learning Process in Schools (Jakarta: PT. Rineka Cipta, 1997), 272. 3 morals, manners, ethics, aesthetics and character, so that after adulthood they become human beings who are useful for themselves, society, nation, state and religion. The scout movement is not school education (formal), nor is it family education (informal), but it is more accurate to say that it is education that exists in society, but the scout movement is able to access any school educational institutions, because of its neutral nature from any political orientation. . Scout activities are expected to be able to take responsibility for giving birth to a future generation of young people who are creative, active, innovative, confident, honest and disciplined. The aim of the Scout Movement is to educate and develop young Indonesians in order to develop faith and devotion to God Almighty, so that they become: (1) Humans with noble character, personality and character, who are: a) high morally, spiritually, mentally strong, socially, intellectual, emotional and physical; b) High intelligence and quality of skills; c) Physically strong and healthy.

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.

Scouting education is broadly defined as a continuous development process for students, both as individuals and as members of society, whose ultimate goal is to make them independent, caring, responsible human beings who adhere firmly to the values and norms of society, nation and state. Scout education implementers must appreciate and realize that:

a. Work in the field of education is work to improve mental, moral, spiritual, emotional, social, intellectual and physical quality.

b. Education is different from teaching, the educational process is deeper in developing and forming values, attitudes, behavior and knowledge.

c. In essence, education is empowering students to be able to develop their potential optimally.

The basis and foundation of education is exemplary, for this reason scout education implementers are obliged to be role models. In Curriculum 13, scout extracurricular activities at school are included as self-development activities. This activity can be done in class for two lesson hours, but can also be done outside of class with two lesson hours per week. So it is clear that scouting education not only provides skills and emphasizes the knowledge aspect, but also provides the instillation of positive values.

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

The Role of Scouting Extracurricular Activities in Recognizing Scouting Symbols at School

Scouting is an educational process outside the school environment and outside the family environment in the form of interesting, fun, healthy, regular, directed, practical activities carried out in the open with basic scouting principles and scouting methods, the ultimate goal of which is the formation of character, morals and manners. noble.5 Scouting is: a) A process of progressive (advancing and improving) self-learning activities for young people to develop their personal selves as a whole, namely spiritual, emotional, social, intellectual and physical development which will be very beneficial for them both as individuals and members of society. b) A system of coaching and developing the resources (potential) of young people so that they become quality citizens who are able to make a positive contribution to the welfare

and peace of society. c) Scouting is a complement to school education and family education, so scouting activities are important

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.

Scouting is a complement to school education and family education, filling students' needs that are not met by these two educational environments. Scouting develops students' knowledge of interests and talents. In scouting, in essence, students are not only played as objects of education, in fact they are played more as subjects, so in scouting it is actually the students themselves who play an active role in the activity process. In an activity, the scout leader acts as a guide, companion and facilitator who diligently provides motivation and provides stimulation for the emergence of the concept of the activity, which is equipped with the most appropriate method for carrying out the activity, while in the process of implementing the activity the participants are fully Educate yourself who plays an active role

DISCUSSION

The Role of Scouting Extracurricular Activities in Recognizing Scouting Symbols at School

Extracurricular activities are activities carried out by students outside standard curriculum learning hours as an extension of curriculum activities and carried out under school guidance with the aim of developing students' broader personality talents, interests and abilities. From this explanation, it can be defined that activities at school or outside school that are related to the learning assignments of a subject are not extracurricular activities.

Scouting is essentially an enjoyable educational process for young people, under the responsibility of adult members, which is carried out outside the school and family educational environment, with certain objectives, basic principles and educational methods. The Scout Movement is also an educational movement for young people, which is voluntary, non-political, open to all, without distinction of origin, race, ethnicity and religion, which organizes scouting through a value system based on the Satya and Dharma of Scouting.

The symbol of the Scout Movement. The symbol of the Scout Movement is in the form of a silhouette (shadow) of a Coconut Shoot. The symbol of the Scout Movement is a permanent identification mark of the Scout Movement organization which symbolizes the ideals of every member of the Scout Movement9 which can be used on banners, flags, Kwartir nameplates and administrative units of the Scout Movement as an educational tool.10 The symbol was created by Mr. Soehardjo Admodipura, a Scoutmaster who actively works within the Department of Agriculture. The symbol of the Scout Movement was used for the first time on August 14 1961, when the President of the Republic of Indonesia Ir. Soekarno awarded the Banner of the Indonesian National Scout Education Movement to the Scout Movement organization through Presidential Decree of the Republic of Indonesia Number 448 of 1961. This symbol was stipulated in Kwarnas Decree No. 06/KN/72 of 1972 concerning the Symbol of the Scout Movement

The symbol of the Scout Movement contains the following figurative meaning: 1) Palm fruit in a growing state is called forerunner. This means that Scouts are the core for the nation's survival (the nation's future buds). 2) Palm fruit is long lasting. This means that Scouts are people who are physically and spiritually strong and tenacious. 3) Nyiur can grow anywhere. This means that Scouts are people who are able to adapt to any conditions. 4) Nyiur grows tall. This means that every Scout has high ideals. 5) Palm roots are strong. This means Scouts stick to strong basics. 6) Versatile palm tree. This means that Scouting is useful for the homeland, nation and religion. Scouting is an educational process outside of school and the family which is carried out in activities that are interesting, fun, healthy, organized, focused and practical. Scouting activities are carried out in the open with the Basic Principles of Scouting and Scouting Methods, which aim to build character (Character Building), morals and good manners.

CONCLUSION

The introduction of the scout symbol through extracurricular activities at school is a learning activity held outside class hours that is tailored to their needs, starting from their potential, talents and interests through activities specifically organized by students.

Extracurricular activities are learning activities carried out outside of face-to-face class hours, carried out at school or outside school to broaden insight or abilities that have been learned from various subjects.Activities carried out outside of school hours can be carried out outside of school hours in order to broaden the relationship between lessons and also channel students' talents and interests. And complete human development as a whole. This activity is carried out periodically or only at certain times and is also assessed as a lesson in order to increase students' confidence and can also be used to develop students' interests and talents. And this extracurricular can be done outside school or inside school

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