

THE URGENCY OF SCOUTING MATERIALS IN SCOUTING EXTRACURRICULARIES

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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. The results of research on scout material in extracurricular activities are activities carried out to create a learning atmosphere that allows scout members to mentally ready to take part in learning activities. In this activity, scout material in extracurricular activities must pay attention to and fulfill the needs of scout members and show great concern for the existence of scout members. When opening a lesson, scout material in extracurricular activities usually opens with greetings and the presence of scout members.

INTRODUCTION

Scouting education is broadly defined as a continuous development process for scout members, 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.

Discipline is also defined as a mental attitude that is reflected in the actions or behavior of individuals or groups of people in the form of obedience to the rules and norms that apply in a disciplinary society. That in essence discipline is obedience to rules, discipline cannot grow immediately, but rather emerges from a process of habituation or repeated practice. Discipline is an element of life that can be shaped according to desires. So in the end the researchers decided to use a learning theory that focused on psychological theories about learning with the law of connectionism

Scout extracurriculars are one of the right tools to use for building character to students. The educational process in scouting occurs when scout members enjoy engaging in interesting, fun, recreational and challenging activities. At that time, in between the scouting code of honor, 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.

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Extracurricular activities are additional activities carried out outside study hours like schools in general. In line with the understanding conveyed by Yudha M. S (1998:4) extracurricular activities are activities outside normal hours which aim to make students deepen and appreciate what they are learning in school. intracurricular activities. Based on the definition above, it is clear that extracurricular activities are activities carried out outside class hours. Extracurricular activities are intended to support and deepen what is in the curricular program. Existing extracurricular programs must be in line with existing curricular programs and have been determined by the government in accordance with the goals of national education, namely to develop the potential of scout members to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, be independent, and become democratic and responsible citizens. Based on national education goals, it is clear that extracurricular activities must be able to develop the potential of scout members. Extracurricular activities can be carried out at school or outside school according to the needs of scout members and the needs of the surrounding community.

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 used in this research are as follows: (1) Observation.

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 Urgency of Scout Material in Scout Extracurriculars

Extracurricular activities are activities that can be used to link the knowledge gained from curricular programs with the surrounding environment. Apart from that, extracurricular activities must be able to develop the personality of scout members. According to Zainal Aqib and Sujak in Ahmad Faiz's thesis (2012: 81), the scout movement is a youth educational movement that organizes scouts with the support and guidance of adult members. As an educational movement, the scout movement's efforts cannot be separated from the basic pattern of national education and are one of the means of education, in addition to other means of education (family, school, peer groups, work environment and society). According to the Indonesian Ministry of Religion (2004: 45), what is meant by scout activities are extracurricular activities aimed at training and targeting students through various forms of training oriented towards survival, the formation of a noble personality, social spirit and human solidarity. The development of character, personality and noble morals is carried out through activities of faith and devotion to God Almighty, awareness of the nation and state, the practice of Pancasila morals, understanding the history of the nation's struggle, a sense of self-

confidence, concern and responsibility and independence (Azrul Azwar, 2009: 30). According to Andri Bob Sunardi (2016; 412) in his book on various scout training, it is stated in Republic of Indonesia Law No. 12 of 2010 concerning the scout movement "that the scout movement as the organizer of scout education has a big role in forming the personality of the younger generation so that they have self-control and life skills to face challenges in accordance with the demands of changes in local, national and global life." Because of their developmental nature, extracurricular activities are usually carried out openly and require more student initiative in their implementation. Based on the opinion of experts, it can be concluded that scout extracurricular is an educational process outside the school environment and outside of school which emphasizes the needs of students in the form of interesting, fun, healthy, orderly, directed, practical activities carried out in the open, with the ultimate goal being personality formation. noble, social spirit and human solidarity. The development of character, personality and noble morals is carried out through activities of faith and devotion to God Almighty, awareness of the nation and state, the practice of Pancasila morals, understanding the history of the nation's struggle, a sense of self-confidence, concern, responsibility and discipline and independence.

Regarding the objectives of the Scout Movement, according to Azrul Azwar (2009: 9), it is explained that the Scout Movement aims to educate and develop young Indonesians in order to develop faith and devotion to God Almighty, so that they become: 1) Humans with character, personality and noble character who: a) High moral, spiritual, strong mentally, socially, intellectually, emotionally and physically; b) High intelligence and quality of skills; c) Strong and physically healthy 2) Citizens of the Republic of Indonesia who have the spirit of Pancasila, are loyal and obedient to the Unitary State of the Republic of Indonesia and are good and useful members of society, who can develop themselves independently and are jointly responsible for the development of the nation and country, has concern for fellow humans and the natural environment, both locally, nationally and internationally. In addition, according to the Indonesian Ministry of Religion (2004: 45), scout activities aim to form students who are mature both physically and spiritually, fostering tolerant, egalitarian and democratic attitudes in social interactions and their environment. The targets to be achieved are: a) Building strong group solidarity and discipline in carrying out their respective duties and responsibilities. b) Practicing independence with skill capital and self-skills in surviving in the midst of nature and situations full of obstacles and risks. c) Forming individuals who are sensitive and intelligent in seeing social problems, so that they are able to become creative, innovative and tenacious human beings in solving and dealing with problems that develop within them d) Training students to obey and be disciplined in rules, systems and leaders based on awareness of creating social harmony. Scouting extracurricular goals to be achieved for the benefit of students. In

other words, extracurricular activities have educational values for students in an effort to develop the whole person

DISCUSSION

The Urgency of Scout Material in Scout Extracurriculars

Extracurricular activities are activities carried out outside class hours. In accordance with the scout material in extracurriculars according to Combs in Sudjana (2004:22) is: Every organized and systematic activity, outside the established school system, carried out independently or is an important part of a wider activity, which is deliberately carried out to serve scout members specific in achieving their learning goals. In accordance with the definition of extracurricular activities, which are additional activities carried out outside study hours, one of which is scout activities, this is in line with the function of scout material in extracurriculars, namely as an addition to school education, this means non-formal education as an addition to school education. Where these extracurricular activities are a form of scout material in extracurricular activities because these extracurricular scout activities are the appropriate forum or means for channeling the interests and talents of scout members that are not included in classroom learning. Scout extracurricular activities are developed according to the abilities and circumstances of the school itself

Scout material in extracurriculars includes community education which aims to develop interests, talents and abilities in providing wider opportunities for work and business for community members, Sudjana (2004:74) Scout material in extracurriculars has its own function in school education including: 1) Non-formal education as a complement to school education, means that scout material in extracurriculars complements what is taught in school education. Non-formal education activities that are included as complements include sports, arts training, productive skills education. 2) Non-formal education as an addition to school education, this means non-formal education as an addition to school education. The material obtained in non-formal education is in addition to what is obtained in school education. The types of activities include extracurricular activities, vocational training, courses and so on. 3) Education as a substitute for school education, this means non-formal education as a substitute for school education. The material presented is the same as the subject matter in school lessons. The type of activity included in this function is package chasing.

These various materials are intended as an effort to explain the limitations and characteristics of scout material in extracurricular activities, especially in school education. Scout material in extracurricular activities is any organized and systematic activity, outside the established school system, carried out independently or is an important part of a wider activity, which is deliberately carried out to serve certain scout members in achieving their learning goals. Almost the same thing expressed by The Sourt East Asian Ministry of Education Organization is every educational effort in the broadest sense in which there is regular and directed communication, carried out outside the formal education subsystem, so that a person or group obtains information, training and guidance in accordance with age level and living needs

Provides the definition that non-formal education is any educational service effort that is carried out outside the school system, lasts a lifetime, is carried out deliberately, regularly and with a plan which aims to actualize human potential (attitudes, actions and work) so that a complete human being can be realized who is passionate about teaching and learning and being able to improve one's standard of living. In essence, the concept of scout material in extracurricular activities is characterized by the following characteristics: First, learning is meaningful as assistance or guidance to serve the learning needs of society in general without being limited by targets of a certain age or certain place and lasts throughout life. Second, learning objectives emphasize fulfilling functional community learning needs outside of school education, namely providing knowledge, attitudes and skills to improve the quality of life and dignity of life in a wider social environment. Third, learning activities are activities that are deliberate and systematically organized to achieve certain goals. Fourth, the program content is more applicable in accordance with the needs of the target scout members

The scout movement is one of the forms of social skills including discipline, independence, responsibility, cooperation, leadership, self-confidence, communication, helping each other, participation and social awareness. The scout movement is the main organization of choice in building social skills. The Scout movement must be able to educate and develop our young generation not to give up easily, never give up and bravely face various challenges. Scout activities in schools in the form of extracurricular activities are carried out with the aim of linking the knowledge gained in curricular programs based on environmental conditions and needs. The scout movement as an organization operating in the field of non-formal education is expected to be a force in the formation of social skills. The big role of the scout movement in forming the personality of the younger generation in the field of social skills should be realized in the practice of everyday life

Scout material in extracurricular activities is usually summarized in a book which is usually known as a textbook. The term textbook is considered to be the equivalent of textbook which means textbook or textbook. Henry Guntur Tarigan and Djago Tarigan explain that, "textbooks are textbooks in a particular field of study, which are standard books, prepared by experts in that field for instructional purposes and objectives, which are equipped with appropriate teaching suggestions. and easy to understand by those who use it in schools and according to scout material in high extracurriculars so that it can show a teaching program." Based on the opinion above, textbooks are used for certain subjects. The use of textbooks is based on learning objectives that refer to the curriculum. Apart from using textbooks, teaching can use facilities or techniques that are in accordance with previously established objectives. The use of combining textbooks, techniques and other means is reviewed to make it easier for textbook users, especially scout members, to understand the material. The categorization of books used in schools develops and changes over time. The last change was made in 2008 through Minister of National Education Regulation (Permendiknas) Number 2 of 2008. In this Permendiknas, the book category is not only limited to schools or primary and secondary education, especially schools, but also includes higher education. However, all books are still classified into four groups, namely; (a) textbooks, (b) guidebooks for extracurricular scout material, (c) enrichment books, and (d) reference books

CONCLUSION

Scout material in extracurricular activities is carried out to create a learning atmosphere that allows scout members to be mentally prepared to take part in learning activities. In this activity, scout material in extracurricular activities must pay attention to and meet the needs of scout members and show great concern for the existence of scout members. When opening a lesson on scout material in extracurricular activities, it is usually opened with greetings and the presence of scout members

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