

## IMPLEMENTATION OF LINE-UP REGULATIONS IN IMPROVING MEMBERS' COMPLIANCE SCOUTS ALERT

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### ABSTRACT

#### KEYWORDS

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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 traingulation. The results of the research show that the process of instilling the value of obedience through PBB (Marching Orders) activities in scouts can be said to be quite effective. Instilling the value of obedience in PBB activities in the form of a sense of unity, a sense of responsibility and obedience in carrying out orders accurately and quickly. And the methods used in PBB training are considered quite effective in helping students have a student attitude. So that students are expected to be able to carry out the regulations that apply in their daily lives. and able to complete their tasks on time. The suggestions put forward to scout leaders and all existing parties are expected to be more creative and innovative in implementing various methods. Schools are expected to increase the number of scout leaders. are expected to increase the number of scout leaders. The school should return the time for carrying out scout activities. Scout participants should be motivated

### INTRODUCTION

In scouting activities, students do many things at their own pace. Some students feel bored when taking part in scouting extracurriculars. Boredom can be created if a child's interest in taking part in scouting extracurriculars is low. Students who feel bored show annoying behavior. This can be seen from the training that is followed without enthusiasm. Students often arrive late when extracurricular activities take place. Students do not appreciate the scouting material provided by the coaches. This can be seen when students are not paying attention when delivering material. When activities were taking place in this case, especially PBB (Marching Rules) drills, some children, especially boys, felt lazy about taking part in the drills. They prefer to play alone and ignore orders from the coach. They were less enthusiastic than the girls when the PBB exercise was held. After receiving a little pressure and direction to practice marching, they finally agreed to follow it. However, there is still a problem in carrying out the exercise, namely that they always make mistakes in interpreting the signals into the desired movement form. This problem occurs because there is a lack of sense of

obedience among students in participating in scout activities and a lack of interest in scouting extracurriculars. If a child feels interested in scouting extracurricular activities, the child will take part in them seriously. This will further increase the sense of enjoyment and interest in participating in scouting extracurricular activities. If left alone, they will live lazily according to their own rules. There needs to be a joint effort to build obedience from both parents and coaches.

Scout activities themselves have a code of respect and devotion, namely a norm or value in life. The members of the scout movement which is a measure of the behavior of the members of the scout movement. If the students who have attended scout education are able to realize it in their daily lives in accordance with the scout code of honor, then the students will have good character within themselves. -each.

This can be seen from the basic principles of scout education methodology, namely those stated in the Scout Dasa Darma:

1. To God Almighty.
2. Love Nature and Love for Human Beings.
3. Patriots who are polite and devout Knight.
4. Obedient and Likes to Deliberate.
5. Willing Helpful and steadfast.
6. Diligent, Skilled and Happy.
7. Economical, Meticulous and Modest.
8. obedience Courageous and Faithful.
9. Responsible and Trustworthy.
10. Be pure in thoughts, words and deeds. (Kwarnas Decree no 36/KN/79).

The content of the basic principles mentioned above, the researcher took one educational value which will be discussed further in this thesis, namely the value of obedience in scout members because obedience is the main capital that every child must have in carrying out their duties as a student.

Based on this background, the author is interested in researching "The Role of Implementing PBB (Marching Rules) in Instilling Obedience Values in Scout 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.

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 conclusion 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

Scout activities have two values, namely the formation of attitudes in children and their practical value. However, it cannot be denied that the activities contained in scouting have a big influence on the formation of attitudes in children. The scout movement is one of the movements in the field of non-formal education. The scout movement provides scouting education for young people to grow the nation's buds so that they become a better, more responsible generation, capable of fostering and fulfilling independence and building a better world in accordance with the articles of association and bylaws of the scout movement, article 4. So far, the term scout movement, scouting, scouting education and scouting are used ambiguously, thereby obscuring the true meaning. In Law Number 12 of 2010 concerning the Scout Movement Article 1 paragraph 1 to 4 is explained as follows: 1) The Scout Movement is an organization formed by scouts to provide scouting education, 2) Scouts are Indonesian citizens who are active in scouting education and practice it. Scout Satya and Scout Darma, 3) Scouting is all aspects related to scouting, 4) Scouting education is the process of forming the personality, life skills and noble morals of scouts through the appreciation and practice of scouting values. Obedience is the end result of behavior change that starts from increasing knowledge, after someone has good knowledge about something, that person will change their attitude towards the new knowledge they have and then someone will change their behavior, and in changing their behavior, someone first assesses the benefits they will get (Notoatmodjo, 2003 in Silvia, 2012). Compliance is a phenomenon similar to conformity. The difference lies in terms of the influence of legitimacy (as opposed to coercion or social pressure), and there is always an individual, namely the authority holder. 1 Obedience is defined as a disciplined attitude or behavior that obeys an order or rule that has been set, with full awareness. Compliance as a positive behavior is assessed as a choice. This means that individuals choose to act, obey, respond critically to rules, laws, social norms, requests or desires from someone who holds authority or an important role. Compliance is an individual's behavioral attitude which can be seen in its aspects of trusting, accepting (accept) and do (act) something at the request or order of another person. Trusting and accepting are dimensions of obedience that relate to individual attitudes, while doing or acting

Obedience is a type of social influence, namely when someone obeys and complies with other people's requests to carry out certain behavior because of the element of power. This power is defined as a force or authority that has an influence on a person or a certain environment. This social influence can have a positive or negative impact on the individual's behavior. Meanwhile, Stanford Milgram's research quoted by Sarlito W. Sarwono regarding obedience shows that individuals tend to obey other people's orders even though that person relatively does not have strong power. Good compliance reflects a person's sense of responsibility for the tasks assigned to him. This encourages a person to work enthusiastically to obtain the goals to be achieved. Compliance is a condition that is created and formed through the process of a series of behaviors that demonstrate the values of obedience, loyalty, regularity and order. The attitudes or actions carried out are no longer or are not felt as a burden at all, on the contrary, they would be a burden if they were not

## DISCUSSION

In scouting education which is closely related to the values of obedience, children are directly involved in instilling and developing these values and practicing them in their daily lives. Children learn by the way he lives. In scouting education, there are many activities that encourage children to become brave and confident individuals. Scout activities are packaged in an interesting and fun way in the form of educational games that do not ignore the values of obedience in their implementation. So that children can play while learning comfortably and happily. Scout extracurricular activities are carried out using a block system, which is only carried out 3 times in one semester, held every Friday in the 4th and 5th lesson hours, namely 09.15 to 11.00. The implementation time is chosen using a block system, which is carried out 3 times in one semester, namely on Friday mornings during class time, so that all students (scout participants) can all attend scout training activities. supervisor (coach) who will accompany students to acquire the skills and abilities taught in scout extracurricular activities. The mentors in these extracurricular activities are the teachers themselves, so the school does not need to bring in mentors from outside the school because they already have teachers who will accompany students in these extracurricular scout activities. The scoutmaster provides material guidelines to the homeroom teacher. The homeroom teacher provides scouting material to scout participants. Process of Instilling the Value of Obedience Through Marching Rules (PBB) Activities in Scout Extracurriculars

The method used to instill obedience in students (scout participants) through scouting activities is practice. Students (scout participants) are given material by the supervisor. After the material has been provided, students (scout participants) will be given the opportunity to practice the material that was previously provided

The method of providing material in scouting activities with practice is quite effective, because with this method of delivery students (scout participants) become more understanding and make the delivery of the material more interesting, not boring and does not make you sleepy.

Based on the results of research on obedience values, scout education greatly influences the application of obedience values, where there are obstacles found by researchers in the field regarding the application of obedience values. The conditions the researcher obtained from the research results were in accordance with the opinion of

Schools are educational institutions that are very effective in implementing the value of obedience, so that students have good character which will be useful in their lives in the future. Scout education which emphasizes the formation of true personality has been implemented by SMP N 2 Balapulang, because basically the aim of scout training is to create people who are creative, intelligent, obedient and responsible and have noble character, so that the implementation of education by teachers in schools of course refers to achieving this. This is also the goal of scout extracurricular activities.

Based on the above, a scout member can explore for himself what his potential is because in scout activities all members have the right to explore their potential and talents. Inhibiting and Supporting Factors for Marching Rules (PBB) Activities in Instilling the Value of Obedience in Scout Members

The knowledge and experience possessed by scout leaders is also a driving factor in instilling obedience through scouting activities. The experience they have while coaching scouting activities can also be used as reference material for coaches to hold interesting and educational activities. Schools also play a role in facilitating scouting activities including scout rooms, scout warehouses, classrooms for routine training, etc.

The large number of students who are interested in taking part in this activity is also a driving factor in carrying out scouting activities. The students' strong interest in participating in this activity can facilitate the process of cultivating student (scout participants) obedience through the rules set by the supervisor, the forms of activities provided and the methods used in providing the material are also factors that motivate students (scout participants) to be interested in taking part. scouting activities.

Permission given by parents is also one of the factors that supports the implementation of instilling obedience through scouting activities, in this case camp activities. Apart from that, getting support from the community in licensing places to support the success of camping activities is also important, because with support from the community, activities can run smoothly. Every Friday morning, in the 4th and 5th lesson hours. The student attendance rate is almost 100% of students. attended, because the scout activities were held in the morning, namely during the 4th and 5th lesson hours. The attendance of the students was almost 100% a supporting factor for the smooth running of the scout activities.

Scout training activities are carried out using a Block system, where scout training is only carried out 3 times in one semester, this means that students (scout participants) do not receive material guidance or scouting practices that can support their level of obedience. This is what can hinder the process of cultivating obedience through scouting activities.

The influence factor of friends also has quite a big influence on students (scout participants) to take part in scouting activities. Scout participants who are less serious about participating in scout training activities. They take part in scout training by joking and carrying out less than praiseworthy actions when the instructor (class teacher) gives material. This is also an inhibiting factor in the student obedience process.

Communication is very important so that the goals to be carried out can be achieved. To prevent obstacles in instilling obedience, it cannot be separated from the role of other members to provide a warning or reprimand. Having good communication from each member will narrow the obstacles in instilling obedience and with good communication an attitude can emerge to remind each other among members if another member commits an action that violates the rules.

Overcoming obstacles in instilling obedience to students (scout participants) apart from quite intensive communication also requires commitment from members, both from the supervisors, the enforcement council and the students (scout participants) themselves. Wanting to achieve a goal in an activity requires commitment among its members. Carrying out a commitment to instill obedience in students (scout participants) cannot be done half-heartedly, but requires seriousness, tenacity and patience to achieve the expected results.

### CONCLUSION

Increase the number of scout leaders so that the implementation of scout training activities is more active and more intensive. Students (scout participants) will feel more cared for. The values of obedience will be further instilled and implemented. All school members should always try to be consistent in upholding obedience because obedience is the main capital for achieving maximum results from an educational goal. should return the time for carrying out scout training activities, from the Block system to the old system. Block system where scout activities are held 3 times in one semester. This is felt to be less effective, so that the process of increasing obedience values is hampered. The old system that is usually implemented is that scout activities are held every Friday afternoon from 14.00 to 16.30, so that (scout participants) can intensively and routinely receive guidance and coaching related to the values of obedience. (Scout participants) should be given more motivation so that they want to take part in scout training activities well and seriously. So that the process of cultivating obedience will be better and smoother

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