FIRST GENERAL PROFICIENCY ANALYSIS OF THE MATERIAL SCOUTS ALERT

Umm Nabila Marpaung[1], Elsa Adinda Suci SP[2], Cindy Agustiana Tanjung[3],

[123]Faculty of Tarbiyah and Teacher Training, UIN North Sumatra, Indonesia

nabilamarpaung493@gmail.com , elsaspawira@gmail.com , cindyagustiana21@gmail.com

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. As a result of the research, the scout assistant can call him Pakcik (son's assistant coach) and Bucik (assistant female scout). The task of the scoutmaster in relation to SKU testing is to provide motivation and encouragement so that students immediately complete the SKU at the level they have obtained and immediately complete the next SKU. The SKU testing method is carried out individually, whereas if there is a test carried out in groups then The assessment is still carried out individually. The SKU test does not have to be tested sequentially. After carrying out the SKU test, the coach can add his signature to the SKU of the standby scout being tested after the test is declared passed.

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, 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.

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, 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.

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.

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 increase broader insight and knowledge for researchers. The data collection techniques carried out 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

Standby is the term forScout memberaged between 7-10 years. It is called the Alert Scout because it is in accordance withfigure of speech (basic figure of speech)a time of national struggleIndonesia, that is, when the peopleIndonesiaprepared himself to achieve independence with its foundingBoedi Oetomoin the year of1908as an initial milestone in the nation's struggleIndonesia.

Extracurricular activities are educational programs whose time allocation is not specified in the curriculum. Extracurricular activities are operational tools (supplements and complements) of the curriculum, which need to be prepared and outlined in the annual work plan or educational calendar of the educational unit.

Extracurricular activities bridge the developmental needs of different students: such as differences in sense of moral values and attitudes, abilities and creativity. Through participation in extracurricular activities, students can learn and develop communication skills, collaborate with other people, and discover and develop their potential. Extracurricular activities also provide great social benefitsScout 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.

Siaga are young members of the scout movement with an age range of 7-10 years. At this age, alert children are children who have active personalities, unique characteristics, innocence, and are never silent. A standby person cannot be given full duties and responsibilities with the risks. The characteristics of alert children at this age are high curiosity, likes to sing, likes to dance, is a bit spoiled, likes to imitate, likes to complain, and likes to be praised. With these various characteristics, alert life is described as a "happy family" where there is a father, mother, older brother and younger sister. This makes the concept of alert training "Ing Ngarsa Sung Tuladha" (in front of setting an example) more widely applied. Alert is synonymous with green, the color green symbolizes the immediacy of life in something that is growing (KMD Editorial Team, 2014: 40).

The unit in the front group as a place to develop alert scouts is the alert scouts. The standby scout ideally consists of 18-24 standby scouts who are divided into 3-4 groups called barung. Barung ideally contains 6 scouts on standby. The standby scout is led by the standby coach and assisted by the standby coach's helpers. The activities in Sidang Sidang are fun activities that adapt to the characteristics of the child, family, and include character education packaged in training materials.

Alert scout activities are activities that are packed with creativity, fun, recreation, education and lots of movement. Standby activities take the form of routine training (extracurricular) which includes the opening and closing ceremonies of training. Apart from that, in routine training activities, General Skills Requirements (SKU) and Special Skills Requirements (SKK) can be tested to get a mark of proficiency which is an educational tool as a stimulus to acquire skills that are useful for themselves.

DISCUSSION

1. Alert Scout Unit

The smallest unit in the Alert Scouts is calledBarung.Every fewBarungcollected in a large unit calledBrood. Barungs are named with colors such as,Barung Red,Barung Greenetc. ABarungconsists of between 6 - 10 Alert Scouts and is led by a Barung Leader (Pinrung) chosen by the Barung itself. Each Barung Chairman will later choose one person from among them who will become the Main Barung Leader, called Sulung. A Perindukan consists of several Barung which will be led by the Eldest.

2. General Skills Requirements for Alert Scouts

| Siaga Mula | Siaga Bantu | Siaga Tata |

General Proficiency Requirements (SKU) for Alert Scouts are mandatory requirements that must be fulfilled by an Alert Scout to obtain a General Proficiency Mark (TKU). There are three levels of TKU in Alert Scouting, namely:

a. Initial Alert

b. Standby Help

c. Standby Tata

3. Requirements for Special Skills for Alert Scouts

Special Skills Requirements (SKK) are mandatory requirements that must be fulfilled by an Alert Scout to obtain a Special Skills Mark (TKK). The TKK in Alert Scouts only consists of one level.

4. **Signs of General Proficiency of Alert Scouts**

   The Alert Scout General Proficiency Mark (TKU) can be worn on the left sleeve under the barung mark. The TKU for Siaga is in the shape of a coconut leaf (this is also taken from the custom of ancient heroes to indicate a person's rank).

5. **A sign of special skills for alert scouts**

   The Alert Scout Special Proficiency Mark (TKK) is in the form ofequilateral trianglewith a length of 3 cm on each side and a height of 2 cm. The TKK can be attached to the right sleeve in a semicircle around the markKwardawith the top facing down, 5 pieces.

6. **Image of alert scout attributes**

   Pictures of the attributes displayed on scout uniforms for female scouts and male scouts are as follows:

Installation of

Installation of Scout AttributesStandby Son

Shape and*installation of attributes on scout uniforms standby* are as follows:

a. Headgear Sign; In the shape of a circle (daughter) and a parallelogram (daughter) with a green base color. Installed in*Scout hat* the front.

b. World Guide Sign(WOSM); The base color is purple. For girls, it is a circle, attached to the right collar of the shirt. Meanwhile, for men, it is square, installed on the chest (above the nameplate) on the right.

c. *Sign of Inauguration*; The base color is dark brown. For girls in a circle shape, attach it to the left collar of the shirt. Meanwhile, for men, it is installed on the left chest, under the fold of the shirt.

d. Name plate; The base color is light brown. Both men's and women's are placed on the right chest above the fold of the shirt and below the world guide mark (WOSM).

e. Kwarcab Location Sign; Contains the name of the branch quarter (Regency/City) where the scout member resides. Both men's and women's are placed on the right sleeve, at the very top.

f. *Front Cluster Sign*; Contains the front group number where the scout members join. For both men and women, it is installed on the right sleeve, just below the Kwarcab Location Mark. For female members, the gudep number is even and for female members the number is odd.

g. Regional Badges/Badges; Contains the symbol of the regional quarter where the scout member lives. Mounted on the right sleeve of the scout's shirt, under the Gudep Sign.

h. *Mark of Special Proficiency* (TKK) Standby; Inverted triangle shape. For both men and women, the right sleeve, right, left and bottom of the Regional Badge are attached. Installation of TKK on the sleeve of a maximum of 5 TKK. If you have other TKK (more than five) the rest are placed in the TKK tetampan (scarf).

i. Position Mark; In the form of a sign of Eldest, Barung Leader, or Deputy Barung Leader.

Place it on the right chest, under the fold of the shirt.

j. Barung Sign; Triangular shape with color according to the name of the barung. for both women and men, it is installed on the top left sleeve.

k. Alert General Proficiency Mark (TKU); Consisting of three levels, namely Mula, Bantu, and Tata. Installation of TKU attributes on the left sleeve, under the barung sign.

Apart from the signs (attributes) as mentioned above, scout uniforms can also be fitted*tiska* (Activity Participation Certificate), badges and marks*Eagle Scout*, and other tokens of appreciation. The Garuda Scout badge (in the form of a medal with a ribbon) is worn around the neck along with*scout's neck*. Garuda scout marks and awards (such as annual stars) are worn on the left chest of the shirt, above the folds of the shirt. Meanwhile, the tiska (Activity Participation Sign) is installed in accordance with the provisions of the tiska.

After you have read and studied the entire chapter on alert scouts, there are several things that are important for you to understand, namely

7. Standby is the term forScout memberaged between 7-10 years

8. Honor CodeThere are two for the Standby Scouts, namely Dwi Satya (the promise of the Standby Scouts) and Dwi Darma (the moral provisions of the Standby Scouts).

9. The smallest unit in the Alert Scouts is calledBarung

10. General Proficiency Requirements (SKU) for Alert Scouts are mandatory requirements that must be fulfilled by an Alert Scout to obtain a General Proficiency Mark (TKU)

11. Special Skills Requirements (SKK) are mandatory requirements that must be fulfilled by an Alert Scout to obtain a Special Proficiency Mark (TKK)

12. The Alert Scout General Proficiency Mark (TKU) can be worn on the left sleeve under the barung mark

13. The TKK can be attached to the right sleeve in a semicircle around the markKwardawith the top facing down, 5 pieces

Alert Scout SKU Book

A book is defined as a sheet of paper that is bound, contains writing or is blank (KBBI). SKU (General Skills Requirements) are scouting skills or abilities and skills that must be taken by students. The general skills of scouts have levels in each group, for alert scouts the general skill levels are as follows:

1. Early Alert is a general skill level that meets the general skills requirements of the initial alert level

2. Auxiliary Standby is a general skill level that meets the general skill requirements for the auxiliary standby level

3. Standby Tata, namely the level of general skills that have met the general skills requirements for the alert level of the Scout Movement (PP on the Front Group of the Scout Movement Number: 231 of 2007)

Completion of the SKU for regular scouts can be achieved by students meeting the gudep supervisor to find an agreement to hold an SKU exam. SKU is taken as an encouragement for scouts to gain skills and fulfill the requirements as members of the scout movement. SKU testers are scout leaders or assistant scout leaders who directly train the scouts being tested. Standby scout coaches can be called Ayahanda or abbreviated as Yanda (boys coach) and Bunda (girls coach). Meanwhile, for assistant coaches, alert scouts can call them Pakcik (helper for boys) and Bucik (helper for girls). The scoutmaster's task regarding SKU testing is to provide motivation and encouragement so that students immediately complete the SKU at the level they have obtained and immediately complete the next SKU. The SKU testing method is carried out individually, whereas if there is a test carried out in groups then the assessment is still carried out individually. SKU tests do not have to be tested sequentially. After carrying out the SKU test, the scout can put his signature on the SKU of the standby scout being tested after the test is declared passed.

CONCLUSION

Alert scout activities are activities that are packed with creativity, fun, recreation, education and lots of movement. Standby activities take the form of routine training (extracurricular) which includes the opening and closing ceremonies of training. Apart from that, in routine training activities, General Skills Requirements (SKU) and Special Skills Requirements (SKK) can be tested to get a mark of proficiency which is an educational tool as a stimulus to acquire skills that are useful for themselves.

REFERENCES

Aprilia, T. et al. (2014). Community Based Development: Reference for practitioners, academics and

Aisyah, AR 2014. The Implementation Of Character Education Through Contextual Teaching And Learning At Personality Development Unit In The Sriwijaya University Palembang.

International Journal of Education and Research, Vol. 2, no. 10, pp: 205 – 214.

Althof, W., & Berkowitz, MW 2006. Moral Education and Character Education: Their Relationship and Roles in Citizenship Education. Journal of Moral Education. 35(4). 495-518.

Armstrong, Michael. 2009. Armstrong's Handbook of Management and Leadership: A Guide to Managing the Results. London: Kogan Page Limited.

Arikunto, Suharsimi. 2001. Basics of Educational Evaluation. Bumi Literacy: Jakarta.

Babu, M. Ravi. 2014. Building Teacher Student Relationships Through Positive Discipline. Integrated Journal of Social Sciences, Vol. 1, No. 1, pp. 24-27.

Berkowitz, M., & Oser, F. 1985. Moral Education: Theory and Application.

Hillsdale, NJ : Law Rence Erlabaum.

Danim, Sudarman. 2002. Educational Innovation. Bandung: Pustaka Setia. Darmawan, Hendra. 2015. A Model of Character Education as Reflected in

Fuady's the Land of Five Towers. International Journal on Studies in English Language and Literature (IJSELL), Volume 3, Issue 8, August 2015, PP 16-22. ISSN 2347-3126 (Print) & ISSN 2347-3134 (Online).

Demirdag, S. 2015. Self-Assessment of Middle School Teachers: Classroom Management and Discipline Referrals. International Journal on New Trends in Education and Their Implications. ISSN 1309-6249, Vol. 6, p. 45.

Djamarah, Syaiful Bahri and Aswan Zain. 2010. Teaching and Learning Strategies. Jakarta: Rineka Cipta.

Fahrudin, A. (2013). Empowering Participation and Strengthening Community Capacity. Bandung: Humanities.