Jurnal Master Administrasi Pendidikan
Volume 1 Number 1, June 2024 E-ISSN : XXXX - XXXX

SCOUT EXTRACURRICULAR MANAGEMENT IN AN EFFORT TO INCREASE SENIOR HIGH SCHOOL STUDENTS' CHARACTER VALUES

Zakiyah
Deputy Head of Students at SMAN 1 Talangpadang Tanggamus
zkiareza931@gmail.com,

ABSTRACT

This study aims to describe the implementation of Scout extracurricular activities carried out at SMAN 1 Talangpadang: and describe the character values contained in Scout extracurricular activities at SMAN 1 Talangpadang. The lack of support from the learning environment in scout extracurricular activities will affect the character of students who participate in scout activities. Character cultivation can be done at school, one of which is by participating in extracurriculars. The role of scouting activities has a good influence on character development in students of SMA N 1 Talangpadang. This study intends to find an overview of management strategies in SMA N 1 Talangpadang, especially in scout extracurricular activities. This type of research is descriptive qualitative in examining field phenomena that occur. This research was conducted on December 4, 2023 – February 30, 2024, this research was conducted on principals, vice principals for curriculum, scout coaches, and student activities both in the field and indoors. Data collection is carried out by means of interviews, observation, and documentation. Data collection is carried out by means of interviews, observation, and documentation. The application of good management to extracurricular scouts to shape the character of SMA N 1 Talangpadang students is carried out in 4 stages, namely: planning the learning environment management of SMA N 1 Talangpadang, organizing the management of the learning environment of SMA N 1 Talangpadang, directing the management of the learning environment of SMA N 1 Talangpadang, and controlling the management of the learning environment of SMA N 1 Talangpadang. The planning stage includes the recruitment of scout coaches by the principal, time management, financial management, preparation of work programs, and preparation of materials. Organizing is done by giving responsibility to the homeroom teacher to direct students to participate in extracurricular scouts, and giving responsibility to the scout coach. The implementation of activities is carried out once a week. Briefings are made by the principal to the scout leader so that the activity can run well. Controlling is a supervision carried out to find out whether scout activities are running well or not.

Keywords: **Scout Extracurricular, Character Values**

INTRODUCTION

Education is the most important part of human life. Therefore, according to Marjohan (2015) said: "The progress of a country that is most concerned about is its education. Countries that have won the title as the best countries in education are due to the progress in the quality of their human resources who have broad insight and knowledge.

This is due to their very strong reading culture and the very good quality of their basic and secondary education. Here the role of women is also very determining as forming a good quality family.

As time progresses, the challenges of societal civilization increasingly feel

the importance of education, so that it has an impact on the growth and development of the younger generation. This task is a shared responsibility to continue to supervise and observe the development of the younger generation in forming character both morally and materially for the benefit of the future of a nation with character. This statement was reinforced by Ki Hajar Dewantara (2011, p. 20), that education is guiding all the natural strengths that exist in children, so that they as humans and as members of society can achieve the highest safety and happiness.

Character education is intended according to the Ministry of Education and Culture as a form of transformation of national education by replacing character as the spirit or deepest dimension of national education alongside intellect which is reflected in competence, meaning that here we are required to have the opportunity to develop the intellectual potential and character of students (Ministry of Education and Culture, 2013, p. 3).

The objectives of student development according to Permendikbud No. 39 of 2008, namely: Developing students' potential optimally and integratedly which includes talents, interests and creativity; Strengthening students' personalities to realize school resilience as an educational environment so as to avoid negative efforts and influences that conflict with educational goals; and Actualizing students' potential in achieving superior achievements according to their talents and interests; (Ministry of Education and Culture, 2008).

The Character Education Strengthening Movement (PPK) can be carried out systematically well, one of which is including character values through the structure of the school curriculum. Whether it is integrating each subject, then it can be through extracurricular activities or through habituation to school culture which is carried out spontaneously on a regular basis such as modeling, ceremonial activities or other activities involving the cooperation of all elements of the school, including the Principal, Teachers, students and parents, of course (Ministry of Education and Culture, 2013, p. 13).

The concept of character education can not run alone without integration. One of them is mediation in implementing character education through extracurricular programs. Various variants of extracurricular programs are created at schools as an opportunity and potential for students' self-development to create students with character. In this discussion, the character education that will be built in the scout extracurricular is included in the Pancasila teacher profile, namely, mutual cooperation, creativity and independence.

Character development contained in extracurricular programs is more related to optimizing right brain function (affective, empathy and feeling). So not to always rely on the left brain (cognitive oriented) with the orientation of getting high marks as a sign of being smart is a wrong understanding. Therefore, here Scout extracurricular activities are part of activities that are able to optimize students' right and left brains (Anggatra, 2016, p. 84).

The Scout Movement is the name of an organization which is a forum for the Scout education process in Indonesia (Bob Sunardi and Andre, 2006, p. 4). The aim of the Scout movement is to make young Indonesians into human beings with character, noble character, personality, concern for their fellow citizens, and obedience to the Unitary State of the Republic of Indonesia. The main task of the Scout movement is to provide Scout education for young Indonesians to become a better

generation. Meanwhile, the function of the Scout movement is as a non-formal educational institution as a forum for the guidance and development of Indonesian youth (Anggatra, 2016, p. 84).

Scout extracurriculars held in every school are made as mandatory extracurriculars in the 2013 curriculum based on the juridical basis in Attachment III to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A of 2013 concerning curriculum implementation and guidelines for extracurricular activities which emphasizes: "Extracurriculars are educational activities carried out by students outside standard curriculum learning hours as an extension of curriculum activities and carried out under school guidance aimed at developing students' personalities, talents, interests and abilities to a greater extent or beyond the interests developed by the curriculum".

As mentioned in the Minister of Education and Culture, every student must follow it, even the success of students in participating in Scout activities is used as a consideration to determine whether or not students will be promoted to a class. It is indeed very appropriate that in implementing the 2013 curriculum the government makes Scouting activities a mandatory extracurricular in elementary/MI. This is because there are various character values that can be internalized through organizing Scout activities (Novan Ardy Wiyani, 2014, p. 150).

Anggatra (2016, p. 84-85) in his article explains that Scout values are positive values that are taught and instilled in Scout members. These values are moral values that adorn the behavior of Scout members. Scout values come from Tri Satya, Dasa Dharma, skills and skills mastered by Scout members. Tri Satya is a promise code that shows the nationalist and socialist attitudes of Scout members. Dasa Dharma is a moral code that must be memorized and practiced by Scout members so that Scout members have good personalities. Skills and abilities are taught in Scouting so that later they can be useful when living in society and in nature. Scout education is one way to realize character values, in this case it is in line with one of the main values of strengthening character education (PPK), namely "mutual cooperation".

Learn from history that humans were created by an almighty God, one of them as social creatures. Creatures where humans cannot live by themselves without needing the help of others. Everyone knows that humans need to work together or work together to solve all the problems in their lives. Therefore, in the 2013 Curriculum, it is government policy to promote character education with the main character values, one of which is mutual cooperation.

Indonesia is known as a nation that has high values of mutual cooperation and has been absorbed by individuals in society, so that the concept of mutual cooperation has long been rooted in the soul of society (Choerul Anam, 2017, p. 77). Indonesian people, especially those living in rural areas, are known as people who have the characteristics of a peaceful, calm, harmonious, selfless life, like to help each other and have a high spirit of mutual cooperation (Soedjito, 1987, p. 21).

Moreover, the value of mutual cooperation is also contained in the 3$_{rd}$ Pancasila Principle, namely "Indonesian Unity". Here it can be understood that Indonesia has been implementing the value of mutual cooperation for a long time. Everyone can imagine that during the colonial era, the colonialists fought the Indonesian people from Sabang to Merauke. Everything was done in the spirit of unity of the Indonesian people.

Thanks to cooperation and unity, everyone was finally able to experience an independent nation above colonialism.

According to Eko Prasetya Utomo (2018, p. 96), in general, the principle of mutual cooperation contains the substance of divine values, kinship, deliberation and consensus, justice and tolerance which are the basis of the way of life or as the basis of the philosophy of the Indonesian nation. Mutual cooperation also fosters a sense of solidarity between people. As humans, in their lives they need social interaction with other people to build good communication. The culture of mutual cooperation as a moral value has philosophical roots in academic studies. This shows that the culture of mutual cooperation is embedded in the values of social capital which are necessary for the progress and welfare of society (Tadjoedin Noer, 2013, p. 1)

The character value of mutual cooperation has also become a common identity in the lives of Indonesian people among ASEAN countries. This is part of its excellence in overcoming various life problems together with community development and empowerment. And it is believed that the value of the character of mutual cooperation is also shared by ASEAN countries, although the terms may be different (Rochmadi, 2012, p. 8-9). Therefore, everyone needs to preserve the cultural character of mutual cooperation everywhere. Mutual cooperation is part of voluntary work without coercion to lighten the burden and make things easier. Moreover, mutual cooperation can be found in schools. How the value of mutual cooperation can be maintained and preserved. Apart from the character of mutual cooperation, we also have to be able to think creatively and independently.

With creative and independent behavioral values, a student will be able to carry out innovation. Independent behavior itself is an attitude that does not easily depend on other people to solve a problem. Meanwhile, a creative attitude is thinking by doing something to produce a new result or new innovation that you already have. Thus, these two attitudes must be present in a student who has extracurricular activities in scouting.

Based on pre-research conducted by researchers through observations on one of the research subjects, namely SMAN 1 Talangpadang, Talangpadang sub-district, Tanggamus Regency, Lampung Province, they responded that the character values of mutual cooperation, creativity and independence are still not given enough attention here. Researchers noticed that in the Scout extracurricular, when senior brothers gave material in class, there was commotion here and there, for example by chatting with their classmates. Here there is no respect for the senior brother who is giving the material. Plus, Scout extracurricular time only lasts 60 minutes. Therefore, the opportunity for senior brothers to have freedom in delivering material is very minimal. The number of scout members at SMAN 1 Talangpadang is around 105 students, with class sample details as follows:

Table 1. Scout Members of SMAN 1 Talang Padang

NO	KELAS	JUMLAH
1	X A	35 Siswa
2	XI A	35 Siswa
3	XI B	35 Siswa

Scout extracurricular activities include singing and memorizing Scout

songs and national songs. Researchers found that there were debates between students to show the identity of each student in conveying their opinions and their opinions wanted to be heard by others. Of course here there has been no agreement or consensus. This is all because everyone relies on their own egos. Then the researcher discovered that during Scout extracurricular hours, the supervisor was preparing a line for the Scout members, which resulted in some students running around a lot, being indifferent, disturbing their friends and others. This means that a small number of people care and only need their cooperation or mutual cooperation to ensure order.

The information above is part of the results of observations carried out spontaneously. The following are the obstacles that the coaches or seniors conveyed by the teachers, namely that there are some students who consider Scouting activities to be normal, and some even think that sometimes Scouting activities make it difficult for students to focus on academics. Even though Scout extracurricular activities are part of character education learning. Another factor is that Scout activities are not interesting, so they become stagnant, monotonous and boring amidst children's activities which are full of technology, so that many students now think that Scout activities are just a waste of time. There are also those who think that Scouting activities are activities that are no longer needed nowadays.

A teacher at one of the schools responded wisely to this problem that not every student's activity or ability could be controlled and guided well by the teacher because there were too many students involved. As a result, it will be very difficult for teachers or scout leaders to assess the extent to which students have been successful in carrying out an extracurricular activity. As a result, extracurricular activities are only carried out to fulfill formalities. Even though this Scout extracurricular is a mandatory extracurricular. The word mandatory here means that all students in the school must follow it.

From the background explained previously, the researcher is curious about whether the Scout extracurricular really has the value of the character of mutual cooperation, creativity and independence in these students, because of the importance of student character. Ideally the character of students must have a character that is religious, creative, independent, disciplined and so on. From these characteristics, scout extracurriculars are a place for students to develop the desired character, because in scout extracurriculars students are taught to be disciplined, work together, think creatively and independently.

The research objectives are: 1) describe the implementation of Scout extracurricular activities carried out at SMAN 1 Talangpadang: and 2) describe the character values contained in Scout extracurricular activities at SMAN 1 Talangpadang.

METHOD

This type of research is descriptive qualitative in studying field phenomena that occur. And among the characteristics of research with a qualitative approach are humans as tools and instruments and are descriptive. (Abdussmad, 2021). Then the researcher took primary data sources and secondary data (Babbie, E., 2016). Primary data was obtained from interviews and observations, while secondary data was obtained from supporting data such as archives, physical and non-physical documents. This research was carried out at SMAN 1 Talangpadang on December 4, 2023 – February 28, 2024. In order to collect valid data for this

research, researchers used several techniques. This research was conducted in a school environment, using primary data, and data collection techniques focused on participant observation and in-depth interviews. Interviews were conducted face to face with the school principal, head of student affairs, Scoutmaster, and students who took part in Scout extracurricular activities.

This research data adopts the concept proposed by Creswell which emphasizes the continuous character of qualitative data analysis activities. This research data analysis technique was carried out through three activity streams that occurred simultaneously, namely: 1) Data reduction (involving summaries, main information, focusing on significant things, identifying themes and patterns and eliminating irrelevant elements); 2) Data presentation (carried out by presenting data through descriptive text in the form of charts and tables that suit the researcher's needs); 3) Drawing conclusions (this process includes drawing conclusions or verifying data, where researchers draw conclusions from data that has been processed.

RESULTS AND DISCUSSION

A. Results

1. Location Description

The research location used was SMAN 1 Talangpadang. The school is located in Banjar Sari village, Talangpadang sub-district, Tanggamus Regency, Lampung Province. In the research location there are various supporting activities for the teaching and learning process so that it runs smoothly.

2. Organizing Scout Extracurricular Activities at SMAN 1 Talangpadang

Extracurricular activities are non-formal activities carried out outside school hours as a form of additional academic activity oriented towards interests and talents. SMAN 1 Talangpadang as the location for this research, has a variety of extracurriculars, including: Scouts, PMR, English Club, Paskibra, Dance and so on. This extracurricular consists of human resources or educators who are competent and accomplished in their fields, such as: School Principals, class teachers, Scoutmaster Coordinators, senior Scoutmasters and other extracurricular trainers. Second, adequate infrastructure, such as a large field or school yard so that it can be used for flag ceremonies, sports, extracurricular activities or other activities that support the teaching and learning program, then many and spacious classrooms, a magnificent mosque, lots of bathrooms, dispose of waste classified between organic and non-organic waste. Third, have a profile clear school. With the vision, mission and goals of course this school becomes part of the agent of change. Fourth, the number of students who took part in Scouting activities from the enforcement group was 47 people. Finally, fifth, have a clear organizational structure chart for schools and extracurricular organizations, especially Scouts, based on students' interests and talents, which is then developed by the school as the facilitator. The following is clearer information regarding the results of research on extracurricular activities in building the character value of mutual

cooperation at SMAN 1 Talangpadang, Tanggamus Regency, Lampung Province.

3. Planning for Organizing Scout Extracurricular Activities

In the world of management, it should start with careful and clear planning. Planning here is intended because it is the initial process in determining the goals to be achieved. Because, through this planning, all management functions will not run without starting from planning.

a. Time Management

The Scout extracurricular at SMAN 1 Talangpadang is a mandatory extracurricular that every student must take part in from class X to class XII. On this basis, the researcher has carried out observations through field notes with results that prove that when the researcher was present for observations for six days, the Scout extracurricular activities only occurred on Saturday at 09.00 and finished exactly at 12.00 WIB. This Scout extracurricular looks busier than other extracurriculars. This is because the extracurricular value of Scouts, according to the information, also determines the value of class promotion. This information is based on a direct interview conducted by researchers on Monday, December 11, 2023 at 09.00 WIB with Mr. Amaludim' as Scoutmaster, who revealed: "The organization here is varied, ma'am, if it's extracurricular Tae Kwon Do martial arts are sometimes Tuesday and Thursday afternoons, then the dance club, if there is a competition they want to take part in, or there are activities at school, then they perform, so we train them to prepare intensively, then the little doctor will receive guidance from the health center of sub-district then if someone is sick, those who take part in that part and finally the Scouts must be followed differently from the others, because the others are personal depending on who is interested, but the Scouts must be attended every Saturday afternoon from 09.00 WIB until at 12.00 WIB which is included in lessons at school". From the information above, it shows that the information regarding the schedule for organizing Scout extracurriculars at SMAN 1 Talangpadang, is in line with the opinion of 'PN' as the Coordinator of the Scout Advisory Board of SMAN 1 Talangpadang, explaining that: "Yes, regarding when Scouting will be held, that was before we were like now, ma'am, the schedule we start at 09.00 until we finish exactly at 12.00 WIB. Then in that schedule we have a lot of problems, ma'am, starting from the number of students getting smaller every day, then when we come home from school, the children will definitely be tired, tired here, they will definitely be too lazy to go to school again to take part in Scouting, there will definitely be who have taken naps and various things, ma'am, they are also children. In the end, we reported to the school to change the Scout schedule to include it in school class hours.

That's the final decision, our schedule starts every Saturday, after the last lesson we immediately finish Scouting at 09.00 and finish at 12.00 WIB. Here students definitely have no excuse for not attending".

The information conveyed by respondent 'PN' above was that the Scouts at SMAN 1 Talangpadang had experienced problems related to the implementation schedule which hampered the learning process at that time, then the school made a new policy as per the government program which required Scout education to be included in school class hours. Then finally the policy decided by the school provides a solution to the obstacles to the implementation of Scout extracurricular activities at school.

The information conveyed by respondents 'IL' and 'PN' above, is part of an interview excerpt, so this is in accordance with the results of the researcher's observations so that obtained from the results of interviews and observations related to the implementation of Scout extracurricular activities at SMAN 1 Talangpadang, it can be concluded that the implementation of Scout extracurricular activities at SMAN 1 Talangpadang, this is a mandatory extracurricular activity that all students must take part in, which is held every Saturday, starting from 09.00-12.00 WIB, which is the schedule for returning home from school after the extracurricular activity. Even though we have experienced problems related to the Scout extracurricular schedule policy which has many weak points, this allows the school to create a new policy regarding the implementation schedule.

The information conveyed by respondent 'PN' above was that the Scouts at SMAN 1 Talangpadang had experienced problems related to the implementation schedule which hampered the learning process at that time, then the school made a new policy as per the government program which required Scout education to be included in school class hours. Then finally the policy decided by the school provides a solution to the obstacles to the implementation of Scout extracurricular activities at school.

The information conveyed by respondents 'IL' and 'PN' above, is part of an interview excerpt, so this is in accordance with the results of the researcher's observations so that obtained from the results of interviews and observations related to the implementation of Scout extracurricular activities at SMAN 1 Talangpadang, it can be concluded that the implementation of Scout extracurricular activities At SMAN 1 Talangpadang, this is a mandatory extracurricular activity that all students must take part in, which is held every Saturday, starting from 09.00-12.00 WIB, which is the schedule for returning home from school after the extracurricular activity. Even though we have experienced problems related to the Scout

extracurricular schedule policy which has many weak points, this allows the school to create a new policy regarding the implementation schedule.

b. Availability of Facilities and Infrastructure

The availability of infrastructure owned by SMAN 1 Talangpadang through direct observation turned out to be quite good. These facilities and infrastructure were created as a form of providing comfort in the teaching and learning process for both intracurricular, extracurricular and school administration needs. Based on observations made by researchers regarding the facilities and infrastructure related to the implementation of extracurricular activities at SMAN 1 Talangpadang, it can be said that the facilities are very adequate. The school has a large field and yard. As quoted from an interview with the Principal of 'IL' School who explained that: "SMAN 1 Talangpadang was built a long time ago, ma'am, since 1963, you can see from the land we have, the fields and yard are around 4,545m2. Then the children can study comfortably, because we provide around 30 classes, ma'am.".

From the explanation given, of course this is very good. There is a lot of freedom to do outdoor learning activities such as Scouting, whether it's playing games at school or so on. Then Mrs 'IL' added an explanation:

"Because there are many children here who are of various Muslims, we have provided a prayer room, ma'am, to the south of the position where we are standing, ma'am, and the prayer room can be used by the public, ma'am. Then there is another canteen for students who want to buy snacks or drinks, which is located in the north behind the school with economical prices according to the pocket standards of high school students. Then, if you want to go to the toilet, we have 22 student toilets that you can use. "Then finally, there is the Scout Studio which also doubles as the UKS room, ma'am (while pointing), this place for those who are sick can go to the UKS and for trainers or Scoutmasters it can be a place to gather in that room and at the same time the administrative files for the Scout archives are placed in the cupboard".

Based on the explanation above, it is very much in line with the results of observations made by researchers.

c. Availability of Human Resources

Preparing human resources is part of good management. The resources referred to in this research are the availability of people involved in organizing Scout extracurricular activities at SMAN 1 Talangpadang. The researcher asked through an interview to 'PN' as the Scout Coach Coordinator of SMAN 1 Talangpadang to explain that: "Here ma'am there are several people involved in Scouting, if you count me one, then Madam Head there are two, there are around five Scout Leaders. people but that's only me who is active, the others I don't understand ma'am, then there are

about four Sanata Dharma students who are doing internships who for some time I have entrusted to take control of the children during Scouting. Approximately so".

Then the researchers asked the number of students involved in Scouting activities, with how many alert divisions and how many fundraisers. 'PN' explained again: "The data I received yesterday was about 47 students that I handled out of a total of 47 students. Then what I handled was starting from class X and XI. These are the results of the interview regarding the number of students and stakeholders involved in Scout extracurricular activities at SMAN 1 Talangpadang. The availability of human resources is a factor in whether the management carried out by the institution is good or not in organizing extracurricular activities, especially Scouts, according to the theme of this research. Because human resources here also need good cooperation with each other in order to achieve management goals.

d. Financial Management

Talking about financial management is a sensitive matter. The researchers here did not find out how much budget was prepared for organizing extracurricular activities, especially Scouting at SMAN 1 Talangpadang. The following is a fragment of an interview excerpt from Mrs 'IL' as the head of SMAN 1 Talangpadang: "Regarding finances, of course we support all activities at this school, whether intracurricular, extracurricular or other interests. Because we do all this for the sake of the progress of our school so that it continues to be better in every way".

From the explanation given by Mrs. IL, of course we can interpret that the school has been able to make its contribution from various aspects, which means that Mrs. IL does not waste whatever is budgeted for the SMAN 1 Talangpadang school.

e. Student Interests

Extracurriculars were created as activities to support interests and talents. SMAN 1 Talangpadang has student data totaling 47 students. Through observations made by researchers in exploring data regarding students' interest in participating in extracurricular activities, it can be seen from the way they learn in class.

The researcher saw that when the observers entered one of the classes, some of them had a very high level of curiosity about a particular science, so that it could be seen that their enthusiasm for learning varied, some were visual, audio-visual and kinesthetic. Their interest in participating in extracurricular programs is definitely high, based on their character in class, which reflects that some like practical learning in the field and some like learning in the classroom. Then the researcher explored information with the Principal that each child has a different learning style, and different abilities, as stated in the interview quote below by 'IL' as the Principal who explained that: "So far, students' interests are varied, we say, that

means students' interest in taking part in extracurricular activities is very good for supporting knowledge, especially students who like practice rather than theory. Then from this extracurricular they are able to realize what is in the book theory. Of course, this is an added value for them, namely increasing students' knowledge competency".

From the explanation above, the student's interest is part of the learning style for achievement, meaning that a student's path to achievement is not only in academics but also non-academics such as sports, football, dance, computers and so on that support this achievement. So if you look closely, the statement above is also supported by the opinion of 'EA' who said that: "As a homeroom teacher, I often identify my students' interests and talents indirectly, connecting from their stories, or the stories of their parents. Finally, here I know, ma'am, about what their daily lives are like at home, what their activities are, because I usually communicate very intensely with their parents via a Whatsapp group specifically for the parents of my class. That is, I always tell you that if the school is not able to accommodate students' needs explicitly, then I suggest taking part in activities outside of school such as music lessons and so on".

As has been conveyed through the interview quote above, teachers often see that the needs of students' interests and talents cannot be fully accommodated by the school, meaning that if students are interested in extracurricular activities, please join them unless Scouting is mandatory, but if they are not interested, students can take part in outside activities. as long as it is positive. The explanation regarding students' interest in participating in extracurricular activities was added by 'PN' who explained that: "I see that the interest of students at SMAN 1 Talangpadang in participating in extracurricular activities is very large and extraordinary, because the extracurricular activities here are all students like and follow, such as Tae Kwon Do, Little Doctor, Scouts and dance club. Because the goal is to develop interests and talents".

'PN' assessed that this extracurricular was liked by all students, no one didn't like extracurriculars, so he appreciated the enthusiasm of the students. Based on data information obtained from interviews with 'IL', 'EA', 'PN' and observations accompanied by documentation, it can be concluded that the interest of students at SMAN 1 Talangpadang is very enthusiastic, as evidenced by the variety of extracurriculars available, many students are developing themselves through extracurricular activities match the student's interests and talents.

f. Implementation of the Learning Process of Scout Extracurricular Activities in Building the Character Value of Mutual Cooperation

The implementation of the learning process carried out in extracurricular activities has of course been regulated in law and the Education and Culture Ministerial Regulation contains technical matters in the field. Therefore, the learning process carried out certainly varies from one extracurricular to another so that the characteristics of each organization are visible. The following are the results of research regarding the form of learning in Scout extracurricular activities in building the character of mutual cooperation.

g. The Method Applied in Scout Extracurriculars is to Build the Character of Mutual Cooperation

The methods of implementing the character of mutual cooperation through Scouting are very diverse, the following is part of a quote from a direct interview in the field with 'MT' as Scout Leader saying that: "The methods we usually use are lectures and demonstrations (direct practice). However, the method for building the character of mutual cooperation is usually with fun shouts and games with the aim of ensuring that students are not stressed about their days at school, and so that their hearts remain cheerful under any circumstances. Methods that stimulate students' motor and kinesthetic learning styles are typical of Scouts. In our opinion, the most appropriate way to remember Scout learning is with this method. Why is that, because children like learning that involves movement so that they have more freedom and can explore their desires. "In addition, Scout activities require learning outside the classroom (outdoor) in order to continue to know nature".

Regarding the method of implementing the mutual cooperation character conveyed by 'MT', the essence is how students are built to study seriously but still have fun. Using games, lectures and discussion methods as a way to build this character. Different views regarding the method of implementing the mutual cooperation character in extracurricular Scouts at SMAN 1 Talangpadang according to 'PN' as the Coordinator of the Scout Advisory Board of SMAN 1 Talangpadang said that: "Yes, usually while I'm here I teach discussions, so they can speak, then practice or demonstrations can also be done. They are independent and skilled, well then in the lecture when I explain that they have to pay attention and listen. Then I also often use game methods so that they don't get bored while learning. Moreover, the principle of Scouting is that it has to be fun, right? This is what is always conveyed to students who are interns and supervisors who teach here, right? That's why I learned from my previous experience when I got the course, they didn't just teach it haphazardly, ma'am. Then the method of singing and camping as an additional method when you need a busy atmosphere by shouting as loud as possible like a soldier, if you practice without shouting you might get a bit bored, the same goes for Scouts.

What was conveyed by 'PN' appears to be almost the same answer as that conveyed by 'MT' that Scouts learn to be happy and happy, but there are a few additional things regarding this method. From what was conveyed by 'PN' and 'MT' it can be concluded that the method of implementing the character of mutual cooperation in Scouting is through the practice or demonstration method, the lecture method, the singing method, the games or game method and the camp method in activities as a way to introduce a sense of mutual cooperation. cooperation in Scout extracurriculars which can also be applied in everyday life. Next, the researcher asked 'HW' about the coach's teaching methods or methods and explained: "There are some I like uncle and there are some I don't like, the ones I like are because the games don't make you sleepy, they are always fun. If I don't like it, it's because I'm lazy about writing again, uncle".

This meaning explains that, 'HW' and his friends prefer to learn while playing games that make them fresh, so they don't get sleepy while studying so they become interested and focused in taking part in Scouting lessons. However, 'IL' as the Principal also conveyed the methods for implementing the character of mutual cooperation. In his interview he mentioned.

"The exemplary method is very necessary ma'am, that I instruct all teachers to act well and wisely in all matters, to maintain the authority of teachers, that teachers should not be lowered in rank, I often convey this ma'am during internal teacher meetings, because that is all the character values that we This display not only displays hopes, but also puts into practice that teachers are role models, good examples for their students. Then the habituation method, I instruct all teachers to teach, guide their students to get used to being clean, religious, polite, respectful to their elders and respectful to their younger siblings, helping with kindness and many other things that must be cultivated to get used to it. The saying goes that you can do it because you are used to it. Lastly, through the assignment method, ma'am, where I instruct all teachers to frequently provide group work in any lesson. Everything is done so that students know how to express their arguments, respect their friends' opinions, cooperate in making assignments and so on. All of this is encouraged as a plus value for the social competence that is built".

From what was conveyed by 'IL' as the school leader of SMAN 1 Talangpadang, the implementation of the mutual cooperation character is also often carried out in the school environment, both by example methods, cultural methods (habits) and assignment methods which are often implemented by each school as a form of building their social competence. The opinion of 'IL' is an additional argument that the importance of building the character of mutual cooperation is not only extracurricular in Scouting, but through guidance is very necessary.

h. Media Used in Scout Extracurriculars to Build the Character of Mutual Cooperation

The use of media aims to add interest to the learning process or anything else. Where the media used in Scouting is certainly different from other learning. However, to go deeper, the following are the results of research through direct interviews by 'MT' as a Scout Leader saying that: "We are new foam here, from the start we were rotten, we didn't see a single thing as a medium to support the Scout learning process. Moreover, what is said to be called a studio is not there".

From what was conveyed by 'MT', the condition of the school is very difficult, where according to him, this school does not fully support how extracurriculars want to progress and develop while there are no Scout tools. This opinion is very different from the 'PN' Coordinator of the Scout Advisory Council who said: "Previously, Ma'am, we had tools and media to support learning, but now all that is left is this (pointing to the Scout stick in his class). So this is what our Scouts lack, Ma'am, the school doesn't really support our development. So, yes, we just study as is, using pocket books, sometimes if we need sticks, we take them in my class, because other classes don't necessarily have them, Ma'am. This is the only thing I'm holding, Ma'am.

i. Evaluation in Organizing Scout Extracurricular Activities

Education not only forms intelligent Indonesian people, but also personality or character, so that a generation of people will be born who will grow and develop with character that breathes the noble values of the nation and religion. Extracurricular activities are not just routine student activities, which are carried out purely ceremonially and for reporting on the use of the school budget, but extracurricular activities must be carried out with good management to achieve student character development. So extracurricular activities can play an important role in developing students' character and become a potential medium for character development.

j. The Values Contained in Scout Extracurricular Activities at SMAN 1 Talangpadang

Extracurricular activities are self-empowerment activities through students' interests and talents which are realized in real form through kinesthetic learning and social intelligence. But are extracurriculars actually just fun lessons with no benefits or are there any character-based scientific values? The following are the research results obtained:

1) All extracurricular activities at school apply the character value of mutual cooperation.

2) Implementation of the character value of mutual cooperation in schools.

3) Implementation of the value of independent character education in Scout extracurriculars.
4) Implementation of creative character education values in Scout extracurriculars.

B. Discussion

1. Organizing Scout Extracurriculars at SMAN 1 Talangpadang

In organizing Scout extracurriculars there are several things that influence the implementation of activities, namely as follows:

a. Time Management

Scouts at SMAN 1 Talangpadang experienced problems related to the implementation schedule which hampered the learning process, then the school created a new policy in line with the government program which requires Scout education to be included in school lesson hours. Scout extracurricular activities at SMAN 1 Talangpadang only occur on Saturdays, starting after the third lesson at 09.00 and finishing at exactly 12.00 WIB.

It turns out that in the field there are still many students who come to the training place not on time, out of 105 students 30 students come late for various reasons. The image can be seen below.

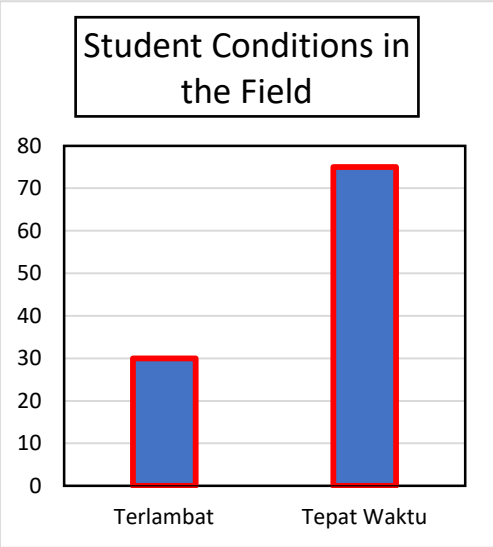


Figure 1. Student Conditions in the Field

b. Availability of Facilities and Infrastructure

There is a need for adequate infrastructure for Scout activities, but in the field infrastructure can not yet meet the needs of activities properly. For this reason, it is necessary to manage school facilities and infrastructure which includes planning, procurement, distribution, use, maintenance, inventory, supervision effectively and efficiently.

Therefore, to meet the needs for educational facilities and infrastructure in schools, a planning structure is needed as a basis for thinking and determining programs for

providing existing facilities, so that educational goals can be achieved. Apart from good planning, implementation must also be managed well, starting from procurement, distribution, use, maintenance, inventory and monitoring which are carried out periodically (Ibrahim Bafadal, 2018, p. 8).

c. Availability of Human Resources

Human resources are very dominant in the education or learning process, this also means that managing human resources is a very important area in carrying out the education or learning process in schools. Therefore, human resources in a poor educational organization require good management and development in an effort to improve their performance so that they can contribute to achieving goals. Increasing the performance of Human Resources will have an impact on the better performance of the organization in carrying out its role in society.

And human resources in extracurricular Scouting are not yet adequate because in the Scout coaching field there is only one person who is active out of the 5 coaches recorded at the school and there are 3 seniors who help there who can be said to be at an advanced level in scouting while the students who take part in activities and need mentoring there are 102 students. The need for skilled students to help in activities so that other participants are well conditioned.

d. Financial Management

Financial management is related to the availability of funding in schools for extracurricular activities. Due to limited funds, many things are hampered. There is a need for good financial management in schools so that it can be well designed.

e. Student Interests

Extracurriculars were created as activities to support interests and talents. SMAN 1 Talangpadang has student data totaling 331 students. Therefore, every child must have a different learning style and different abilities. The extracurriculars that were established at SMAN 1 Talangpadang were based on students' interests and talents and then developed by the school as the facilitator. The percentage of students who take part in Scout extracurricular activities is as follows:

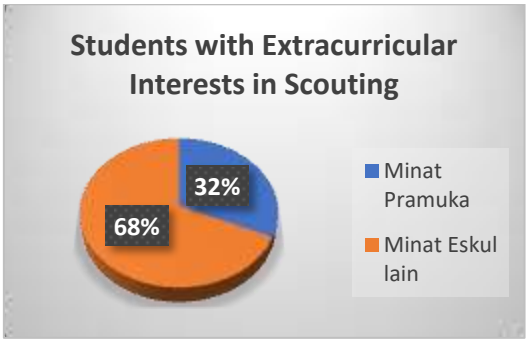


Chart 1. Percentage of Scouts' Extracurricular Interests

From the picture above, it can be seen that the percentage of interest in scout extracurricular students is still said to be very small because it is only 32% of the total students at SMAN 1 Talangpadang.

2. Values Contained in Scout Extracurricular Activities

a. Mutual Cooperation

The methods for implementing the character values of mutual cooperation through Scouting in this school are very diverse, based on research results, they use the exemplary method, cultural methods (customs) and assignment methods which are often implemented by each school as a form of building their social competence, the lecture method to deliver the material, the demonstrations (practices) such as Siaga party activities (camping), pioneering skills material and others.

With the method implemented by the Coach, it is hoped that students will have a mutual cooperation attitude, namely: 1) Teamwork through mutual cooperation activities, Scout members learn to work together as a team in completing tasks, be it cleaning the environment, repairing facilities, or carrying out other activities; 2) Mutual helping attitude. Mutual cooperation teaches Scout members to help each other. When a member experiences difficulties in carrying out their duties, other members are ready to help selflessly; 3) Togetherness, each member is taught to support each other and respect differences: 4) Responsibility, each Scout member has their own responsibility to complete their duties well; 5) Independence, students are taught to be independent in completing their assignments while still paying attention to the needs and contributions of other members.

b. Creative

Creative values are also very important in Scout extracurriculars, even though they may not be directly raised as the main focus. However, Scouting also provides space for its members to develop their creativity through various activities. Some examples of implementing creative values in Scout extracurriculars, namely: 1) skills development; 2) innovation in activities; 3) development of ideas; 4) creativity in presentation; and 5) environmental awareness.

c. Independent

The value of independence is an important aspect that is taught and applied in Scout extracurricular activities. The Scout extracurricular helps its members to become independent, tough and responsible individuals. Some examples of how independent values are implemented in Scout extracurriculars, namely: 1) independence in field activities; 2) survival skills; 3) decision making; 4) self-development; and 5) leadership.

CONCLUSION

This research describes the implementation of Scout extracurricular activities and the character values contained in Scout extracurricular activities carried out at SMAN 1

Talangpadang. In organizing Scout extracurricular activities, there are several influences, namely: time management, availability of facilities and infrastructure, availability of human resources, financial management, and student interests.

Meanwhile, the character values found in Scout extracurricular activities are: 1) Mutual cooperation values such as: cooperation, mutual assistance, togetherness, responsibility and independence; 2) Creative values in scout extracurriculars, such as: skill development, innovation in activities, idea development, creativity in presentations and environmental awareness; and 3) Independence is implemented in Scout extracurriculars, namely: independence in field activities, survival skills, decision making, self-development and leadership.

It is recommended that school principals need support for Scout extracurricular activities considering that there are many positive values contained in Scout extracurricular activities.

REFERENCES

Anam, C. (2017). *Tradisi Sambatan dan Nyadran di Dusun Suruhan*. Jurnal Sabda, 12, 77-84. https://ejournal.undip.ac.id/index.php/sabda/article/download/15255/1155.

Anggatra. (2016). *Pendidikan Karakter: Mendidik Anak di Zaman Global*. Jakarta: Grasindo.

Arikunto, S. (2018). *Prosedur Penelitian*. Jakarta: Rineka Cipta.

Azwar, A. (2012). *Mengenal Gerakan Pramuka*. Jakarta: Erlangga.

Badan Penelitian dan Pengembangan Pusat Kurikulum. (2010). *Pengembangan Pendidikan Budaya dan Karakter.*

Bichu, Y. S. (2013). *Kamus Bahasa Indonesia*. Jakarta: Citra Harta Prima.

Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (3rd Ed.). SAGE Publications.

Daryanto. Darmiyatun, S. (2013). *Implementasi Pendidikan Karakter di Sekolah Dasar*. Yogyakarta: Gaya Media.

Effendi. T. N. (2013). *Budaya Gotong-Royong Masyarakat dalam Perubahan Sosial Saat Ini*. Jurnal Pemikiran Sosiologi, 2(1), Mei 2013. Retrieved from: https://journal.ugm.ac.id/jps/article/download/23403/pdf.

Ihsan, F. (2011). *Dasar-dasar Kependidikan*. Bandung: Rineka Cipta Press.

Kemendikbud. (2013). *Konsep dan Pedoman: Pedoman Pendidikan Karakter; Tingkat Sekolah Dasar dan Sekolah Menengah Pertama*. Jakarta.

Kengor, P. (2018). *The Marxist-Progressive War on the Boy Scouts News*. The American Spectator (1 June 2018). Retrieved from: https://spectator.org/the-marxist-

progressive-war-on-the-boy-couts-2/.

Kertajaya, H. (2010). *Grow with Character: The Model Marketing*. Jakarta: PT. Gramedia Pustaka Utama.

Kristiono, N. (2018). *Buku Pintar Pramuka untuk Masrasah Ibtidaiyah*. Semarang.

Lickona, T. (2012). *Educating for Character How Our Schools can Teach Respect and* Responsibility. Diterjemahkan *Juma Abdu Wamaungo, Mendidik untuk Membentuk Karakter Bagaimana Sekolah Dapat Memberikan Pendidikan Tentang Sikap Hormat dan Bertanggungjawab*. Jakarta: Bumi Aksara.

Lundberg, B. (2018). *Discipline and Punish at Camp: Citizenship and the Issue of Violence at a Swedish Boy Scout Camp*. Nordic Journal of Educational History, 5. http://ojs.ub.umu.se/index.php/njedh/article/view/108.

Lunnenburg, F. C.(2010). *Extracurricular Activities. Schooling*, v1,n1, p1-4. Retrieved from: http://www.nationalforum.com/%20Journal%20Volumes/,%20Fred%20C. %20Extracurricular%20Activities%20Schooling%20V1%20N1%202010. pdf

Mahmud. (2011). *Metode Penelitian Pendidikan*. Bandung: Pustaka Setia.

Majid, A. & Andayani, D. (2013). *Pendidikan Karakter Perspektif Islam*. Bandung: PT. Remaja Rosdakarya.

Minarti, S. (2011). *Manajemen Sekolah: Mengelola Lembaga Pendidikan Secara Mandiri*. Yogyakarta: AR-RUZZ Media.

Nasional, Kwartir. (2011). *Syarat Kecakapan Umum Golongan Siaga*. Jakarta: Tim Kwartir Nasional Gerakan Pramuka. Pustaka Tama.

Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.

Suhadi. (2015). *Keterampilan KePramukaan*. Semarang : Tim Penyusun.

Winata, G. (2023). Manajemen Perubahan Dalam Organisasi Pendidikan. PRIMER : Jurnal Ilmiah Multidisiplin, 1(2), 113–118. https://doi.org/10.55681/primer.v1i2.58.