

MANAGEMENT ANALYSIS OF MANDATORY EXTRACURRICULAR ACTIVITIES OF SCOUTING EDUCATION IN SENIOR HIGH SCHOOL 1 TUNTANG

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ABSTRACT

This study aims to analyze: extracurricular scouting at High School 1 Tuntang includes: 1) planning, 2) organizing, 3) implementation and 4) supervision This research uses a qualitative approach. Data collection uses observation, interviews, and documentation. Data analysis techniques are data reduction, data presentation, and drawing conclusions. The results showed that 1) planning includes activities to determine extracurricular goals, extracurricular goals, activity schedules, and extracurricular coaches; (2) Organizing includes the division of tasks, cooperation built with external parties, and grouping of learners; 3) Mobilization includes the implementation of extracurricular activities, student participation, and the student assessment system; 4) Supervision is carried out by oral and written reporting.

Keywords: Management, Extracurricular, Scouting

1.0 INTRODUCTION

Education is a process of preparing generations to run life and fulfill life goals more effectively and efficiently. Through education, it is hoped that a quality young generation will be born, have broad insight, has a personality, and be responsible for the interests of the future (Badrudin, 2013). To realize the hopes or goals of education, good education management is needed in every educational unit (Supiana et al., 2019)

Schools are educational institutions that accommodate students and are fostered so that they have the ability, intelligence, and skills. In the education process, coordinated and directed coaching is needed (Nurdiana & Prayoga, 2018). Schools can improve students' mastery of various fields through the development of science and technology not only through co-curricular activities but also through extra-curricular activities, both those carried out in the school environment and those carried out outside the school. The activities in question remain integrated into the overall educational program at the school, which among others is in the form of fostering and developing students' talents, interests, and creativity (Ariani & Dewi, 2015).

Extracurriculars are one of the operational tools (supplements and complements) in the school curriculum which is usually carried out outside the classroom and outside class hours (curriculum) to develop the potential of human resources (HR) owned by students, both related to the application of knowledge that obtained or in a special sense to guide students in

developing the potential and talents that exist within themselves through mandatory and optional activities(Ubaidah, 2014; Supiana et al., 2019).

According toKristiawan et al., (2017); Nurdiana & Prayoga, (2018); Taufik, (2015) Extracurricular activities are not just routine student activities, which are carried out limited to ceremonial and for report material on the use of school budgets, but extracurricular activities must be carried out with good management for the achievement of student character development. So that the implementation of scout extracurricular activities in schools will provide many benefits not only for students but also for the effectiveness of education in schools. There are so many functions and meanings of extracurricular activities in supporting the achievement of educational goals(Ubaidah, 2014).

There are many kinds of extracurricular activities that can be organized by schools, either mandatory or optional. One of the forms of extracurricular activities currently available is Scouting(Ariani & Dewi, 2015; Midya Yuli Amreta, 2017; Susanti, 2021). Scouting is a non-formal educational movement, voluntary, non-political, and open to all, regardless of origin, race, ethnicity, and religion (Taufik, 2015). This is in line with the goals of scouting according to Ariani & Dewi, (2015)to educate and foster youth to develop mental, moral, spiritual, and intellectual youth to become good and useful youth.

In the context of the 2013 curriculum, scouting education is expected to be able to support the formation of the character of students who have a caring attitude, discipline, and responsibility and make students' personalities strong.(Sulistiany et al., 2022). Besides that, it can also be used as a forum for strengthening observation-based learning as well as strengthening competency skills in the concrete realm(Sumantri, 2021). In the articles of association of the Scout Movement, it is stipulated that the basis of the Scouting Movement is aimed at educating Indonesian children and youth with the basic principles of methodical scouting education whose implementation is adjusted to the circumstances, interests, and development of the Indonesian nation and society so that they become human beings, members of society who are useful for the development of the Scout Movement. nation and State (Stefan, 2008; Eshi Ismayaninrum, 2016; Susanti, 2021; Yolanda et al., 2021). Scout extracurricular activities are also a series of teaching and learning activity programs to increase the horizons of students' perspectives and cultivate talents and interests as well as the spirit of community service.

According toSulistiany et al., (2022); Sumantri, (2021)Scout activity itself has a code of respect and devotion, namely a norm or noble values in life. If students who have attended scouting education and they can realize it in everyday life by the honor code of scouting, then the students will have good character in themselves. This will be realized when the management of extracurricular activities is carried out as well as possible,especially student arrangements, increasing student discipline, and all officers. Usually managing students outside of class hours is more difficult than managing them in class.

Thus, according to Romadon Taufik (2015), extracurricular activities should be carried out based on effective management principles which include the processes of planning, organizing, implementing, monitoring, and evaluating. A well-managed extracurricular management system will certainly result in good extracurricular activities and achievements(Mentari, 2017; Sulistiany et al., 2022; Sumantri, 2021). This opinion is

strengthened by the results of the study later (2015) that innovation in the management of extracurricular activities in schools is very much needed in the implementation and development of activities. Extracurricular management that has not been maximized needs to be evaluated and the root cause of the problem is found. Therefore, researchers are interested in research to determine the management system for scout extracurricular activities at Senior High School 1 Tuntang.

2.0 METHOD

The research method uses an approach that is carried out with a comparative approach. According to Ariani & Dewi (2015) in qualitative research, the data analysis technique used is clear and is directed to answer the problem formulation and data obtained from various sources, using various data collection techniques. Data obtained from the field in the type of description or researcher report. Data collection techniques used are observation and interviews. Observations were made to observe the activities carried out by the object of research in this case what was observed was scout extracurricular activities at Senior High School 1 Tuntang while interviews aimed at interviews were used as a data collection technique if researchers wanted to conduct a preliminary study to find problems to look for, and also if researchers want to know things from respondents who are more in-depth and the number of respondents is small. The subjects in this study were related to the management system of scout extracurricular activities at Senior High School 1 Tuntang with the following details: 1) the principal, namely to obtain information about policies in extracurricular management scouts and supervision, 2) the Deputy Principal for Student Affairs, namely to obtain information related to scouting extracurricular planning, 3) Scout extracurricular activity coaches, namely for information about the implementation of activities in the field, 4) students, namely to obtain information about the obstacles faced and to obtain information about students' interests and achievements. Data analysis techniques are data reduction, Presentation of data, and conclusion.

3.0 RESULTS AND DISCUSSION

3.1 Scouting Extracurricular Planning at Senior High School 1 Tuntang

The first step in the management process is planning. Planning is one of the most important functions of management and planning for scout extracurricular activities is the initial stage in scout extracurricular activities. Nurdin, N (2021). Planning is a process of determining the objectives of implementation guidelines, by choosing the best from the available alternatives (Nurdiana & Prayoga, 2018). The scouting extracurricular planning of Senior High School 1 Tuntang is carried out regularly every 2 times a year together through front group deliberation in determining the scouting program.

The meeting resulted in a program of scouting activities, syllabus, details of scouting activities, and details of activities for the Bantara program and the troop council. Scout extracurricular planning at this school is carried out in the early stages, namely work meetings which are held at the beginning of each new learning year, to discuss all forms of programs and material activities that will be carried out during the next year. Planning is prepared by the principal, vice principal, coordinator of student affairs, and extracurricular

coaches. Matters discussed include the determination of coaches, extracurricular trainers, and materials, schedule of activities, budget, implementation time, and place of implementation.

The planning of scouting activities in schools is also managed in detail by the coaches including the budget needed in the one-year program, budget planning is carried out by the coaches to find out the needs of scouting activities. The planning of scouting activities at Senior High School 1 Tuntang was carried out only by a few personnel, not involving all front group administrators. What happened was that the Scoutmaster was only a technical implementer. All front group administrators should participate in formulating activity plans that will be carried out in scouting extracurricular activities. Scout coaches are not only technical implementers but also activity drafters. So the solution is for Kamabigus to remind Kagudep to involve other scout coaches in planning, coordinating, and evaluating scouting extracurricular activities.

In addition, it was also found that scouting extracurriculars at Senior High School 1 Tuntang uses the school operational assistance (BOS) budget which is arranged in the RKAS, the budget can be different every year because it is adjusted to the many agendas at school so that sometimes external agendas related to scouting have not been accommodated, such as competitions and training. The coach should propose scouting activities that will be carried out for one year, both routine and incidental activities. Incidental activities can be made as an activity plan that is still submitted in the RKAS. It is therefore recommended that at the end of each year (in December), the supervisor reviews the activities that have been carried out in the previous year and updates last year's proposals by adding incidental activities that have been carried out this year.

It is in harmony with Jahari (2013) that planning is a process of formulating goals, resources, and selected techniques or methods. The activities carried out are by the statements made by Ubaidah (2014) that extracurricular teachers before fostering extracurricular activities first plan the activities to be carried out. The preparation of this activity plan is intended so that teachers have clear guidelines in training extracurricular activities.

3.2 Scouting extracurricular organization at Senior High School1 Tuntang

The stages of scouting activities after planning are organizing activities carried out at Senior High school 1 Tuntang. The purpose of the organization is to have a clear line of command related to scouting activities both conceptually and technically in the field. The organizing function is very important because it can provide a framework for carrying out the plans that have been set. Organizing is a grouping of these activities that are important to achieve the goals that have been set (Midya, 2017).

The organization of scouting extracurriculars at Senior High school 1 Tuntang includes the division of tasks, namely the front group assigns responsibility or authority to the scout coaches according to their abilities. Scout extracurricular coaches are selected by prioritizing their scouting competencies, especially those who have attended basic advanced courses (KMD) or advanced courses (KML). Regarding the organizational structure of the supervisory council for the front group of the scout movement at Senior High school 1 Tuntang, there has been a decree issued by the principal. The organizational structure of scouting at Senior High school 1 Tuntang for the person in charge is held by the principal,

namely the kamabigus, then down to the kagudep which is equivalent to the position of vice principal for student affairs, then there are coaches and a board of ambulators.

The organization of scouting extracurriculars at Senior High School 1 Tuntang in detail consists of administrators, coaches, and guardians. There are 9 scout coaches appointed by the school to assist with scouting activities. Efforts to organize scouting activities at Senior High school 1 Tuntang are not only focused on the organizational structure but also include organizing infrastructure. Organizing Scout extracurricular activities include grouping the front group work plan into a scout unit work program, meetings for coaching and activities, division of tasks between the front group coach and the unit coach, and making the administration of the front group on standby. Furthermore, the process of organizing as a division of labor into smaller tasks, assigning those tasks to people according to their abilities, allocating resources, and coordinating them to effectively achieve organizational goals (Septiani & Wiyono, 2012).

The results of interviews related to the organization of scouting activities at Senior High school 1 Tuntang, namely the organizational structure has been well proven by the existence of a task decree signed by Kamabigus as the person in charge of scouting activities. The organization of infrastructure facilities is good with adequate facilities for scouting activities including a good inventory of goods. Regarding the organizing skills of the scout coaches at Senior High school 1 Tuntang, it needs to be improved, because there are still some coaches who have not followed the KMD, namely the basic advanced course that must be followed by prospective scout coaches, and KML, which is an advanced course for coaches who have followed the KMD. However, some scout coaches at Senior High school 1 Tuntang do not yet have a scout education certificate for coaches, such as basic advanced courses (KMD) and advanced courses (KML).

By the rules for implementing scouting activities, all coaches must have a minimum of KMD scouting education and continue with KML. Therefore, the school motivates and facilitates teachers and employees who have the potential to participate in KMD and KML training. In addition, the school also facilitates a scout workshop which can be used as a place for internal coordination of the scout team and a place to store scouting extracurricular equipment.

3.3 Implementation of Scouting Extracurricular at Senior High School 1 Tuntang

The implementation of scouting extracurricular activities at Senior High school 1 Tuntang once a week, namely on Fridays, the activity is devoted to class X students with a duration of about 2 hours of lessons or 90 minutes equivalent to the regular model. Scout activities at Senior High school 1 Tuntang in the pre-pandemic period were generally carried out on Fridays after teaching and learning activities with an allocation of 2 hours of lessons or about 90 minutes. Scouting activities are maximally completed at 16.00 WIB. Activities are carried out indoors and outdoors depending on the material or skills that will be conveyed to students. Meanwhile, scouting activities during the pandemic were carried out online by utilizing the Google Classroom platform which is already familiar to students at Senior High school 1 Tuntang. Scout activities carried out online with Google Classroom (GCR) are arranged with activities in the form of attendance, giving materials, and assignments. Time allocation every Friday for 2 hours of lessons.

But on the other side, Senior High school 1 Tuntang has not held the opening ceremony and closing ceremony for any scouting extracurricular training on Friday. Based on Permendikbud No. 63 of 2014 every regular scouting extracurricular agenda must begin with a ceremony and end with a ceremony. Kamabigus needs to remind the coaches regarding the procedures for implementing scouting extracurriculars and the need for coordination and communication between kamabigus, coaches, and bantara about scouting extracurriculars SOPat Senior High school 1 Tuntang.

Another finding is that scouting extracurricular activities are still dominated by indoor activities. Scouting extracurricular is extracurricular that emphasizes skills, so activities should be more practical than material and more outdoor activities. Therefore, Kamabigus needs to review and evaluate scouting extracurricular activities so that there are more practical activities than material. The coach coordinates with the Bantara about strengthening the practical material that will be given to students.

Students lack interest in participating in a series of scouting extracurricular activities. Scouting is not only an extracurricular but part of the government's efforts to develop cognitive, affective, and psychomotor abilities outside of subject learning. The school facilitates the implementation of seminars or meetings to strengthen the commitment of students to scouting activities, and these activities are carried out at the beginning of the school year. Coaches and Bantara take an emotional approach to students to promote scouting activities. The coach formulates fun scouting activities.

3.4 Supervision of Scouting Extracurricular at Senior High School 1 Tuntang

Supervision is an important part of a scouting activity, through the supervision of activities the advantages and disadvantages can be reviewed. Supervision has the purpose to determine whether the implementation of the program has been running according to the mechanisms and schedules that have been previously set. Supervision of scouting extracurricular activities is carried out by the kamabigus to the coaches by controlling the activity schedule, attendance list, and activity journal. The evaluation of activities from kamabigus to supervisors has not been optimal, because monitoring of activities is rarely carried out. Kamabigus as the person in charge can take part in the technical implementation of scouting extracurriculars and carry out monitoring and evaluation of the coaches, Bantara, and students. Kamabigus must continue to monitor and evaluate the coaches, porters, and students periodically.

The purpose of this supervision is so that scouting extracurricular activities take place according to the plans that have been prepared at the beginning of the school year, besides that the kamabigus has the responsibility to monitor if there are things that are lacking or deviant so that they are immediately addressed. In addition to the kamabigus who supervise the coaches, Scout extracurricular coaches also supervise the activities of the participants, the implementation of scouting materials, and the skills of students. The coach is responsible for the technical activities of the scouts in the field, if there are things that are lacking or need to be corrected, the coach will immediately correct these conditions. The scout coach at Senior High school 1 Tuntang observes and provides an assessment of the process and results of the student scouting extracurricular activities.

Scout extracurricular activities at Senior High school 1 Tuntang are held with supervision from the kambigus and kagudep, all activities and obstacles are reported periodically. According to the scout coach, the supervision from the kamabigus or management has been good by providing direction regarding the activities to be carried out. Supervision is carried out by various parties optimally, such as supervision from the kamabigus on the performance of the supervisor based on the completeness of the administration of activities and performance when providing material to students.

Supervision is also carried out for students to be more enthusiastic about participating in scouting activities, coaches anticipate in various ways so that students do not play truant during scouting activities. If there are students who need special treatment, the coach will work with the homeroom teacher and counseling guidance teacher. During the pandemic, supervision was carried out online, namely, the coaches sent screenshots of the scout learning process held with the Google Classroom platform, while supervision from the coaches to students was carried out by observing the activity in online learning through attendance, active commenting, and carrying out supervisory tasks from the kamabigus towards scouting activities by checking journals and attendance of activities.

4.0 CONCLUSION

Based on the research and discussion that researchers have put forward, it can be concluded that the scouting extracurricular at Senior High school 1 Tuntang is part of the mandatory extracurricular that must be followed by all students from class X to class XII. Scouting extracurricular has a work program that is prepared by the front group of Senior High school 1 Tuntang at the beginning of each academic year, the matters discussed in these activities include the formation of management, determination of work programs, determination of goals and objectives of scouting extracurriculars, achievement of scouting extracurriculars, rules and regulations and Scout extracurricular assessment. The work program that is prepared every year is the development of the results of the front group deliberation which is held every two years. Planning is part of management that has the aim of determining implementation guidelines by choosing the best from the available alternative options. Through the things that have been stated, Senior High school 1 Tuntang has carried out planning at the beginning of each school year as an effort to make decisions on policies that will be implemented for one academic year related to scouting extracurriculars.

5.0 SUGGESTION

Based on the results of the discussion above, the recommended suggestions include improving communication and collaboration between coaches, and good communication that exists between coaches and Bantara and students in scouting activities. Both are important so that the agendas carried out can go according to plan. The school facilitates scout coaches to deepen scouting techniques with competent instructors. The commitment of the coaches is related to the main tasks of scouting extracurricular activities. Besides that Kamabigus conducts periodic monitoring and evaluation of coaches, porters, and students.

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