

Implementation of Front Group Scouting Activities at Pidie Jaya District Public Elementary School

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ABSTRACT

Background: This research is motivated by the absence of research on the application of scouting activities in Pidie Jaya State Elementary Schools. This study aims to determine the existence of scout administrators, the existence of curriculum / materials for the process of scouting activities, the existence of supporting factors for front group scouting activities at Pidie Jaya Regency State Elementary School.

Materials and Methods: This research uses a qualitative approach with a descriptive type of research. Research sampling uses non-probability, namely purposive sampling. The subjects in this study were informants namely principals, scout teachers, and elementary school students. Data collection techniques hammer interviews, observations, documentation studies. Furthermore, the data is analyzed through the following stages: (1) data reduction, (2) data presentation, and (3) drawing conclusions.

Results: The results of the research on the Implementation of Front Group Scouting Activities in State Elementary Schools in Pidie Jaya district are: (1) the existence of the front cluster scout management has not gone well, and only three schools already have administrators from the nine schools studied (2) the existence of curriculum / material for the activity process generally does not yet run in accordance with applicable regulations, and (3) the existence of supporting factors for scouting activities is also not yet there, Only three schools exist and six schools are not yet available to support scouting activities. In conclusion, the implementation of front group scouting activities at the Pidie Jaya Regency State Elementary School has not gone well.

Keywords: Implementation of scouting activities

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I. Introduction

Education is one of the very important factors in a person's life can increase intelligence, skills, develop self-potential, form a responsible person, and be creative. According to Kurniawan (2017: 26) education is to transfer (degrade) various values, knowledge, experiences, and skills to the younger generation as an effort by the older generation in preparing the life functions of the next generation, both physical and spiritual. Extracurricular activities are activities outside of school hours, activities carried out outside of school hours have a lot of influence on the child's personality. A good child's personality is very important in learning activities at school.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 63 of 2014 concerning scouting education as a compulsory extracurricular activity in primary and secondary education explains "scouting education as a compulsory extracurricular activity in primary and secondary education". On the other hand, what is desired in permendikbud Number 63 of 2014 is Scouting Education as a vehicle for psychological-sociocultural reinforcement (reinforcement) for the realization of attitudes and skills of the 2013 curriculum which is psychopedagogically coherent (related) to the development of scouting attitudes and skills. Thus the achievement of the Core Competencies of Spiritual Attitudes (KI-1), Social Attitudes (KI-2), and Skills (KI-4) gains meaningful reinforcement through systemic-adaptive facilitation of scouting education in the educational unit environment.

Extracurricular Compulsory Scouting Education aims to make students strong in spiritual and social character, steady in Indonesian nationality and statehood, and strong in self-skills so that students will be able to live in the midst of society. In addition, compulsory extracurricular scouting education is also carried out to

Strengthen Character Education for students. Judging from the historical point of view, the scout movement was inaugurated on August 14, 1961, which is the continuity of the Indonesian national scout movement 4 which aims to grow the nation's shoots into a generation that can maintain the integrity, unity and unity of the nation, be responsible and be able to fill Indonesian independence. According to Michael Freeman in *History Of Scouting* (2021), states that "Scouting has a rich heritage of delivering life-changing values and skills to youth fore more than a century". Scouting has a rich heritage of delivering life-changing values and skills to young people for more than a century.

The definition of scouting stated in the guidelines for the implementation of extracurricular compulsory education of scouts in education units (2014: 4), namely the definition of scouting, is all aspects related to scouting. One of the aspects in question is the activities that are arranged to be carried out in scouting activities. The scouting activity program is compiled by the front group scout, the front group scouting education provider which is carried out in elementary schools.

Elementary schools in Pidie Jaya Regency have conducted a briefing on extracurricular individual skills in the fields of scouting, arts, and sports by ministry of education and culture staff to 120 heads and teachers of elementary and junior high schools in Pidie Jaya on August 22, 2019. Based on the experience and observations of researchers at public elementary schools in Pidie Jaya Regency, researchers saw at a glance the lack of extracurricular activities of public elementary schools in Kabupataen Pidie Jaya, many coaching teachers in each school were not interested in front group scouting activities and when there was training for coaching teachers, many schools did not participate.

The problem faced is the low quality of scout coaches, many coaches have arisen because of their positions as teachers, for example class teachers and honorary teachers who have not attended scout coach training and lack experience as members of previous movements. As an effort to increase the knowledge and insight of scout coaches to carry out extracurriculars, training education is needed to improve quality so that they understand and understand the scouting activities.

II. Research Procedure

According to Suharsimi Arikunto (2007: 222) "Evaluation research can be interpreted as a process carried out in order to determine policies by first considering the positive values and advantages of a program, as well as considering the processes and techniques that have been used to conduct a study". Based on the description above, it can be concluded that evaluation research is a systematic scientific procedure carried out to measure the results of a program or project (the effectiveness of a program) in accordance with the planned objectives or not by collecting, analyzing, and reviewing the implementation of the program carried out objectively.

According to Suharsimi Arikunto (2013:3) that "Descriptive research is research intended to investigate circumstances, conditions or other things mentioned whose results are presented in the form of research reports". In descriptive research, there are phenomena in the form of forms, activities, characteristics, changes, relationships, similarities and differences between phenomena from one another. Qualitative descriptive research method according to Sugiyono (2017: 15) "is a research method based on the philosophy of postpositivism commonly used to examine the condition of natural objects, where the researcher acts as a key instrument, performs, describes a situation objectively or based on visible facts".

The first step in this study is the identification of problems intended as an affirmation of the boundaries of the problem so that the scope of the research does not go out of its purpose followed by the decipherment of the background of the problem intended to usher and explain the background of the problems and phenomena in the field. If the background has been carefully described, then the subject matter to be formulated in the sentence Tanya and the answer is to be sought in the research.

The last step in any research process is the writing of research results. Research that is not published or disseminated will be less useful in the development of science and does not have high practical value. Therefore, it is an obligation for researchers to complete a series of research into a form of written scientific report and can be accounted for.

III. Research Results

There are three public primary schools that have a Front Cluster Advisory Council (Kamabigus), six public primary schools have no kamabigus. There are three kamabigus public elementary schools that have KMD certificates, and six kamabigus public elementary schools do not have KMD certificates. Generally, schools that have kambigus in public elementary schools have the highest number of students because public elementary schools have a moderate number of students and few do not carry out front group scouting activities.

There are three public elementary schools that have curricula, activity materials, activity schedules, and scout activity programs. Furthermore, there are six public elementary schools that do not have a curriculum, activity materials, activity schedules, and a program of front group scout activities. Generally, the existence of

curriculum/materials for the process of scouting activities in schools has the highest number of students, the schedule of activities is all carried out on Saturdays. Meanwhile, in schools, the number of students is moderate and few coaching teachers do not have knowledge (experts) in the field of scouting, and the principal does not hold scouting activities in his agency.

There are three public elementary schools that have factors supporting front group scouting activities, there are six public elementary schools that do not have supporting factors for front group scouting activities. Generally, those that have supporting factors are the schools with the highest number of students, while schools have a moderate number of students and few factors supporting scouting activities are very minimal. A very dominant obstacle is that teachers are not interested in attending courses carried out by the scout movement. Not getting information and invitations for schools with moderate and small numbers of students. Schools have a large number of incomplete or minimal equipment, while schools have a moderate and small number of students, generally there is no equipment once. Schools that carry out scouting activities are budgeted from BOS funds, while schools that do not carry out scouting activities have insufficient budget from BOS funds because the number of students is small so the amount of BOS funds is also small. All public elementary schools have cooperation with parents, this is evidenced when the implementation of extracurricular activities scouts parents are enthusiastic about dropping off and picking up students.

IV. Conclusion

Based on the results of the research and discussion that has been described about the Implementation of Front Group Scouting Activities at Pidie Jaya Regency State Elementary Schools, the following conclusions can be drawn:

1. In general, the front cluster scout manager, Kamabigus competence, front cluster scout teacher competence, and front cluster scout organizational structure are only found in public elementary schools, the highest number of students, namely three public elementary schools. Meanwhile, the six public elementary schools in public elementary schools have a moderate number of students and few have none at all. It can be concluded that the existence of scout management and organizational structure in Pidie Jaya Regency public elementary schools is not good, because those with front group scout administrators are only found in three public elementary schools out of nine public elementary schools.
2. Generally, the standby scout and fundraising curriculum, the standby scout and fundraising activity materials, the schedule of standby scouting and fundraising activities, and the standby scout front group and fundraising activity program are not found in schools with a moderate and small number of students, namely public elementary schools. It can be concluded that the existence of the curriculum/material for the process of scouting activities is not good because it is only found in three schools out of nine public elementary schools.
3. The factors supporting or developing and refreshing the competence of managers, equipment of the mother's army, fulfillment of fundraising equipment, fulfillment of learning resources, financing support, and partnership support with interests are found only in three public elementary schools out of nine public elementary schools. As for the schools that do not have supporting factors, the six schools of the Nine schools. It can be concluded that the existence of supporting factors for front group scouting activities in Pidie Jaya Regency public elementary schools is still not good.

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