

**EVALUATION OF  
SCHOOL  
EXTRACURRICULAR  
PROGRAMS TO  
IMPROVE LEADERSHIP  
AND STUDY  
MOTIVATION AT SDN  
JATISAMPURNA IX  
BEKASI IN 2019**

**Adi Yuda PERMANA**

*SDN Jatisampurna IX Bekasi,*

[Adiyudhapermana26@gmail.com](mailto:Adiyudhapermana26@gmail.com)

**ABSTRACT**

This thesis aims to see the level of success in achieving the goals set in the Evaluation of the Scout Extracurricular Program. This research is a qualitative descriptive study using the Context, Input, Process, Product (CIPP) evaluation model to determine the level of success in achieving the goals set in the Evaluation of the Scout Extracurricular Program at SDN Jatisampurna IX Bekasi. The subjects of this study were the Principal, Guidance Scouts, and students. Data collection techniques with the study of documentation, observation and interviews. Data analysis uses an interactive analysis model that is data collection, data reduction, data presentation and drawing conclusions. Context Component, all policies that have been established for the implementation of the Scout Extracurricular program in the Context component are eligible. Input Components, all the standard criteria that have been set for the implementation of the Scout Extracurricular program on the input components are good but there are components that have not been fulfilled with additional supervisors to support the activities of Scout Extracurricular programs in a better direction. The Process Component, there are some standards that are not implemented such as not holding a group discussion, the teacher/subject has not fully implemented the assistance properly, there are still teachers who do not accompany students, provide direction, or monitor. Product Component, the standard that has been set based on the product component is good but the optimization occurs in the community participation as a supervisor doesn't go well.

**Keywords:** *Evaluation, Program, Scout Extracurricular*

**ABSTRAK**

*Skripsi ini bertujuan untuk melihat tingkat keberhasilan pencapaian tujuan yang telah ditetapkan dalam Evaluasi Program Ekstrakurikuler Pramuka. Penelitian ini merupakan penelitian deskriptif kualitatif dengan menggunakan model evaluasi Context, Input, Process, Product (CIPP) untuk mengetahui tingkat keberhasilan pencapaian tujuan yang telah ditetapkan dalam Evaluasi Program Ekstrakurikuler Pramuka di SDN Jatisampurna IX Bekasi. Subjek penelitian ini adalah Kepala Sekolah, Pembina Pramuka, dan siswa. Teknik pengumpulan data dengan studi dokumentasi, observasi dan wawancara. Analisis data menggunakan model analisis interaktif yaitu pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Komponen*

*Konteks, semua kebijakan yang telah ditetapkan untuk pelaksanaan program Ekstrakurikuler Pramuka pada komponen Konteks memenuhi syarat. Komponen Input, semua kriteria standar yang telah ditetapkan untuk pelaksanaan program Ekstrakurikuler Pramuka pada komponen input sudah baik namun terdapat komponen yang belum terpenuhi dengan tambahan pengawas untuk mendukung kegiatan program Ekstrakurikuler Pramuka ke arah yang lebih baik. Komponen Proses, ada beberapa standar yang belum diterapkan seperti belum mengadakan diskusi kelompok, guru / mata pelajaran belum sepenuhnya melaksanakan pendampingan dengan baik, masih ada guru yang tidak mendampingi siswa, memberikan arahan, atau memantau. Komponen Produk, standar yang telah ditetapkan berdasarkan komponen produk sudah baik namun optimalisasi yang terjadi pada partisipasi masyarakat sebagai pengawas kurang berjalan dengan baik.*

**Keywords:** *Evaluasi, Program, Ekstrakurikuler Pramuka*

## **INTRODUCTION**

Extracurricular activities have an important role in learning at school. Extracurricular activities are activities outside school hours, activities outside school hours have a lot of influence on the child's personality. The Scout Movement aims to form every scout to have a personality who is faithful, cautious, noble, patriotic, law-abiding, disciplined, upholds the noble values of the nation in maintaining and building the Unitary State of the Republic of Indonesia, practicing Pancasila and preserving the environment.

Thus it is expected that every student who takes part in the scout extracurricular program has a personality that is in accordance with the objectives contained in the scout movement and follows the scout movement seriously so that this activity has a good impact on the personality of the student.

At SDN Jatisampurna IX Bekasi, they have implemented various extracurricular programs, both compulsory and optional, including pianic music, rabana, sports, paskibra, tutoring and scouts. The implementation of this extracurricular activity still has various problems. This extracurricular activity is still running until now but it is not maximized seen from the phenomenon of the lack of coaches at SDN Jatisampurna IX Bekasi so that its implementation is less effective, from observations made that all students who take scout extracurricular activities are only part of the students who participate every time, in the scouting implementation. consists of initial activities, core activities, and closing activities which are not well structured.

### **A. Evaluation**

#### **1. Definition of Evaluation**

Evaluation is a process of providing information whose data is used as a consideration to determine prices and services from the goals achieved, design, implementation and impact to help make conclusions, assist accountability and increase understanding of phenomena.

#### **2. Definition of Program Evaluation**

Program evaluation according to the Joint Committee on Standards for educational Evaluation in Widoyoko's book program evaluations that asses educational activities which

provide service on a continuing basis and often involves curricular offering. Program evaluation is an evaluation that assesses activities in the education sector by providing continuous data. Thus program evaluation is a series of activities carried out deliberately and carefully to determine the level of implementation or success of a program by knowing the effectiveness of each component, both on ongoing programs and programs that are already in effect.

## **B. Extracurricular**

Extracurricular activities are activities that are carried out outside the classroom and outside of lessons to develop the potential of students' human resources both in relation to the application of the knowledge they get and in a special sense to guide students in developing their potential and existing talents. in him through compulsory and optional activities. Extracurricular activities in education are intended to answer the demands of the needs of students, help those who do not enrich their learning environment and stimulate them to be more active.

## **C. Scouts**

Scouting originated in the united kingdom with lord baden powel particular interpretation of the scouting concept). Talking about Scouts, it is inevitable that we must know the founder of the scouting movement, namely Lord Baden Powel of Gilwell. Has made leaps in history that shocked the world. He is a British soldier and inventor of the boys scout, born in London, and graduated from a charterhouse school. Joined the 13th Hussars Army in India in 1876. His experience in the army would later influence the development of scouting in England.

The Scout Movement is the name of an educational organization outside of school and outside the family that uses the basic principles of scouting education and scouting education methods. The scout movement is also known as the scouting movement. The scouting movement is a youth development movement that has a worldwide influence. The scouting movement consists of several youth organizations whose aim is to train the participants physically, mentally and spiritually and to encourage them to carry out positive activities in society. This goal is achieved through a scouting training and education program that prioritizes practical activities in the field.

## **D. Leadership**

According to Mifta Thoha, leadership is an activity to influence the behavior of others, or the art of influencing human behavior, both individually and in groups. According to Pudjosemedi, leadership is a relationship between one person and another, the leader is able to influence others to be willing to cooperate in related tasks to achieve what he wants.

So leadership is the art of influencing others to be able to work together in order to achieve their goals. The leadership function is a social phenomenon, because it must be manifested in interactions between individuals in the social situation of a group / organization.

### **E. Learning Motivation**

According to Evelin, motivation is a condition that causes or gives rise to certain behavior, and which gives direction and resistance to the behavior. According to M. Sobry Sutikno, motivation is certainly very necessary, because someone who does not have motivation to learn will not be possible to do learning activities.

## **METHOD**

### **A. Evaluation Methods and Models**

#### **1. Evaluation Method**

The method used in this research is the non-test method or qualitative method which is a procedure in the research that will produce descriptive data in the form of written or spoken words from the people and the behavior under study.

#### **2. Evaluation Model**

The evaluation model used in this program evaluation research uses an evaluation model developed by Stufflebeam, et al at Ohio State University, namely Context-Input-Process-Product (CIPP).

### **B. Data and Data Sources**

The determination of the sample in this study was carried out when the researcher began to enter the field and while he was in the place where the research was taking place. In this research, the sampling technique uses nonprobability sampling, which is a sampling technique that does not provide an opportunity / opportunity for each element or member of the population to be selected as a sample, a sampling technique not randomly selected. Techniques and Data Collection Procedures

#### **1. Observation**

Observation is a stage related to observing, observing, and recording actions taken as the object of research.

#### **2. Interview**

Interview is a method of collecting data by asking respondents directly and face-to-face about several things that are needed from a research focus.

#### **3. Document / Documentation Study**

Documentation is any process of evidence based on any type of source, whether it is written, oral, illustrative or archaeological.

#### **4. Triangulation**

Triangulation can be defined as a data collection technique that combines various data collection techniques and existing data sources.

## **FINDINGS AND DISCUSSION**

### **A. Description of Evaluation Findings**

#### **1. Context (Context)**

Komponan The context in this program includes three important focuses, namely, Scout extracurricular legal foundations, implementation background, Scout extracurricular program objectives.

#### **2. Input (Input)**

The Input component is carried out to identify and assess the capabilities of human resources, materials, tools, time, place and costs for implementing the selected programs.

#### **3. Process (Process)**

The process components in this research include scout extracurricular planning, scout extracurricular implementation, and scout extracurricular assessments, use of facilities.

#### **4. Results (Product)**

From the results of product evaluation, it is hoped that it can provide information that can help the evaluator in making a decision regarding the continuation, end and modification of the program.

### **B. Discussion**

#### **1. Aspects of Context (Context)**

Evaluation of the context aspect of the scout extracurricular program at SDN Jatisampurna IX is categorized as good. The school as the organizer of the scout extracurricular program has and understands the basic rules of government policy, and guidelines for the implementation of the scout extracurricular program. The school also provides budget support and supporting facilities for the implementation of the scout extracurricular program at school

#### **2. Input Aspect (Input)**

The evaluation of the scout extracurricular program input at SDN Jatisampurna IX was in the very good category. The school fulfills all the criteria in the input aspect of the scout extracurricular program. For the scout development component as one of the evaluation criteria, the findings show that even though the scout coach has met the minimum qualifications of KMD, the quantity is still very limited. In the input aspect, a scout coach

should ideally be determined according to the principle of a separate unit. One scout coach is assisted by a scout assistant to foster male students and vice versa. And this is what has not been fulfilled properly in school. Especially if the school implements a scouting program as a compulsory extracurricular activity, then the fulfillment of the quantity and qualifications of scout coaches is a need that must be met immediately.

### **3. Process Aspects (Process)**

In the planning aspect regarding the implementation of front cluster deliberations as a means of evaluating the previous program and planning the next program good planning is planning that is documented in a standard administrative format, SDN Jatisampurna IX does not carry out front cluster meetings but regularly holds deliberations at the educational unit level, from the aspect of the process in planning component, this aspect is categorized as good. In the aspect of scout extracurricular activities, scout extracurricular activities at SDN Jatisampurna IX are carried out for 1 year with the actualization system being carried out once a week and once each activity is carried out for 120 minutes.

In the aspect of scout extracurricular assessment that scout extracurricular participants get the value given by the scout coach. In the aspect of using the facilities in general it is sufficient, the classrooms are used for coding activities, songs and skill knowledge, and in the field it is used for activities in the form of marching and semaphore as well as games and performances between teams, for facilities, especially the field, need improvement because In terms of size, it is not sufficient to carry out a scouting activity outside the room because the field land is divided into two schools, namely SDN Jatisampurna I and SDN Jatisampurn IX, so when scouting activities take place it will definitely be full.

### **4. Aspects of Results (Product)**

Aspects that become parameters are aspects of leadership attitudes and learning motivation of students with cooperation and being able to plan group activities, this is one of the requirements that a leader must have in that they have skills in communication, social skills and are critical in acting , and after they participate in many competitions they become motivated and able to overcome difficulties by cooperating to achieve good results and this is the motivation that students must have. The next aspect is the sustainability of the Scout extracurricular program in the future, the scout extracurricular activity program by schools in the form of a systematic program developed by the school.

## **CONCLUSIONS**

In general, the results of the evaluation with the CIPP model for the scout extracurricular program to improve leadership and learning motivation at SDN Jatisampurna IX Bekasi are quite good, but there is still much to be improved in several aspects so that the benefits of the scout

extracurricular program can be felt optimally by students. This can be seen from the following four aspects:

1. Context

Judging from the context aspect which consists of scout extracurricular legal basis, scout extracurricular background, scout extracurricular goals. Most of them have met the requirements, because the documents they have are complete, have a legal basis for the scout extracurricular program, have a background in the scout extracurricular program, have the aim of the scout extracurricular program.

2. Input (Input)

In terms of the input aspect which consists of students, scout coaches, financing, facilities and infrastructure. There are several components that have not been fulfilled. First, scout coaches who only rely on one scout coach from internally, if you see according to a separate unit, there must be additional coaches to support activities optimally, both facilities and infrastructure have not fully supported the skills of students to train scouting competency skills.

3. Process (Process)

Judging from the aspect of the process which consists of fulfilled implementation, first the planning of scouting activities is not optimal because it does not follow the front group deliberations. The non-optimization occurs in components, namely the implementation time of scout extracurricular activities that have not met the standards because they only carry out the actualization model and regular model activities. Class / subject teachers have not fully implemented mentoring properly, there are still teachers who do not accompany students, provide directions, or monitor.

4. Results (Product)

In terms of the results, which consist of the sustainability of the scout extracurricular program and the improvement of the skills and attitudes of students, it is still not optimal. The lack of optimism that occurs in community participation as supervisors is not going well. From the results of the scout extracurricular implementation, there is an increase in the competence of leadership attitudes and learning motivation of students, although not yet fully. The increase is seen from cooperation, discipline, and ways of communicating

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