EVALUATION OF THE IMPLEMENTATION OF THE EXTRACURICULAR SCOUTING PROGRAM

**Hani Arie RACHMANIE[1], Ihsana El KHULUQO[2]
ISTARYATININGTIAS[3]**

Universitas Panca Sakti Bekasi[1], Muhammadiyah University of Prof. DR. HAMKA[2,3]
hanizulkifli27@gmail.com[1] ihsana_khuluqo@uhamka.ac.id[2] iis_ningtias@uhamka.ac.id[3]

ABSTRACT

The evaluation research on the implementation of extracurricular programs aims to describe the results of research on how the program's achievements from the implementation of the mandatory Scout extracurricular activities. The research in this thesis is motivated by the condition of the lack of efficiency in the mandatory Scout extracurricular activities, and the role of teachers in motivating activities in the implementation of activities that take place every week is felt to be less than optimal and efficient. This study uses qualitative research methods with descriptive research type. The location of this research includes research instruments of parties who have activities in schools, especially students as the main object in the implementation of the mandatory Scout extracurricular activity program as recommended by the Government. Determination of information is done by purposive sampling technique. Meanwhile, the data collection technique was carried out by observation, in-depth interviews with informants, taking documentation as data, and research using triangulation techniques, which included standard utility. Furthermore, the data analysis technique is by means of data reduction, data presentation, methods, discussions with colleagues and drawing conclusions. The results obtained from this study indicate that the process of implementing the program "Evaluation of the Implementation of Scout Extracurricular Programs at MI Al-Khairiyah Pagi Mampang Prapatan, South Jakarta" is less effective and needs further improvement in the implementation of the mandatory Scout extracurricular activity program.

Keywords: Evaluation, Scouting Extracurricular Program, Implementation.

INTRODUCTION

Extracurricular activities are a forum provided by the education unit to channel the interests, talents, hobbies, personality, and creativity of students which can be used as a tool to detect the talents of students and are designed professionally so that extracurricular activities need to know the position of extracurricular activities in the educational structure. The educational path consists of formal, non-formal and informal channels, but there are criteria and scope or government investment in the world of education that is needed to be managed independently and professionally.

MI Al-Khairiyah Pagi Mampang as one of the private iptidaiyah madrasa schools in Jakarta that integrates religious sciences by combining it with general sciences and has a vision and mission as well as by compiling a school curriculum that includes an educational curriculum and extracurricular

programs that are planned and integrated in order to achieve the ultimate goal is to create a generation of intelligent, independent, and good morals. This is adjusted to the standard content of the quality of National Education that basically schools carry out self-developement programs in extracurricular activities. Extracurricular activities are one of the standard programs of National Education Management.

Schools as educational institutions are not only obliged to develop and improve students' abilities in academic matters, but are also obliged to develop and improve students' non-academic abilities. At the non-academic level, schools must provide a place for the growth and development of various talents and creativity so that they are able to make students become human beings who have creative freedom, one of which is through extracurricular activities.

(Khuluqo, 2017) In the learning process, the position of educators can no longer be seen as the sole ruler, but is considered as a manager of learning who needs to be always ready to guide and help students. The main purpose of the learning system is for students to learn. The task of a system designer is to organize personnel, materials, and procedures so that students learn efficiently and effectively

Education has several important elements that must be met to achieve its goals. These elements include: educators, curriculum, principals, students and the government's participation in curriculum development. The curriculum generally contains guidance in carrying out educational activities listed in a competency.

(Herlambang, 2018) "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings of faith and fear of God Almighty, noble, healthy, knowledgeable, capable." , creative, independent, and become a democratic and responsible citizen.

(Kurniawan & Karyono, 2010), The development of the potential of students as referred to in the national education goals can be realized through extracurricular activities which are one of the program activities in the curricular. Extracurricular activities are curricular programs whose time allocation is not specified in the curriculum.

Extracurricular activities are educational activities outside of subjects and counseling services to assist the development of students according to their needs, potential, talents, and interests through special activities organized by educators and/or educational staff who are capable and authorized in schools (Asmani, 2013). .

(Syariffudin, 2018) extracurricular activities are expected to be able to shape changes in behavior (behavior action) in students, meaning that students will be skilled and accustomed to an activity, here there is a value of hard or creative work. (Wibowo & Andriyani, 2015) "Extracurricular activities are activities carried out outside school hours that function to accommodate and develop the potential, interests and talents of students".

Extracurricular coaches still do not use several methods in an integrated manner. Most teachers are more happy and accustomed to applying simple methods which in delivery are often tedious so that they are less able to attract students' interest to take part in activities outside of teaching and learning hours, many tendencies are monotonous in their implementation.

The need for good Educator Human Resource Management (MSDM) as stated by (Jufri & Suprapto, 2014). "Human resource management has its own functions including planning, organizing, directing, and controlling". Activities in extracurricular activities are a positive forum for students to hone their identity to become intelligent, agile, skilled and independent (Asifudin, 2019) really important.

Extracurricular are educational activities carried out by students outside the standard curriculum learning hours as an extension of curriculum activities and carried out under school guidance with the aim of developing the personality, talents, interests, and abilities of students who are more flexible or

outside the interests developed by the curriculum. (Yanti, 2016).

The criteria for extracurricular activities are stated in a paper submitted at the International Conference on Engineering Education, Season T4TK, Purdue University, Department of Engineering Education, West Lafayette as follows.

…an activity is considered extracurricular if it satisfies the following criteria: (1) not a requirement for graduation; (2) voluntary participation; (3) structured; participant meet regularly in a context specific to the activity; (4) requires effort; it must pose some measure of challenge to the individual engaged in the activity (Craft, 2012)

(Yuhana, 2019), Psychologically and socio-culturally character formation in individuals is a function of all individual human potentials (cognitive, affective, conative, and psychomotor) in the context of socio-cultural interactions (in families, schools, and communities) and lasts throughout life. (Puspitawati, 2013, Family Concepts and Theory) There are several approaches that can be used to apply the function of extracurricular education in the form of praxis. (Hapsari & Marzuki, 2013) Scout extracurricular activities are intended to prepare the younger generation as national leaders who have noble character, personality, and morals as well as excellent life skills. Scouting activities can also provide valuable provisions for the creation of a strong young generation. Because these extracurricular activities are able to educate children in forming independence.

According to (Arikunto, 2013) measurement is an activity to compare something with one measure and is quantitative in nature, while assessment is making a decision on something with good and bad measures and is qualitative, the evaluation itself includes these two activities, namely measuring and assessing. This opinion is in line with (Widoyoko, 2017) which states that measurement, assessment, and evaluation are hierarchical.

The evaluation model is an evaluation design developed by evaluation experts, where the application of evaluation models has various stages and developments that are used in evaluating learning programs. In the book Program evaluation models read by the author in the book "Evaluation of Learning Programs", (Widoyoko, 2017) in this case the author uses the Kirkpatrick evaluation model.

METHOD

The research method used is a qualitative evaluation research method that aims to collect data in the form of numerical data using a validated instrument that reflects the dimensions of the variables and indicators of the variables distributed to the population or to certain samples.

The research conducted in this study belongs to a qualitative approach. By using Kirkpatrick's evaluation model. Qualitative research is used with the aim of describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups.

The evaluation model developed by Kirkpatrick is known as the Kirkpatrick Four Levels Evaluation Model. Evaluation of the effectiveness of the training program (Kirkpatrick, 1998) includes four levels of evaluation, namely: level 1 reaction, level 2 learning, level 3 behavior, and level 4 result.

Therefore, a qualitative approach and supported by Kirkpatrick's evaluation model is very appropriate when used to describe, describe, explore and describe the implementation of extracurricular education at the MI Al-Khairiyah Pagi Mampang Prapatan School, South Jakarta.

FINDINGS AND DISCUSSION

In its development, the extracurricular program activities at MI Al-Khairiyah Pagi Mampang Prapatan have so far begun to experience development and progress, it has been seen in the output of the competitions that students participated in and won as expected.

Scouting is a mandatory extracurricular program, since the change of management in the curriculum field, there have been many changes and improvements to students who are enthusiastic about participating in extracurricular activities. Due to the concern and attention of the curriculum sector who are actively involved and present in every extracurricular activity, where the activeness of the coach/trainer teacher, the school greatly determines the progress of a program of activities that are programmed to run well in accordance with the ultimate goal of a program.

The school as the organizer is obliged to facilitate the implementation of the existing extracurricular activity program without compromising the ability of the school because it must be adjusted to the budget and funds of the school concerned. All types of extracurricular activities by the school have facilitated the existing program of activities according to national standards.

In its development, the extracurricular program activities at MI Al-Khairiyah Pagi Mampang Prapatan have so far begun to experience development and progress, it has been seen in the output of the competitions that students participated in and won as expected.

CONCLUSIONS

The conclusion in the implementation of the extracurricular activity program at MI Al-Khairiyah Pagi Mampang Prapatan is an activity that has been held routinely. The types of extracurricular activities held include several types, such as mandatory Scouting activities. In the implementation of the process of extracurricular activities, some of the activities have complied with the regulations set by the Government in accordance with applicable regulations. The process of activities in the mandatory Scout extracurricular activities is based on the Scout SKU guidelines from Kwarnas.

The role of educators has an important role in its implementation where involvement in teaching and fostering extracurricular activities is very influential in the mentality of students in participating in activities so that they can meet the criteria that have been determined at the beginning. The educators who are involved in fostering Scout extracurricular activities have competent experience in their field so that their implementation can be carried out properly and planned. In the implementation of the management of extracurricular activities at MI Al-Khairiyah Pagi Mampang Prapatan under the supervision and coordination of the highly competent Curriculum Coordinator field. Extracurricular activities which in their implementation are directly managed by the teachers and also the person in charge of activities that have been directly appointed by the school through a fairly strict selection. In its implementation, extracurricular activities also involve all parties who support the process of developing extracurricular activities and progress. Program reporting activities are carried out to the coordinator of the head of each extracurricular program, from each development situation of the activities that have been held.

Financing for the implementation of extracurricular program activities is charged to students whose payment system is included with the monthly/monthly tuition fee according to the type of activity being followed. Where these costs depend on the level and type of activity followed as well as in the

implementation that requires additional costs.

Facilities and infrastructure for extracurricular activities in the form of halls, classrooms, fields and activity props that have been provided by the school. Where the classroom used is the room that is used in the teaching and learning process. While the field used is the school's field and the hall used also belongs to the school. Where the teaching aids used are adjusted to the type of extracurricular activity concerned and the needs of extracurricular activities. In the implementation of extracurricular activities, the assessment given to students is in the form of letters which start with the value A = very good, B = good, C = enough. Which is where the assessment is based on the attendance system, activeness and individual abilities of the students themselves.

REFERENCES

Arikunto, S. (2013). Dasar-dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara.

Asifudin. (2019). Master Book Pramuka (Cetakan Kedua). Semarang: Syalmahat Publishing.

Asmani, J. M. (2013). Buku Panduan Internalisasi Pendidikan Karakter di Sekolah (Cetakan VI). Yogyakarta: Diva Press.

Craft, S. W. (2012). The Impact of Extracurricular Activities on Student Achievement at the High School Level . Dissertations. 543. .

Hapsari, L., & Marzuki. (2013). Peran Pembelajaran PKN Dan Kegiatan Kepramukaan Dalam Membentuk Karakter Siswa Di MAN 1 Yogyakarta . Ringkasan Skripsi.

Herlambang, Y. (2018). Pedagogik Telaah Kritis Ilmu Pendidikan dalam Multiperspektif. Bengkulu: Sinar Grafika.

Jufri, H. A., & Suprapto. (2014). Manajemen Sumber Daya Manusia Pendidikan (Edisi Pertama). Bengkulu: Smart Grafika.

Khuluqo, I. E. (2017). Belajar dan Pembelajaran Konsep Dasar. Yogyakarta: Pustaka Pelajar.

Kurniawan, F., & Karyono, T. H. (2010). Ekstra Kurikuler Sebagai Wahana Pembentukan Karakter. Jurnal Bebas: Jur. Pend. Kepelatihan Fakultas Ilmu Keolahragaan Universitas Negeri Yogyakarta, 2(2).

Suryani, M. S. (2018). Media Pembelajaran Inovatif dan Pengembangannya (Cetakan Pertama). Bandung: PT Remaja Rosdakarya.

Syariffudin. (2018). Ekstrakurikuler Pendidikan Agama Islam. . Yogyakarta: CV. Budi Utama.

Ubaidah, S. (2014). Manajemen Ekstrakurikuler dalam Meningkatkan Mutu Sekolah. Al-Fikrah: Jurnal Kependidikan Islam IAIN Sulthan Thaha Saifuddin, 5, 56738.

Wibowo, Y. A., & Andriyani, F. D. (2015). Wibowo, Y & Andriyani, F. (2015). Pengembangan Ekstrakurikuler Olahraga (edisi pertama). Yogyakarta: UNY Press.

Widoyoko, S. E. (2017). Evaluasi Program Pelatihan. Yogyakarta: Pustaka Pelajar.

Yanti, N. A. (2016). Pelaksanaan kegiatan ekstrakurikuler dalam rangka pengembangan nilai-nilai karakter siswa untuk menjadi warga negara yang baik di sma korpri banjarmasin. . Jurnal Pendidikan Kewarganegaraan, 6(11).

Yuhana, E. &. (2019). Implementasi Program Penguatan Karakter Peduli Sosial dan Toleransi pada Siswa Kelas Atas di SDII Al-Abidin . (Doctoral dissertation, Universitas Muhammadiyah Surakarta).Book: Author AA. Title of book. Edition [if not first]. Place of publication: Publisher; Year of publication. Pagination.