

# The Role of Scoutmasters in the Implementation of Scout Extracurriculars in Elementary Schools

Adrianus Anjani<sup>1</sup>  
{ [adrianusanjani@gmail.com](mailto:adrianusanjani@gmail.com)<sup>1</sup> }

SD Negeri Cinangsi 04, Gandrungmangu Cilacap Indonesia <sup>1</sup>  
Magister Pendidikan Dasar, Universitas Muhammadiyah Purwokerto <sup>2</sup>

**Abstract.** Preliminary observations show that Scouting extracurriculars have not been implemented optimally. This study aims to describe the role of the Scoutmaster in the implementation of Scout extracurricular activities. The method used is descriptive qualitative with a phenomenological study approach. Informants in this study were school principals, teachers who were given additional assignments as Scoutmasters, and Scout coaches. Data collection techniques through interviews, observation, and documentation studies. The data analysis technique used is data collection, data condensation, data presentation, and drawing conclusions. The results of the study concluded that the teacher's scout competence greatly influences the quality of scout extracurriculars. The competence of good scout teachers in managing scout extracurricular activities will also produce good output. The competence of scout instructors needs to go through the stages of the Scout Coach course process, at least Basic Wood Bagde Course so that they are more mature in managing Scout extracurriculars. Supporting factors for Scout extracurriculars include the support of the Principal as “Mabigus”, parents and student’s interests. Inhibiting factors are facilities and infrastructure, self-awareness of Scout teachers, administration, activity planning, and activity materials that are not sufficient to carry out Scout extracurriculars.

**Keywords:** the role of scout coaches, scout extracurriculars, elementary schools.

## **Introduction**

Education is very important for developing a complete human being, because quality education can educate the life of a nation. Education is an investment in the development of human resources where increasing skills and abilities is believed to be a provision to support human efforts in living a social life. One effort that can be done is to improve self-competence. A teacher in carrying out his main duties and functions is expected to have good competence. A teacher must continue to develop his competence to become a professional educator.

Competence is seen as a result of learning in an educational perspective, which includes three aspects, namely knowledge, skills, and work attitudes. [1]. As an inherent individual characteristic, competency is a part of a person's personality. In carrying out each task required competence in accordance with the field of work. A person is seen as competent in carrying out his duties effectively if he has competence in knowledge, skills and attitudes.

The implementation of Scout extracurricular activities cannot be separated from the role of the Scoutmaster in facilitating Scout activities so that they run well. Scouting is a Movement for young people in which adults provide guidance and support to the young members. [2]. Scout activities are the responsibility of Scoutmasters to provide guidance, support and encouragement to Scouts. The role and function of the Scoutmaster is based on the competence possessed by both knowledge, skills and attitudes as a Scoutmaster. Distribution of roles and functions are based on demonstrated competency (knowledge, skills and attitudes). It is expected that all adults are provided with equal opportunities for acquiring, developing, updating and renewing competencies on a continuous basis. [3]. Every Scoutmaster must be given the same opportunity to acquire, develop, update and improve competence continuously. The impact arising from the lack of competence of Scoutmasters greatly affects the implementation of Scout extracurriculars.

Strategies to improve competence as Scoutmasters in carrying out Scouting extracurriculars are urgently needed. To increase the competence of Scoutmasters, a good strategy is needed in the form of knowledge and skills as Scoutmasters. Strategy and support can come from yourself, the principal as the front group supervising council and colleagues. The problems currently being faced by the Scout Movement are caused by a poorly functioning system, a lack of understanding of scouting, and the low quality of coaches and students. [4]. Efforts to improve the competence of qualified Scoutmasters are needed. Therefore, it is important for Scoutmasters to improve their competence so that Scout extracurricular activities can be carried out properly as a vehicle for building the character of the nation's generation.

Preliminary observations made by researchers at Cinangsi 04 Elementary School, Gandrungmangu District, Cilacap Regency, showed that the school had tried to encourage Scout teachers to improve their competence by participating in the Basic Wood Bagde Course. The researcher also conducted interviews with each scout teacher and found that there was low interest in scout coaches participating in Basic Wood Bagde Course. The low interest shown by Scout teachers is due to the high cost of Basic Wood Bagde Course, the long time for conducting Basic Wood Bagde Course, and the implementation of Basic Wood Bagde Course which is far from the Scout teacher's residence. The purpose of this study is to analyze in depth the competence of Scout teachers in the implementation of Scout extracurriculars at Cinangsi 04 Elementary School, Gandrungmangu District, Cilacap Regency.

### **Method Of The Research**

The research method used by researchers is qualitative research with a phenomenological approach. Qualitative research is an approach to explore and understand the meaning of individuals or groups related to social problems. [5]. The type of approach used in this study is a descriptive phenomenological approach. A descriptive research approach is research conducted to determine the value of an independent variable, either one variable or more (independent) without making comparisons or connecting with other variables. [6].

This research was conducted at Cinangsi 04 Elementary School, Gandrungmangu District, Cilacap Regency. This research was conducted from January to March 2023. The research subjects were informants who provided information and data needed by researchers when research was conducted in the field. Research subjects are part of the population and use certain techniques. [7]. Informants in this study were school principals, teachers who were given additional assignments as scout coaches, and scout trainers.

Data collection techniques used are observation, interviews, and documentation studies. The primary data that will be used in this study is in the form of verbal data from the results of in-depth interviews with participants which the researcher then records in the form of written notes, recordings with cellphones, and taking photos with cellphone cameras, while data from direct observation (observation) will be recorded by researchers. in the form of field notes. Primary data will be obtained from participants using a purposive participant selection technique or taking data sources with certain considerations, meaning that the selection of participants is people who really know, understand, and experience directly or indirectly the Scout Teacher Competence in extracurricular scouting. namely the head of the school as 'mabigus', scout coach, and scout trainer.

Secondary data is existing data such as scout supervisor documents, general proficiency requirements books, work programs and other supports related to research on the competence of scout coaches in implementing scout extracurricular activities in elementary schools. Interviews are conversations with a specific purpose. The conversation was conducted by two parties, namely the interviewer who asked the question and the interviewee who gave the answer to the question. [8]. The interviews used in this study were in-depth interviews in the form of semi-structured interviews by asking key questions that could be developed further to deepen the answers from the informants. The data analysis technique in this study is the Miles, Huberman and Saldana model. Activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated. [9]. Activities in data analysis are data collection reduction, data condensation, data presentation, and drawing conclusions.

### **Result And Discussion**

This research was conducted to describe the role of Scout coaches in Scout extracurricular activities. The results of the study showed that the Scout teacher's competence was low is the main problem faced in the extracurricular implementation of scouts in Cinangsi 04 Elementary School, Gandrungmangu District, Cilacap Regency. The support of the school principal, parents and students' interests is a supporting factor. Lack of facilities and infrastructure, self-awareness of Scout leader, administration, activity planning, and mastery of activity material are inhibiting factors in carrying out Scout extracurriculars.

Competence is an act of full responsibility that a person must have as a condition to be considered capable of carrying out tasks. [10]. The competence of scout teachers influences the implementation of scout extracurricular activities. The competence of scout coaches is a deep and inherent part that arises from the behavior shown when dealing with various

situations and tasks so that their behavior and performance can be predicted in accordance with the criteria or minimum standards in their field of work.

Competency dimensions can be seen in the following ways: 1) motives; 2) nature; 3) self-concept; 4) knowledge; and 5) skills. [11]. Learning and training is the most effective way to grow and develop dimensions, this can be obtained by scout instructors by attending scout coach courses and training, namely Basic Wood Bagde Course. On the contrary, the dimensions of motive, nature, and self-concept are fundamental dimensions that are not obtained through training or learning and are more to a person's intrinsic motivation. Scout teachers who are not yet Basic Wood Bagde Course qualified experiencing difficulties in planning scout extracurricular activities and materials.

Suyatno (2018) reveal that "The requirements to become a Scoutmaster are a minimum of a Basic Wood Bagde Course and Advance Wood Bagde Course certificate, proficient in scouting techniques, and proficient in using scouting methods." [12]. Minimum qualifications as a Scoutmaster are needed in conducting scouting coaching at school. Supervisors who have a minimum Basic Wood Bagde Course qualification are equipped with scouting technical skills and are proficient in using scouting methods that can support the implementation of Scouting extracurricular activities.

Competency development can include formal education and non-formal education, namely education and training. People who have attended the training are expected to be able to increase their professionalism and competence in order to expedite the task implementation process. The Scouting Method is a procedure and a way to implement Scouting values and Basic Principles which have specific educational functions, which together and as a whole mutually reinforce and support the achievement of Scouting education goals. Providing learning opportunities for Scout teachers is a provision to develop individual awareness so that these individuals can gain the ability to do the task of coaching Scouts properly which is expected to improve the quality of Scouting coaching in Scout extracurriculars at school.

Scout extracurricular activities are carried out in an interesting and challenging manner that are adapted to the age and mental development of students. The role of scout coaches in planning, implementing and evaluating scout extracurricular activities is very important. The role of the scout coach at the front is to set an example, in the middle to build willpower and at the back to provide encouragement according to the characteristics of the students will improve the quality of scout extracurricular activities at school.

The researcher conducted direct interviews with the school principal as the advisory board for the front group of the scout movement, namely Mrs. Sri Rejeki Handayani, S.Pd and asked about the implementation of the scout extracurricular at Cinangsi 04 Elementary School, Gandrungmangu District, Cilacap Regency. According to his narrative the scout coach is the spearhead in the implementation of the scout extracurricular, the existence of a competent scout coach will certainly have an impact on the implementation of the scout extracurricular which students are interested in, but not all teachers are Basic Wood Bagde Course qualified. Scout extracurricular activities at Cinangsi 04 Elementary School, Gandrungmangu District, Cilacap Regency also do not run regularly every Friday and are still limited to incidentals if there is a competition. There are still many scout teachers who have difficulty conveying material about scouting and carrying out scouting coaching because of their lack of mastery of scouting skills. The lack of supporting facilities and infrastructure as well as the self-awareness of scout trainers to carry out scout coaching on Friday afternoons which are held outside of school hours means that scout extracurriculars have not started yet.

The researcher's interview with Mrs. Meilina Dwi Hayati, S.Pd directly as the scout teacher found that she had difficulty taking the basic wood badge course because the time and

place for conducting the scout coach course were far away and the high cost was one of the obstacles to taking the course. She also said that the mastery of scouting material that had not been mastered caused confusion in planning extracurricular activities and the necessary administration despite the support from the school principal and parents and students' high interest in participating in extracurricular scouting. Therefore, if there is an affordable basic level scout guide course, and the time and location of the course are very close, it will be very supportive to attend in order to increase self-competence as a scout coach.

This is in accordance with the statement from A.A. Anwar Prabu Mangkunegara (2001) that "Providing learning opportunities aims to develop individual awareness to gain the ability to do their assignments." [13]. The existence of clear organizational goals, both the vision and mission as well as the legality of the organization will determine the direction of the organization's progress. Basic ability as a teacher is the basic capital to be developed even better. The willingness to always follow updates or innovations will be an added value in individual and organizational development. Clear achievement standards set by the school are the motivation and targets to be achieved by self-development.

The implementation of professional education and training in accordance with the applicable standards of the Kwartir Branch where the organizers are will be interesting to follow. Appropriate development methods learned in education and training become the main provision in carrying out tasks later. The scouting method is a procedure and method used in implementing the basic scouting values and principles to be mastered as a scout coach. Support Adequate facilities and infrastructure for the development of activities will add to the ease of implementing activities. Evaluation of program development was carried out properly in the form of working meetings and front group deliberations. Feedback on the process carried out will complement deficiencies and provide follow-up to improve program activities.

## **Conclusion**

Based on the analysis of research data and research results, it can be concluded that the competence of scout teachers owned by teachers greatly influences the quality of scout extracurricular activities. The competence of good scout teachers in managing scout extracurricular activities will also produce good output. The competence of scout instructors needs to go through the stages of the scout coach course process, at least basic wood badge course so that they are more mature in managing scout extracurriculars. Supporting factors for Scout extracurriculars include the support of the Principal as Mabigus, parents and students' interests. Inhibiting factors are facilities and infrastructure, self-awareness of Scout teachers, administration, activity planning, and activity materials that are not sufficient to carry out Scout extracurriculars. The author hopes that this paper can help scout teachers, schools, and related parties in overcoming problems regarding the implementation of Scout extracurricular activities in elementary schools.

## **References**

- [1] Febriana, R. (2021). *Kompetensi Guru*. Jakarta: Bumi Aksara.
- [2] Morales, A. (2005). *World Adult Resources Handbook*. World Scout Bureau 2005.
- [3] Bureau, W.S. (2020). *Adults In Scouting*. Kuala Lumpur: Global Support Centre.
- [4] Lickona Thomas. *Mendidik untuk Membentuk Karakter Bagaimana Sekolah dapat Memberikan Pendidikan Tentang Sikap Hormat dan Tanggung Jawab*, Terj. Juma Abdu Wamaungo. Jakarta: Bumi Aksara. 2012.

- [5] Creswell, J.W. (2012). *Research Design Pendidikan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta : Pustaka Pelajar
- [6] Sugiyono. (2009). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- [7] Ali, M., Asrori, M. (2014). *Metodologi dan Aplikasi Riset Pendidikan*. Jakarta: Bumi Aksara.
- [8] J. Lexy Moleong. (2005). *Metode Penelitian Kualitatif* (Edisi Revisi). Bandung: Remaja Rosdakarya.
- [9] Miles, M.B, Huberman, A.M, dan Saldana, J. 2014. *Qualitative Data Analysis, A Methods Sourcebook, Edition 3*. USA: Sage Publications. Terjemahan Tjetjep Rohindi Rohidi, UI-Press.
- [10] Muhaimin. 2004. *Paradigma Pendidikan Islam*. Bandung: PT Remaja Rosdakarya.
- [11] Lyle M. Spencer, Jr., PhD, Signe M. Spencer (1993), *Competence At Work, Models for Superior Performance*, New York: John Wiley & Sons, Inc.
- [12] Suyatno. (2018). *Gerakan Pramuka Ayo Bergerak*. Surabaya: Cipta Media Edukasi.
- [13] A.A. Anwar Prabu Mangkunegara. (2001), *Manajemen sumber daya manusia perusahaan*, Bandung : Remaja Rosdakarya