

The Perspective of the Scout Coaches on the Material Practical Guidebook for Enforcement Scouts Bantara in Man Aceh Big Year 2022

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Abstract. The Scout Movement is trusted and touted as the front guard for character education for the younger generation, wherein the 2013 Curriculum requires students to participate in scouting as a mandatory extracurricular activity at school. Implementing Scout extracurricular activities will train students to be responsible and practice the Dasa Darma values and Try Satya, which is used as a guide in implementing discipline and responsibility. This study examines the scoutmaster's perspective on the material in the Practical Guidebook for Enforcement of Scouts Bantara and how Scout Guidance is carried out. This type of research uses descriptive methods and qualitative approaches with evaluation research types. The population in this study were all scoutmasters of the State Aliyah Madrasa (MAN), namely, 6 Madrasas in Aceh Besar. The samples taken in this study were scoutmasters at MAN Aceh Besar, totalling 14 scoutmasters. Researchers used observation techniques and filled out questionnaires to informants. Based on the results, an average of 33% answered strongly agrees, 65% responded they agree, and 2% answered unsure, according to the statement questions in the questionnaire that the researcher distributed. This Guidebook helps scoutmasters to understand better scouting coaching activities. It regulates Scouting activities to be more focused and allows scoutmasters from the basics, such as planning Scout activities.

Keywords: perspective; scouts; guidebooks; border enforcers.

INTRODUCTION

Education is a conscious effort to change attitudes and behaviour continuously and becomes a very influential factor in individual life. Through education, individuals can develop themselves, form a good personality, and increase intelligence, skills, responsibility and creativity to produce sustainable quality [4].

The formal learning process at school is divided into intracurricular and extracurricular activities. Every school usually has extracurricular activities that support intracurricular activities and can be utilized in developing students' potential. The potential development of students, as referred to in the national education goals, can be realized through extracurricular activities [2, 6].

The Scout Movement is trusted and touted as the front guard for character education for the younger generation, where the 2013 Curriculum requires students to participate in scouting as a mandatory extracurricular activity at school. Law of the Republic of Indonesia No 12 of 2010, in

article 8, explains the Scout Movement is an organization formed by scouts to organize scouting education [1].

In scout extracurricular activities, students will be trained to be responsible and practice the values of Dasa Darma and Try Satya, which serve as a guide in applying discipline and responsibility. Tri Satya is a promising code that shows the attitude of nationalism and socialism of scout members, Trisatya (three promises), namely: "For my honour, I promise to be serious: 1) Carry out my obligations to God Almighty and the Unitary State of the Republic of Indonesia, 2) Help others live and prepare themselves to build society, 3) Keeping Dasa Darma [7].

Another problem that arises in scouting activities and the Scout Movement is facing a concerning situation due to the low quality and quantity of scoutmasters. About the 2013 curriculum, many coaches emerged because of their positions as teachers, such as Civics teachers and sports teachers, who need more experience and ability

as Scout Movement coaches. The role of the scoutmaster is carried out by teachers from these schools who need help understanding the process of scouting education in the Scout Movement.

The problem above is one of the problems in implementing scouting in the 2013 curriculum that needs to be solved. It is another case if the teacher at school is also a scout coach who already has scouting skills. It's just that scout coaches need to adapt scouting activities to the material in the 2013 curriculum. Their lack of experience and knowledge as scout coaches will impact scouting activities carried out in schools that are inappropriate and even deviate from the understanding and rules set by the scout movement; of course, the expected goals of the scouting will not be achieved.

Based on preliminary studies and the results of pre-surveys conducted through questionnaires with several scout coaches and field observations in several (6) State Aliyah Madrasas (MAN) in Aceh Besar District, namely: MAN 1 Aceh Besar, MAN 2 Aceh Besar, MAN 3 Aceh Besar, MAN 4 Aceh Besar, MAN 5 Aceh Besar, and MAN 6 Aceh Besar. It was found that scoutmasters have had difficulty finding books on scouting material as guidelines and reference materials for training. So that scouting extracurricular activity is felt to be far from perfect.

The material in scouting coaching that has been carried out so far has been obtained from various references by each Scout extracurricular coach, and there is no specific reference as a guide and reference in conducting training. Scout coaches admit that they have yet to improve training materials to improve the quality of coaching and training in the Scout Movement, especially in efforts to produce quality Scout training coaching. Therefore, the coach suggests that it is necessary to have a Practical Guidebook for Scout training available. This will make it easier for coaches to study Scout extracurricular coaching materials.

This Practical Guidebook for Enforcement Scouts Bantara (further – Guidebook) will likely become an effective alternative to improve the quality of guidance and training in the Scout compulsory extracurricular. Previous researchers have developed the book. It is considered capable of being an example or training guide so that Scout activities can be carried out smoothly and in a more focused manner.

METHODS

This type of research uses descriptive and qualitative approaches with evaluation research types [5]. The type of questionnaire that the authors used in this study was a closed questionnaire, namely a questionnaire presented in such a way that the respondent only put a tick (√) in the column or place that was appropriate and had been provided. In addition, in making a questionnaire, of course, one must pay attention to determining the measurement scale (rating scale) to see a general description of the characteristics of the respondents and the respondents' assessment of each variable in the questionnaire.

RESULTS AND DISCUSSION

The results of this study were obtained through observations and questionnaires. Based on observational data and questionnaires regarding the role of scoutmasters in implementing scouting activities, a process of mutual interaction between coaches and students is divided into several factors, namely knowledge transfer factors, practice factors, and knowledge factors in maximizing the process of scouting activities (Table).

Based on the results of the scout coach's perspective on the material in the Guidebook, the researcher describes the Scout Leaders' responses to the material contained in the Guidebook. Scoutmaster conveys theory to students after the material is delivered. Students will be allowed to practice the material that has been given. Because with this delivery method, students understand more and make the delivery of material more exciting and not dull. Scouting activities by holding various activities and using multiple methods positively impact students.

Scout activities begin with planning activities. Planning activities are a series of activities to determine things to be done in the future based on facts and mature thoughts to achieve the desired goals. Planning is also a guideline and reference for implementing activities so that existing activities can run according to plans and goals that have been set together. Good planning will produce practical activities, and bad planning will make bad ones. To support this plan, this practical Guidebook can be strengthened by Bantara Enforcement Scouts because, from the results of research and field observations, the researchers found a good link between planning and this Guidebook. This book directs readers to how

great scouting is for instilling character education with careful and detailed planning and achieving

the expected goals and objectives.

Table – Research results of scoutmasters on the Guidebook material

No	Statement	5	4	3	2	1	%	%	%
		5	4	3	2	1	5	4	3
1	The contents of the practical Guidebook for border enforcement scouts are suitable for use as a guide for fostering the activities of border enforcement scouts?	6	8				43	57	0
2	The book contains complete contents as a guide for scout scouts enforcing airports.	6	8				43	57	0
3	I can understand very well the contents of the manual.	6	8				43	57	0
4	The language used is appropriate as a guidebook	3	11				21	79	0
5	The book helped me better understand scout training activities.	8	6				57	43	0
6	The description of the basics of Enforcement Scouts is quite clear	4	10				29	71	0
7	Instructions for carrying out the ceremony are clearly described.	1	12	1			7	86	7
8	The adscription of the duties of the enforcement organization is clearly outlined.	3	10	1			21	71	7
9	The description of the command material is quite clear	5	9				36	64	0
10	The cues are easy to implement	5	9				36	64	0

The 2013 curriculum is directed at character education. Character is the values of human behaviour related to God Almighty, oneself, fellow human beings, the environment and nationality, which are embodied in thoughts, attitudes, feelings, words and actions based on religious norms. Guidelines for extracurricular activities are prepared based on Appendix 3 to Regulation of the Minister of Education and Culture of the Republic of Indonesia No 81A of 2013 concerning curriculum implementation in extracurricular activities guidelines and stipulates that the mandatory extracurricular is scouting.

The scouting or scouting movement itself is formulated as a medium to improve and shape student character as well as train students and train students to be responsible and independent when they get along in society in the future [3]. Scouting activities can successfully create students with the character of the educational process, developing scouting techniques and organizational abilities, skills and attitudes. In the organization, the principles of management or corporate management will be applied, such as planning, organizing, directing/actuating and controlling. Based on the results of the study, researchers can conclude that the role of scout activities is vital, not just actions.

This book was created for scoutmasters. Scoutmasters themselves are mature members who are highly committed to the principles of scouting education. This description is very much in

line with the statement questions in the questionnaire that the researcher distributed. This statement is about how scoutmasters help them better understand Scout development activities and organize Scout coaching activities to focus on this Guidebook. The classification of these statements is in the high category, which means this book helps scoutmasters from the basics, such as planning Scout activities.

The scoutmaster's perspective on the Guidebook was constructive and made it easier for them to carry out scouting activities. They gave positive responses to the Guidebook. Apart from its contents, the scoutmasters say that the book is written in a language easily understood and digested by everyone, especially the coaches. Scout leaders feel immensely helped by the Guidebook in understanding Scout development activities. Essential matters regarding the basics of enforcement are also explained quite clearly. Other issues in scouting are crucial, such as instructions for carrying out ceremonies, the duties of enforcement organizations, and a description of the pretty clear cues.

CONCLUSIONS

Based on the results of research that has been carried out by the author regarding the prospective analysis of scoutmasters in the Guidebook, the writer will put forward several conclusions as follows:

1. The scoutmaster's view of the Guidebook is an effective alternative so that it can improve the quality of scouting's mandatory extracurricular coaching and training. The Guidebook can also be a training guide for implementing scout activities. It is more focused and helpful, making it easier for scoutmasters. The supervisor responded positively to the Guidebook.

2. The implementation of the contents of the Guidebook has been carried out. It refers to the excellent category, where the book is easy to digest and has complete contents that support scoutmasters in applying the book's contents while in the field.

Based on the research results and conclusions described by the authors above, the influence that can be explained in this study positively im-

pacts scoutmasters carrying out scouting activities. Scouting activities are more accessible for scout coaches to implement with the existence of a Guidebook, and the follow-up of the evaluation results is the improvement that occurred before. Scout leaders find it easier to carry out scouting activities.

With the research, it is hoped that coaches can increase their understanding in carrying out Scout activities and train optimally by adding more innovative insights and growing knowledge in implementing Scout activities.

The research results can be used as input material by the school and the Ministry of Religion regarding Scouting activities for perfection in implementing Scout Activities.

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