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Implementation of Scout Extracurricular on The Character of Student Responsibilities at Public Elementary School 1 Boloh, Toroh District

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Abstract: Scouting aims to train the younger generation to maximize their every potential, intellectual, spiritual, social and physical. Scouting also forming the character/personality and noble character of the younger generation. Instilling a sense of love for the homeland and nation in the younger generation. Explore their potential and improve the skills of the younger generation so that they become individuals who are beneficial to society and the country. The purpose of this study was to 1) analyze the implementation model of scout extracurriculars to shape the character of responsibility; 2) analyze the character of students' responsibility after participating in scout extracurriculars, and 3) analyze the school's carrying capacity for the implementation of scout extracurriculars in elementary schools. This study uses a qualitative approach with phenomenological methods. The problem of this research is the implementation of scout extracurriculars on the character of responsibility. The research subjects consisted of principals, teachers/scout coaches, and elementary school students at state elementary school 1 Boloh, Toroh District, Grobogan Regency. Data collection techniques through interviews, observations, and documentation studies. In collecting data using audio-video recordings, field notes, and photos. Data analysis was done by source triangulation and technique triangulation. The result of this research is that the implementation of scout extracurriculars at state elementary school 1 Boloh uses a regular model based on the front group. The character of students' responsibility experienced a significant increase with the SKU/SKK achievement strategy, as well as a variety of activities inside and outside school, namely routine exercises, exploration, marching, codes, and games. The school's supporting capacity for Scout extracurriculars is very complete including the competence of principals and teachers, patterns of competency development and refreshment, availability of facilities and infrastructure, learning resources, financing, and partnerships.

Keywords: Elementary School, Responsibility Character, Scout Extracurricular

1. Introduction

Juwantara's research (2019) states that scout extracurricular activities are effective in instilling character values. Indicators of the results of this study can be seen from the accuracy of program targets that have implemented character values, monitoring activities are routinely carried out by the Head of Madrasah and Scoutmasters. In addition, monitoring student development can be seen from the results of the evaluation and observation of student attitudes toward a more positive direction (Ridluwan et al., 2021; Mitevska Petruseva & Popeska, 2020). Another opinion from Woro (2016) states that the results of the study show that the role of Scout extracurricular activities in character building is the right means to shape the character of students. The implementation used to shape character is giving advice, giving sanctions and giving awards, exemplary Scout Leaders, assigning tasks, and achieving SKU and SKK. While Syafriza (2021) and Astuti et al. (2019) state that the character of student learning independence includes discipline, confidence, responsibility, leadership, and tolerance is influenced by the character of student learning independence through scout extracurricular activities including marching activities, ceremonies, games, camps, and trips.

This study confirms the application of the regular-based scout extracurricular model in the front group, especially in Public Elementary School No. 1 Boloh, Toroh District, Grobogan Regency, Central Java Province, which emphasizes the role of front group coaches in planning, implementing, and evaluating scout extracurriculars. The role of the coach will not be carried out optimally without the support of the school (Kemendikbud, 2017). The support includes 6 factors, namely the competence of principals and supervisors, patterns of competency development and refreshment, availability of infrastructure, learning resources, financing, and partnerships. The final goal is to reveal the inculcation of the character

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of responsibility after students participate in scout extracurriculars. The chosen strategy is the achievement of SKU/SKK in stages from classes III, IV, and V.

Another interesting thing is that during the pandemic, Public Elementary School No. 1 Boloh, Toroh District, continues to rely on scout extracurriculars as a means of instilling the character of responsibility in its students. Although the technical implementation follows government policies, ranging from online, blended, and limited face-to-face systems.

This study will analyze the implementation model of scout extracurriculars at Public Elementary School No. 1 Boloh, how the character of the responsibility of students after participating in scout extracurriculars, and how the principal supports the implementation of scout extracurriculars at Public Elementary School No. 1 Boloh, Toroh District, Grobogan Regency, Central Java.

1.1 Conceptual Framework

This research design is qualitative with a phenomenological study. Creswell & Creswell (2017) describes that the study of phenomenology is the general meaning of several individuals on their various life experiences related to a concept or a phenomenon. The purpose of phenomenology is to reduce individual experiences of phenomena to descriptions of universal essences or essences.

The use of a phenomenological approach in this study is to determine the condition of behavior (human science) of students at Public Elementary School No. 1 Boloh, Toroh District in their daily lives, especially on the character of responsibility through scout extracurriculars. The informants of this study were the principal (A), teacher (B), and students (C) at Public Elementary School No. 1 Boloh. Collecting data using interviews, observation, and documentation studies. Data analysis used the phenomenological method from Creswell & Creswell (2017) to analyze participant transcripts with the steps of data collection, data organization, coding/coding, description, clarification, interpretation, presentation, visualization, and reporting. The credibility test of the data is carried out to state whether the data is valid or not. In this data credibility test, source triangulation and member checks are used.

The research flow starts from determining the research problem, namely, the implementation of the scout extracurricular model, setting the research objectives, namely analyzing the type of scout extracurricular application model, the character of the responsibility of students after participating in the scout extracurricular, and the school's carrying capacity, determining data sources, data collection techniques, discussing, taking research conclusions and research suggestions.

1.2 Research Objectives

This study aims to: 1) analyze the implementation model of scout extracurriculars to shape the character of responsibility; 2) analyze the character of students' responsibility after participating in scout extracurriculars; 3) analyze the school's carrying capacity of the implementation of scout extracurriculars in elementary schools.

2. Methodology

2.1 Research Design

The design of this research is qualitative with a phenomenological study. Creswell & Creswell (2017) describes that the study of phenomenology is the general meaning of several individuals on their various life experiences related to a concept or a phenomenon. The purpose of phenomenology is to reduce individual experiences of phenomena to descriptions of universal essences or essences.

2.2 Respondents of The Study

The respondents in this study consisted of 1 principal with code A, 2 teachers as coaches with codes B1 and B2, and 2 students with codes C1 and C2 from Public Elementary School No. 1 Boloh, Toroh District Grobogan Regency of Central Java Indonesia. The main material extracted from the informants is presented in the following table:

Table 1: Indicators of Interviews with School Principals Regarding the Carrying Capacity of Scout Extracurricular Implementation

No.	Indicator Supporting extracurricular schools based on Minister of Education and Culture Regulation No. 63 of 2014 Formulation of questions
1	Competency of Principals and Teachers
2	Patterns of competency development and refresher
3	Availability of facilities and infrastructure
4	Learning resources
5	Financing
6	Partnership

Table 2: Indicators of Interviews with Teachers

No.	Teacher's assignment Question formulation
1	Planning
2	Execute
3	Evaluating

Table 3: Indicators of Interviews with Students Regarding the Character of Responsibility

No.	Character Indicator Responsibilities Question formulation
1	Complete all tasks and exercises that are his responsibility
2	Carry out the instructions as well as possible during the learning process
3	Can set a preset time
4	Serious about doing something
5	Focus and be consistent
6	Not cheating
7	Diligent and diligent during the learning process

Source: Ardila, Nurhasanah, & Salimin (2017)

3. Findings and Discussion

3.1 Scout Extracurricular Implementation Model at Public Elementary School 1 Boloh

The results of interviews with informants B.1 and B.2 related to the implementation model of scout extracurriculars at the Public Elementary School No. 1 Boloh are presented in the following table:

Table 4: Interviews Results

No.	Indicator	Finding	Discussion
1	Planning	From the planning aspect, the extracurricular programming mechanism as conveyed by informants B.1, informants B.2, and informants A always begins with a front group meeting every 2 years. The front group meeting, hereinafter referred to as Mugus, aims to evaluate the activities of the previous 2 years, plan the front group program for the next 2 years, and elect a new front group administrator.	Following the opinion of Dalyono & Lestariningsih (2016) which states that planning for character education through scout extracurricular activities includes meetings, coordination of annual programs that require scout extracurriculars and discusses planning for facilities and infrastructure, curriculum and financing. The organization of character education through scout extracurricular activities is under the auspices of the school and the scout extracurricular activity itself.
		The interest of students at Public Elementary School No. 1 Boloh towards Scout extracurriculars is very good. The average attendance rate for each exercise routine is nearly 100%. Not all classes attend the Friday afternoon practice routine. Both informants B.1 and B.2 said that class I and class II were still in the introduction stage. Classes III, IV, and V become active members. And class VI has focused on graduation. From the time of its implementation, the scout extracurricular at Public Elementary School No. 1 Boloh is an activity that is followed by students outside the KBM, with the guidance and supervision of experts assigned by the school.	In line with Wiyani (2016), stating that extracurricular activities are activities that develop certain aspects of what is found in the current curriculum, in this case, the cultivation of the character of responsibility as part of the field of work. This fact is following what was expressed by Utosov et al. (2021) that the principle of extracurricular development in educational units: 1) is optional, namely that extracurricular activities are developed according to interests and are followed by students voluntarily; 2) Active involvement, namely that extracurricular activities require the full participation of students according to their respective interests and choices; 3) fun, namely that extracurricular activities are carried out in a pleasant atmosphere for students; 4) building a work ethic, namely that extracurricular activities are developed and

No.	Indicator	Finding	Discussion
			implemented with the principle of building the spirit of students to try and work well and actively; (5) Social benefits, namely that extracurricular activities are developed and carried out without forgetting the interests of the community.
2	Execute	There is a slight difference in the type of responsibility character planting activity. Informant B.1 emphasized that instilling the character of responsibility mentions a complete strategy, namely the achievement of SKU/SKK, routine training, exploration, PBB, and codes. Through these activities, students will get used to doing everything with responsibility. Especially the team leader. Meanwhile, Informant B.2 emphasizes more on the game. But actually, informant B.2 only took one example of an activity that could instill a character of responsibility during routine training. Because the series of routine training activities expressed by the two informants are the same	This is in line with Astuti et al. (2019) who state that the character of student learning independence includes discipline, self-confidence, responsibility, leadership, and tolerance is influenced by the character of student learning independence through scout extracurricular activities including marching activities, ceremonies, games, camps and cross travel.
3	Evaluating	Both informants provide the same data. That the evaluation still uses the SKU/SKK, using the same assessment instruments, namely attendance lists, journals, student personal notes, parents' assessments, and the results of the supervisor's observations. Giving grades in report cards in the form of qualitative predicates A, B, C.	According to Asyari, Ismaya, & Ahsin (2021) scouts can also shape the character of the national spirit. With routine training strategies and achieving SKU/SKK, various positive characters can be developed. The scout extracurricular at Public Elementary School No. 1 Boloh can contribute not only to the character of responsibility, but also to developing other aspects of character education.

Overall, the discussion above shows that the characteristics of scout extracurricular management at the Public Elementary School No. 1 Boloh are based on the student's specialization. Meanwhile, the management by the Head of School as the Chair of the Front Cluster Advisory Council is left to the Head of the Home Cluster, the coaches, and assistant coaches who are still carried out in the education unit. Based on these criteria, according to the Ministry of Education and Culture (2014), the model for implementing scout extracurriculars at the Public Elementary School No. 1 Boloh is a regular model in the front group.

3.2 The Character of Students' Responsibility After Participating in Scout Extracurriculars

Students of Public Elementary School No. 1 Boloh after participating in the scout extracurricular show character that is following the indicators of responsibility. Includes 1) Completing all tasks and exercises that are their responsibility; 2) Carry out instructions as well as possible during the learning process; 3) Can set a preset time 4) Serious in doing something; 5) Focus and be consistent; 6) Do not cheat; 7) Diligent and diligent during the learning process (Jeynes, 2019).

The character of this responsibility does not only appear during scouting training but also in classroom learning and students' concern for the environment. The statement of the character of responsibility as a habit in learning was delivered by Informant B.1 and Informant B.2 as class teachers. These indicators of responsibility appear when the teacher gives assignments to students, they are always done and if they must be collected, the collection is often on time. Especially during this pandemic, learning patterns often change, from online, blended, and now face-to-face learning is limited.

Informants C.1 and Informants C.2 as students also expressed concerns about the classroom environment by giving statements during interviews, namely carrying out pickets twice a week. Caring for plants in the classroom garden. From the observations of informants C.1 and C.2, they are happy, enthusiastic, confident individuals, who smile a lot when asked. Even during the interview in giving answers in simple sentences. But it doesn't show a sense of

awkwardness in dealing with researchers who may be considered foreign. Sometimes while having fun playing but still looking at the researcher. Neatly dressed, and don't let the remaining time go to waste.

The above condition is due to the process of habituation of the responsibility character of students by scout coaches through scout extracurricular activities which are also managed with the Among system. The Among system in scouting education is an educational system that provides a happy space, a democratic atmosphere, and is open to students to explore various potentials of themselves, and interact according to separate units. Packaging of routine training activities in a series of opening ceremonies, materials, games, and closing ceremonies with officers from, by, and for students. The presence of the teacher as a coach creates a pleasant atmosphere and still controls the students well. So that there is a balance between the sovereignty of students and the authority of educators (Benninga et al., 2003).

When observing in class, informant C.1 and informant C.2 were busy working on class assignments, given 1 hour by the teacher, but before the time ran out the task was finished, informant C.1 and informant C.2 continued to work on the assignment. others, while studying. In line with Nastiti (2017) who states that in general the attitude of responsibility cannot be separated from something that must be implemented and implemented with the values that are bound in it. Being responsible means carrying out a task seriously, and daring to bear the consequences of one's attitude, words and behavior.

3.3 Principal Support

The Ministry of Education and Culture (2017), stated that the Principal as Chair of the front Gugus Advisory Council has the function of providing support, facilitating, and ensuring the implementation of scout extracurricular activities in schools. Principal support includes 6 indicators, namely: 1) principal and teacher competencies; 2) Competency development and refreshment patterns; 3) Availability of facilities and infrastructure; 4) Learning resources; 5) Financing; and 6) Partnerships.

Judging from the competency indicators of principals and teachers, in Public Elementary School No. 1 Boloh out of 9 coaches, 1 person has a KPD certificate, 6 people have a KML certificate including the principal, and 2 people do not have a diploma. The certificates obtained by each of these supervisors were previously owned by the Boloh State Elementary School 1, while some of them had only recently worked at Public Elementary School No. 1 Boloh. The qualification of a coach is very important for a coach to have. Informant A as the Principal through the policy of budgeting allocates costs for the development and refresher of the competence of the coaches. This statement is in line with the statements of Informants B.1 and B.2 that the Head strongly supports the implementation of scout extracurricular activities at Public Elementary School No. 1 Boloh.

The school principal also delegates authority to the scout coaches to provide follow-up actions after the refresher through front group deliberation. So that any activities that will be carried out for one year have planned achievement and financing strategies. This is also following what was stated by Informant B.1 and Informant B.2 that the programming of activities is carried out through front group deliberation and is discussed again at the beginning of each year. This statement also strengthens the implementation model of regular-based scout extracurriculars.

Support for learning resources from schools for scout extracurriculars is also provided in the form of opening library services in the afternoon when scouting exercises are carried out, namely Friday afternoons and Saturday afternoons. In addition, access to the library before class, during break time, and after school, textbooks that are loaned by the school, and chrome books are following the statements of informants C.1 and C.2 that if you have learning difficulties, you can find answers in the textbooks on loan. as well as libraries. Financing activities are sourced from School Operational Fund (BOS), member fees, and entrepreneurs. Entrepreneurship carried out by students by making corn syrup drinks is the result of a partnership between the Community Development Institute, the surrounding farming community, and scout members of Public Elementary School No. 1 Boloh. What was conveyed by Informant A about making corn hair drink as an entrepreneur is by the statement of Informant C.1 and Informant C.2 that in extracurricular activities they were also taught how to make corn hair drink and various other projects.

School support in scout extracurricular activities is relevant to previous research, that scout extracurricular activities are effective in instilling character values. This can be seen from the accuracy of program targets that have implemented character values, monitoring activities are routinely carried out by the Head of Madrasah and scout coaches (Juwantara, 2019). The principal involved all teachers to become scout coaches, then through deliberation for the front group, the coaches formed the front group management. So that the chairman of the men's Gugus front and the head of the women's Gugus front were elected. As well as the unit builder for each group, namely the standby group and the raising group.

4. Conclusions and Recommendations

The Scout extracurricular application model to shape the character of responsibility at Public Elementary School No. 1 Boloh uses a regular model based on the front group. This model begins with determining extracurricular participants based on specialization, and delegation of authority from the Principal as the Chair of the Front Cluster Advisory Council to teachers as scout coaches to form front group management through front group deliberation. Front group management plans extracurricular management with strategies for achieving SKU and SKK. Types of activities carried out routine practice, exploration, marching, ciphers, and games. The character of students' responsibility after participating in the scout extracurricular has increased significantly, both in classroom learning, towards the environment, as well as

uploading at school. Marked by a) Completing all tasks and exercises for which they are responsible; b) Carry out instructions as well as possible during the learning process; c) Can set the time that has been set; d) Serious in doing something; e) Focus and be consistent; f) Do not cheat; g) Diligent and diligent during the learning process. The school's support for the implementation of scout extracurriculars at Public Elementary School No. 1 Boloh is very complete. The support includes: a) the fulfillment of the competence of principals and teachers through the fulfillment of the qualifications of a scout coach's diploma; 2) a pattern of development and competency refresher, carried out in stages and continuously; 3) Availability of facilities and infrastructure, namely studios, yards, and activity tools; 4) Learning resources, by opening library access, lending package books to students; 5) Financing, sourced from School Operational Fund (BOS), member fees, and entrepreneurship to make corn syrup drinks; 6) Partnership, namely by collaborating with parents, community, health centers, and environmental development institutions.

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Conflict of Interest

The authors declare no conflicts of interest.

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