

# THE IMPLEMENTATION OF A REINFORCEMENT PROGRAMME OF CIVIC SKILLS THROUGH SCOUT EXTRACURRICULAR AT STATE ELEMENTARY SCHOOL 2 PLIKEN, KEMBARAN SUB DISTRICT, BANYUMAS REGENCY

Dinna Nurul Anisa<sup>1\*</sup>, Ana Andriani<sup>2</sup>

<sup>1</sup>Study Program of Primary School Teacher Education, Faculty of Teacher Training and Educational Science, University of Muhammadiyah Purwokerto

<sup>2</sup>Study Program of Primary School Teacher Education, Faculty of Teacher Training and Educational Science, University of Muhammadiyah Purwokerto

Rd. KH. Ahmad Dahlan, Hamlet III, Dukuhwaluh, Kembaran Sub District, Banyumas Regency

[\\*ichaaadn@gmail.com](mailto:*ichaaadn@gmail.com) [ana.andriani@gmail.com](mailto:ana.andriani@gmail.com)

**Abstract:** The ability to manifest the increase in students' self-confidence in the provided scope in the unit of education world in the school coverage is extracurricular, one of which is Scout. The students' character can be formed through Scouting, and they can also have Civic Skills. This research aimed to find out the reinforcement and implementation results of Civic Competence Development through scouting activities at State Elementary School 2 Pliken, Kembaran, Banyumas. This research adopted a descriptive-qualitative approach with a case study technique. The data that was used as references in the ongoing research covered both primary and secondary data. The data collection methods in this research were observation, interview, and documentation. The results of the ongoing research described that there is attitude development in Scout Extracurricular and Civic Skills, realising our rights and obligations as students, participating in scout extracurricular activities, and playing the role of a good citizen in the school environment. Scout extracurriculars can increase the students' character and help them become independent when they grow up.

**Keywords:** *civic skills, extracurricular, scout*

## INTRODUCTION

Education is a very crucial element and a top priority that requires intimate attention from related parties. The main goal of quality education is to realise development. A superior education is an important achievement in this modern era, where technological progress has progressed rapidly. Humans need high-quality education to face the challenges of this increasingly advanced era. Education is a crucial element of human life. Referring to this, Laksono & Widagdo (2018) state that education is an activity that is carried out consciously and structured to develop human potential and form individuals with good levels of intelligence, character, and behaviour. This is expected to help the advancement and honour of the nation and state in the future. The definition above follows the contents of Law No. 20 of 2003, Article 1, Paragraph 1, which contains about:

"Education is a conscious and planned effort to create a learning atmosphere and learning process, so students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the abilities needed by themselves, society, nation, and state.

The quality of Education is an aspect with a positive influence on improving the quality of Education. The quality of education is determined by how systematically and synergistically the teacher's teaching behaviour, student learning behaviour and consequences, lesson content, learning tools, and the learning environment are connected to obtain optimal learning processes and results. Given these various factors, the teacher is crucial to preserving the calibre of learning in the classroom because they have a responsibility to communicate and organise information so that students can easily understand it. According to Andriani & Wakhudin (2020), they stated that the quality of education at present contains several fields and levels of education, up to basic education. The development of the learning process at the current elementary education level often positions students as recipients of lectures from the teacher, which results in a teaching and learning process that tends to be monotonous and makes students lose interest in learning.

One of the activities with a focus on developing the potential of students is the extracurricular programme. Extracurricular activities are activities held outside of class hours with a focus on increasing the potential of students. Pratiwi (2020) stated that these outdoor activities focus more on forming the personalities of students. One of the activities that can develop the character of students is Scouting. Scouting activities are closely related to daily life, so they can assist students in gaining an easier understanding of the material. Scouting activities are also able to improve discipline, independence, and other attitudes.

Scout extracurricular activities are also included in the design of teaching and learning activities that aim to broaden the horizons of students' views, develop their talents and interests, and cultivate the mentality to serve the interests of society. Students who have participated in Scouting Education activities and can apply the Scouting code of honour to everyday life will have good character. Supiana et al. (2019) define extracurricular

activities as several school programmes that are run to provide opportunities for students to increase their potential, talents, interests, and skills.

Scout activities are very beneficial for students. According to Pratiwi (2020), sometimes students are not aware of the benefits contained in Scouting activities; therefore, it is important to provide Scout extracurricular facilities starting at an early age. It is hoped that the presence of Scouts at school will not interfere with the learning achievements of students and can even enhance their experience by providing valuable character education for personality development.

Scout extracurricular is an activity that can build good character and civic skills in students. Rahman et al. (2021) state that extracurricular activities are part of education and are systematically carried out to prepare students to face their future. As citizens, in carrying out their duties, they have the character of citizenship, which is formed when individuals already have citizenship knowledge and abilities. (*Civic Skills*). Civic Skills, as stated by Nduru et al. (2020), are abilities that can be acquired through knowledge and then applied with significant meaning in dealing with problems related to life in society and the country.

Andriani (2019) describes that in the context of civic skills, there is a dimension that includes the ability to actively participate in the life of the nation and state. One example of the implementation of this dimension is civil society, where individuals are actively involved in influencing and overseeing the running of government, political decision-making processes, dealing with social issues, forming coalitions, working together, and managing conflicts.

Citizenship skills (*Civic Skills*) can be implemented from a young age in their role as students in schools, so they can carry out their roles and carry out their rights and obligations in the life of society, nation, and state as members of society who have power and authority. Nduru et al. (2020) state that civic skills include intellectual skills. Critical thinking skills are a very important aspect of forming insightful, effective, and responsible citizens. Critical thinking skills include skills in identifying, describing, explaining, analysing, evaluating, expressing, and defending opinions related to issues that are relevant to the public relationship.

Educators or teachers are expected to teach students how to become good citizens and have citizenship skills from their field of study and Scout extracurricular activities. The

Scout Movement's creators intended for it to have a positive influence on initiatives to enhance students' character and give them training so they can have the attitude of good citizens. Every citizen will develop citizenship skills as they fulfil their civic duties, which will shape their personalities.

## RESEARCH METHOD

The research was conducted at State Elementary School 2 Pliken, located in the District of Kembaran, Banyumas Regency. The research adopted a descriptive-qualitative approach using a case study technique. Referring to Moleong (2010), qualitative research is a type of research with the main objective of gaining a comprehensive understanding of the phenomenon and describing the experiences experienced by research subjects. Following various scientific procedures, research involved gathering data in the form of words and language, taking into account particular natural contexts. A case study, as mentioned by Creswell (dalam Sugiyono, 2018), is a form of qualitative research in which the researcher in-depth explores a specific programme, event, process, activity, or individual. The chosen examples are temporally and contextually constrained, and the researcher systematically gathers comprehensive data through a variety of data collection techniques over a sustained period of time. The subjects of this study consisted of the Principal, the scoutmaster, and four students. Data collection efforts are applied in the form of observation, interviews, and documentation. The results of research with this method describe the phenomena that occur in full and in more detail in the field. The researcher also collects as much data as possible to describe the observed phenomenon, which will then go through further processing and be processed into a description of the research report.

## RESULT AND DISCUSSION

The results of the research regarding the Implementation of the *Civic Skills* program through the Scout extracurricular at State Elementary School 2 Pliken, Kembaran District, Banyumas Regency explained that Scouting activities are mandatory extracurricular activities for students at Elementary 2 Pliken and are carried out every Friday, while the schedule for implementing Scout extracurricular activities is as follows: [TABLE 1]

Table 1.1

## The Schedule of Activity Implementation for Scout Extracurricular

No.	Implementation Time	Implementation
1.	10.00 WIB (Before Midday Prayer)	Alert Scout
2.	13.00 WIB (After Midday Prayer)	Raiser Scout

Scout extracurricular activities at Elementary School 2 Pliken, Kembaran District, Banyumas Regency As seen in Table 1.1, the implementation schedule is divided into 2 levels, namely Scouts on standby and Scouts on call. An alert coach trains scouts at the standby level, while scouts for raisers use separate units for men and women. Sudami (2019) states that Scoutmasters have a role as planners, organisers, implementers, controllers, supervisors, and evaluators in the implementation of Scout extracurricular activities. They are fully responsible for the running of these activities. Scout extracurricular activities at Elementary School 2 Pliken are mandatory. The implementation of Scout activities is very good; students are active in activities and have responsibility for all assignments given by their respective teachers or coaches. The teacher's assessment of students in their daily application in the school environment after participating in extracurricular activities shows that students can understand the content of the material that has been delivered, but some do not. According to Damanik (2014), scouting education has several objectives, including forming good character in the younger generation by having noble personality, character, and morals, instilling a sense of love for the motherland and the spirit of defending the country in the younger generation, and equipping them with the various skills and abilities needed.

Politeness, honesty, persistence, patriotism, tolerance, and negotiation are some of the attitudes that can be formed in a scout's extracurricular activities. Scout extracurricular activities at Elementary School 2 Pliken train students not only in terms of talents and interests but also on how to socialise and behave properly, so they can fulfil the school's vision, namely to produce students with good morals. Lestari (2016) Argues that through extracurricular activities, students are directed to have characteristics that are enduring

and universal, such as honesty, discipline, respect for pluralism, and the ability to empathise and sympathise. All of these aspects are considered very important to support student success in the future.

The results of observations, interviews, and documentation show the effectiveness of Scouting extracurriculars in efforts to strengthen *civic skills* in students who participate in extracurricular activities. Extracurricular activities act as a complement to education because these activities can develop abilities that cannot be developed through learning activities in the classroom. Citizenship skills that are expected to develop with scout extracurricular activities include courtesy, honesty, critical thinking, responsibility, respect for others, patriotism, obedience, and love for the motherland.

Citizenship skills (*Civic Skills*) are abilities that are rooted in citizenship knowledge that are relevant and can be applied to address the problems of national and state life. Citizenship skills (*Civic Skills*) include intellectual abilities (Intellectual Skills) and Participation Skills. Wilke RR. (2003) states that the dimensions of citizenship skills are developed to disseminate the knowledge and skills needed to participate effectively in society. Citizenship skills can be instilled from an early age through their role as students in school. This is intended so that later in the lives of society, nation, and state, they can carry out their roles by exercising their rights and obligations as members of society who are independent and have the appropriate abilities and authority. (Sitompul & Materikuliah, n.d.) As for the tables of citizenship skills, they are as follows:

Table 1.2  
Civic Skills

Intellectual Skills	Identifying Describing Analysing Evaluating Taking and defending positions on public issues
Participation Skills	Interacting Monitoring Influencing

Table 1.2 regarding citizenship skills In Scouting extracurricular activities, the process of improving students' citizenship skills can involve two main aspects of abilities, namely intellectual abilities and participation abilities. Jamaludin et al. (2021) stated that Civic Skills can be used in solving national problems, and the process produces something significant. The process of applying citizenship skills is to identify, analyse, explain, and evaluate. Scout extracurricular activities at Elementary School 2 Pliken, Kembaran District, and Banyumas Regency have seen the strengthening of the Civic Skills programme in several activities, including semaphores, marching rules, cooperation skills, and entrepreneurship in Scouting.



Figure 1.1

Rope Activities



Figure 1.2

Semaphore Gymnastic Activity



Figure 1.3

Line of March Activity

Scout extracurricular activities are a good place and vehicle for student activity. Their talents and expertise can be developed according to their interests and desires. Positive

activities that aim to direct students towards goodness are efforts to train and develop their abilities to become good citizens. This will be a valuable provision for their lives in society.

Plans used in efforts to improve civic skills (*Civic Skills*) In involving students in Scout extracurricular activities, coaches must take certain steps and innovations so that the activities continue according to a predetermined schedule. Based on the researcher's analysis, apart from being a means to strengthen citizenship skills (*Civic Skills*), Scout extracurricular activities are also able to produce other benefits that can be realized. One important aspect of this activity is the ability of coaches to provide examples of good discipline to students during practice. In addition, it is also important for principals, teachers, and other school staff to show discipline during formal hours. Thus, a synergy is created between formal activities at school and non-formal Scout extracurricular activities. Through cooperation between schools and Scout extracurricular activities, students will be able to develop their intellectual abilities and their ability to participate as habits in everyday life. The integration of classroom instruction and the experience gained through Scout's extracurricular activities can help achieve this. Thus, students can apply these abilities consistently in various situations and make them part of their daily lives. Scout extracurricular activities are a good place and vehicle for student activity. Their talents and expertise can be developed according to their interests and desires. Positive activities that aim to direct students towards goodness are efforts to train and develop their abilities to become good citizens. This will be a valuable provision for their lives in society. Plans used in efforts to improve civic skills (*Civic Skills*) In involving students in Scout extracurricular activities, coaches must take certain steps and innovations; thus, these activities continue according to a predetermined schedule. Based on the researcher's analysis, apart from being a means to strengthen citizenship skills (*Civic Skills*), Scout extracurricular activities are also able to produce other benefits that can be realized. One important aspect of this activity is the ability of coaches to provide examples of good discipline to students during practice. In addition, it is also important for principals, teachers, and other school staff to show discipline during formal hours. Thus, a synergy is created between formal activities at school and non-formal Scout extracurricular activities. Through cooperation between schools and Scout extracurricular



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Citizenship skills (*Civic Skills*) will be reflected in students with full awareness when they are able to apply them in a real way. Concrete manifestations of citizenship abilities in students can be seen through their discipline in dressing according to the rules that apply in the school environment, as well as their ability to communicate politely with teachers, peers, and other adults. Through Scout's extracurricular activities, students can develop noble personalities and morals and become independent individuals, both in the school environment and in society. This is related to the application of the values of Dasa Dharma and Pancasila, as well as a sense of love for the nation and the motherland. In addition, Scout extracurricular activities also equip students with useful and reliable skills in social and national life. Thus, these goals can be realized through the active participation of students in the Scout extracurricular program.

## CONCLUSION

This study shows that the implementation of strengthening Civic Skills in Scout extracurriculars in elementary schools includes intellectual abilities (*Intellectual Skills*) and participation skills (*Participation Skills*). Citizenship skills can be applied from an early age through the role of students at school. In the future, they can apply these civic skills to their daily environment, nation, and state. Scout extracurriculars can be an effort to improve the development of *Civic Skills* in students. Teachers or educators need to support students in developing the skills that exist in civic abilities.

Citizenship skills (*Civic Skills*) that were successfully obtained through Scout extracurricular activities play an important role in shaping and developing good character in students, including politeness, honesty, persistence, patriotism, tolerance, and the ability to negotiate. All of these values and abilities are invaluable when accompanying students in achieving good achievements in the intellectual and academic fields. Not all students can develop attitudes that support character and develop civic abilities. Citizenship skills play an important role in shaping the personalities of citizens. This

ability will be a characteristic that is inherent in each individual when they carry out the role of citizenship. Scout extracurricular activities have seen the strengthening of civic skills programs in several Scout activities. Citizenship skills (*Civic Skills*) will manifest in students with full awareness when they are able to interpret them. Scouts are a good place and vehicle for student activity.

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