

STUDENT LIFE SKILLS DEVELOPMENT THROUGH SCOUTING EXTRACURRICULAR ACTIVITIES

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Abstract

The purpose of this research is to know the development of students' life skills through extracurricular scout activities in preparation for interacting in the community, in addition to having skills in academic field students must also be equipped with various life skills. The Scout Movement is one form of non-formal education that aims to help students as part of the community in order to understand the values, attitudes, knowledge and functional skills necessary to build a nation's life and state. The method of research used is qualitative research through case studies conducted by conducting research in the field directly, interviews and documentation studies on the implementation of education of life skills through an extracurricular scout activities at Vocasional High School SMK Teknologi Industri Pembangunan Cimahi.

Keywords: Life Skill, Scout Extracurricular

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui perkembangan kecakapan hidup siswa melalui kegiatan ekstrakurikuler pramuka sebagai persiapan untuk berinteraksi di dalam masyarakat, selain memiliki kecakapan dalam bidang akademik siswa juga harus dibekali dengan berbagai kecakapan hidup. Gerakan kepramukaan merupakan salah satu bentuk Pendidikan non formal yang bertujuan untuk membantu siswa sebagai bagian dari masyarakat agar memahami tentang nilai-nilai, sikap, pengetahuan dan keterampilan fungsional yang diperlukan untuk membangun kehidupan berbangsa dan bernegara. Metode penelitian yang digunakan adalah penelitian kualitatif melalui studi kasus (case study) yang dilakukan dengan cara melakukan penelitian di lapangan secara langsung, wawancara dan studi dokumentasi mengenai implementasi pendidikan kecakapan hidup melalui kegiatan ekstrakurikuler pramuka di SMK Teknologi Industri Pembangunan Cimahi.

Kata Kunci: Kecakapan Hidup, Ekstrakurikuler Pramuka

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INTRODUCTION

National education functions are to develop capabilities and create the character and civilization of a dignified nation in order to educate a nation that aims to develop the potential of learners to become human beings who believe in and have faith in God Almighty, have noble, healthy, knowledgeable, skilled, creative, independent, and become democratic citizens and responsible (Sudjana, 2010). Along with the development of technology, education in Indonesia, there have been developments in various fields, so that the demand to improve the quality of human resources who have personality and independence as provisions in facing competition and demands in the era of the industrial revolution 4.0 is something that must be considered by the government.

The aim of education is essentially an effort to create a learning atmosphere and learning process that can provide students with their life in the future. In addition to the provision of knowledge, students must also be equipped with various life skills (Noor, 2015). Under the Sisdiknas law No. 20 of 2003, indirectly mentioning that students as learners can develop their potential independently without pressure, and students have the right to obtain education about Life skills through scout activities so that they can explore their potential to the fullest. The consideration of the Scout Movement is governed by law number 12 year 2010 stating that the development of personality aimed to develop self-potential and have noble, self-control and life skills for every citizen To achieving community welfare.

Life proficiency is one of the survival skills that a person must have, and students as part of the community must have the ability to survive as a basic provision for interacting in the community. The introduction of life skills education is essentially an effort to minimize the difference (GAP) between the education world with real life so that education will be more realistic and more constectual with daily real life values.

Theoretical studies

Life Skill-oriented education becomes an alternative to prospective education reform to anticipate future demands. So it can be said that life Skill Education is an education that essentially orientation to equip students ' skills that concern aspects of knowledge, attitudes that include physical and mental, and vocational skills related to the development of students so as to face the demands and challenges of life in life.(Wahyuni & Indrasari, 2017). Life skills consist of two types, namely first, the skills of generic life skill consisting of personal prowess (self-skills and thinking skills) and social skills (communication skills with empathy and cooperation skills). Both specific life skill skills consisting of academic proficiency and vocational proficiency (Wahyuni & Indrasari, 2017)

Life Skill is the skill that a person must have in order to be happy in life. Life skill is the proficiency needed to work in addition to academic skills. It is a skill that is owned by a person to be able to face the problems of life actively and proactive so that it can solve the problem. When a person has the courage to live his or her life, that person will live his or her life with a feeling of happiness and gratitude.

Scout Movement is one of the containers that serves to build human resources to have a life skills that actively educate students as the successor generation of the nation to develop into a national succession cadres and able to interact in society To achieve the purpose of life of nation and state. The Scout Movement is one form of non-formal education aimed at helping students as part of the community to understand about the values, attitudes, knowledge and functional skills needed to build National and state life.

The activity of scout at the school in the form of extracurricular conducted aims to associate the knowledge obtained in the condition of the environment that is certainly very different from the condition of the school. If students do not have sensitivity and also self-reliance and skills will certainly be difficult to interact in communities that have a very diverse background. Life skills are very beneficial for students in developing their potential in the future.

To train the students ' life skills, SMK Pembangunan Industri, Cimahi provides an extracurricular scout container as a means of developing a life skills through a variety of Scouting activities, including the practice of Scouting training, line up training, pioneering, Kacu education, bantara education. The inauguration of Kacu, and the inauguration of bantara,

it is hoped that when finished following the training, students are able to develop themselves and have a life skills that can be beneficial to the surrounding community.

Based on the background then the author is interested to examine the development of students' life skills through the extracurricular scout activities in Vocasional High School SMK Teknologi Industri Pembangunan Cimahi

METHOD

This research uses qualitative approach, while the qualitative research method according to Sugiyono (2015: 13) That the method of qualitative research is a method based on the philosophy of Postpositivism This method is also referred to as artistic method, because the research process is more art (less patterned), and is referred to as interachievement of data Found in the field, qualitative research also has natural settings as a source of direct data, descriptive, more processes are turned off in the results, analyses in qualitative research tend to be Inductive analyses and meanings are essential. In this case, research is used to study cases (case study), namely: A study conducted to study intensively about the current background, as well as environmental interactions of a social unit, individuals, groups, institution, or community.

There are two data sources used in this research i.e. primary data and secondary data. Where the primary data is intended is a direct information about the implementation of education of life skills through the extracurricular scout activities. This primary data is later the key data needed in this study, and secondary research data is a personal record, as well as an archive – a written archive as well as an image that is considered relevant. Researchers use these secondary data to reinforce the discovery and complement the information – information that has been collected directly with Scout, coach, Mentor and student. The subject of research is the student of SMK Teknologi Industri Pembangunan as many as 25 people who follow the extracurricular scout. The Location of this research is SMK Teknologi Industri Pembangunan Cimahi.

The data collection methods used are observations, interviews, and document activities. The observation method is conducted with the aim of obtaining information on the implementation of education of life skills through scout extracurricular activities in SMK Teknologi Industri Pembangunan Cimahi. The method of interview used by this research is done to collect information by asking questions to the informant, the research informant which becomes the primary data source determined by the purposive technique. Criteria for determining the research informant is based on consider the position/position, competence and mastery of problems relevant to the research object. Based on these criteria, then the parties that are used as a research informant are as follows: Scoutmaster, trainer, mentor and student as a scout member of SMK Teknologi Industri Pembangunan Cimahi, which is considered to have adequate knowledge or information relating to the implementation of education of life skills through an extracurricular scout activities.

The secondary data source of the study was obtained through various theories and information obtained indirectly from the source, which is a variety of books containing the policy theory of Pu-blik, public policy implementation theory, as well as various documents and Writing about the Scout program, covering photos of the educational activities of life skills through the co-curricular activities in the SMK Teknologi Industri Pembangunan Cimahi.

The instrument on this research is its own researcher, a sample of the main data sources in this study, namely Scoutmaster, trainer, mentor and student in SMK Teknologi Industri Pembangunan Cimahi, While the student team is an additional data source. In this research researchers are also planners, data Collector executor, analyzing, data commentators and also as activity reporter, when conducting observations, interviews and documentation researchers need observation guidelines, guidelines Interviews, cameras and stationery.

This research uses four technical components of data analysis, where the component is a cycle in the research that is: 1) data collection, researchers collect data from observations, interviews, documentation, and then recorded to describe and reflect on what is seen in the field. The collection of such data is done directly and indirectly. 2) data reduction, researchers simplify the data obtained from the field through observation, interviews and documentation. Then the data is processed and presented scientifically. 3) presentation of data, obtained data presented in the form of narrative that makes it easier for researchers to see the idea of research that is then presented more simply. 4) the conclusion, the conclusion is taken thoroughly and carefully so that the conclusions are presented quality and have strong validity.

RESULTS AND DISCUSSION

Results

Scout Activities in SMK Teknologi Industri Pembangunan Cimahi consists of several trainings, and compulsory training that must be attended by the students include: 1) General proficiency, 2) Training P3K, 3) Morse password training, 4) Pioneering training, 5) Scout History Training. Through the compulsory training students also get training in the form of survival ability.

Training in Scout that is generic life skill is given in the form of simulation training, training using educational games, and training because of the Ambalan. The training was organized with the aim that students can form self-skills, thinking skills, giving empathy, forming personality, mentally and also character building, so that it is always an example for the surrounding environment. In addition, students also learn how to survive because students as young generations of the nation's successors must have a level of resilience based on the spirit of Pancasila and uphold the values of togetherness because the future students are expected Able to conduct development for Indonesian society, nation, and country.

In addition to gaining the skills of living generic life skills, through Student Scout training has the opportunity to obtain scholarships. Active students in following the extracurricular scout activities give students an opportunity in the academic field, students get a scholarship and can pursue studies to the university through through the achievement path, and this is one of the life skills of the specific life Skill obtained by students through Scouting activities.

In the activities of Scouting students also have a container of units of work as a means for the Scout enforcers, they are built directly by several agencies, including police, TNI, BPOM RI, MUI, KPU, Department of Health, forestry service and still much more. In the extracurricular scout activities, students have the opportunity to participate in community activities such as in the event of their disasters with a sigber will help, and through the activities of Scouting students can also train souls of Entrepreneurship for survival after graduating from school.

Education of life skills for students through Scout activities is oriented activities to develop the ability and form the character and civilization of the nation dignified in order to educate the life of the Nation, The aim of Indonesia's national education aims to develop the potential of

learners to become human beings who believe and fear the Almighty God, noble morality, healthy sciences, proficient, creative, independent and become citizens who Democratic and responsible can be achieved.

The assessment of the students is conducted with attention to activity and attendance during extracurricular activities. Then the next assessment is the assessment of peer tutor, where through the practice of tutor students can train communication and also train the confidence directly in the field by building a level brother. In addition the SKU rating (General proficiency requirement) is also an important assessment factor for the level increase in the Scout. And the last one that is not less important is the assessment of the ability of students in practicing Tri Satya and basic Darma.

Students get a one-time, weekly education, organized every Saturday. And the scout activity is an extracurricular activity that must be followed by all students at X. Students receive training from a student contractor who is in charge of Scout extracurricular, in addition to the student's coach also get training From coaches, mentors and also peer tutors who are higher-level students. Through various exercises, students gain an understanding of the importance of survival as part of life skills,

Discussion

After following a series of activities of life skills through the scout extracurricular activities, students acquire TKK (special proficiency marks), which are mounted in the right arm shirt surrounding the mark of the Kwarda, through the training activities of the student leadership is well developed, it is followed by the development of the student's character for the better. In addition, education of the life skills students learn also increases their survival ability and adaptability to the surrounding environment.

Adaptability is the ability of living creatures to conform to the environment of his life. There are several ways of adjusting that can be done, namely by adjusting the shape of the body organs, adjustment of body organs work, and behavior in responding to environmental change (Rohadi et al., 2016). According to Zubaidah, 2016, Adaptability is the ability to respond to changes in economic and market conditions as well as mastering new skills quickly. This capability is one of the most needed competencies in the world of 21st century work.

Practice life skills through extracurricular scout activities, teaching students to recognize their own potential and ability to read opportunities and the ability to take risks so that students are able to survive community life. The aim of educational life Skills According to Yuliwulandana, 2015, is : 1) To increase the strength and integrity of the family through education; 2) Teaching concepts and principles relating to family life; 3) Digging personal behaviors and values and assisting community members to understand the behaviors and values of other members; 4) To develop interpersonal skills, which contribute to family welfare; 5) To reduce family problems so that they can increase the productivity of each family member and to support the delivery of family education programs and support appropriate community programs.

CONCLUSION

Students ' active participation in life skills training through scout extracurricular indirectly teaches students to be more confident and have a high level of survival in community

interaction. These survival skills are important skills that students must use and train at all times.

Academically smart alone turns out to be insufficient to interact in a compound society, students as young generations living in the 21st century are required to cherish, socialize well and peacefully coexist in the environment with a very diverse culture (this is a very much appreciated life skill of the 21st century).

The education of the life skills students gained through the extracurricular scout activities in the school have provided positive benefits for the development of the students' character and personality as a manifestation of the students' accountability. Responsibilities toward others, the responsibility of the environment and the responsibility of the one true God as his being.

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