

TRAINING OF BASIC PROFICIENT COURSE (KMD) FOR KWARTIR SCOUT LEADERS BRANCH WEST BANDUNG REGENCY IN INCREASING COMPETENCE THROUGH ADULT EDUCATION METHODS

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Abstract

The background of doing this research is motivated by the statement that in the 2013 curriculum extracurriculars that are required for students to follow are scouting extracurricular scouts are important so that scout coaches must have good competence so that students can develop their potential. The purpose of this study is that researchers can find out how the Basic Advanced Course (KMD) training for Scout Leaders Kwartir Branch of West Bandung Regency in improving competence through adult education methods. The theories used are training theory, adult education, KMD theory, and scouting and competency theory. The method used in this research is descriptive qualitative with a sample of two committee members and eight participants. Data collection techniques using interviews and observation. The results of the research on Basic Advanced Course Training (KMD) for Scoutmasters Kwartir West Bandung Regency in increasing competence through adult education methods that the training went well according to plan and the trainees received benefits that could be applied when they went to school. In addition, the competence of the participants or scout coaches becomes more developed and can foster students in developing their potential when participating in extracurricular activities.

Keywords: KMD, Competence, Training, Adult Education

Abstrak

Latar belakang dilakukannya penelitian ini dilatarbelakangi oleh pernyataan bahwa pada kurikulum tahun 2013 ekstrakurikuler yang diwajibkan untuk diikuti peserta didik adalah kepramukaan ekstrakurikuler pramuka menjadi penting sehingga pembina pramuka harus mempunyai kompetensi yang baik agar siswa dapat mengembangkan potensi diri. Tujuan penelitian ini adalah peneliti dapat mengetahui bagaimana pelatihan Kursus Mahir Dasar (KMD) bagi pembina pramuka Kwartir Cabang Kabupaten Bandung Barat dalam meningkatkan kompetensi melalui metode pendidikan orang dewasa. Teori yang digunakan adalah teori pelatihan, Pendidikan orang dewasa, teori KMD dan kepramukaan serta teori kompetensi. Metode yang digunakan dalam penelitian ini yaitu deskriptif kualitatif dengan sampel dua orang panitia dan delapan orang peserta. Teknik pengumpulan data menggunakan wawancara dan observasi. Hasil dari penelitian Pelatihan Kursus Mahir Dasar (KMD) bagi pembina Pramuka Kwartir Cabang Kabupaten Bandung Barat dalam meningkatkan kompetensi melalui metode pendidikan orang dewasa bahwa pelatihan berjalan dengan baik sesuai rencana serta peserta pelatihan mendapatkan manfaat yang dapat diaplikasikan ketika mereka ke sekolah. Selain itu, para peserta atau pembina pramuka kompetensinya menjadi lebih berkembang dan dapat membina siswa dalam mengembangkan potensinya ketika mengikuti kegiatan ekstrakurikuler.

Kata kunci: KMD, Kompetensi, Pelatihan, Pendidikan Orang Dewasa

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INTRODUCTION

The scouting movement is a place to foster the nation's next generation to educate and foster the millennial generation so that they can develop their potential ranging from spiritual, moral, mental, emotional, and physical to intellectual intelligence so that they can become someone who has a personality who believes in The One Almighty God. Article 3 of Law No. 20 of 2003 concerning the National Education system reads "...has a function to develop capabilities and form a dignified national character and civilization in the context of educating the nation's life, intending to develop the potential of students and be able to become human beings of faith. and piety to God Almighty, noble character, healthy, knowledgeable, creative, independent, and become responsible democratic citizen. The potential in question is the ability possessed by a student either through intra-curricular, co-curricular or extra-curricular abilities.

Scouting is an extracurricular activity that can be followed by students. According to (Arfiah & Sumardjoko, 2017) scouting is an educational process carried out outside the school and family environment in the form of activities that are interesting, fun, healthy and directed, practical, and carried out in the open with the basic principles and methods of scouting whose ultimate goal is the formation of character, character and noble character. Next in the 2013 extracurricular curriculum that students are required to follow is scouting. With this, it can be said that scouting education is an activity that can strengthen psychologically, socially, and culturally so that the development of attitudes and skills can be formed from scouting activities. So for extracurricular activities to run well, scout coaches must have abilities that are following the standards of a scout coach where scout coaches must attend training that can support their abilities. As a scout coach, his role is so important in carrying out extracurricular programs that are required for all students without exception. A scout coach is someone who comes from adult members in the Scout Movement with the responsibility to carry out the duties of Scout Education in the front group. Another thing that needs to be considered by scout coaches is that they must meet the standard requirements for education personnel that has been determined by the Scout Movement. (Daryanto, Prihantono, & Mulatie, 2019).

Improving the competence of scout coaches is needed and becomes a challenge for coaches. Scout coaches must have qualifications that are following the needs of students and according to national standards. To achieve this, it is necessary to take part in training starting from basic advanced training courses or KMD. According to Dessler (Sulaefi, 2017) training is a process in which people achieve certain abilities to help achieve organizational goals, while for KMD According to Dault (Yusro & Habsari, 2019), the result of KMD activities is that participants can become scout coaches at both the alert level, raisers, enforcers, and pandega by using the scouting method in scouting training, it will form a person who has character, nationality, life skills and always cares about the environment according to his level. Scout coaches as adult members, during the implementation of the training, it is necessary to use adult education. Adult education is a science and an art that can help adults learn (Budiwan, 2018).

The implementation of KMD training is very important, so realizing that researchers are interested in researching KMD training for coaches at the Kwartir branch of West Bandung Regency in increasing competence through adult education methods.

LITERATURE REVIEW

Training

Training according to Dessler (Sulaefi, 2017) is a process so that someone can achieve certain abilities they can help someone in achieving the goals of the organization. The benefits of training according to Siagian (Akhyadi & Kaswan, 2018) are: 1) Increasing organizational work productivity; 2) The realization of a harmonious relationship between subordinates and superiors; 3) Helping employees make better decisions; 4) The emergence of encouragement in employees to improve their abilities; 5) The occurrence of an active communication process; 6) Increasing job satisfaction, and 7) There is a favorable climate for the growth of all employees. The purpose of Hani Handoko's training (Setiawan & Hidayat, 2015) is that the training program is made to improve work performance and improve one's performance satisfaction. Each training method will have the same goal, namely to be able to prepare employees so that they can have the required abilities.

Scouting and Basic Advanced Course (KMD)

According to (Arfiah & Sumardjoko, 2017) scouting is an educational process carried out outside the school and family environment in the form of activities that are interesting, fun, healthy and directed, practical, and carried out in the open with the basic principles and methods of scouting whose ultimate goal is the formation of character, character and noble character. KMD According to Dault (Yusro & Habsari, 2019), the results of KMD activities are that participants can become scout coaches both at the alert level, mobilizing enforcers and pandega by using the scouting method in scouting training, it will form a person who has character, nationality, life skills and always care for the environment following the level.

Competence

According to Spencer (Moeheriono, 2009), competence is a characteristic that is the basis of a person who is related to the effectiveness of individual performance at work or individual basic characteristics that have to do with causal criteria that become a reference, effective or excellent performance in any circumstances. According to Sanjaya (Santri, 2017), the purpose of competence is that there are several aspects, namely: 1) Knowledge aspects; 2) Understanding Aspects; and 3) Proficiency Aspects.

Adult Education

According to Marzuki (2012), adult education or andragogy is the process of helping adults to get maximum learning. Some assumptions of adult education that need to be applied and considered, these assumptions include: 1) Adults have a self-concept; 2) Have life experience; 3) Have a readiness to learn to meet other needs; 4) Adults need new knowledge; 5) Learning motivation; and 6) the ability to learn (Musa, 2010).

The principles of adult teaching include: 1) Learners agree and understand each goal in educational activities; 2) Learners want to learn; 3) Informal and friendly learning atmosphere and study space; 4) Students participate in playing and have responsibility for the learning process; 5) The learning process is closely related to student experience; 6) The facilitator understands the learning material, pays attention to sincerity and perseverance; 7) Students can learn according to their abilities, have a sense of self-satisfaction and self-development; 8) The facilitator provides various learning methods and helps grow in the teaching process; 9) The educational process must have a flexible plan in the teaching and learning process (Sunhaji, 2013).

METHODS

The research method used is a qualitative method with a qualitative descriptive approach. According to Sugiyono (2018), qualitative research methods are methods that refer to the philosophy of post-positivism by observing natural objects or as opposed to experimentation, in qualitative research researchers become the main or key actors of research where researchers are more active from the beginning to the end of research activities. . The data collection technique used triangulation technique with data analysis carried out qualitatively or inductively by emphasizing generalization results. Data collection techniques in the form of interviews and observations.

Sources of data can be done in a purposive way, namely the selection with certain considerations and goals (Sugiyono, 2018). The sample selection was carried out randomly or randomly because the selected sample representatives were competent people and could assist in this research. As for the research sample, there are 2 training centers and 8 trainees. By selecting this sample, the researcher can find out how the Basic Advanced Course (KMD) training for Scouts Kwartir Branch of West Bandung Regency increases competence through adult education methods. The location of the study was carried out at the Quarter Scouts of West Bandung Regency, West Java.

RESULTS AND DISCUSSION

Results

The results of the research conducted can be presented as follows:

The first respondent with the initials US said that "The implementation of KMD training for coaches is carried out for all scout coaches in West Bandung district, both at the elementary, junior high, and high school levels. However, at the time of implementation, it was divided into several stages of implementation. The implementation went according to plan and the participants were very enthusiastic during the training. Furthermore, the respondent explained the material presented, according to US "Material presented to the coaches of practice and materials that can support the time of fostering in their respective schools. Starting from the cognitive, affective, and psychomotor aspects that must be developed within the scout coach." Next, the US answered about the results of the KMD training that "Scout coaches can improve competence so that students can develop their potential ranging from spiritual, moral, mental, emotional, physical to intellectual intelligence when participating in scout extracurriculars. In addition, the coaches have been able to practice the results during the KMD training". US respondents explained the benefits of training using adult education methods "Training participants were able to receive the material presented well because the resource persons provided material using the adult education method where participants and resource persons both gave recognition to what the coaches already knew about scouts". Lastly regarding the constraints according to the US that "the perceived obstacle does not exist".

The second respondent, R, said that "At the time of the training, all scout coaches at KBB were participated in, although they were divided into several waves. Participants follow the training well and according to plan. Furthermore, regarding the material presented that "Materials and practices are delivered to KMD training participants using adult education methods". Then, respondent R answered the question of the results and benefits obtained by the participants "Participants gain knowledge in the form of practice and materials that can be used when they

return to their respective schools so that students can develop their potential when participating in scout extracurriculars. As for the benefits, participants gain knowledge and develop self-competence regarding scouting and other benefits, namely participants can quickly grasp the material and also practice because the resource persons use adult education methods". Respondent R said about the obstacles, that "There were no obstacles during implementation, the implementation could go well and according to plan".

Furthermore, the researchers observed the training participants with the following results:

Table 1. Results of Observations of KMD Training Participants

No	Name	Knowledge			Understanding			Skills		
		B	C	K	B	C	K	B	C	K
1	AA	V			V			V		
2	SS		V		V			V		
3	AS		V		V			V		
4	DM	V				V			V	
5	RT		V			V		V		
6	RL		V			V		V		
7	TM	V			V				V	
8	GJ	V			V				V	

Information :

B : Participants have been good in participating in KMD training

C : Participants are quite good in participating in KMD training

K : Participants who are less able to participate in KMD training

Based on the data above, it can be seen that four participants had good knowledge and four participants had sufficient knowledge. Furthermore, regarding understanding, it can be seen that five people are good and three people are quite understanding during the KMD training. Finally, regarding the proficiency, it can be seen that five people are good and three people are quite good at skills.

Discussion

Based on the results of the research, it can be seen that the implementation of KMD for coaches in the KBB branch quarters is going well according to plan by using adult education methods and increasing the competence of scout coaches. During the training process, the resource persons gave appreciation for the knowledge possessed by the participants without any intention of tutoring the participants. This is following the assumptions of adults. This is in line with the opinions (Musa, 2010), which include: 1) Adults have a self-concept; 2) Have life experience; 3) Have a readiness to learn to meet other needs; 4) Adults need new knowledge; 5) Learning motivation; 6) Ability to learn. The method provided by the resource persons made the participants benefit from the KMD training. The benefits of training according to Siagian (Akhyadi & Kaswan, 2018) are: 1) Increasing organizational work productivity; 2) The realization of a harmonious relationship between subordinates and superiors; 3) Helping employees make better decisions; 4) The emergence of encouragement in employees to improve their abilities; 5) The occurrence of an active communication process; 6) Increasing job satisfaction, and 7) There is a favorable climate for the growth of all employees or participants. It is hoped that the goal of the KMD training itself will be achieved where participants can have good competence in nurturing students while at school. . The purpose of

Hani Handoko's training (Setiawan & Hidayat, 2015) is that the training program is made to improve work performance and improve one's performance satisfaction.

Furthermore, judging from the competence of the participants, it can be said that the participants experienced good competence or improvement. According to Sanjaya (Santri, 2017), the purpose of competence is that there are several aspects, namely: 1) Knowledge aspects; 2) Understanding Aspects; and 3) Proficiency Aspects. So that participants can practice after participating in KMD training in their respective schools. This is following the outputs of KMD activities. According to Dault (Yusro & Habsari, 2019), the results of KMD activities are that participants can become scout coaches at both the alert level, enforcer mobilization, and pandega by using the scouting method in scouting training, a person who has character will be formed, nationality, life skills and always care for the environment following the level.

CONCLUSION

Basic Advanced Course (KMD) training for Scoutmasters Kwartir West Bandung Regency in improving competence through adult education methods that the training goes well according to plan and trainees get benefits that can be applied when they go to school. In addition, the competence of the participants or scout coaches becomes more developed and can foster students in developing their potential when participating in extracurricular activities.

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