



CIPP Evaluation Method for the Scout Extracurricular Program Management

Aditya Wibowo¹, Jajang Dede Mulyani²

^{1,2}Fakultas Ilmu-Ilmu Kesehatan, Universitas Jenderal Soedirman, Indonesia
email: adityawibowo3202@gmail.com¹, jajang.dede.mulyani@unsoed.ac.id²

 : <https://doi.org/10.20884/1.paju.2024.6.1.13624>

Abstract

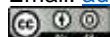
The Scout extracurricular program is an activity outside of regular school hours that focuses on developing character, skills, and leadership through outdoor activities and social interactions. The evaluation of the Scout Extracurricular Program Management is essential to ensure that the program effectively meets the developmental needs of participants and fosters valuable life skills. This research aims to determine the management of the scouting extracurricular program and evaluate the management. The research method is descriptive qualitative research with data collection methods through interviews, observation, and documentation. The sampling method uses snowball sampling. The research data were analyzed through data reduction, presentation, and conclusion drawing. The research reveals that the management of scouting extracurricular programs includes Context, Input, Process, and Product. The evaluation includes delivering extracurricular planning results to parents/guardians, conditioning the implementation of routine training activities, evaluating extracurricular goal indicators, and assessing students.

Keywords: Evaluation, Program Management, Scout Extracurriculars

INTRODUCTION

Extracurricular activities are a component of educating the nation's dynamism through education. Extracurricular programs are activities outside of class hours to help develop students according to their needs, potential, talents, and interests through activities organized explicitly by the school (Ariani & Dewi, 2015). In Indonesia, Scout is an obligation extracurricular at every level of school. The program fosters youth character development, leadership skills, and social responsibility. Participants are expected to engage in various activities, such as community service, outdoor adventures, and teamwork exercises designed to instill values of discipline and cooperation.

Scouting is an activity that is used to train the young generation for development in Indonesia. The scouting program in Indonesia is called Praja Muda Karana (Pramuka). It is an educational process outside the school and the family environment in enjoyable



activities, carried out regularly, getting used to discipline, directed, and fun activities. Pramuka is a healthy and practical outdoor activity that operates the basic principles of scouting and scouting methods. This program aims to shape students' character, create a noble character, be virtuous, and defend the truth (Anas, 2022).

Scouting activities can be used to educate the nation's dynamic and build student's character. According to Nuraini (2021), scouting activities can be used to coach and instill character by applying and developing attitude values in students. Developing this character can be accomplished through creative and fun scouting activities. Scouting activities are based on the principles of Tri satya and Dasa Dharma. Tri Satya is a code of commitment that shows the attitude of nationalism and socialism. Tri Satya is an oath taken by Scouts in Indonesia, committing them to three key promises: to dedicate themselves to God, to love their homeland, and to help others. This oath serves as a moral compass, guiding Scouts in their actions and fostering a sense of responsibility and community service. Dasa Dharma is a scout law that consists of guiding principles that serve as the foundation for the scouts in Indonesia. These principles emphasize faithfulness, patriotism, discipline, and responsibility, guiding scouts' personal development and interactions with others (Dharmayana & Wiguna, 2021).

The achievement of the goals of managing a scouting extracurricular program can be improved through an evaluation. Evaluation activities are critical to developing and improving the quality of school extracurricular program management. Evaluation is an effort to determine the effectiveness of program components in supporting the achievement of goals (Arikunto & Jabar, 2014). Scouting activities have a significant role and influence on students, so evaluation of this program is crucial. The management of scouting extracurricular programs is the responsibility of the school principal and the scout coach. Scouting activities require competent scouting coaches who meet educators' standards (Law of the Republic of Indonesia Number 12 of 2010 concerning the Scout Program). A scout coach is a teacher who guides and mentors Scouts in their activities, helping students develop skills, confidence, and leadership abilities. They are crucial in facilitating learning experiences and supporting and fostering a positive environment that encourages teamwork and personal growth.

Scouting activities are carried out comprehensively by every scout group in Indonesia. According to the Law of the Republic of Indonesia Number 12 of 2010

concerning the Scout program, the scout group is an educational unit and the leading organizational unit of scouting education providers. The scouting activities are active extracurricular activities managed by the school. One of the schools that implements the scouting program is Madrasah Aliyah Negeri (MAN) 1 Banyumas. The implementation of scouting extracurricular activities at MAN 1 Banyumas follows the Law of the Republic of Indonesia Number 12 of 2010 concerning the Scout program, including scouting educators, curriculum, scouting members, scouting activity administrators, activities carried out, and scouting attributes utilized.

The positive effect of the scouting program at MAN 1 Banyumas is the improvement of students' good character, discipline, honesty, respect for others, responsibility and diligence, love for the homeland, religious values, obey the orders of teachers/parents, and can manage their study activity sufficiently. This characteristic can be noticed in how they dress and perform during learning: on time, polite, active, responsible for the activities entrusted, and have high religious values. Despite the positive impacts, the MAN 1 Banyumas scouting program still requires an evaluation of the management of the scouting extracurricular programs.

The evaluation is crucial to enhance the effectiveness and relevance of Scouting in today's rapidly changing society. As youth face diverse challenges, assessing how well the program meets their developmental needs and promotes essential life skills is essential. Focusing on the evaluation process allows stakeholders to identify strengths and areas for improvement, ensuring that the program fosters character development and leadership and adapts to participants' evolving interests and values. This research is crucial for making informed decisions that enhance the overall quality and impact of Scouting in fostering responsible and engaged citizens.

METHOD

This study uses a qualitative descriptive type of research. According to Barlian (2016), qualitative research is a study that seeks to understand the phenomena experienced by the research subject using a naturalistic approach. It aims to find meaning or understanding of phenomena such as behavior, perception, motivation, and action by way of description in the form of words and language. The data collection method in this study uses interviews, observations, and documentation. The informants in this study are

parties related to managing the MAN 1 Banyumas scouting extracurricular program, including Scout Coaches, vice principals, and student members of scouting extracurriculars in the MAN 1 Banyumas. The sampling method used in this study is snowball sampling.

The research instruments consist of interview guidelines, observation guidelines, and documentation guidelines that refer to previous research (Najat, 2017). These are modified according to research needs and validated by experts in Scouting. The data is collected through interviews for relevant information and by applying interactive data analysis techniques. The data analyzed is according to Miles and Huberman (1994), the interactive analysis model is an analysis that uses three flowing flows, namely data reduction, data presentation, and verification/conclusion drawn.

RESULT

This research discusses managing the MAN 1 Banyumas scouting extracurricular program, including Context, Input, Process, and Product. The research results were from interviews with Scout Coaches, Vice Principals for Student Affairs who serve as Vice Chairmen of the Scout Group Supervisory Council, and student members of the Scouting Extracurricular. The results of the analysis of the evaluation of Scout extracurricular management at MAN 1 Banyumas using the CIPP method are described as follows.

1. Context

The MAN 1 Banyumas scouting extracurricular program was planned with a meeting between the Vice Chairman of the Scout Group Supervisory Council and the Scout Supervisor to discuss the scouting activity program and the draft school budget at the beginning of the learning year. The coach coordinated with the management in preparing the Scout's work program. The Scout Coach conveys the result to the Deputy Chairman of the Scout Group Supervisory Assembly in a coordination meeting at the beginning of the year. In this meeting, they discuss the draft and determination of the budget. This statement is based on an interview with Muhammad Firdaus, Scout Group Supervisory Council Deputy Chairman, and Hanna Sherly Filzauni, Ranger Mate.

"At the beginning of each year, a review of each extracurricular activity, now to design activities for one year, both last and new programs plus the budget plan is discussed in a coordination meeting with the supervisor to design the activity and

budget." (Interview with the Scout Group Supervisory Council Deputy Chairman).

"The first plan from administrators is to determine the vision and mission. Our vision is to realize insightful, virtuous, and active scouts. For his mission, they diligently participate in events from inside and outside the country, reviewing the material that will be delivered to the junior, and there are 5M principles, specifically: care, observe, encourage, guide, and supervise".(Interview with Ranger Mate).

Informants from former Ranger Mate Naila Rohma Santia Abida, validated the statement. The strengthening of the statement can be observed through the following interview results.

"At the planning stage, the management and the coach prepare the work program. Then, the coach conveys it to the waka or a meeting between the coach and the waka." (Interview with former Ranger Mate).

2. Input

The scouting extracurricular program of MAN 1 Banyumas was organized by the Scout Group Supervisory Council deputy chairman and Scout Coaches, who detailed the work. The work program is organized according to the fields of management of scouting extracurriculars. In the planning and organizing process, there are general objectives of Scouting, a description of each activity in the form of a detailed work program, management, and funding budget. This finding is based on interview research with Scout Coach and Ranger Mate.

"There are details of activities; previously, there was a budget meeting with students at the beginning. For example, from scouts, 5 activities needed funds; it was calculated based on the total of participants. It discussed all the details needed". (Interview with Scout Coach).

The ranger mate of MAN 1 Banyumas added the information in detail.

"Stakeholders, Rover Mate and Ranger Mate are in line with the chairman of the Crew board or the chairman of the management. The traditional stakeholders are responsible for preserving and implementing customary regulations in the Crew. For example, they reprimanded the wrong, invited them to act according to the rules, and reminded them if there were wrong members. We have the Daily Management Board clerk, who usually handles the administration of correspondence, proposals, and others. The Money Officer will take care of the finances of the rich bank, hold

cash, roof money, and others. The Kajpram is a scout study whose job is to compile material, explain the material, process the material for routine Friday materials, and so on. The scout activity also has a commander program". (Interview with Ranger Mate).

3. Process

The implementation of the Scouting Extracurricular Management in MAN 1 Banyumas is accomplished with the guidance of Scout Coaches and supervision by the school. These activities implement scouting values, including routine training, reception of crew guests and acceptance of prospective enforcers, intermediation, social service, and deliberation activities. The school supervises these activities through teachers from the student affairs sector who supervise each activity outlined in the activity journal. In the implementation and supervision of MAN 1 Banyumas, scouting activities, facilities, and infrastructure support the implementation of activities. MAN 1 Banyumas have fields, halls, studios/secretariats, prayer rooms, computers, printers, and Wifi. The process of extracurricular scout activities at MAN 1 Banyumas is explained by Ranger Mate below.

"The Walisongo and Siti Khadijah Crew have several activity programs such as mandatory routine training for class 10 every Friday, Crew guest reception activities and reception activities for prospective enforcers, intermediation, social service activities, and deliberation activities (Interview with Ranger Mate).

Scout coach of MAN 1 Banyumas strengthens the statement below.

"So far, the school supports the scout activity with facilities and infrastructure. Wifi is provided, computers are available, printers are available, studios are available, prayer rooms are available, and even our drinking water is provided by schools. All the facilities represent the support from the school". (Interview with Scout Coach).

A similar statement was confirmed based on the results of interviews with the Deputy Chairman of the Front Group Supervisory Council, Scout coach, and Ranger Mate.

"Internal supervision: Every activity is like mine. Every day, the student affairs team has a teacher supervising extracurricular activities outlined in the activity journal. For external supervision to be carried out during outside activities, authorization must be obtained from the principal, who must accompany a coach from the vice principal to check the location of the activity. It is for control". (Interview with the Deputy Chairman of the Front Group Supervisory Council).

"We always ask what the material for tomorrow, what the material was yesterday, and where the visit will held; that is our control." (Interview with Scout Coach).

"We from the Ranger Mate, Rover Mate, and stakeholders supervise the friends during the activity; what is lacking, we will help later." (Interview with Ranger Mate).

4. Product

The school carried out the scouting evaluation of MAN 1 Banyumas through the Vice Chairman of the Scout Group Supervisory Council, Scout Coaches, and Scouting Extracurricular Administrators. School evaluations are carried out every 2 months by checking activities. Scout Coach evaluation activities are carried out every time after scouting activities are carried out. Management evaluation activities are carried out, and every activity has been carried out. A written test of scouting material assesses the results of the activity at the end of each semester. The product result of the scouting program at MAN 1 Banyumas is represented in the interview result below.

"The evaluation is carried out every 2 months, which has been carried out and has not been implemented. We use a persuasive approach. The follow-up is increased supervision, increased control". (Interview with the Deputy Chairman of the Front Group Supervisory Council).

"We always evaluate the activity, like the budget needs to be pressed, time conditioning, and punctuality. If we adjust the material to fit our creativity, For follow-up, we always remind the management through the chairman so that we can better manage time and so on". (Interview with Scout Coach).

This statement is strengthened by Ranger Mate's statement below.

"We evaluate the budget management and customary stakeholders, but it is called research and evaluation for the members. Every Thursday, we evaluate. We discussed the shortcomings in the activities from the previous week and prepared for Friday. Before the final exam, there was a routine Friday test, so later, before the final exam, there will be a mass scouting exam about scouting materials." (Interview with Ranger Mate).

DISCUSSION

Management of the Extracurricular Program for Scouting Program at the MAN 1 Banyumas

The scouting extracurricular program shapes students' character. Character education can be carried out through the development of scouting extracurricular activities. In this activity, the students are guided and prepared for the future by debriefing skills such as

leadership, love of the homeland, creativity, good personality, and the cultivation of noble morals (Mislia, Mahmud, and Manda, 2016). The management of extracurricular programs prepared by the MAN 1 Banyumas scouting extracurricular is an effort to realize the goals of Scouting. The context and input of the extracurricular scouting program at MAN 1 Banyumas are included in the development mechanism of a school extracurricular. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 62 of 2014 concerning Extracurricular Activities in Primary and Secondary Education, the extracurricular development process at least contains general objectives, descriptions of each activity, management, and funding.

The process of the extracurricular program for scouting at MAN 1 Banyumas is included in the extracurricular implementation mechanism in which there is a carrying capacity in the form of facilities and infrastructure. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 62 of 2014 concerning Extracurricular Activities in Primary and Secondary Education, implementation activities are carried out by scheduling activities and the existence of carrying capacity in the form of the availability of coaches and the availability of facilities and infrastructure.

The scouting extracurricular program product of MAN 1 Banyumas is included in the assessment and evaluation mechanism for managing school extracurricular programs. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 62 of 2014 concerning Extracurricular Activities in Primary and Secondary Education, the performance of students in extracurricular activities needs to be assessed and described in the report card while evaluation activities are carried out to measure the achievement of goals in each indicator.

The management of the scouting extracurricular program of MAN 1 Banyumas has generally been appropriate in applying the principles and guidelines for implementing extracurriculars. However, several things need to be readjusted to the guidelines for implementing school extracurriculars. It needs to be readjusted in the planning stage; the results of extracurricular work programs have not been submitted to parents/guardians. At the implementation stage, conditions are less conducive. At the evaluation stage, there has been no evaluation of the indicators of extracurricular goals. As stated in the student learning results report, the teacher has not assessed student character at the assessment stage.

Evaluation of the Management of the Extracurricular Program for Scouting at MAN 1 Banyumas

Evaluation is a means to determine the effectiveness of components in supporting the achievement of goals (Arikunto & Jabar, 2014). The evaluation given by the researcher uses the CIPP (Context, Input, Process, and Product) evaluation method (Tayibnapi, 2008). Evaluation context or evaluation context can help in planning a decision, determining the needs to be achieved by a program, and formulating goals. Based on the research results, it was conveyed that the school, coaches, and students had prepared the activity program. In this case, the researcher suggests that at the beginning of each learning year, the results of the extracurricular program planning are submitted to parents/guardians so that parents/guardians are aware of the extracurricular activities carried out by students (Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 62 of 2014 concerning Extracurricular Activities in Primary and Secondary Education).

Input evaluation can help set a decision and determine sources and alternative decisions, plans, strategies, and procedures to achieve program goals. Based on the research results, it was conveyed that the school's strategy in achieving the extracurricular program's goals is supervising extracurricular activities. The school evaluates extracurricular activities with a follow-up evaluation, specifically increased supervision of activities. The researcher suggested that schools use alternative evaluations to achieve the scouting extracurricular program's goals. After the supervision process, schools can evaluate each indicator of the objectives of the scouting extracurricular program, which is followed up with improvements in the next activity cycle (Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 62 of 2014 concerning Extracurricular Activities in Primary and Secondary Education).

The evaluation process can help implement decisions about what should be evaluated. Based on the results of the researcher's observations in routine scouting training activities, it was found that there were other extracurricular exercises whose implementation was adjacent to the scouting extracurriculars. It becomes less conducive if the implementation is carried out in one field. The researcher suggested that in setting the schedule of extracurricular training for Scouting and other extracurriculars that cause the situation to be unconducive, the implementation time can be adjusted, or the school can determine the location of the activity.

Product evaluation can help in making subsequent decisions about the results that have been achieved. Based on the research results, the scouting curriculum conducts an assessment process through a written test of scouting material, which is the primary goal of Scouting, namely the formation of good character and personality in students. In this case, the researcher suggests that the assessment of the results of the scouting extracurricular program can also be carried out by assessing the student's character by the homeroom teacher and described on the student report card.

CONCLUSION

The scouting extracurricular of MAN 1 Banyumas manages to scout extracurricular programs consisting of Context, Input, Process, and Product. The stages include planning, organizing, implementing, supervising, evaluating, and planning and preparing a work program by the Scout Extracurricular Management with the Scout Supervisor. The result is submitted to the Deputy Chairman of the Scout Group Supervisory Council to determine the activity budget. Organizing by carrying out work details by the vice principal and Scout Coaches to facilitate the control of activities and adjustment of work programs contained in the scouting extracurricular management. The implementation of activities includes routine training, reception of Crew guests and acceptance of prospective enforcers, intermediation, social service activities, and deliberation activities.

School supervision manages the implementation of extracurricular activities. Supervisor control is accomplished through the control of management during the activity, such as the supervision of Ranger Mate, Rover Mate, and Customary Stakeholders through the supervision of the performance of management fields. Evaluation is carried out by the vice principal every 2 months by checking activities. The Scout Coach Evaluation is carried out every time scouting activities appear. The management evaluation is carried out during every activity. The Rover and Ranger Mate, Stakeholders, and the Research and Evaluation Division oversee the management evaluation process.

REFERENCE

Anas, R. (2022). Peran guru penjaskes dalam pelaksanaan ekstrakurikuler Pramuka di SMP Negeri Se-Kota Jambi. *Cerdas: Jurnal Pendidikan*, 9, 87–91.

- Ariani, & Dewi. (2015). Manajemen ekstrakurikuler Pramuka. *Manajer Pendidikan*, 9(1), 65–74.
- Arikunto, S., & Jabar, C. S. A. (2014). *Evaluasi program pendidikan*. Jakarta: Bumi Aksara.
- Barlian, E. (2016). *Metodologi penelitian kualitatif dan kuantitatif*. Padang: Sukabina Press.
- Dharmayana, I. W. B., & Wiguna, I. B. A. A. (2021). Peran pendidikan Pramuka dalam menumbuhkan pendidikan karakter anak. *Padma Sari: Jurnal Ilmu Pendidikan*, 1(01), 56–70. <https://doi.org/10.53977/ps.v1i01.352>
- Misia, M., Mahmud, A., & Manda, D. (2016). The implementation of character education through Scout activities. *International Education Studies*, 9(6), 130. <https://doi.org/10.5539/ies.v9n6p130>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. London: Sage.
- Najat, M. (2017). *Pengelolaan kegiatan ekstrakurikuler Palang Merah Remaja (PMR) di MAN 3 Tangerang*.
- Nuraini, D. (2021). *Kegiatan ekstrakurikuler Pramuka sebagai sarana penanaman pendidikan karakter dan pengembangan diri dalam implementasi Kurikulum 2013*. Universitas Muhammadiyah Sidoarjo [Preprint]. <http://eprints.umsida.ac.id/8325/%0Ahttp://eprints.umsida.ac.id/8325/1/4-Dewi%20780019.pdf>
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 63 Tahun 2014 tentang pendidikan kepramukaan sebagai kegiatan ekstrakurikuler wajib pada pendidikan dasar dan pendidikan menengah. (n.d.). <https://jdih.kemdikbud.go.id/> (Accessed on October 10, 2022).
- Tayibnaps, F. Y. (2008). *Evaluasi program dan instrumen evaluasi*. Jakarta: Rineka Cipta.
- Undang-Undang Republik Indonesia Nomor 12 Tahun 2010 tentang Gerakan Pramuka. (n.d.). <https://www.dpr.go.id/> (Accessed on October 10, 2022).