



# Description of Member Disciplines in Scouting Extracurricular Activities at Vocational High School (SMKN) 1 Sintuk Toboh Gadang Padang Pariaman Regency

Ela Laila\*, and Wirdatul 'Aini

Department of Non-Formal Education, Faculty of Education, Universitas Negeri Padang, Padang, Indonesia  
Corresponding author at: \*[elalaila740@yahoo.com](mailto:elalaila740@yahoo.com)

**How to Cite:** Laila, E. & 'Aini, W. (2019). Description of Member Disciplines in Scouting Extracurricular Activities at Vocational High School (SMKN) 1 Sintuk Toboh Gadang Padang Pariaman Regency. *Indonesian Journal of Contemporary Education*, 1(1), 44-48.

## ARTICLE HISTORY

**Received:** January 19<sup>th</sup>, 2019

**Revised:** January 23<sup>th</sup>, 2019

**Accepted:** January 28<sup>th</sup>, 2019

## KEYWORDS

*Disciplines*

*Scouting extracurricular activities*

*Vocational High School*

## ABSTRACT

This study is motivated by the success of scouting activities at Vocational High School (SMKN) 1 Sintuk Toboh Gadang Padang Pariaman Regency. Evident from the high interest of students participating in scout extracurricular activities compared to other extracurricular activities, scouting members participated, seriously participated in the activities, outstanding members participated in various competitions within the Province and outside the province. The researcher suspects the cause of the success of the activity due to the discipline of scout members. This type of study is descriptive quantitative. The population in the study were 82 scout members. The sampling technique uses Stratified Random Sampling. Samples were taken in each class as much as 60%, namely 49 members. The technique of collecting data uses a questionnaire. The data collection tool uses a questionnaire. The data analysis technique uses the percentage formula. The results of the study show the discipline of scout members from aspects (1) mental attitude, (2) implementation of rules, (3) behavior, categorized very well. It was proven that most students stated "often" from the statement given.

*This is an open access article under the CC-BY-SA license.*



## 1. INTRODUCTION

The success of true education is to be able to change the behavior of students to become intelligent human beings in the environment in which they are located. Education does not only cover intellectual development which is characterized by mastery of material and knowledge (Afifah, 2019; Eferen, 2010; Moran, 2011; Suprapti, 2019). However, the abilities of talents and skills within members also need to be developed in an integrated manner. This is in accordance with the opinion of Ki Hajar Dewantara in Panjaitan (2014: 84), that education is an effort to advance the growth of character (character), mind (intellect), therefore education covers all efforts in the development of children, both physically and psychologically. The development of member talents is not only done in a class that has been structured through the curriculum but can also be done outside the curriculum structure so that students have emotional and intellectual stability that is useful for themselves as individuals and lives in society (Pituch, 2006; Sadiman, 2012; Uno, 2008; Wena, 2014; Yuliandar, 2018).

To achieve educational goals can be obtained through three channels, namely formal, non-formal, and informal. According to 'Aini (2006), out-of-school education is a series of structured activities outside the school system, carried out in a manner that serves the students to achieve their learning goals. Extracurricular activities are a form of non-formal education that can shape and develop the talents of members outside the academic field. One

form of extracurricular activities is scouting. According to Azwar (2012: 5) explaining scout is one form of education held outside the school and family education environment held in the form of fun and interesting activities based on four basic principles of scouting namely faith and piety to the Almighty God and concerned with fellow. So that scout activities run well and goals are achieved, then the discipline of members is needed in carrying out activities. The discipline possessed by scout members according to Hanum (2018: 43) is where a person's condition in doing so can always be to master himself, where the discipline in them is contained in the school order, and obedience to all regulations and can control themselves in deviant behavior.

As found in Vocational High School (SMKN) 1 of Sintuk Toboh Gadang, scout activities are one of the extracurricular activities that must be carried out from several existing extracurricular activities. Scout activities in N 1 Sintuk Vocational High School Toboh Gadang are extracurricular activities that are most in demand by students among other extracurricular activities. this is evident from the last three years the interest of scout members has increased, namely in 2016 as many as 75 members, 2017 as many as 86 members, 2018 as many as 98 members.

Based on the results of observations and interviews that the author did on March 17, 2018, at SMKN 1 Sintuk Toboh Gadang with Mr. Beni Azwar who served as a scout trainer explained that this scout activity aims to shape character, development of potential, and interest members and to shape character and

members character. Before becoming a member of the scout students must say and instill the promise in each of them, Scout coach also explains the rules that must be obeyed by students during the activity, if there is a violation it will be subject to sanctions.

Scouting extracurricular activities are routinely held once a week, namely on Saturday at 14.00-18.00 WIB (Western time zone in Indonesia) consisting of 85 active students, the trainer also explained the total number of scout members as many as 98 students, but only 85 members were active because the rest of the class XII children were more focused on the exam, so it's not included in the practice. This scouting extracurricular activity was fostered by one coach's brother, two coaches, and four alumni assistants. The process of activities provided by the trainers is fun for the members because the members are not focused on always practicing, the trainers also provide material in the classroom before going to the field. In addition, activities are also interspersed with games or games that make scout members not saturated during the activity.

This scouting activity also attracted the attention of members because, 1) every year the scouting members of SMKN 1 Sintuk Toboh Gadang took to the junior high and elementary schools in Sintuk Toboh Gadang sub-district as coaches and assistant coaches both at school and outside the school, 2) during Scout member extracurricular activities will be trained and handed down to the field to take part in the race, and be given a certificate. The certificate is a condition for the members to get a scholarship, 3) after graduating from the School (alumni) may accompany and assist the superintendent to train his younger siblings in scout training.

Furthermore, in addition to the scout trainer the writer also conducted an interview with Mr. Busraini as the Principal of SMKN 1 Sintuk Toboh Gadang on March 19, 2018, saying that scout members also participated actively in participating in the series of scout activities ranging from training to various competitions. In training the scout members are not only present at the event but must follow all series of activities from the beginning to the end, if not the members will be punished by the trainer, Mr. Busraini also adds scout activities to SMK N 1 Sintuk Toboh Gadang in terms of implementation. This success is evident from the achievement of scout extracurricular activities in various fields of activities contested both in the Province of West Sumatra and between Provinces in Sumatra.

The many achievements of scout members in various competitions, both between scout enforcers throughout West Sumatra and between Provinces in Sumatra, this illustrates that the scout extracurricular activities of SMKN 1 Sintuk Toboh Gadang have succeeded. The success of this activity certainly requires member discipline in each activity. In line with Saifuddin (2018: 64) reveals that student achievement is influenced by motivational factors that exist within students, besides that student achievement is also influenced by discipline. The emergence of these influences reveals that the higher the discipline of a student, the better the achievement is achieved, on the contrary, the lower the level of discipline that is in a person then the achievement obtained will be also low.

Mustofah (2015: 41) the running of a process of education in a school will not succeed if there is no application of discipline to students. Discipline is the ability to use the time to do positive things to achieve-achievement. Discipline owned by scout members is a determining factor for the success or failure of activities, this is in accordance with Efferin (2010: 103) discipline as the key to the success of activities that are the basis of all rules or procedures that are a condition of all types of activities or activities. Obeying or obeying is discipline and discipline is the beginning of success.

Regarding this phenomenon, scout extracurricular activities in SMKN 1 Sintuk Toboh Gadang can be said to have succeeded in achieving their goals. This is evidenced by the high interest of students participating in scout extracurricular activities compared to other extracurricular activities, scout members participate in scout activities, scout members excel in participate in various fields of competition between scout movers in the Province and outside the province, seriously participating in each series of scout activities both in the field and in the provision of material in the classroom by coaches. This is thought to occur because of the discipline of the scout members, the better the level of discipline possessed by scout members, the more successful the scout activities in achieving their goals.

Based on this, the authors are interested in further researching the discipline of members in Scout extracurricular activities at SMKN 1 Sintuk Toboh Gadang. Hill (2009: 43) reveals several aspects of the discipline, namely: mental attitude, implementation of rules, behavior.

## 2. METHODS

This type of study is quantitative in nature descriptive. The population in this study were students who took part in scout extracurricular activities at SMKN 1 Sintuk Toboh Gadang, amounting to 82 students. The study sample was taken 60%, namely as many as 49 students. The technique used is stratified random sampling. For data collection and techniques, questionnaires are used while data collection tools are in the form of statement sheets. The data analysis technique uses quantitative descriptive techniques with percentage calculations.

## 3. RESULTS AND DISCUSSION

### 3.1 Descriptions of Mental Attitudes of Members in Scouting Activities at SMKN 1 Sintuk Toboh Gadang

Data on members discipline of the mental attitudes are discussed through three indicators, namely 1) habituation or training with 4 item statements, 2) self-control or character with 4 item statements and 3) self-control or mind with 4 item statements. Then the total number of statements is twelve statements with alternative answers are always (SL), often (SR), rarely (JR), never (TP). Data are grouped according to the score and the percentage is calculated. For more details, see the following histogram.

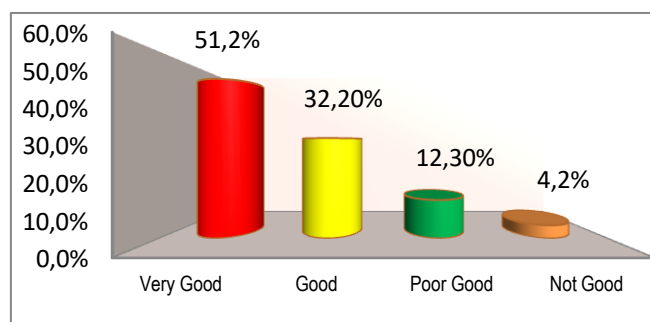


Fig 1. Histogram of Member's Attitudes in Scout Activities

Based on the histogram above, it can be explained that the majority of respondents chose the alternative answer always (SL), which is as many as 51.2% of respondents chose the alternative answer always, 32.3% of respondents chose alternative answers frequently (SR), 12.3% chose alternative answers rarely (JR), 4.2% chose alternative answers never (TP). Then it can be concluded that the discipline of scout members from the mental attitude aspect of Sintuk Toboh Gadang N 1 Vocational School in Padang

Pariaman Regency is categorized very well. This is evidenced by the majority of respondents giving always (SL) and frequent (SR) statements, this means that scout members are used to preparing tools before starting training, being independent, disciplined, responsible, scout members shaking hands when meeting with trainers, members asking politely, practice continuously, control yourself to behave naturally and obey all rules.

### 3.2 Description of the Implementation of Rules in Scout Activities at 1 SMK N Sintuk Toboh Gadang

Data on rules regulation is discussed through three indicators, namely 1) compliance with regulations with 5 item statements, 2) timeliness with 4 item statements, 3) understanding regulations with 4 item statements. Then the total number of statements is fourteen statements with alternative answers are always (SL), often (SR), rarely (JR), never (TP). Data are grouped according to the score and the percentage is calculated. For more details, see the following histogram:

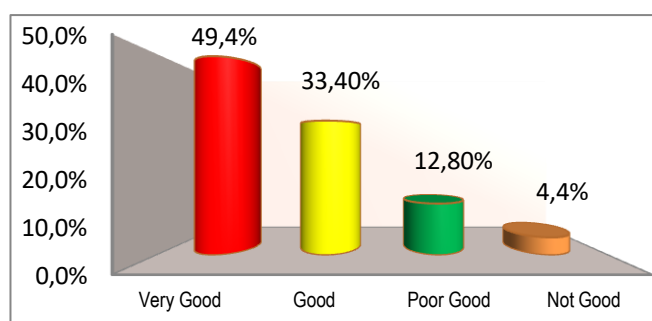


Fig 2. Histogram of Implementation of Rules in Scout Activities

Based on the histogram above, it can be explained that most of the respondents chose the alternative answer always (SL), which is 49.4%, followed by 33.4% of respondents choosing alternative answers often, while as many as 12.8% of respondents choosing alternative answers rarely, and 4, 4% of respondents chose alternative answers never. So it can be concluded that the discipline of scout members from the aspect of government regulation in SMK N 1 Sintuk Toboh Gadang in Padang Pariaman Regency is categorized very well. Very good category is obtained from the percentage of respondents who choose alternative answers always (SL), this means that this means that each practice scout members have obeyed the rules that have been applied, always use full attributes, tidy up scouting tools after training, attend and collect assignments on time, turn off the cellphone when training and respect each other.

### 3.3 Description of Member Behavior in Scout Activities at SMKN 1 Sintuk Toboh Gadang

Data about member behavior in scout activities are discussed through three indicators, namely 1) fair behavior in training with 4 item statements, 2) sincerity in activities with 4 item statements, 3) orderly in activities with 4 item statements. Then the total number of statements is twelve statements with alternative answers are always (SL), often (SR), rarely (JR), never (TP). Data are grouped according to the score and the percentage is calculated. For more details, see the following histogram.

Based on the histogram above, it can be explained that the majority of respondents always chose alternative answers as much as 51.0%, followed by 32.0% of respondents choosing alternative answers frequently, while as many as 13.0% of respondents choosing alternative answers rarely, and 4.0% of respondents choose alternative answers never.

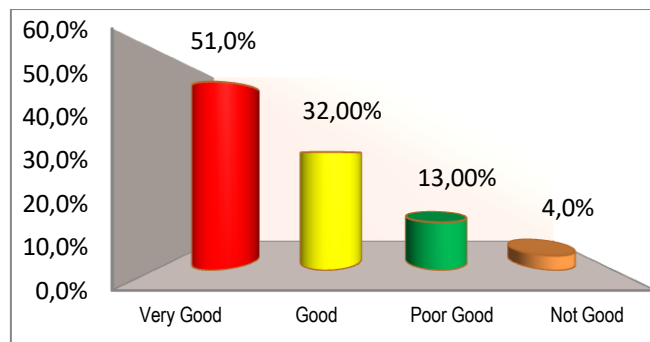


Fig 3. Histogram of Member Behavior in Scout Activities

Then it can be concluded that the discipline of scout members from aspects of behavior in SMK 1 Sintuk Toboh Gadang in Padang Pariaman Regency is categorized very well. A very good category is obtained from the percentage of respondents who choose the alternative answer always (SL) and followed by respondents who choose alternative answers often (SR), this means the attitude of members to return after the activity ends, maintain school facilities, return scouting tools after training, asking permission if unable to attend, orderly in line, following all the series in the activity and telling the truth.

## Discussion

Based on the results of the research that has been done, it will be presented in the following discussion:

### 1. Descriptions of Mental Attitudes of Members in Scout Activities in SMKN 1 Sintuk Toboh Gadang

Based on the findings and results of data processing seen in the previous percentage recapitulation that the discipline of scout members in SMKN 1 Sintuk Toboh Gadang is classified as very good on aspects of mental attitude. This means that scout members are used to preparing tools before starting the training, scout members shake hands when meeting the coach, ask the coach politely, practice familiarizing members to be more independent, responsible and disciplined. It can be illustrated that the cultivation of mental attitudes such as getting used to continuous practice, controlling oneself to behave naturally and obey all rules so that they can bring the members to behave discipline.

Mental attitude can show one's discipline behavior, in accordance with the opinion of Hill (2009: 43) mental attitude is obedient and orderly attitude as a result or development of practice, mind control or character, a combination of attitudes and cultural value systems become directors and guidelines to realize mental attitudes in the form of actions or behaviors, which form a personality pattern that shows discipline or undisciplined behavior. Sulaiman (2013: 14) adolescents who have a mental attitude, will have a high level of discipline, because mental attitude is an obedient and orderly attitude as a result or development of practice, have a good understanding of the regulatory system of behavior, norms, criteria, and standards in such a way, so that understanding fosters a deep understanding and has a reasonable attitude, shows sincerity to obey all things carefully, orderly well.

### 2. Description of the implementation of rules in Scout Activities in SMKN 1 Sintuk Toboh Gadang

While the findings and results of data processing seen in the previous percentage recapitulation that the discipline of scout members in SMKN 1 Sintuk Toboh Gadang is classified as very good on aspects of implementing the rules. This means that scout

members are obedient to the rules, use complete attributes when training, turn off their cellphones while participating in scout activities, attend and collect tasks on time, comply with the rules that have been made, respect each other.

It can be described that the more a rule is implemented, the better the discipline of members. Sharp (2009: 98) children and adults can develop if they already understand the rules and will have good discipline. In disciplines that need to be understood is a rule and norm, criterion or standard, and awareness that is generally from within itself, this is a requirement to achieve the goals to be achieved. In line with the opinion of Hill (2009: 43) with the implementation of a rule and norm that fosters awareness and adherence to the rules of norms, the standard criteria are requirements to achieve success (discipline).

### 3. Description of Member Behavior in Scout Activities at SMKN 1 Sintuk Toboh Gadang

Based on the findings and results of data processing seen in the previous percentage recapitulation that the discipline of scout members in SMKN 1 Sintuk Toboh Gadang is classified as very good in aspects of behavior. This means that scout members are fair in their activities, go home after the activity ends, maintain all facilities, earnestly follow activities, work together with the team, orderly during the activity. It can be illustrated that the behavior of members in acting such as behaving naturally in activities, seriously participating in activities, orderly in activities can bring members to behave in a disciplined manner.

Pridjodarminto in Ernawati (2016: 121) reasonable behavior will show sincerity to obey all things carefully and orderly. Such attitudes and behaviors are created through the process of being built, education and experience or introduction of the environment itself, from these processes a discipline will emerge that will make him distinguish what things must be done, must be done, which should be done. A stoic attitude that is voluntary in obeying the rules and aware of its duties and responsibilities, will obey all of its duties properly, not on compulsion.

## 4. CONCLUSION

Based on the results of the research and discussion of the description of the members' discipline in scout extracurricular activities in SMK 1 Sintuk Toboh Gadang, Padang Pariaman Regency can be summarized as follows:

1. Description of members discipline seen from the aspect of mental attitude is very good. This can be seen from the majority of respondents giving frequent statements. With the practice of practice that continues to make scout members become disciplined, members are used to controlling themselves to behave naturally and obey all rules that bring members to behave discipline.
2. Description of members discipline viewed from the aspect of implementing the rules has been very good. This can be seen from the majority of respondents giving frequent statements. each practice scout members adhere to the rules that have been applied, use complete attributes, tidy up scouting equipment after training, attend and collect assignments on time, and understand the system rules and norms that apply.
3. The description of members discipline seen from the aspect of behavior is very good. This can be seen in the behavior of members in acting such as behaving naturally in activities, taking seriously the activities, and orderly in every activity. most respondents gave frequent statements.

## REFERENCES

- Affiah, A., Khoiri, M., & Qomaria, N. (2019). Mathematics Preservice Teachers' Views on Mathematical Literacy. *International Journal of Trends in Mathematics Education Research*, 1(3).
- Aini, W. (2006). *Konsep pendidikan luar sekolah*. Padang: PLS FIP UNP.
- Arikunto, S. (2014). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Azwar, Azrul. 2012. *Mengenal Gerakan Pramuka*. Jakarta : Esensi Erlangga Grup.
- Hanum H. Solfema. Jalius. 2018. Gambaran Kepemimpinan Pembina Kegiatan Ekstrakurikuler Pramuka di SMA N Adabiah Padang. *Jurnal Pendidikan Luar Sekolah*, Volume 1 No.1
- Efferen, S. Bonnie Soeharman. 2010. *Semi Perang Sun 21 Dan Sistem Pengendalian Manajemen Filosofi dan Aplikasi* . Jakarta: Pt Graha Media.
- Ernawati, Ika. 2016. Pengaruh Layanan Informasi dan Bimbingan Pribadi Terhadap Kedisiplinan Siswa Kelas XII MA Cokroaminoto Wanadadi Banjarnegara Tahun Ajaran 2014/2015. *Jurnal Bimbingan dan Konseling*. Vol.1 No 1
- Hill, Napoleon. 2009. *Secret Of Napoleon Hills Mid*. Jakarta: PT Cahaya Insan Suci.
- Latif, Mukhtar. Dkk. 2016. *Orientasi baru pendidikan anak usia dini*. Jakarta: Prenada media group.
- Margaryan, A., Littlejohn, A., & Vojt, G. (2011). Are digital natives a myth or reality? University students' use of digital technologies. *Computers & education*, 56(2), 429-440.
- Mulyasana, Dedi. *Pendidikan Bermutu dan Berdaya Saing*. Bandung: Remaja Rosdakarya.
- Moran, M., Seaman, J., & Tinti-Kane, H. (2011). Teaching, Learning, and Sharing: How Today's Higher Education Faculty Use Social Media. *Babson Survey Research Group*.
- Mustofah, Jejen. 2018. *Manajemen Pendidikan Aplikasi, Strategi, dan Inovasi*. Jakarta: Prenada Media Grup.
- Muslim, M. M. & Ismaniar. (2018). Hubungan Keterampilan Mengajar dengan Perilaku Belajar Menurut Peserta Didik di MDA Baitul Ikhlas Kecamatan Bayang Kabupaten Pesisir Selatan. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 1(4), 457-465. <https://doi.org/10.5281/zenodo.1483020>.
- Oliver, M., & Trigwell, K. (2005). Can 'blended learning' be redeemed?. *E-learning and Digital Media*, 2(1), 17-26.
- Pamungkas, A. H. & Sunarti, V. (2018). *Buku Ajar PKBM Menjawab Tantangan SDG's Melalui Program Literasi*. (W. A. Wahyudi, Ed.). Padang: Jurusan Pendidikan Luar Sekolah Fakultas Ilmu Pendidikan Universitas Negeri Padang.
- Pamungkas, A. H., Sunarti, V., & Wahyudi, W. A. (2018). PKBM dalam Peningkatan Pertumbuhan Ekonomi dan Kesejahteraan Hidup Masyarakat Sesuai Target SDG's. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 1(3), 301-307..
- Pituch, K. A., & Lee, Y. K. (2006). The influence of system characteristics on e-learning use. *Computers & Education*, 47(2), 222-244.
- Poerwoko. 2012. *Pemberdayaan Masyarakat Dalam Perspektif Kebijakan Publik*. Bandung: Alfabeta.
- Ramadani dan Syur'aini. 2018. Gambaran Kompetensi Profesional Tutor Menurut Warga Belajar Pada Program Kesetaraan Paket B Di Pkbm Legusa Kabupaten Lima Puluh Kota. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 1(4).
- Rusman. 2017. *Belajar dan Pembelajaran: Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana.
- Sadiman, A. S. (2012) *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Rajawali Pers.
- Saifuddin. 2018. *Pengelolaan Pembelajaran Teoretis dan Praktis*. Yogyakarta: CV Budi Utama.
- Saputra, A., Wahid, S., & Ismaniar. (2018). Strategi Pembelajaran Instruktur Menurut Warga Belajar pada Pelatihan Menyulam. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 1(1), 10-15.

- <https://doi.org/10.5281/zenodo.1186387>.
- Sardiman, A. (2012). *Interaksi & Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo Persada.
- Siregar, N. Irawani. 2010. Pengaruh Motivasi Berprestasi dan Disiplin Kerja Terhadap Kinerja Pegawai PDAM Tirtanadi Provinsi Sumatera Utara Cabang Medan Kota. *Jurnal analitika*.
- Solfema, Wahid, S., & Pamungkas, A. H. (2018). Alat Permainan Edukatif (APE) Berbasis Bahan Lingkungan dalam Mengatasi Permasalahan Pembelajaran Pendidikan Anak Usia Dini. *Kolokium: Pendidikan Luar Sekolah*, 6(2), 107–111. <https://doi.org/10.5281/zenodo.1471716>.
- Suprapti, E., Mursyidah, H., & Inganah, S. (2019). Improving Students' Learning Outcomes Using 4Me Module with Cooperative Learning. *International Journal of Trends in Mathematics Education Research*, 1(2).
- Sulaiman, Bilal Zavanna. 2013. Hubungan Persepsi Kesesakan dan Kematangan Emosi Dengan Disiplin Berlalu Lintas pada Remaja Akhir SMA N 1, SMA N 3, Dan SMA N 4 Kota Malang. *Jurnal Pendidikan*.
- Tohani, Entoh. 2015. Dampak Pendidikan Kewirausahaan Masyarakat (PkuM) Dalam Konteks Pemberdayaan Masyarakat. *SINTA* 3,10 (1).
- Uno, H. B. (2008). *Orientasi Baru dalam Psikologi Pembelajaran*. Jakarta: Bumi Aksara.
- Waspodo, Muktiono. 2007. Strategi Pembelajaran dan Efikasi Diri Warga Belajar Terhadap Capaian Belajar. *SINTA* 3, 2(2).
- Wena, M. (2014). *Strategi Pembelajaran Inovatif Kontenporer*. Jakarta: Bumi Aksara.
- Yulianda, Indah dan Vevi Sunarti. 2018. Gambaran Strategi Pembelajaran Instruktur pada Program Kursus Bahasa Inggris di Hem's Institute Kota Padang. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 1(4).