

Evaluation of Scout Activities as a Means of Character Formation at the Junior High School Level: An Analytical Review

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ABSTRACT

This research aims to find out: the context of Scout Extracurriculars in shaping student character; input to Scout Extracurriculars in shaping student character; the process of Scout Extracurriculars in shaping student character; and projects for Scout Extracurriculars in shaping student character. This research uses evaluation research. Research activities to collect data and present accurate and objective information regarding Scout extracurriculars at SMP Negeri 35 Medan based on established criteria. The results of this evaluation research show that the context aspect shows that the character of Scout students has been implemented well, but the support from the preparation of Scout extracurricular activities and the input aspect have been implemented well with the components in scouting development and aspects of the process of forming the character of Scout students from the implementation of Scout extracurricular activities. Not yet fully included in the planning document, the product aspects of Scout student character formation in the implementation of the evaluation are carried out only independently based on the coach's observations. The usefulness of the results of this evaluation will direct coaches to realize complex learning outcomes and build growth in learning experiences for students.

KEYWORDS

evaluation; extracurricular; scout; character

INTRODUCTION

Scouting is the only scouting educational organization that has a legal basis from the government after the amalgamation of all scouting. Scouting is a non-formal education enriched with scouting values and carried out according to scouting methods.

Mandatory Extracurricular Scout Education, better known as EWPK, is the application of Scout Education in everyday learning. Students are invited to explore the material studied further using the scouting method. The ultimate goal of Scouting education is to produce students with character who have life skills, good health, and concern for the environment. Extracurricular activities from scouting, or what is called scouting, are a learning process for someone to experience an activity that leads them to control, solve solutions, and find implications that can affect their surroundings. This can be seen in how to control critical or dangerous situations, control one's emotions in solitude, and two other experiences that shape a person's character as a leader.

Triana et al. (2020) wrote that the main activities are curricular and extracurricular. Curriculum activities are the main educational activities that involve students and teachers and include teaching and learning processes, deepening knowledge material related to the

abilities required by students, and educational goals. Meanwhile, extracurricular activities are an effort to develop the school curriculum, which is related to how students can apply the knowledge they have gained from school to the surrounding environment. The Directorate of Primary Schools explains that extracurricular activities are a means of developing students' potential and can have a positive impact on strengthening character education. Students are expected to be able to develop the character of the Pancasila student profile, namely: (1) global diversity; (2) working together; (3) creativity; (4) critical reasoning; (5) independence; and (6) faithfulness, devoted to God Almighty. One, and have noble character.

Scout extracurriculars are one of the mandatory extracurriculars at school. This is regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 63 of 2014, Article 2, which reads: "(1) Scouting education is carried out as a mandatory extracurricular activity in primary and secondary education; (2) compulsory extracurricular activities are extracurricular activities that must be participated in by all students."

"Scouting education in the national education system is included in the non-formal education pathway, which is enriched by education in the values of the Scout Movement in the formation of personalities who have noble character, patriotic spirit, obey the law, are disciplined, uphold the noble values of the nation, and have life skills. The Scout movement is the name of an organization outside the home and also outside the school that uses basic scouting principles and scouting education methods. Scouting education itself is a learning process carried out in the open air in various forms of six activities that are packaged in an interesting, fun, healthy, focused, organized, and also very challenging way. Education and application are based on scouting principles, and this scouting education method has the ultimate goal, namely the formation of personality, character, noble morals, and life skills (Kwarnas Pramuka Movement, 2014).

At SMP Negeri 35 Medan, assessment of the implementation of Scout extracurricular activities is only carried out as a routine without any form or format of assessment. Assessment of scouting activities only takes the form of photo documentation; students who take part in activities do not receive forms of assessment such as anecdotes, learning results reports, and other assessment formats. This makes it seem as if scouting activities are carried out at school as a meeting place to gather and spend time without any feedback from students. Then, during the implementation of the seven extracurricular scout activities, there were no digital teaching materials that could be used as learning resources for students.

In contrast, Prianto (2016) stated that the implementation of the scout program is a non-academic activity that only a few students participate in. Some students think the Boy Scouts program is not a graduation requirement, and their parents do too. Parents most likely want their children to succeed in their studies and get high grades. Therefore, some parents neglect their children to engage in activities other than academics and only allow them to learn about compulsory subjects at school. As one of the mandatory extracurricular activities, the scouting program is considered an activity outside of students' main learning activities. In general, only a few parents support their children's involvement in scouting programs because they believe that it will interfere with their learning activities. The problem that occurs in extracurricular learning today is that teachers do not appreciate the character education of students at school by fostering a sense of responsibility, faith demonstrated through organizational activities, appreciation of one's abilities in leadership, and preventing inappropriate associations for students with the rise of drug abuse, indiscipline, and so on.

Munthe (2015) explains program evaluation as a process of searching for information, finding information, and determining information that is presented systematically about the planning, values, objectives, benefits, effectiveness, and suitability of something to the criteria and objectives that have been set.

Evaluation, according to Hidayat (2019), is essentially a process of making decisions about the value of an object. Value judgments are not only based on measurement results (quantitative description); they can also be based on observation results (qualitative description). Measurements that are based on measurement results (measurement) and not based on measurement results (nonmeasurement) ultimately produce value decisions about the object being assessed.

Mursell (1995) wrote about three main things that can be evaluated in learning: (a) the direct results of learning efforts; (b) transfer as a result of learning; and (c) the learning process itself. Evaluation is the result of the implications of someone's thinking and learning. A disciplined way of thinking is when someone who thinks seriously will not let the ideas and concepts he is thinking about wander, but he will direct them all towards a goal.

Rahayu (2019) wrote that evaluation is a follow-up carried out to find out to what extent the lessons delivered by educators can be understood by students. Evaluations can be carried out every day, every month, and every semester, and there is even a final stage evaluation. With evaluation, educators can map the level of students' abilities in a lesson and determine which students have high, medium, and lagging abilities. So, after knowing the abilities of students, educators can provide treatment to students. Weak students are given special attention so that they can catch up and fulfill their deficiencies, while intelligent students are given enrichment so that they continue to improve their abilities in a better direction.

Ambiyar and Muharika (2019) explain that program evaluation has special characteristics, namely that it is carried out not only using qualitative, quantitative, or mixed methods research methods, but program evaluation research is carried out using a program evaluation model, which is the procedure or steps that guide the evaluator in carrying out evaluation activities. Evaluation researchers can choose an evaluation model that has been developed by evaluation experts with advantages in terms of dimensions (program parts) to be evaluated as well as in terms of stages and elimination of parts to be evaluated. Widoyoko (2013) states that a program is a series of carefully planned activities where the implementation takes place in a continuous process and occurs in an organization involving many people.

Mardiah and Syarifuddin (2018) explained that in the science of educational program evaluation, many models can be used to evaluate a program. In program evaluation, the process involves collecting data or information relating to the object being evaluated, which aims to provide material for decision-making in determining the follow-up to a program.

Fitzpatrick et al. (2004) explain that program evaluation is a process of identification, clarification, and application of strong criteria to determine the value of the program being evaluated (its worth or benefits) based on these criteria. The criteria developed by Fitzpatrick et al. include: First, if the program being evaluated is the implementation of a policy, the criteria are in the form of provisions that have been determined in connection with the policy. Second, the evaluation criteria are in the form of guidelines or implementation instructions (juklak) for a program. The preparation of these implementation instructions takes into account the principles, aims, targets, and guidelines for program implementation. Third, evaluation criteria are prepared based on scientific theories. Fourth, evaluation criteria can also be made by referring to research results that

have been published or given at seminars. Fifth, the criteria are expert judgment, namely criteria set by experts in their field. Sixth, a team of evaluators consisting of several people can also develop evaluation criteria together, so that the criteria are agreed upon by the team. Seventh, evaluators can also create their evaluation criteria with improvement steps.

From Fitzpatrick et al.'s understanding above, this research uses an approach from the CIPP Model (Context, Input, Process, Product). Stufflebeam et al. (2003) explain context evaluation as a tool for evaluating interests, events, capital, and possibilities that can be used to make policies both individually and in groups so that the results can be known.

Based on the explanation of the three models stated above, this research uses the CIPP model in the evaluation research regarding Scout extracurriculars that was developed. Kurniawati (2021) explains that the CIPP model looks at four dimensions, namely the context dimension, input dimension, process dimension, and product dimension. The uniqueness of this model is that each type of evaluation is related to decision-making tools regarding the planning and operations of a program. The advantage of the CIPP model is that it provides a comprehensive evaluation format at each evaluation stage. Evaluation using the CIPP (Context, Input, Process, and Product) model is very effective within the scope of its function because this model is fundamental, comprehensive, and integrated. It is fundamental because it includes the core objects of learning, namely objectives, materials, learning processes, and evaluation itself. It is comprehensive because the evaluation is focused on all parties involved in the learning process. It is integrated because this evaluation process involves all parties involved in the learning process, especially students.

Zubaedi (2011) explains that the process of character formation in the world of education is known as character education. Character education is an activity to form intelligence in thinking and acting, appreciation and concern in the form of attitudes and actions, and practice in the form of behavior by noble norms and values, which is manifested in the form of interaction with God, society, and oneself. The noble values that are formed are honesty, independence, good manners, socialism, thinking and acting logically, and being enthusiastic about science. The formation of these values requires a process that is supported by good role models, the environment, school, and family.

Character building through scouting is also a thinking activity that produces knowledge so that learning goals and objectives can be achieved. This is inseparable from the philosophy of science, where a person will produce achievements from what is known, studied, and carried out as a learning process. Budiyanto (2021) wrote that scouting education is a progressive, independent learning process for young people to develop their whole personal selves, including spiritual, emotional, social, intellectual, and physical aspects, both as individuals and as members of society. All Scout learning activities are structured so that they are always in a fun atmosphere, there are challenges, and they contain education so that students are closer to the environment and nature and are sensitive to their surroundings.

The formulation of the problem in this research is: (1) How is the context evaluation of Scout Extracurriculars in Shaping Student Character?; (2) How is the input evaluated for Scout Extracurriculars in Shaping Student Character?; (3) How is the evaluation process for Scout Extracurriculars in Shaping Student Character?; (4). How is the project evaluation of Scout extracurriculars shaping student character?

RESEARCH METHODS

This research uses evaluation research. Evaluation research is a research activity to collect data and present accurate and objective information regarding Scout extracurriculars based on established criteria. Based on the accuracy and objectivity of the information obtained,

it can then determine the value or level of success of the program, so that it is useful for solving problems faced and considering whether the program needs to be continued or modified.

This research was carried out at SMP Negeri 35 Medan. Research subjects are individuals who take part in research. The subject of this research was SMP Negeri 35 Medan. The object of this research is the Scout Extracurricular at SMP Negeri 35 Medan.

Jaedun (2010) explains that evaluation research is a form of applied research. Therefore, compared to other types of applied research, evaluation research has similarities in the choice of approach, methodology, subject selection, sampling, and research procedures. This CIPP model was developed by Stufflebeam et al. (2003), which is an abbreviation of C = context evaluation (evaluation of the context). I = input evaluation (evaluation of the input) P = process evaluation (evaluation of the process) P = product evaluation (evaluation of the results) The four words are CIPP. Basically, it is an evaluation target, which is nothing but a component of a program. In other words, the CIPP model is an evaluation model that views the program being evaluated as a system.

Table 1. Scout Development Program Evaluation Questionnaire Instrument Grid

Aspect	Component	Indicator
Context Evaluation	Scouting Development Goals	<ul style="list-style-type: none"> ▪ Forming students' character and moral personality ▪ Instill a sense of love for the homeland and nation in students ▪ Exploring personal potential and improving students' skills so that individuals benefit the nation's community - being for and ▪ Build physical strength and maintain students' physical health ▪ Carry out basic scout values ▪ Analysis of scouting activities ▪ Completeness of materials that are appropriate to the context of learning resources through digital teaching materials
Input Evaluation	<ul style="list-style-type: none"> ▪ Human resources ▪ Supporting facilities and equipment ▪ Funds or budget ▪ Various procedures and rules are required. 	<ul style="list-style-type: none"> ▪ Scouting activities and implementation that have an impact on the development of student character ▪ Coaches play an active role in activities ▪ Competence of Scoutmasters ▪ The activities that students are most interested in are scout extracurricular activities ▪ Facilities that can be used in the implementation of Scout Extracurricular activities both at school and outside school ▪ Infrastructure that supports scouting development activities in schools ▪ Systematic management of funds involved in scouting ▪ Needs that are always or routinely required in the implementation of scouting development activities
Process Evaluation	"what" (what) activities are carried out in the program,	<ul style="list-style-type: none"> ▪ Scout extracurricular implementation schedule according to schedule (monthly program, semester program, and annual program) ▪ Procedures for assessing the results of scouting extracurricular activities (monthly programs, semester programs, and annual programs) ▪ Organizational structure involved in implementing scout extracurricular activities ▪ The facilities and infrastructure provided are utilized ▪ Obstacles encountered during program implementation and possibilities if the program is continued
Product	Product	<ul style="list-style-type: none"> ▪ The goals set have been achieved

Aspect	Component	Indicator
Evaluation	Evaluation	<ul style="list-style-type: none"> ▪ Regularly evaluate coaching ▪ The existence of digital teaching materials in scout extracurricular activities as a learning resource ▪ Individual assessment and results of scouting activities ▪ Students' needs can be met during the scout extracurricular activities process ▪ The impact that students obtain over a relatively long period from extracurricular activities of scouting (extracurricular activity analysis of scouting anecdotes by the coach)

Qualitatively, the instrument used by researchers to evaluate Scout extracurriculars in shaping student character is through qualitative data sources. Wirawan (2016) stated that the data sources used in evaluation research using a qualitative approach this time came from qualitative data. The definition of qualitative data is any information in the form of narrative, not numerical data, which comes from in-depth interviews, direct observation, written documents, or recordings on video or audio.

Apart from the Junior High School Scout Program, the product resulting from this research is a form of student assessment book that will be used when assessing Scout learning. The design of this assessment book product will be validated first by expert lecturers. Validation is carried out to ensure the accuracy of the assessment book product that has been developed by researchers, which has quality and is suitable for testing. Validation is carried out using expert judgment techniques. The expert lecturer to validate this research is an evaluation expert.

Table 2. Validation Grid for Expert Evaluation of the Scout Assessment Book

Aspect	Component	Indicator
Cognitive domain	Evaluation of Scout Learning Objectives	<ul style="list-style-type: none"> ▪ Assessment of Scout learning objectives with levels of knowledge (C1), understanding (C2), application (C3), analysis (C4), synthesis (C5), and evaluation (C6) ▪ There are cognitive aspects from the cognitive level into four knowledge, namely facts, concepts, procedures, and metacognitive.
	Student Products	<ul style="list-style-type: none"> ▪ Assessment of the Scout learning outcomes portfolio
Affective domain	Evaluation of Scout Learning Objectives	<ul style="list-style-type: none"> ▪ Assessment has three levels, namely acceptance, response, and appreciation
	Attitude Assessment	<ul style="list-style-type: none"> ▪ Attitude assessment includes spiritual and social attitudes through value content
Psychomotor domain	Evaluation of Scout Learning Objectives	<ul style="list-style-type: none"> ▪ Assessments related to student abilities and skills
	Student Demonstration Products	<ul style="list-style-type: none"> ▪ Assessment of student practice through the content of Scouting Education activities

The data analysis technique used to analyze quantitative data in this research is an analysis technique that uses inferential statistics. Two inferential statistics can be used, namely parametric statistics and non-parametric statistics. These two statistics are used to analyze quantitative data with certain characteristics.

Inferential statistics are probability statistics, where the conclusions applied to the population based on sample data are of a probability nature. A conclusion from sample data that will be applied to the population has a probability of error and 79 truths (confidence) expressed in percentage form. If the probability of error is 5%, the confidence

level is 95%. If the chance of error is 1%, then the confidence level is 99%. This opportunity for error and trust is called the significant level (Sugiyono, 2013). The percentage scale of the questionnaire analyzed uses the following scale in Table 3:

Table 3. Questionnaire Percentage Scale

Percentage of Achievement	Value Scale	Interpretation
$76\% \leq \text{skor} \leq 100\%$	4	Very Eligible
$51\% \leq \text{skor} \leq 75\%$	3	Eligible
$26\% \leq \text{skor} \leq 50\%$	2	Fairly Decent
$0\% \leq \text{skor} \leq 25\%$	1	Not Eligible

The total assessment score can be calculated using the following formula:
 Eligibility percentage = (Total score from data collection) x 100%
 the maximum score is ideal

The percentage obtained from feasibility testing by experts is converted into a table form that can be read in the research results. The criteria are determined by: (1) determining the ideal score percentage (maximum score) = 100%; (2) determining the lowest score percentage (minimum score) = 0%; (3) determining the range = $100 - 0 = 100$; (4) Determine the desired interval = 4 (very feasible, feasible, quite feasible, and less feasible); (5) Determine the internal width ($100/4 = 25$).

RESULTS AND DISCUSSION

Scout extracurricular activities are carried out on Fridays and Saturdays. Compliance with the implementation of Scouting is carried out in accordance with existing regulations, namely the Compulsory School Extracurricular Guidelines (PEWS) from the Ministry of Education and Culture. The researcher made observations using the checklist in Appendix III of this research as follows:

Table 4. Evaluation of Scout Extracurriculars for Character Formation Goals

No	Description	Evaluation result	Conditions in the Field
1	Forming character, personality, and noble morals in students	Implemented	Still faced with existing obstacles, because character cultivation comes from within and from without.
2	Instilling a sense of love for the homeland and nation in students	Implemented	The Scout Extracurricular Activities aim to instill a sense of love for the homeland and nation, but they are not yet specific
3	Exploring personal potential and improving students' skills so that they become individuals who are beneficial to society and the nation	Implemented	Some students still have low self-confidence even though Scouting is directly related to society and is an example of education in the social sector
4	Form physical strength and maintain students' physical health	Implemented	Some Scout Activities integrate physical skills
5	Generating feelings of sympathy and empathy in students	Implemented	In scout extracurricular activities, students are required to have good attitudes and values in line with the principles of dharma and tri satya such as being willing

			to help and being steadfast.
6	Improve social skills, thinking, and the ability to do good	Implemented	Guidelines for Scout Extracurricular Activities use the Articles of Association but there has been no significant development due to the lack of analysis and evaluation of each scout activity

Table 5. Scout Extracurricular Evaluation of Scouting Development Content

No	Description	Evaluation result	Conditions in the Field
1	Carrying out the basic values of scouting	Implemented	Through the basic values of scouts which are guided by Dasa Darma and Tri Satya as a forum for building student character
2	Analysis of scouting activities	Implemented	The main points of analysis of annual and monthly activities have not been identified, and only the guidebook and Scout Extracurricular Activities are followed.
3	Materials used in scouting activities	Implemented	By the Scout syllabus and extracurricular activities, the coach carries out Scout extracurricular activities
4	Completeness of material that is appropriate to the context of learning resources through digital teaching materials	Not Implemented	When preparing Scout Extracurricular Activities at each meeting, the Trustees do not have digital teaching materials and only rely on Boyman's book

Table 5 above explains that the implementation of Scout Extracurriculars from the 90% context aspect is carried out very well. Several things must be addressed so that Scout Extracurriculars are implemented by targeted learning objectives and not just as a place to gather and do fun things.

The evaluation of the implementation of Scout extracurricular activities at the input stage looks at several indicators, namely the need for material development and the preparation of an implementation plan for those needs. The implementation of Scout extracurricular activities in the input aspect of activities can be seen in the following table:

Table 6. Scout Extracurricular Evaluation of Scout Extracurricular Input

No	Description	Evaluation result	Conditions in the Field
1	Scouting activities and implementation have an impact on the development of student character	Implemented	Guidebooks and preparation of EXTRACURRICULAR ACTIVITIES through character building of students are carried out at each Scout learning session
2	Scoutmasters play an active role in activities	Implemented	has provisions that Scoutmasters must play a fully active role in activities
3	Competencies of Scoutmasters	Implemented	The Scout Articles of Association include conditions that refer to the competency of Scout leaders or trainers by Kwartir regulations.
4	The activities that students are most interested in are scout extracurricular activities	Implemented	The scope of specialization of students is not included in EXTRACURRICULAR ACTIVITIES. Teachers and coaches still only apply basic coaching content

5	Facilities that can be used in the implementation of Scout Extracurricular activities both at school and outside school	Implemented	The use of tools and media in Scout learning is by the implementation criteria.
6	Infrastructure that supports scouting development activities in schools	Implemented	Supporting infrastructure in schools has been provided but is completely inadequate for the implementation of Scouting.
7	Systematic management of funds involved in scouting	Implemented	Fund management through a needs plan already exists
8	Preparation of budget requirements	Implemented	Preparation of implementation budgets from both BOS Fund budget items and activity sponsors
9	Fund or budget accountability report	Implemented	Implementation of financial reports is managed well and transparently
10	Requirements that are always or routinely required in the implementation of scouting development activities	Not Implemented	Based on the needs expressed by the coach through EXTRACURRICULAR ACTIVITIES, routine implementation is still not carried out well.
11	Supervision of scout extracurricular activities	Implemented	The principal routinely supervises the implementation of Scouting at school and outside. Some supervision from Kwartir was carried out carefully.

In Table 6 above, the input aspect of 91% of the Scout Extracurricular implementation was carried out very well.

While participating in Scout Extracurricular activities, the character-building process is carried out thoroughly and follows the National Scout Quarter Guidelines. The results of the Scout Extracurricular evaluation at the process stage can be seen in the following Table 7:

Table 7. Scout Extracurricular Evaluation of the Scout Extracurricular Process

No	Description	Evaluation result	Conditions in the Field
1	The schedule for implementing scout extracurricular activities is by the schedule (monthly program, semester program, and annual program)	Not Implemented	Detailed planning for the implementation of Scout Extracurricular Activities has not yet been carried out in the planning document for the implementation of Scout Extracurricular Activities
2	Syllabus for implementing the scouting program	Not Implemented	The implementation of scout extra-curricular activities is not yet fully included in the planning document for the implementation of the Scout Syllabus
3	Scouting program implementation plan	Not Implemented	Integration of implementation by the implementation plan has not been established with connectivity to learning objectives and maximization of learning outcomes.
4	Procedures for assessing the results of the implementation of the	Not Implemented	Evaluation of the results of the implementation of Scout Development has not been carried out so far. The assessment

	scouting development program (monthly program, semester program, and annual program)		is only based on the overall achievement of Scout learning without any instruments that can see the extent of student achievement.
5	The organizational structure is involved in the implementation of scout extracurricular activities	Implemented	The organization of Scouting has been coordinated through a clear and detailed organizational structure.
6	The facilities and infrastructure provided are utilized	Implemented	Facilities and infrastructure that should be used properly in learning include implementation inside and outside the school.
7	Developing facilities (media, teaching aids) that are synergistic with school infrastructure or training grounds	Implemented	The props used other than the materials that must be used during Scouting are not well developed. This potential is very necessary for student learning outcomes in Scout extracurricular activities
8	Obstacles encountered during program implementation and possibilities if the program is continued	Implemented	Risk management regarding obstacles that exist during the implementation of Scout Extracurricular activities is carried out carefully

Table 7 above shows that 50% of the evaluation results at the process stage show that the implementation of Scout Extracurricular activities was carried out quite well.

The final stage of the CIPP model is the product evaluation stage. The product in question is the implementation process and output in Scout coaching, namely students who take part in extracurricular activities. The results of the research carried out at this stage are as follows:

Table 8. Evaluation of Scout Development Towards Product Evaluation

No	Description	Evaluation result	Conditions in the Field
1	The goals set have been achieved	Implemented	Several Scout Extracurricular objectives are implemented based on the achievements above. However, there are no assessment products for Scout Extracurriculars at all.
2	Evaluate coaching regularly	Not Implemented	The evaluation is carried out only independently based on the supervisor's observations. There are no supporting documents at all for the final assessment of activities.
3	The existence of digital teaching materials in scout extracurricular activities as a learning resource	Not Implemented	Learning is still carried out on a limited basis through Scoutmasters directly, there are still no student learning resources that can be accessed digitally
4	Individual assessment and results of scouting activities	Not Implemented	Assessments in physical form such as extracurricular report cards, personal assessment books, and others do not yet exist at all.

5	Students' needs can be met during the process of scouting extracurricular activities	Implemented	The same thing is the case with the Input Stage, meeting students' needs can already be achieved
6	The impact that students obtain over a relatively long period from the existence of scout extracurricular activities (anecdotal analysis of scout activities by the coach)	Not Implemented	There are no clear documents for individual assessments.

The percentage of evaluation results at this product stage is 33%, it has been implemented poorly, but there are 67% weaknesses in this Scout Extracurricular product which lies in the individual assessment seen from the Scout development capacity where the character and substance development of the material involved in it.

Discussion

The implementation of Scout extracurricular activities evaluated using the CIPP model can be summarized as follows: from the context aspect, overall, it was very well implemented and reached 90%. However, the formulation of clear objectives to achieve learning outcomes has not been well prepared. From the input aspect, the implementation of Scout extracurricular activities reached 91%, which was implemented very well. There is an important note regarding the needs indicators that are always or routinely needed in the implementation of scouting development activities. This is very necessary as per the guidelines for the development of extracurricular activities from the Minister of Education and Culture Regulation Number 63 of 2014 concerning scouting education as a compulsory extracurricular activity in primary and secondary education.

At the process stage of the CIPP model, 50% showed that the implementation of Scout extracurricular activities was carried out quite well. The percentage of evaluation results at this product stage is 33%; it has been implemented poorly, so there are 67% weaknesses in this Scout extracurricular product, which lie in the individual assessment seen from the Scout coaching capacity, where the character and development of the material substance involved in it.

The recommendation that researchers can make from the results of this research is that a Scout extracurricular assessment book be published to provide clarity on Scout extracurriculars as mandatory extracurriculars in the Education Unit (Appendix V). And there are digital teaching materials in scout extracurricular activities as a learning resource for students.

In line with the recommendations above, Damanik (2014) wrote in his journal that the function of extracurricular activities in educational units has developmental, social, recreational, and career preparation functions: (a) Development function, namely extracurricular activities function to support students' personal development through expansion of interests, developing potential, and providing opportunities for character formation and leadership training for students. (b) Social function, namely extracurricular activities, functions to develop students' abilities and sense of social responsibility. Social competence is developed by providing opportunities for students to expand social experiences, practice social skills, and internalize moral and social values. (c) recreational function, namely extracurricular activities carried out in a relaxed, encouraging, and enjoyable atmosphere to support the student development process. Extracurricular activities must be able to make school life or the atmosphere more challenging and interesting for students. (d) Career preparation function, namely that extracurricular activities function to develop students' career readiness through capacity development.

The function above explains that the Scout extracurricular includes more serious preparation to face future challenges that students will have to face later. This is because the educational process will have a far-reaching impact in the future, not as a result that must be assessed, such as a test or written exam.

Student assessment products will have an important influence on how students will reflect on their learning in a better direction. Additional research from Hidayat (2019), which is in line with this research, also applies the content of the values contained in Scout extracurricular activities, namely the value of cooperation, which has values such as respect, democracy, tolerance, empathy, deliberation, mutual help, and anti-discrimination. Volunteerism has been carried out with several important notes as recommendations.

CONCLUSION

The results of the program evaluation from the context aspect show that the character of Scout students has been implemented well, but with support from the preparation of Scout extracurricular activities at each meeting, the coaches do not have digital teaching materials and only rely on Boyman's book.

The results of the program evaluation from the input aspect show that the character formation of Scout students has been carried out well with the components of scouting development. Some needs are always or routinely required in the implementation of scouting development activities.

The results of the program evaluation from the process aspect show that the character formation of Scout students from the implementation of Scout extracurricular activities has not been fully included in the Scout Syllabus implementation planning document, and the integration of implementation by the implementation plan has not been established with the connectivity of learning objectives and maximization of learning outcomes.

The results of the program evaluation from the product aspect show that the character formation of Scout students in the implementation of the evaluation is carried out only independently based on the supervisor's observations. There are no supporting documents at all for the final assessment of activities.

The results of the evaluation using the CIPP model show that strengthening the process and product aspects of Scout extracurriculars is the main focus of subsequent improvements. This can be seen from the program product in the form of an assessment of student learning while carrying out Scout activities; there are no supporting documents.

Scout Extracurricular is implemented to introduce scouting values to students through: developing character, physical, and life skills; and the ability to do good, showing positive benefits, both in the content, input, process, and product components, so that this Scout Extracurricular can continue. In implementing these activities, it would be best for Scout leaders to further improve and develop the activities carried out to be more varied and integrated into scouting activities at school, thereby motivating children to be more enthusiastic and always attend the scouting activities carried out. Apart from that, special activities and accompanying teachers are also provided for children with special needs so that they can also provide positive benefits for these children.

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