

The Effect of Scout Extracurricular to the Integrity of the Students in Elementary School

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Abstract

The current issue for the Indonesian nation is the decline of the nation's character. This declining can be seen from the phenomena that occur in society such as students cheating during exams, some students do not report to the teachers when they found others' belonging, and during the scouting activities, some students cannot express their opinion in a discussion. Those facts indicate that Indonesian is still lack of integrity. This study aims to determine and analyze the influence of scout extracurricular activities on integrity. The ex post facto method was used with a data analysis technique using simple linear regression. The students at the elementary school level, the scout extracurricular coaches, the teachers, and the students' parents were the samples of this study. To obtain the data, questionnaires, interviews, and documentation were used. In order to make sure that the research data are valid, a questionnaire instrument test was carried out consisting of validity and reliability tests. The normality test and the linearity test were done first before testing the hypothesis. The results of this study revealed that scout extracurricular influences students' integrity. Hopefully, this research can be used as a basis for developing scout activities as a compulsory extracurricular in the 2013 curriculum.

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INTRODUCTION

Education is primarily a conscious activity and responsibility by adults to children resulting in an interaction between the two (Jatmiko, Banowati, and Suhandini, 2015). According to Nugraha, Suharini and Sriyono (2017) the role of education is very crucial to create a smart, peaceful, open-minded and democratic societies. Education, in this case, purposes to form the nation's character. The activities in school are not only limited to transferring knowledge but can also change or shape a person's character to be better in everyday life.

Character education can be done not only in schools but also can be done in the family or community. Besides the classroom learning, the extracurricular activities can be done to build the character education, namely the Boy Scout (Praja Muda Karana). In the Republic of Indonesia Law No. 12 of 2010 concerning "The Boy Scout Movement as the organizer of scouting education has a big role in shaping the personality of the young generation so that they have self-control and life skills to face challenges following the demands of changing local, national and global life."

The Indonesian government began to promote children's character education early on. The early-on promotion of children's character education can be seen by the establishment of mandatory scout activities starting with elementary students. Thomas Lickona defines character education as a serious effort to help someone understand, care, and act based on core ethical values (Zulhijrah, 2015).

Integrity can be interpreted as a concept that points to the consistency between one's actions and words (Soegiharto, 2014). Integrity is a way of thinking, saying, acting, and behaving correctly according to moral principles. A phenomenon occurs, such as rampant corruption cases in public service because they fail to work by ethical values (Pratama and Supriyadi, 2014). Another problem is cheating during the National Examination (NE); this causes the NE integrity index is still low in Indonesia (Firmantyo and Asmadi, 2016). The reality shows that there are

still students who copy others' works without mentioning the source. During the scouting activities, some students cannot express their opinion in a discussion. Furthermore, some students do not report to the teachers when they found others' belonging. Those facts demonstrate that the students are lack of integrity.

The results of research conducted by Supardi, Haryanto, and Suhendri (2014) revealed that the differences in national character values, namely: independence, discipline, tolerance, cooperation, resilience, and creativity so that the nation's character values can be developed through scout extracurricular activities. Furthermore, Du Merac (2015) explained that there are positive effects for the students who take apart in scouting. Their perception in the educational context, attitudes, capacities develop. Their leadership and group values grow up as well. Brostrom (2016) described in his research that the students who followed the scouts who become leaders had more responsibilities. From the several relevant kinds of researches mentioned it can be seen that scouting activities could train, grow, and develop good character. Therefore, the researcher eagers to find out the influence of scout extracurricular on integrity among the students.

Extracurricular activities can be implemented to grow and to develop the students' character. Extracurricular activities aim to broaden the knowledge and recognize the relationships between various subjects, extend the interests, the talents, and complete topics in the context of fostering whole human beings (Nanang in Erlamsyah and Daharnis, 2014). Furthermore, according to Masrukhi (2018), what needs to be underlined is that extracurricular activities have the spirit to occur in the development process, the social process, and the creative process. The development process means that extracurricular activities are intended to develop students' potential through interaction with their environment.

The scout movement is a fun activity process under the responsibility of an adult using the scout method (Bakhri and Fibrianto, 2018). Scouting has activities that are beneficial to the

students, including being able to raise a positive character. Furthermore, the activities in scouting are ceremonies, march past parade practice (*PBB: Pasukan Baris-Berbaris*) camping, bonfires, games, and skills.

The scouts indicators according to Arjun (2014), namely: expressing opinions; follow the camp according to camp standards; mention the code of honor for scout raiser; diligently in joining the scout raiser training; know the greetings, mottos, and meanings of the scout movement symbol; explain the function, history, colour figures, and how to use national symbols; be able to make knots, ties, and connecting sticks; can do march past parade.

In 2013, the government, through the Ministry of Education and Culture (*Kemendikbud*), launched a character-based curriculum. The curriculum is intended to prepare students who have a definite character; one of them is integrity. Subali, Sopyan, and Elianawati (2015) stated that a positive attitude is critical to be encouraged as early as possible at the level of primary education because the formation of positive characters will be optimal if done through habituation earlier before adulthood.

Integrity is a manifestation of moral principles, especially concerning truth, honesty, sincerity, and responsibility (Soegiharto, 2014). Integrity is closely related to morality and responsibility. Honesty is a match between words and deeds. Then, accountability is the realization of awareness of its obligations.

The indicators of integrity according to Rachman (2017) are: be brave to express thoughts and feelings; do not cheat during exams; do not copy others' works without mentioning the source; report or deliver the goods found to those who deserve; take the duties and obligations; willing to apologize if guilty and do not repeat the same mistake; return the borrowed goods in their condition as before.

This study aims to determine and analyze the influence of scout extracurricular activities in integrity. It is expected that this research can be used as a basis for developing scout activities as a compulsory extracurricular in the 2013 curriculum.

METHODS

This study implemented the ex post facto method that is by measuring the things that have taken place without giving treatment (Sujarwanta, Noor, and Sulistiani, 2017). A simple regression test was used to analyze the data. In this study, the analysis was done to determine the influence of scout extracurricular on integrity.

This research was conducted at the State Elementary School UPTD Purbalingga, Central Java. The population in this study were all fifth-grade students, while the sample in this study was fifth-grade students of SD N 2 Karangcegak. The subjects in this study were fifth-grade students, including the students of VA and VB. There are 32 students of VA and 36 for VB. The total number of students is 68.

There were two variables to be measured in this study, namely the independent variable and the dependent variable. The independent variable in this study was Boy Scout (*Pramuka*) extracurricular, while the dependent variable is integrity character. Data collection techniques in this study consisted of interviews, questionnaires, and documentation. The interviews were conducted with the scoutmasters, the teacher, and the students' parents. The questionnaire was used to obtain data regarding scout extracurricular activities and integrity. The documentation in this study is in the form of photographs relating to scout extracurricular activities.

Data analysis techniques used in this study consisted of instrument testing, prerequisite test data analysis, and hypothesis testing. The instrument testing consists of validity and reliability tests; the data analysis prerequisite test consists of the normality test and the linearity test. Hypothesis testing consists of a simple regression test and a t-test. Some data analysis techniques were calculated using SPSS 23.

RESULTS AND DISCUSSION

This study purposes of analyzing the influence of scout extracurricular activities on the

character of integrity. Before conducting a hypothesis test, a questionnaire instrument test consisting of a validity test and a reliability test is performed. According to Hartanto (2016), the validity test is a condition of the accuracy and suitability of the measuring instrument. Reliability testing is about the consistency and stability of data or findings.

The validity test of the scout extracurricular instrument used the Pearson product-moment on 32 statement items that were tested, it was found that 23 statement items had a value of $r > 0.2706$ and obtained a significance value < 0.05 , then the valid items were 19 items. Conversely, the invalid items were nine items. The invalid statement items would be dropped or deleted and not included in further calculations. The reliability test showed that the Cronbach alpha value was $0.982 > 0.6$, so the measuring instrument was reliable and included in the very high-reliability category.

The validity test of the independent character instrument used Pearson product-moment on 40 statement items that were tested, it was found that 35 statement items had a value of $r > 0.2706$ and obtained a significance value < 0.05 then it could be concluded that 35 items were valid. Thus, invalid statement items have five statements. Invalid statement items were not included in subsequent calculations. In the reliability test, it was obtained that the Cronbach alpha value was $0.940 > 0.6$, then the measuring instrument could be concluded reliable and included in the very high-reliability category.

After the data has been obtained through a valid and reliable questionnaire, the prerequisite test was done, which consists of the normality test

and the linearity test. The normality test aims to find out data that is normally distributed or not. Therefore, the linearity test seeks to determine the variable X (scout extracurricular) has a significant or no relationship to the variable Y (integrity character). The results of the normality test and the linearity test are presented in Table 1 below.

Table 1. Normality and Linearity Test Results

Result	Significance	$\alpha = 0.05$	Conclusion
Normality	0.51	0.05	Normal
Linearity	0.12	0.05	Linear

Based on Table 1, the normality test results has a significance value of $0.51 > 0.05$, so the conclusion could be drawn that the data in this study were normally distributed. In the linearity test results obtained a significance value of $0.12 > 0.05$, it can be stated that there was a linear and significant relationship between scout extracurricular and integrity.

The influence of scout extracurricular in the students' integrity can be calculated using a simple regression test. The following Table 2 shows the results of a simple regression test.

Table 2. The Results of the Scout Extracurricular Effects on Integrity Character

R	R square	Adjusted R square	Std. error
0.819	0.671	0.666	3.322

The amount of extracurricular influence on independent character obtained R square value of 0.671, so it can be concluded that scout extracurricular influences integrity by 67.1%. The following table is the simple regression coefficients.

Tabel 3. Scout Extracurricular Simple Regression Coefficients on Character Integrity

Model	Unstandardized coefficient		t	Sig
	B	Std. error		
Constant	11.862	3.360	3.530	0.001
Scout extracurricular	0.734	0.063	11.610	0.000

The simple regression coefficient calculation above reveals that the value of the constant-coefficient is 11.862 coefficients of the independent variable (X) is 0.734. Therefore, the

regression equation $Y = 11.862 + 0.734X$ is obtained.

Based on the above equation, the constant value of 11.862 is known. Mathematically, this constant value states that when the scout

extracurricular has a constant value (0), integrity has a value of 11.862. Furthermore, the positive value at 0.734 which contained the regression coefficient of the independent variable (scout extracurricular) illustrates that the direction of the relationship between scout extracurricular and integrity character is unidirectional, where each increase of one unit of scout extracurricular variable will cause an increase in integrity character of 0.734.

In determining the hypothesis of whether there was an influence between scout extracurricular activities on the character of integrity, the researchers used a t-test to find out. If t count was greater than table, then H_a was accepted, and H_0 was rejected. Based on t-test calculations using SPSS 23, the result of t-count was 11.610 compared to t-table ($df = 66$), which was 1.998 with a significance level of 5%, so $t\text{-count} > t\text{-table}$, then H_a was accepted and H_0 was rejected. Based on the above data, the drawn conclusion is the variable X can affect the Y variable. The test results prove that "There is an influence between scouts extracurricular on integrity among the students."

Scout is activities that can train and guide the skills and values of good character in students. Activities include camping, marching, ceremonies, games, skills, and campfires. Scouting is also an activity with *among* system. The *among* system is a system of scouting movements that allows students to develop their personality, talents, abilities, and ideals. Scoutmasters as a tutor only guard, justify, straighten, encourage, motivate, and as a consultant and source to ask questions.

Based on the results of the interview with the scoutmasters, it can be concluded that there is an influence between scout extracurricular and integrity. According to the scoutmasters, the character of integrity can be grown and developed through the development of scout law and scout activities including ceremonies, march past parade practice (*PBB*) as in Figure 1, camping, campfires, games, and skill activities in scouts such as rigging, morse code, semaphore, and KIM.



Figure 1. Students Did Line Up (PBB)

According to the fifth -grade teacher, the students are honest if they say or do something; for example, if the students cannot do something, students dare to say that they cannot and ask for help. Another activity which can train to student have integrity because they can say and behave honestly and take responsibility for their assignments was rigging activity as in Figure 2. The parents are very supportive of the activities of scouting because it shapes the character of the child for the better. Through scouts, children get enough experience so that they can realize students who have good character and integrity in the future.



Figure 2. Students Made A Dragbar

The factors that influence integrity in scouting activities are (1) basic principles and scouting methods that rely on faith and loyalty to God Almighty; concern for the nation and homeland, fellow life and nature in it; care for his self; and obedience to the Boy Scout code. Its implementation and practice can foster an awareness of independence, integrity, and nationalism as individuals and members of the

community; (2) the scouting method in the form of practicing the Scout Honor Code; learning while doing group activities, working together, and competing; exciting and challenging events; outdoor activities; the presence of adults who provide guidance, encouragement, and support; awards in the form of skills and separate units between boys and girls.

Based on the explanation above, it is proven that Boy Scout extracurricular can influence the character of students' integrity. This is in line with the research from Mislia, Mahmud and Manda (2016) in scouting activities that can shape the students' characters. Furthermore, Supardi, Haryanto and Suhendri (2014) revealed that the development of national character values can be gained through scout extracurricular activities.

The implementation of scouting must be adapted to the conditions, interests, and development of the Indonesian nation and society so that education can produce people, citizens and members of the community who are suitable and meet the conditions and needs of the Indonesian government and society.

The scout movement efforts to achieve that goal must lead to the development and formation of character, mental, physical, and spiritual, talents, knowledge, experience, and skills of scouting through activities carried out in practice in practice using the among systems, basic principles, and scouting methods.

CONCLUSION

The conclusion is that scout extracurricular influences with integrity among the students' characteristics. The impact is explained from the interviews, namely by practicing the scout law (*dasa dharma*), giving examples of ethical behavior to the students, and activities in scouts that can foster and develop the character of integrity.

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