



EVALUATION OF SCOUT EXTRACURRICULAR PROGRAMS IN VOCATIONAL SCHOOLS USING THE CIPP MODEL

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ABSTRACT

The purpose of this research is to analyze the scout extracurricular program at SMKS Dhuafa Padang because the program has not been evaluated in a long time. The goal of this study was to see how the CIPP (Context, Input, Process, Product) assessment methodology might be used to evaluate the scout extracurricular program at SMKS Dhuafa Padang. This study employs the CIPP model to assess context components, inputs, processes, and products in order to develop a strong and successful scout extracurricular program. The principal and scout coach of SMKS Dhuafa Padang provided the data for this study. Observation, interviewing, and documenting approaches were used to obtain data. The information that has been gathered is subsequently put to use.

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1. Introduction

Learning activities in the classroom are not the only way to help pupils realize their potential. Apart from interests and skills for knowledge, various activities that might enhance pupils' interests and talents are required. Schools, as educational institutions charged with developing students' potential, should not be confined to academic potential, but must also be capable of developing potential in other areas. Extracurricular activities can help pupils develop their potential, according to Minister of Education Regulation Number 62 of 2014 [3].

The definition of extracurricular is an activity that is carried out outside of class hours with the aim of helping students develop their potential, talents, and interests organized by students or educators specifically who have the ability and authority in schools [6]. Extracurricular activities are very useful activities for students to participate in because extracurricular activities can provide opportunities for students to develop talents, interests, creativity, as well as the ability to communicate and cooperate with others. These advantages are consistent with those stated in Regulation of the Minister of Education Number 62 of 2014, which states that extracurricular activities can help students develop their potential by developing talents, interests, and creativity, as well as the ability to communicate and cooperate with others [4].

Extracurriculars in schools are divided into 2 types, namely compulsory extracurriculars and selected extracurriculars. Mandatory extracurricular activities are extracurricular activities that all students must participate in, whereas optional extracurricular activities are extracurricular activities that students can participate in based on their own abilities and interests. An example of a mandatory extracurricular is scouting [5]. SMKS Dhuafa Padang also makes extracurriculars as a forum for students to develop their potential, interests, and talents. There are many extracurriculars organized by SMKS Dhuafa Padang, but scout extracurriculars are one of the main extracurriculars at SMKS Dhuafa Padang because of their mandatory nature. The scout extracurricular program at SMKS Dhuafa Padang needs to be evaluated to support the smooth implementation of scout extracurricular activities. Program evaluation is a process of systematically looking for information that includes planning, values, goals, benefits, effectiveness, and



conformity with the criteria and objectives of the program that has been implemented [7]. The results of the program evaluation that has been implemented will be used as a guideline for making improvements.

The evaluation model that will be used to evaluate scout extracurricular programs is the CIPP evaluation model. CIPP is an acronym for Context, Input, Process, and Product. The CIPP evaluation model is an evaluation model that is oriented towards improving the program by making evaluation results as consideration for making decisions. In carrying out program evaluation using the CIPP evaluation model, it is carried out based on its components, namely Context, Input, Process, and Product [8]. The advantages of the CIPP model program evaluation are that it is fundamental, thorough, and integrated [10]. Based on these advantages, the use of the CIPP evaluation model is very suitable for use in the evaluation of scouting extracurricular programs at SMKS Dhuafa Padang.

The main focus in evaluation using the CIPP model is to make improvements to improve the quality of a program and not only focus on whether or not the program is successful [9]. Based on this information, the CIPP evaluation model is suitable for use in the validation of the pre-flight extracurricular program, where the purpose of holding this evaluation is to make improvements to improve the quality of the implementation of the extracurricular program at SMKS Dhuafa Padang.

The goal of this research is to see if the CIPP (Context, Input, Process, Product) assessment paradigm can be used to evaluate the scout extracurricular program at SMKS Dhuafa Padang. Following the completion of the assessment of the scout extracurricular program at SMKS Dhuafa Padang, the results can be utilized to enhance the scout extracurricular program at SMKS Dhuafa Padang.

2. Methods

This study took place at SMKS Dhuafa Padang. Scouting extracurriculars at SMKS Dhuafa Padang was the subject of the study. This sort of study assesses scout extracurricular programs using a qualitative method and the CIPP model. The Cipp model evaluation is a management-oriented assessment paradigm with the primary goal of implementing program changes. The four continuous aspects of this CIPP assessment approach are context evaluation, input evaluation, process evaluation, and product evaluation [2]. The information gathered through interviews, observations, and documentation is then summarized in a narrative format. The data is subsequently evaluated using Miles and Huberman's data analysis paradigm, which includes data reduction, data display, and generating conclusions. [1]

The stages of this research are in accordance with the selected evaluation model, namely CIPP which consists of Context, Input, Process, and Product.

- a. Context Assessment, context assessment includes school profiles, scout extracurricular profiles, and scout extracurricular backgrounds. The information collected is a consideration in the implementation of the program.
- b. Input Assessment, input assessment includes scout members, scout extracurricular coaches, facilities and infrastructure, and sources of funds for scout extracurricular activities.
- c. Assessment Process, process assessment includes activities carried out in scout extracurriculars.
- d. Product Assessment, product assessment includes an assessment to find out the extent to which the extracurricular implementation has been successful based on predetermined criteria, namely the acquisition of championships and the skills possessed by students.

The sources of data in this study are documents, observations carried out during the implementation of scout extracurriculars, and the results of interviews with schools and scout extracurricular coaches at SMKS Dhuafa Padang.

3. Results and Discussion

3.1 Components of the Context of the Evaluation of the Scout Extracurricular Program

Evaluation of the context in the scout extracurricular program starts from the profile of the school where the scout extracurricular is held, namely SMKS Dhuafa Padang. SMKS Dhuafa Padang is located on Jalan M. Thamrin No. 93 Padang, Olo Village, Nanggolo District, Padang City, West Sumatra Province. The number of study groups at SMKS Dhuafa Padang is 22 classes. The total number of all students is 528 students with 28 teachers.

Furthermore, in the context evaluation, it will be discussed about the extracurricular profile of scouts at SMKS Dhuafa Padang. Scouting extracurriculars began to be carried out at the same time as the school was founded, namely in 1997. All scout extracurricular activities are carried out in the school environment of

SMKS Dhuafa Padang which is located at Jalan M. Thamrin No. 93 Padang, Olo Village, Nanggolo District, Padang City, West Sumatra Province. The number of students participating in this extracurricular each year changes according to the number of students. All students at SMKS Dhuafa Padang are members of the scouts because based on government regulations, all students are required to become scout members. However, in its implementation, only a part of the students are active in scout extracurricular activities. The latest data in 2022 is known that the number of students active in scout extracurriculars is 52 students consisting of students of grades X, XI, and XII. The teacher who serves as a scout coach at SMKS Dhuafa Padang is Mrs. Mela Eka Rahayu, S.Pd.

The background of the required to organize scout extracurriculars at SMKS Dhuafa Padang is the Minister of Education and Culture Regulation Number 63 of 2014 governing the Scout Movement. According to the rules, scout extracurricular activities are required extracurricular activity in elementary and secondary school. Scouting extracurriculars are designed to help kids internalize the principles of divinity, culture, leadership, unity, society, love of nature, and independence.

3.2 Input Components of the Scout Extracurricular Program Evaluation

Scout members, scout extracurricular coaches, facilities and infrastructure, and funding sources for scout extracurricular activities are the presentation of aspects of the input component. Scout members based on the applicable rules state that all students are members of the member members of the member members of the members of the ang However member, just a few students who are interested in extracurricular scouting who are atif in all scout extracurricular activities that are atif in all activities The total number of students at SMKS Dhuafa Padang who are scout members is 528, whereas the number of students who are active in the extracurricular pramuka program is just 52. Because of this, the level of scout members of SMKS Dhuafa Padang is the enforcer of SMK students aged around 15-18 years.

The scout coach at SMKS Dhuafa Padang is one of the teachers at SMKS Dhuafa Padang who has competence and expertise in the field of scouting so that they can guide students in the implementation of scout extracurriculars. The scout coach at SMKS Dhuafa Padang is Mrs. Mela Eka Rahayu, S.Pd. In carrying out extracurricular activities, scouts need various facilities and infrastructure. The venue for scouting extracurriculars is the field and classes depending on the type of activity to be carried out. If there is a large open space, scouting activities will be carried out in the school field of SMKS Dhuafa Padang. However, if the activity to be carried out is only in the form of matching materials, scouting activities will be carried out in one of the classes at SMKS Dhuafa Padang.

In addition to the facilities for the venue for the implementation of scout extracurriculars, there are other facilities and infrastructure owned by the scout extracurriculars of SMKS Dhuafa Padang, include:

TABLE 1.
TYPES OF EXTRACURRICULAR FACILITIES AND INFRASTRUCTURE FOR
SCOUTS OF SMKS DHUAFA PADANG

No	Name	Total	Description
1.	Group Tent	3	Good Condition
2.	Kitchen Tent	1	Good Condition
3.	Semaphore Flag	2	Good Condition
4.	Indonesian Flag	2	Good Condition
5.	WOSM Flag	2	Good Condition
6.	Scout Flag	1	Good Condition
7.	Morse Flag	5	Good Condition
8.	Group Flag	2	Good Condition
9.	Cotter Pin	12	Good Condition
10.	Compass	2	Good Condition
11.	Rope	3	Good Condition
12.	Tarpaulin	2	Good Condition
13.	Whistle	2	Good Condition
14.	Scout Stick	10	Good Condition
15.	Cleaning tool	5	Good Condition
16.	Topografi Map	1	Good Condition
17.	First aid kit and tools	2	Good Condition
18.	Complete kitchen utensil with deviation box	1	Good Condition
19.	Wardrobe and activity tool storage box	2	Good Condition
20.	Libraries and scouting books	1	Good Condition

All the items mentioned in the table above are stored in a special scout room at SMKS Dhuafa Padang. In addition to the facilities and infrastructure mentioned above to cover scout activities, the scout extracurricular of SMKS Dhuafa Padang also has several learning tools, include:

TABLE 2.
LEARNING TOOL NAME OF EXTRACURRICULAR SCOUT

No	Learning Tool Name	Total	Description
1.	Pancasila Text	1	Good
2.	Scout Promise Text	1	Good
3.	Scout Law Text	1	Good

Costs are required for the execution of scout extracurriculars in order for the management of scout extracurriculars to function smoothly and sustainably. The scout extracurricular front group of SMKS Dhuafa Padang raises funds through scout member contributions, central and local government assistance funds through school operational assistance funds (BOS) and regional school operational assistance funds (BOSDA), fundraising (fundraising), and entrepreneurship.

3.3 Components of the Scout Extracurricular Program Evaluation Process

The presentation of aspects of the process component includes activities carried out in scout extracurriculars. In the evaluation process, an evaluation will be carried out which is directed at how far the activities carried out in the scout extracurricular program have been carried out according to the plan.

The scout extracurricular activity program at SMKS Dhuafa Padang is prepared in accordance with the requirements for general proficiency (SKU) of scouts. The program of scout extracurricular activities at SMKS Dhuafa Padang is as follows.

TABLE 3.
SCOUT EXTRACURRICULAR ACTIVITY PROGRAM OF SMKS DHUAFPA PADANG

No	Name of Activity	Implementation
1.	Regular practice every Saturday	Yes
2.	New member acceptance ceremony	Yes
3.	SKU Achievements	Yes
4.	SKK Achievements	Yes
5.	Camping	Yes
6.	Contest	Yes
7.	Community service	Yes
8.	Training	Yes
9.	Entrepreneurial Activity	Yes
10.	Religious activities	Yes
11.	Heritage activities	Yes
12.	Exploration and games	Yes
13.	Hiking	Yes

Based on the table above, it can be seen that the programs in the extracurricular have been implemented. Based on this, it can be determined that in the aspect of the implementation of extracurricular activities, it has been included in the very good criteria where all programs that have been prepared previously have been implemented.

3.4 Product Components of the Scout Extracurricular Program Evaluation

The presentation of product aspects in the results of this study includes an assessment to find out the extent to which the extracurricular implementation has been successful based on predetermined criteria, namely the acquisition of championships and skills possessed by students.

SMKS Dhuafa Padang has made significant progress in earning extracurricular scouting championships, with extracurricular scouts from the school winning many times in scouting contests at both the sub-district and district levels.

They have also performed well in terms of the skills that pupils must possess. Scout extracurriculars are designed to mold a person's personality, life skills, and noble character. Students that participate in scout extracurricular activities have already demonstrated that they have a positive attitude, excellent life skills, and a noble character.



4. Conclusion

The implementation of the scout extracurricular at SMKS Dhuafa Padang was successful in terms of meeting the conditions for the implementation of the scout extracurricular. The developed activity plan can be completed optimally, and the facilities and infrastructure required to facilitate the implementation of scout extracurriculars are nearly ready. Scout extracurriculars at SMKS Dhuafa Padang have won multiple titles in scout contests, indicating that this scout extracurricular program has been executed successfully and should be sustained.

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