

Evaluation of The Implementation of Scouting Extracurricular Activities

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Abstract

This study aims to evaluate Scouting activities at SMA Negeri 13 Rejang Lebong to determine the implementation of Scouting activities that have been carried out and to see the effectiveness of Scouting activities in shaping student character, independence, and discipline. This study uses descriptive qualitative research with an evaluation type of research using the CIPP (Context, Input, Process, and Product) model. This study uses descriptive qualitative analysis with data collection using interview sheets, observation, and documentation. Context aspect: Scouting extracurricular activities at SMA Negeri 13 Rejang Lobong have a strong legal basis. Input aspect: the implementation of Scouting activities at SMA Negeri 13 Rejang Lobong has been supported by adequate facilities and infrastructure and competent coaches. However, there is still a shortage of female coaches. Process aspect: the implementation of Scouting activities at SMA Negeri 13 Rejang Lobong has a good planning system and is carried out in a structured manner. Product Aspect: The implementation of Scouting extracurricular activities at SMA Negeri 13 Rejang Lebong has had a significant positive impact on students. Therefore, it can be concluded that Scouting extracurricular activities at SMA Negeri 13 Rejang Lebong are running well and should be continued and improved.

Keywords: Scouts, CIPP Model, Descriptive Qualitative, Evaluation



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Introduction

Education is a conscious and planned effort to develop students' potential so that they have intelligence, good character, and skills that can be used in society (Riswan Assa et al., 2022). Education is divided into three types: formal, non-formal, and informal. Formal education is usually carried out in schools by studying subjects that can help students learn about certain things and develop their thinking skills. However, schools do not only teach academic subjects, but also offer extracurricular activities. Extracurricular activities are activities carried out outside of class and outside of school hours that are tailored to the needs of students in terms of knowledge, development, guidance, and habits so that they have basic supporting skills, through mandatory and optional activities at school (Heksa, 2021).

One of the extracurricular activities at school is scouting. Scouting is an interesting activity because it is carried out directly in nature but still under supervision (Hudaeni, 2023). In some schools, this extracurricular activity is mandatory for all students. However, not all schools require this. At SMA Negeri 13 Rejang Lebong, scouting activities have also become a routine for students to participate in every week. However, even though these scouting activities are carried out regularly, they must still be evaluated because they also help students develop their characteristics, independence, skills, and achievements, which are very important for the continuity of this

extracurricular activity. This is in line with research by Rahmawati and Hardini (2025), which states that scouting activities contribute positively to the formation of student character. In addition, another opinion states that scouting extracurricular activities successfully strengthen student character by increasing independence, courage to express opinions, and time management skills, which means that these activities successfully strengthen the character of students (Septiani et al., 2024). Furthermore, according to Meldayani and Ain (2024), scouting extracurricular activities can create an environment that shapes students' character and provide meaningful experiences for students. Thus, it is certain that scouting activities can help students develop character, achievement, independence, and discipline.

Based on observations and interviews conducted with students and the vice principal of student affairs, it is known that students are very enthusiastic about participating in scouting activities. However, there are still obstacles faced when carrying out these activities, such as a lack of adequate facilities, insufficient time for activities, and trainers who lack experience and competence, making it necessary to pay more attention to these activities.

Therefore, this article will discuss the evaluation of the implementation of Scouting Extracurricular Activities at SMA Negeri 13 Rejang Lebong using the CIPP (Context, Input, Process, and Product) model, which aims to provide a comprehensive overview of these scouting activities and identify areas that need improvement in extracurricular activities so that they can be further developed. It is hoped that this article will serve as a basis for consideration by the school, advisors, and other parties to improve the quality of this extracurricular activity.

Methods

This study uses descriptive qualitative research with an evaluative research design that aims to evaluate the implementation of the Scouting extracurricular activity at SMA Negeri 13 Rejang Lebong. The model used in this study is the CIPP (Context, Input, Process, and Product) model. This model, developed by Stufflebeam, is a comprehensive model oriented toward various dimensions of evaluation that focus on presenting information data for decision making (Surim et al., 2025).

The population in this study was all parties involved in Scouting extracurricular activities at SMA Negeri 13 Rejang Lebong. The research sample was determined using purposive sampling, which is a sampling technique with specific considerations, in accordance with the research information needs. The sample consisted of 5 people needed to obtain information about the implementation of this extracurricular activity, namely 1 vice principal, 1 male scout leader, and 3 scout leaders. Data collection was carried out using questionnaires, interviews, and documentation. Meanwhile, the data analysis used was qualitative descriptive field analysis (Sugiyono, 2021). This analysis was chosen so that the researcher could understand the implementation of scouting activities in depth and contextually in the school environment. The process of using the CIPP (Context, Input, Process, and Product) model can be seen in the figure 1.



Figure 1. Use of the CIPP Model (Context, Input, Process, and Product)

Results and Discussions

To evaluate the implementation of the Scouting extracurricular activity at SMA Negeri 13 Rejang Lebong, the CIPP evaluation model was used, which covers four aspects, namely: 1) Context, 2) Input, 3) Process, and 4) Product. Based on these four aspects, various indicators were developed, which were then used to formulate questions.

1. Results

a. Context

Scouting extracurricular activities are a form of non-formal education that serve as a forum for developing personal potential and noble character, self-control, and life skills to produce future leaders for the nation and state. These extracurricular activities have a vision, mission, and objectives that are regulated in the Scout Movement's Articles of Association and Bylaws. The Scout Movement has a clear legal basis as stipulated in Law No. 12 of 2010 concerning the Scout Movement. Based on direct interviews conducted with the principal, vice principal, and scout leaders, it was revealed that:

"The implementation of scout extracurricular activities here is clearly regulated in terms of its vision, mission, and objectives in the Articles of Association and Bylaws of the Scout Movement. In addition, the legal basis is clear, namely Law No. 12 of 2010."

The above statement shows that there is a clear legal basis for the Scouting extracurricular activity. This is in line with the opinion of the students as members of the Scouting extracurricular activity, who explained that:

"The vision, mission, and objectives are already stated in the Scout Movement's Articles of Association and Bylaws."

It can be concluded that the implementation of the Scouting extracurricular activity at SMA Negeri 13 Rejang Lebong has a clear vision, mission, and objectives, which are regulated in the Articles of Association and Bylaws of the Scout Movement and Law No. 12 of 2010, which serve as a clear legal basis for the implementation of the Scouting extracurricular activity.

b. Input

The availability of human resources and infrastructure to support the implementation of Scouting extracurricular activities at SMA Negeri 13 Rejang Lebong. The researcher asked the vice principal of student affairs through an interview, who explained that:

"Here, there are several people involved in Scouting. One is a trainer, who has KPD level certification. There is another assistant trainer who does not yet have KMD certification, but he is the one who is active during training. There are no female trainers, but whenever there are activities, the female teachers also help to ensure their success, both outside and inside the school. This is because there are areas that cannot be assisted by male trainers."

The researcher then asked about the number of students involved in the scouting extracurricular activity, and the vice principal explained that:

"The scout participants are divided into two groups, namely the scout participants and the scout leader participants, with a total of around 116 participants. There are 28 advanced scouts, 61 tenth-grade scouts, and the rest are twelfth-grade scouts."

Next, the researcher asked about the availability of facilities and infrastructure for the scouting extracurricular activity, to which the scout leader explained that:

"Well, the facilities and infrastructure here are quite complete. We have 2 large tents, 10 group tents, and 5 dum tents. In addition, we have a stock of about 100 items, 60 of which were purchased yesterday. We also have plenty of ropes. All of this equipment is stored in a shed that is combined with the student council shed next door. If we want to gather, there is a room in front that is usually used as an auditorium and prayer room. For outdoor activities, we have a large field."

The above explanation is in line with the results of the researcher's observations and is supported by the following documentation:



Figure 2. Field Activity of SMA Negeri 13 Rejang Lebong



Figure 3. Activity Hall of SMA Negeri 13 Rejang Lebong

Thus, it can be concluded that the availability of resources, facilities, and infrastructure supporting Scouting extracurricular activities at SMA Negeri 13 Rejang Lebong is adequate. However, improvements to facilities and the addition of female advisors are needed so that activities can run more optimally.

c. Process

The learning program in the Scouting extracurricular activity is very different from extracurricular activities in general. In general, Scouting must prepare a syllabus, lesson plans, and work program plans. The learning process usually begins with the preparation of a learning plan so that it is systematic and structured. Lesson plans and syllabi are key in guiding the learning process. The Scout extracurricular program at SMA Negeri 13 Rejang Lebong has lesson plans and syllabi. This is in accordance with the following explanation from the Scout leader:

"We have lesson plans and syllabi. Technically, some are divided into groups to be assisted by scout leaders, and there are also combined materials that are delivered directly by me and other leaders. Sometimes, the vice principal of student affairs also assists."

Furthermore, the researcher asked the scout leader about the activities carried out in the scouting extracurricular program, to which he explained:

"We design our activities to be as interesting as possible. Sometimes we have lessons indoors, outdoors, and even directly in nature. Activities we have done include hiking from our school to Rejang Lebong State High School 10, which is about 10 km away. Camping activities in the forest, as well as inauguration and Gudep anniversary camps. We also participate when invited by other scout groups."

Based on this explanation, the implementation of scouting extracurricular activities at SMA Negeri 13 Rejang Lebong has well-planned and organized activities. This is in line with the results of the researcher's observations and is supported by the following documentation:



Figure 4. Content in the Room



Figure 5. Scouting Comprehension Test



Figure 6. Outdoor Activities



Figure 7. Nature Activities



Figure 8. Camp HUT Gudep

d. Product

Scouting extracurricular activities can have a positive impact on its members in terms of discipline, responsibility, cooperation, and leadership. This is in line with the explanation given by the scout leader in the following interview:

"Scouting itself contributes a lot to students, such as making them more disciplined, responsible, able to work together, and developing their leadership skills. You can see the difference between scout members and those who are not in the class."

This is also in line with the opinion of the vice principal of student affairs in an interview with the researcher:

"I have been following the development of scouting since it was established two years ago until now. The difference in them since they joined scouting is clear. In the past, I saw OSIS members who had discipline, responsibility, and leadership. Now, my scout members are even better than them."

Next, the researcher asked the scout leader about the achievements of the scouting extracurricular activity, to which he replied:

"In terms of achievements, we are still behind the big schools in the city. However, since I have been here, I have inaugurated 28 scout leaders and achieved several accomplishments during camps, such as best pioneering, favorite art performance, best vlog video, and best tent site. Small

things like that make me proud to train and mentor here. In addition, they have also received many TKKs. We will continue to improve on things like this with the goal of reaching the Garuda Scout level."

The explanation above aligns with the findings of the researcher's observations and is supported by the following documentation:



Figure 9. Inauguration of Penegak Bantara



Figure 10. Awarding of Special Proficiency Badges

2. Discussions

Based on the explanation above, it can be seen that the Scouting extracurricular activities at SMA Negeri 13 Rejang Lebong are carried out in accordance with Law Number 12 of 2010 concerning the Scouting Movement and Permendikbud Number 63 of 2014 concerning Scouting Education as a compulsory extracurricular activity. This law provides a strong foundation for the implementation of scouting extracurricular activities in schools. In the context section, it has been explained that scouting activities are in line with the existing vision and mission as well as the articles of association, making them more structured and with transparent financial resources. This is certainly important because it serves as the initial foundation for running good and clear Scouting extracurricular activities. This is in line with the research by Syahdani et al. (2022), which states that a clear vision and mission can help in carrying out Scouting extracurricular activities in a more focused manner and facilitate activities so that there are clear objectives for continued development. In addition, clear AD/ART will help extracurricular activities in managing finances so that they are more transparent and structured, thereby preventing conflicts (Susanti, 2021).

Furthermore, at the input stage, the availability of adequate supporting facilities and infrastructure can assist in extracurricular activities. However, female trainers are needed for these extracurricular activities to help optimize them. This is supported by Alfiyana et al. (2023), who state that adequate facilities and infrastructure will help make extracurricular activities more effective and optimal. Furthermore, the presence of adequate trainers will help extracurricular activities become more optimal and will be the key to making these extracurricular activities better and of higher quality (Ahadin et al., 2023).

At the process stage, it is said that scouting activities already have clear planning and implementation because they have been arranged in such a way and supported by lesson plans that help extracurricular activities become more focused. This is also supported by Fitri et al. (2025), who state that clear planning will help students carry out extracurricular activities with enthusiasm and help them become more active in their activities. Finally, the product stage states that these activities will help members become more disciplined, responsible, cooperative in teams, and able to train their leadership skills. This is in line with the research by Yusra and Jamaris (2021), which states that Scouting extracurricular activities are able to make students more disciplined, responsible, and helpful to one another. In addition, this scouting extracurricular activity also helps students hone their leadership skills, decision-making, and responsibility for every action taken (Ristiyani & Asmawan, 2023). Thus, it can be concluded that the scouting extracurricular activity at SMA Negeri 13 Rejang Lobong has been running well and appropriately and has a strong legal basis. However, there is still a need for additional trainers to ensure that activities are carried out more optimally.

Conclusion

The implementation of Scouting extracurricular activities at SMA Negeri 13 Rejang Lobong can be summarized as follows: 1) Context: Scouting extracurricular activities at SMA Negeri 13 Rejang Lobong have a strong legal basis; 2) Input Aspect: The implementation of Scouting activities at SMA Negeri 13 Rejang Lobong has been supported by adequate facilities and infrastructure and competent instructors. However, there is still a shortage of female instructors; 3) Process Aspect: The implementation of Scouting activities at SMA Negeri 13 Rejang Lobong has a good planning system and is carried out in a structured manner; 4) Product Aspect: The implementation of Scouting extracurricular activities at SMA Negeri 13 Rejang Lobong has had a significant positive impact on students. Therefore, Scouting extracurricular activities at SMA Negeri 13 Rejang Lobong are running well and deserve to be continued and improved.

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