

Improving Professionalism of Scout Coaches Cub through “Gelang Ajar” Activities in Sukoharjo District in 2019

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Abstract. This study aims to describe the increasing professionalism of scout coaches cub through “Gelang Ajar” activities in Sukoharjo Regency in 2019. This research is a qualitative descriptive study. The subject of the research was the scout coaches cub and Cub scout in Sukoharjo regency, the object was the professionalism of Cub scouts in “Gelang Ajar” activity. The methods of data collection included observation, interviews, and documentation. Data validity uses source triangulation and methods. The data analysis technique uses qualitative analysis techniques consisting of three stages, namely data reduction, data display, and data verification. The results of the study revealed that coaches were less creative and innovative in giving scout training, scout coach-style was less varied, the language used was difficult for students to understand, the coach's appearance was less convincing, the training method used by the coach was boring, the training pattern was centered on the coach, the coach was less able to motivate students, the coach was authoritarian, the coach was unable to clearly demonstrate and exercise material, the coach did not have a KMD diploma, the coach never consulted with experts, coaches were angry when training the students, the coach applied favoritism to students, and students were never included in the scout competition. With the results of such research, it is necessary to find a solution, among others, through the activities of Cub coaches Scout Builders on Cub. The conclusion is that professionalism is needed to improve the Cub scout coach in Sukoharjo district through the “Gelang Ajar” activity.

Keywords: *Professionalism of Scout Coaches Cub, “Gelang Ajar” Activity*

INTRODUCTION

The existence of scout coaches spearheaded the process of education and training for scout members. According to [1], [2], [3], Scout coaches have an important role in shaping the character of students through scouting activities [4], [5], [6]. Next [7], [8], [9] emphasize that the abilities and experiences of coaches play an important role in providing training quality scouting.

The ability and experience of the coach must be supported by various competencies that must be possessed, namely religious competence, academic competence, pedagogical competence, social competence, and personal competence [10], [11], [12]. Even those competencies must be supported by various skills possessed. According to [13] and [14], various skills that must be possessed by scout coaches are organizational skills, managerial skills, leadership skills, and scouting skills.

Scout coaches who have five competencies and four skills are categorized as professional coaches [15], [16], [17]. Next, [18], [19], [20] confirm in the educational journal Univet Bantara Sukoharjo Volume 28 Number 3 in November 2018, affirming that professional coaches who are capable of providing training to students effectively and efficiently with maximum results.

This research was focused on increasing the professionalism of Cub scout coaches through the “Gelang Ajar” activities in Sukoharjo District in 2019. The results of the field observations that the coach was less disciplined, less creative and innovative, less convincing, did not master the training material provided, was often angry, the guide was difficult to understand, and the training tools were less attractive.

The existence of these facts has an impact on the number of students who took part in training, parents gave less support to their children to take part in scout training, students in scout training were lazy, students who took part in scout training were less focused, and the results of training were not enough.

METHOD

This research is qualitative. According to [21], qualitative research is research that intends to understand the phenomenon of what is experienced by the subject of research such as behavior, perception, motivation, action, and so forth in a holistic manner, and by means of descriptions in the form of words and languages, in a special natural context and by utilizing various natural methods. According to [22] suggest that qualitative methodology is a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior.

The subjects of the study were Scout Preparedness Guards and Cub Scouts in Sukoharjo Regency and its object was “Gelang Ajar.”

The method of data collection used observation, interviews, and documentation. Data validity was done by data triangulation and method. Data analysis techniques using qualitative analysis techniques consist of three steps, namely data reduction, data display, and data verification.

RESULT

The results of the study were obtained from the observations in the field which were carried out when the scout coach gave scout training to his students. Observations were carried out for three days from 3-5 January 2019.

The results of the study revealed that based on the field observations, the coach was less creative and monotonous, the language was difficult to understand, the appearance of the coach was less attractive, the training tools were less attractive, the coach was often angry, the coach did not master the training material well, the coach was less communicative, the coach applied favoritism, the coach was often angry, the coach often came late, the coach did not understand the characteristics of the scout, the coach did not appreciate the potential of the scouts, the coach was unable to provide concrete examples in providing training, or the coach was unable to demonstrate training material.

The results of the interview are as follows, the instructor did not understand the Cub scout training curriculum, the instructor did not understand the characteristics of the scout, the instructor had not yet had a scout diploma namely KMD, the instructor was unable to understand scouting as an extracurricular at school, the instructor was difficult to make learning tools, the instructor was difficult to create interesting and fun activities, the lack of school principal support, the lack of parental support, and the instructor rarely coordinated with other scout instructors in other sub-districts.

DISCUSSION

Scouting coaches, according to WOSM, are adult members of the Scout who are tasked to plan, implement, and supervise the implementation of scouting activities at the Gugus Depan level (gudep) [23].

Cub Scout coaches and Cub Scout Supporters, according to [24], [25] are adult members of the scout movement (at least 17 years old) and have passed the Advanced Basic Scout (KMD) Scouting Course and actively foster young members, have KTA and are obedient to the scout honor code [26], [27], [28].

Professional Scout coach [29], [30] is a figure of someone who can be emulated with a personality which is open and confident, honest, love children, have an educative sense of humor, humanist, can be a good listener, appreciate different ideas, not selfish, soft but firm, enjoy the work, acknowledge that he can make mistakes, have a commitment to change, able to plan, and can sing, dance and tell stories.

In fact, Sukoharjo district's scouts are generally not professional. This fact is based on direct observation of the scout builders when giving scout training. The coach lacks mastery of the training material, lack of compatibility between the tools used with training material, monotonous training methods which made students bored, less training variation, the language used was difficult to understand, the coach did not understand the characteristics of students, the training material was not planned well, the communication was only in one direction. With such a reality, it has an impact on students who became lazy to practice scouts; students were not passionate; students did not focus on training; many students came late to practice.

"Gelang Ajar" is a meeting place for scouting coaches to exchange ideas and experiences so that they have the same and more advanced perception in providing Cub scout training.

"Gelang Ajar" activities followed the existing curriculum which is divided into 255 theories, and 75% practices in the form of tutorials. The "Gelang Ajar" activity was one full-day training, starting from morning to evening. It is a place to share knowledge, skills, and experience in fostering scouts. Through "Gelang Ajar," the same perception can be obtained about scout material such as the opening and closing exercises of standby exercises, how to test standby scout SKUs, how to complete standby SKK and Garuda Scouts, standby scout skills material, standby scout game material and character games for standby scouts. "Gelang Ajar" was carried out for one day, starting at 8:00 to 17:00 which are presented in the form of 25 theories and 75% of field practice using peer tutoring methods.

Ideally, the "Gelang Ajar" activity is carried out in a planned, programmed, and continuous manner. This is intended so that the problems of fostering standby scouts that appear can be immediately overcome. In the implementation of "Gelang Ajar" will be more qualified if it brings in speakers who understand about standby scouts. The implementation of the "Gelang Ajar" in Sukoharjo district has been felt to be less than optimal because first, the number of participants was small, it did not bring in resourceful persons, it was not programmed well, and there were more theories than practice.

In the future, it is highly expected that the implementation of "Gelang Ajar" for the standby scouts in the district will be carried out professionally. Namely, the material is planned, the resource persons are presented, and the implementation of 25% theory and 75% practice in the field. To get a qualified and professional coach, it is necessary to do a cross-building process; in this way, the coach gets new insights and experiences in fostering the scout.

The problem is whether the ratio of standby scouts with the number of standby scouts in Sukoharjo district has been realized. From the results of the data, in the quarterly branch of the Sukoharjo Scout Movement, information was obtained that the ratio of standby scouts with standby scouts was 1:60 standby scouts. This means that in accordance with the regulations of the national

Quarter, the scout movement is still far from the provisions, namely 1:32 standby scouts. The causative factor is that many scout builders are less interested in fostering standby scouts. In general, the fostering scout is a female. In Sukoharjo regency, the number of male counselors who foster standby scouts was only 67 people, still far from the number of female guardians, namely 237 people.

With this phenomenon, it is necessary to immediately procure a boy scout coach who has the qualifications as a guardian of the scout. The way is done by KMD and "Gelang Ajar," especially the boy scout coach who is prepared to foster standby scouts. Through this way, in the next 2-5 years could achieve an ideal ratio between the boy scout coach and the female scout coach in fostering the scout.

CONCLUSION

Based on the results of the research, it can be concluded that first, the use of "Gelang Ajar" among Cub scouts can increase the professionalism of the Cub scout coaches in Sukoharjo Regency in 2019.

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