

The Comparison of Credibility and Authenticity of Scoutmasters of Indonesian Scouting

Yulianti Yulianti*, Dian Widya Putri

Department of Communication, Faculty of Communication
Universitas Islam Bandung
Bandung, Indonesia
*yulianti@unisba.ac.id

Stephani Raihana Hamdan

Department of Psychology, Faculty of Psychology
Universitas Islam Bandung
Bandung, Indonesia

Abstract—Referring to the Constitution of the Republic of Indonesia Number 12 of 2010, the 2013 National Education Curriculum, and Presidential Regulation Number 87 of 2017 which all lead to strengthening character education through Praja Muda Karana (Pramuka) that was scout activities as mandatory extracurricular activities. Scouting as the spearhead. Character education in is carried out by the teacher, in this case the cubmaster and scoutmaster. Cub master and Scout master is an important component in the formation and strengthening character of students. This study aims to obtain a picture of the comparison between credibility and authenticity of cub masters and scout master in strengthening character education in scout extracurricular members in the city of Bandung. This research uses a quantitative method with a descriptive approach. With population of grades 1-6 elementary school students in the city of Bandung in accordance with PPDB Bandung data, which is a number of 231.147 students and obtained a sample of 511 students consisting 252 cub and brownie scout and 259 boy and girls scout. This study uses the credibility and authenticity theory from Brookfield (2006). The results of this study indicate that the credibility of cubmasters and scoutmasters consisting of indicators of expertise, experience, rationale, and conviction shows that cub masters and scout masters have high credibility, while the authenticity of cubmasters and scoutmasters consisting of congruence indicators, full disclosure, responsiveness, and personhood indicates that the cub masters and scout masters have a high degree of authenticity, only for personhood indicators with hobby-related question items, both cub scout and boy scout respondents show low similarity with their masters.

Keywords: *scouting, character education, credibility and authenticity, scout master, Pramuka*

I. INTRODUCTION

Indonesian Scout movement is a name of non-formal education organization that performs scouting education in Indonesia [1]. It was founded in 1961 by Sri Sultan Hamengkubuwono IX, and in 2011 the Indonesian Scout Movement which called Praja Muda Karana (Pramuka) became the world's largest scout association in the world with 17 million members. Right on September 6, 2017, the President has signed Presidential Regulation (Perpres) Number 87 of 2017 concerning Strengthening Character Education [2-4]. Strengthening character education in the current context is very relevant to overcoming the moral crisis that is engulfing Indonesia [5]. Scouting as an activity that is always carried out

in schools has become very relevant in succeeding the Strengthening Character Education Movement [6]. Teachers in this case the scoutmaster is the spearhead. In accordance with the proverb in Indonesia "guru di gugu dan ditiru" which means teachers are trusted and imitated so teachers should be role models or have good values within themselves that will be internalized by the students.

The nation's character today is far from the noble values inherited. Therefore, one of the real and systematic solutions offered is to activate the Scout extracurricular activities [7].

As Freire (Shor and Freire) says, "Education is above all the giving of examples through action" [8]. Strengthening character education in scouts is influenced by communication carried out by scout masters [9,10]. The scoutmaster has a strategic position as the main actor. The scout master is a figure that can be imitated and become an idol, the scout master can be an inspiration and motivation for scout students. Scout masters are considered effective when they are able to combine important elements in learning. Therefore, scout students actually need the belief that the scout master has credibility and authenticity.

Credibility is determined by the perception of others. This is in line with what is stated by Brookfield:

"Credibility as the perception that the teacher has something important to offer and that whatever this "something" is (skills, knowledge, insight, wisdom, information) learning it will benefit the student considerably. Credible teachers are seen as teachers who are worth sticking around because students might learn something valuable from them. They are seen as possessing a breadth of knowledge, depth of insight, sophistication of understanding, and length of experience that far exceeds the student's own. Authenticity, on the other hand, is defined as the perception that the teacher is being open and honest in her attempts to help students learn. Authentic teachers do not go behind students' backs, keep agendas private, or double-cross learners by dropping a new evaluative criterion or assignment into a course halfway through the semester. An authentic teacher is one that students trust to be honest and helpful [11].

Teachers who have both authenticity and credibility are considered worthy teachers to maintain. This is because

students will find it easier to trust and imitate these characters.

"On the other hand, a classroom that is strong on teacher authenticity but weak on credibility is seen as a pleasant enough locale but not a place where much of consequence happens. Students often speak of such classrooms as locations to pick up easy grades and the teachers in charge as "soft touches." Authentic teachers are personally liked and often consulted concerning all manner of student problems. Students who feel they have been misunderstood or victimized by more hard-nosed teachers often turn to teachers they perceive as allies. The authentic teacher is seen as someone who will represent the student to the uncompromising teacher and convince unsympathetic colleagues that the student concerned has been misunderstood and is in fact a diligent learner. But being an advocate for a particular student is seen as something quite different from being an important learning resource. Students say that they like teachers they view only as authentic, but they don't usually stress how they learned something very important from them" [11].

Teachers with the authenticity will be preferred personally so students will more easily believe in what they are saying and then make the process of knowledge transfer become easier [12].

Potter said that "Everything and everybody is urgent to be authentic. Bruyckere in his dissertation said that "Also, in education, there are those who stress the importance of authenticity" [13].

Cranton and Carusetta state that authenticity is a multi-faceted concept that includes at least four parts: the original, shows consistency between values and actions, relates to others in such a way as to encourage their authenticity, and is always critical [14].

Scoutmaster is expected to have a balance of credibility and authenticity in teaching for student success in instilling character education.

A. Character Education

Character is a style, traits, characteristics, and characteristics possessed by a person that comes from the formation or forging that gets through the surrounding environment.

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. (Law on National Education System, Chapter I: article 1 paragraph 1).

B. Scout Movement in Indonesia

The Scout Movement which called Praja Muda Karana (Pramuka) in Indonesia was officially introduced to the public on August 14, 1961; this day then is celebrated as Scouting day to honour the organization's first public parade. The Scout Movement was developed according to fundamental principles below:

- Belief and piety to God almighty.
- Care for our nation and homeland, fellow life, and nature.
- Care for their own personality.
- Obey the Scouting Honour Code.

The Scoutmaster are in all scouting functions in the county are attended. The older scouts have earned a total of 14 merit badges in such project as: personal health, safety, carpentry, fireman ship, handicraft, woodworking, swimming and metal craft. At the present time, eight scouts are members of a photography club and four are nearly ready to qualify for their merit badge the institution have been made by these boys. they do everything-- photographing, developing and printing, under the supervision of the scoutmaster. Without going into case histories of our boy scouts, there is undoubted evidence that a decided improvement has resulted through our experience in scouting. Cubmasters and scoutmasters are more dependable, courteous, trustworthy, are more alert and able to do many things well [15].

C. Common Indicators of Credibility

1) *Expertise*: Expertise is recognized in a teacher being able to demonstrate a high level of command of the skills or knowledge she is seeking to communicate to students. It is not enough just to possess these; what is crucial is that they are publicly displayed and recognized by students.

2) *Experience*: A second indicator of teacher credibility often mentioned by students is the perception that the teacher has considerable experience in the field being taught or in the activity of teaching itself.

3) *Rationale*: The indicator of "rationale" refers to teachers' ability to talk out loud the reasons for their classroom decisions, course design, and evaluation criteria.

4) *Conviction*: Conviction is the sense students pick up from us that we consider it vitally important that they "get" whatever it is we are trying to teach them [11].

D. Common Indicators of Authenticity

Students recognize that teachers are authentic when those teachers are perceived to be allies in learning who are trustworthy, open, and honest in their dealings with students. Four specific indicators are typically mentioned: congruence, full disclosure, responsiveness, and personhood.

1) *Congruence*: The congruence here is congruence between words and actions, between what you say you will do and what you actually do.

2) *Full disclosure*: This refers to the teacher's regularly making public the criteria, expectations, agendas, and assumptions that guide her practice. Students know and expect us to have such agendas and are usually skeptical of statements to the contrary.

3) *Responsiveness*: That focuses on demonstrating clearly to students that you teach to help them learn in the way that is likely to be most helpful to them.

4) *Personhood*: Personhood is the perception students have that their teachers are flesh and blood human beings with lives and identities outside the classroom. Students recognize personhood in teachers when those teachers move out from behind their formal identities and role descriptions to allow aspects of themselves to be revealed in the classroom [11].

II. METHOD

The form of research chosen was comparison in descriptive research in order to obtain a detailed picture of the credibility and authenticity of the Scout Master in Strengthening Character Education in the Scout Extracurricular in Bandung [16]. The results of the data are processed based on descriptive statistical analysis [17].

The study was conducted on a population of scout students in public elementary schools who joined the Extracurricular Scout Movement in this case in the activities of Cub and brownie Scouts aged 7-10 years and Boy Scout and girl Guide aged 11-13 years. Age categories are 10 to 13 years or in the late childhood stages [18].

The research subjects were selected using random sampling techniques. Each unit (individual in one school) will be selected as a sample. The number of research subjects is adjusted to the minimum number of samples and research funding [14]. The total population of students in grades 1-6 elementary school in the city of Bandung is in accordance with

PPDB data in the city of Bandung, with a total number of 231.147 students. The number of samples determined in accordance with the minimum number of samples from Slovin so that the minimum number of samples in this study were 400 students. The sample in this study alone consisted of 511 consisting of 252 cub scout students (male = 135, female = 117), and 259 boy scout students (male = 132, female = 127). The research locations are elementary schools in Bandung City

III. RESULTS AND DISCUSSION

One important component in learning according both cub scout and boy scout students is how students understand the scout masters. The predictable rhythms of student learning, the importance of teachers' displaying credibility and authenticity

In writings such as those of Shor, Daloz and Greene, we find examples of how teachers can act creatively to develop their students' powers of critical thinking and to increase their sense of agency [15]. Scoutmaster is the spearhead of character education in schools. The coach is a role model and opinion leader whose words of action and character are used as references and are copied by scout students. Potter said that "Everything and everybody is urgent to be authentic. Bruyckere in his dissertation said that "Also, in education, there are those who stress the importance of authenticity" [13].

TABLE I. INDICATORS OF CREDIBILITY

	CUBMASTERS			SCOUTMASTERS		
	<i>H</i>	<i>M</i>	<i>L</i>	<i>H</i>	<i>M</i>	<i>L</i>
Expertise	221 87,70%	22 8,73%	9 3,57%	243 93,82%	15 5,80%	1 0,38%
Experience	211 83,73%	34 13,50%	7 2,77%	232 89,58%	26 10,04%	1 0,38%
Rationale	210 83,33%	29 11,51%	13 5,16%	220 84,95%	31 11,97%	8 3,08%
Conviction	188 74,60%	56 22,22%	8 3,18%	233 89,96%	22 8,50%	4 1,54%

Note: H = High, M = Medium, L=Low

Data from 87.70% (221) of the cub scout group students showed that the cub scout group scout master had high indicators of expertise, some 8.73% (22) showed moderate indicators of expertise, and 3.57% (9) showed low indicators of expertise. The data from students in the cub scout group were 93.82% (243) showing that the boy scout had a high indicator of expertise, some 5.80% (15) showed moderate indicators of expertise, and 0.38% (1) showed indicators low expertise. Based on the data obtained, more students rated the scouts master of the cub scout group and boy scout as having high indicators of expertise. Scoutmaster is considered to have extensive knowledge about scouting, experts in scouting material scouts, able to answer questions asked by students related to scouting, and is good at modelling various scouting skills.

Data from 83.73% (211) cub scout group students showed that the cub scout master had a high experience indicator, a number of 13.50% (34) showed a moderate experience indicator, and 2.77% (7) showed a low experience indicator.

The data from students in the boy scout group was 89.58% . (232) showing that the boy scout master had a high experience indicator, 10.04% (26) showed a moderate experience indicator, and 0.38% (1) showed a low experience indicator.

Judging from the data obtained, more students rated the scouts master of the cub scout group and boy scout group as having high experience indicators. In this indicator the scoutmaster has experience in teaching scout material, has the experience of bringing scouts to reach achievements, has a lot of history of scouting, and seems to have experience in educating.

Data from 83.33% (210) students of the cub scout group showed that the scoutmaster of the cub scout group had a high rationale indicator, a number of 11.51% (29) showed a moderate rationale indicator, and 5.16% (13) showed a rationale indicator that was low. Data from students in the boy scout group were 84.95% (220) showing that the scout master had a high rationale indicator, 11.97% (31) showed a moderate

rationale indicator, and 3.08% (8) showed low rationale indicators.

Both the students in the cub scout group and the boy scout were more likely to rate the scout master of the cub scout and boy scout group had high indicators. The scout master give explanations of the benefits of scouts and gives reasons about the importance of scouts to students. The scout master also provides ways to succeed in scouting and gives students a clear picture of the practice to follow.

Based on data from 74.60% (188) the cub scout group students showed that the cub scout master had a high conviction indicator, a number (56) 22.22% showed a moderate conviction indicator, and 3.18% (8) showed a low conviction indicator. As for the student's boy scout the data collection obtain from 89.96% (233) showed that the scout master of the boy scout group had a high conviction indicator, a number of 8.50% (22) showed a moderate conviction indicator, and 1.54% (4) showed low rationale indicator.

Both the students in the cub scout and boy scout group were more likely to rate the scout master had high indicators. The scout master encourages students to take part in scout exercises. The master also gave an example of how to be a good scout and paid attention to the progress of the students' scout practice. In addition, the scoutmaster also provides an overview of the benefits of scouting for the future.

Authenticity is a multifaceted concept that includes at least four parts: original, shows consistency between values and actions, relates to others in such a way as to encourage their authenticity, and always critical [14,19].

TABLE II. INDICATORS OF AUTHENTICITY

	CUBMASTERS			SCOUTMASTERS		
	<i>H</i>	<i>M</i>	<i>H</i>	<i>M</i>	<i>H</i>	<i>L</i>
Congruence	206 81,75 %	40 15,87 %	6 2,38%	244 94,20 %	15 5,80%	0 0%
Full Disclosure	202 80,15 %	42 16,67 %	8 3,18%	245 94,60 %	14 5,40%	0 0%
Responsive ness	215 85,32 %	31 12,30 %	6 2,38%	229 88,42 %	26 10,03 %	4 1,55 %
Person hood	79 31,35 %	109 43,25 %	64 24,60 %	99 38,22 %	117 45,18 %	43 16,6 0%

Note: H = High, M = Medium, L=Low

Based on data from 81.75% (206) students in the standby group showed that the scouts of the standby group scout had high congruence indicators, some 15.87% (40) showed moderate congruence indicators, and 2.38% (6) showed congruence indicators the low one. As for the students the data collection group of 94.20% (244) showed that the scout builder of the scout group had a high congruence indicator, a number of 5.80% (15) showed a moderate congruence indicator, and based on the data none showed a rationale indicator the low one.

Both the students in the cub scout and boy scout groups were more likely to rate the scoutmasters had a high indicator

of congruence. The interesting thing from this data is that there are no students in the group boy scout who assess the constructor to have a low congruence indicator. This congruence indicator is illustrated by the behaviour of the scout master who carries out the things he said when scouting and gave examples of what he said. The coach also always conducts the scouting as taught and obeys the scouting rules that are applied to students and the scout masters themselves.

Based on data from (202) 80.15% of the cub scout group students showed that the cubmaster had high full disclosure indicators, a number of 16.67% (42) showed moderate full disclosure indicators, and (8) 3.18% showed low full disclosure indicator. As for the boy scout students, data collected from a number of 94.60% (245) showed that the scoutmaster had a high full disclosure indicator, some 5.40% (14) showed a medium full disclosure indicator, and based on the data none showed low full disclosure indicator.

Both the students in the cub scout and boy scout groups were more likely to rate the cub master and scout masters had a high full disclosure indicator. Just like the congruence indicator, the interesting thing about the full disclosure indicator is that no one in boy scout groups that judge their scout masters have a low full disclosure indicator.

Based on data from 85.32% (215) the cub scout group students showed that the cub master had a high responsiveness indicator, a number of 12.30% (31) showed a moderate responsiveness indicator, and 2.38% (6) showed a low responsiveness indicator. As for the students of the data collection group of 88.42% (229) showed that the scout master of the boy scout had a high indicator of responsiveness, a number of 10.03% (26) showed a moderate indicator of responsiveness, and a number of 1.55% (4) shows a low indicator of responsiveness.

Both the students in the cub scout and boy scout groups were more likely to rate the cub master and scout masters had a high indicator of responsiveness. The master makes sure students understand and can practice scouting skills and train students attentively. The masters also correct things that are not appropriate during the exercise and the masters also give examples directly and repeatedly so students can do it.

Data from 31.35% (79) students of the cub scout group showed that the cubmaster had a high indicator of personhood, a number of 43.25% (109) showed a moderate indicator of personhood, and 24.60% (64) showed a low indicator of personhood. As for the boy scout students collected data from a number of 38.22% (99) showed that the scout master had a high indicator of personhood, a number of 45.18% (117) showed a moderate indicator of personhood, and a number of 16.60% (43) shows a low indicator of personhood.

In contrast with other indicators, based on data on the indicators of personhood students judge more that the cub master and scout master have moderate personhood indicators.

IV. CONCLUSION

The credibility of the scout master consisting of indicators of expertise, experience, rationale, and conviction shows that

the scout master for the cub scouts and boy scouts has high credibility. Scout master authenticity consisting of congruence indicators, full disclosure, responsiveness, and personhood shows that the scoutmaster for the cub scout and boy scout have high authenticity, only for personhood indicators with questions related to hobby, both the cub scout and boy scout show low similarity with their builder. This result could be an image of how scoutmaster perceived by the student. They tend to have credibility, but should increase their authenticity for give a greater impact in character education.

ACKNOWLEDGMENT

This Research was supported by Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM Unisba) under Hibah Penelitian Dosen Muda tahun 2018/2019

REFERENCES

- [1] Tim penulis, Scouting in Indonesia-History and Activities [Online], Retrieved from <https://factsofindonesia.com/scouting-in-indonesia>, 2001.
- [2] Undang-Undang Republik Indonesia Nomor 12 Tahun 2010 Tentang Gerakan Pramuka
- [3] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 81A Tahun 2013 tentang Implementasi Kurikulum 2013
- [4] Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 terkait dengan Penguatan Pendidikan Karakter
- [5] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 63 Tahun 2014 tentang Pendidikan Kepramukaan
- [6] A.W. Santosa, "Implementasi Pendidikan Karakter dalam Membangun Kemandirian dan Disiplin Siswa di MTsN Kanigoro Kras Kabupaten Kediri," *Jurnal Didaktika Religia*, vol. 2, no. 1, pp. 21-38, 2014.
- [7] H. Hanafi, "Pendidikan Karakter dalam Gerakan Pramuka," *Jurnal Pendidikan Karakter Jawara*, vol. 1, no. 1, 2015.
- [8] I. Shor and P.A. Freire, *Pedagogy for Liberation: Dialogues on Transforming Education*. Westport, CT: Bergin and Garvey, 1987.
- [9] G.R. Singh, "How Character Education Helps Students Grow," *Journal Educational Leadership*, vol. 59, no. 2, pp. 46-49, 2001.
- [10] Social and Character Development Research Consortium. *Efficacy of schoolwide programs to promote social and character development and reduce problem behavior in elementary school children*. Washington, DC: National Center for Education Research, U.S. Department of Education, 2001.
- [11] S.D. Brookfield, *The Skillful Teacher : On Technique, Trust, And Responsiveness In The Classroom*. San Francisco : John Wiley & Sons, Inc, 2006.
- [12] M. Weimer, "Authenticity in teaching," *Scholastic Early Childhood Today*, vol. 14, no. 7, pp. 48-49, 2011.
- [13] P. De Bruyckere, *Authenticity Lies in the Eye of the Beholder The Perception of Teachers' Authenticity by their Students* [Online], Retrieved from: <https://dspace.ou.nl/bitstream/1820/9544/1/Dissertatie%20Predro%20de%20Bruyckere%20V4a.pdf>, 2017.
- [14] P. Cranton and E. Carusetta, "Perspectives on Authenticity in Teaching," *Adult Education Quarterly*, vol. 55, no. 1, pp. 5-22, 2004.
- [15] J.C. Hoeffler, "The value of Boy Scouting in State institutions," *The Psychiatric Quarterly*, vol. 14, no. S1, pp. 66-69, 1940.
- [16] U. Silalahi, *Metode Penelitian Sosial*. Bandung: Refika Aditama, 2009.
- [17] J.H. McMillan and S. Schumacher, *Research in education Evidence-based inquiry* (6th ed.). Boston, MA: Allyn and Bacon., 2006.
- [18] National Camp Executives Group, "Character education in the camp setting," *The Camping Magazine; Martinsville*, vol. 76, no. 1, pp. 40-41, 2003.
- [19] M.A. Ghofur, "Kredibilitas dan Otentisitas Guru Kewirausahaan Terhadap Karakter Kewirausahaan Siswa SMK Negeri di Surabaya," *Jurnal Ekonomi Pendidikan dan Kewirausahaan*, vol. 1, no. 1, 2013.