



How to Manage the Scout Extracurricular Program at the Excellent School?

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Abstract

This research aims to describe the management of extracurricular activities of scouts in State Junior High School (SJHS) 1 Yogyakarta as well as the obstacles that occur and the efforts to conquer the problems. This research was a qualitative descriptive study. The sources of the research data were the vice chief of the school of students, the chairman of the group, and the scoutmaster. The techniques of collecting data were interviews, observations, and documentation studies. The results of the research show: 1) Management of extracurricular activities of scouts in SJHS 1 Yogyakarta (a) Planning encompassed selecting the scoutmaster, forming training teams, developing work programs, scheduling regular training sessions, procuring equipment, and budgeting. (b) Organization focused on establishing group structures and managing scout activities. (c) Implementation included executing weekly, monthly, and annual work programs. (d) Control involved direct supervision, attendance records, and evaluations. 2) Key obstacles identified were low student participation in routine training, deviations from the training schedule, and the need for further instructor development. 3) Efforts to address these challenges included student education and engagement initiatives, formulation of written guidelines, rescheduling training sessions, and participation in scout leader training courses.

Keywords: Management, Extracurricular, Scout

1. INTRODUCTION

Education is one of attempt in frame increase quality of human life which aims to provide knowledge and skill development to students. Besides get an education in family (informal), Children also have the right to receive (formal) school education. This is in accordance with Constitution Base 1945 article 31 which states that "every citizen entitled get education". Education on generally implemented in frame enlighten national life And increase quality the life of a human being who believes and is devoted to God. Matter this in line with objective education national in the Law Number 20 of 2003 concerning the National Education System.

School is an environment that is deliberately formed to educate the younger generation in achieving certain goals, especially for equip with the knowledge and life

skills needed in the future. As an institution that contributes to educating the younger generation, schools have a responsibility to produce quality graduates who have skills for the progress of the nation. The process of managing education (schools) requires management to achieve the expected educational goals. If management implemented in accordance with internal management functions management education so educational goals will be achieved optimally, including goals in extracurricular activities [1].

According to Anwar [2] extracurriculars are a means of self-development for students, with the existence of these programs or activities can awaken soul child to a better direction extracurricular activities are activities to develop human resource potential which owned participant educate deeply connection with application science which he obtained And in meaning specifically to guide students in developing their potential and his talent through mandatory and optional activities. Activity extracurricular is a series of activities carried out outside activity intracurricular which guided by the supervisor of each extracurricular.

Extracurricular activities done in order to develop aspect-aspect certain from what is found in the curriculum which is being run, including related to the application of students' abilities in accordance with demands life necessities they and environment in a way general [3].

Based on Minister of Education Regulations National Number 39 of 2008 about Coaching Student Affairs article 3 paragraph 1 states that extracurricular activities are supporting activities for intracurricular programs in educational institutions. As a non-binding supporting activity for extracurricular activities, student participation in extracurricular activities in the program depends more on the students' talents, interests and needs.

Regulation of the Minister of Education and Culture Republic Indonesia Number 62 of 2014 Article 3 concerning Types of Extracurricular Activities on Education Base and Secondary Education says that the types of extracurricular activities in a school institution are divided into two, namely mandatory extracurriculars and optional extracurriculars. Extracurricular activities that must be organized by the educational unit that is scout. According to Kholifah [4] Scout activities are believed to support good learning balancing between knowledge, skills and character of students. The scout movement is used as a forum for coaching and developing the younger generation, including education outside of school activities.

Scout extracurricular activities are used as mandatory extracurricular activities of course need management so that the activity process can run smoothly. As stated by Jabar et al., [5] management is defined into two parts, namely as organizers and administrative. Management as an organizer means organizing or carrying out something with good organization and arrangement. Meanwhile, management as

administrative is an activity that manages an organization or work institution using administrative steps, so that in this case scout extracurricular activities, if managed well, will produce good output too, because in management there is a process of structuring, managing and arrangement of all its elements.

In connection with the above, State Junior High School (SJHS) 1 Yogyakarta is a school that very notice development of potential talents and interests of students. This is proven by the holding of 22 types of mandatory extracurricular activities and optional extracurricular activities covering scouting, academics, sports, arts, and others. Based on the results of the initial visit on December 18 2023 with the Deputy Head of Student Affairs who is responsible for all extracurricular activities at SJHS 1 Yogyakarta, he explained that mandatory extracurricular activities (scouting) were developed with objective so that participant students are able to develop the abilities and talents they have. The participation of students in scout extracurricular activities can improve the quality of the school through competitions held by the school, such as competing between classes and holding competition between school until at national and international levels. One of performance in activity scout extracurricular in SJHS 1 Yogyakarta namely the number of students who are selected to be representative area For attend the Jamboree National in Cibubur Jakarta East and several were also selected to be part of the students representing the country to take part in scouting activities at the international level.

Besides That, based on data The best achievements of SJHS 1 Yogyakarta in LC III activities in 2023 were to win 2nd place for the "Garuda" men's team and the "Beringin" Women's Team won 1st overall. Then in August, the scouts had not yet made written regulations, so many students thought that getting permission for scouting activities was very easy. Based on this background, researchers interested For research school who pay more attention to extracurricular activities. Researchers will study the related issues management activity scout extracurricular which good in school, with research title "management of scout extracurricular program at public junior high school 1 yogyakarta".

This research was conducted so that researchers know the planning and monitoring process as well as the obstacles that will face several participants from SJHS 1 Yogyakarta who will take part in the International Jamboree in Caledonia. From several successes that have been achieved by scout extracurriculars, of course everything no free from support from the school, good management, and in terms of facilities and infrastructure so that this can create students who excel among other superior schools.

Apart from its achievements, SJHS 1 Yogyakarta has also always been used as a reference school for scout extracurricular activities at the SJHS levels. So many agencies or educational institutions carry out observations in order to gain new

knowledge regarding the scouting management system that has been implemented. However, despite the success of the scout extracurricular activities at SJHS 1 Yogyakarta, there are still several obstacles in the implementation process. One of them is students who are lazy to take part in extracurricular activities scout in a way routine, in addition to occurring during the implementation process, and efforts made to overcome obstacles which happen. Objective from this research aims to understand the management of scout extracurricular activities at SJHS 1 Yogyakarta, the obstacles to extracurricular activities at SJHS 1 Yogyakarta and the efforts made by the school to overcome obstacles to extracurricular scout activities at SJHS 1 Yogyakarta.

The research question in this research is:

1. How is the management of scout extracurricular activities at SJHS 1 Yogyakarta?
2. What are the obstacles to scout extracurricular management at SJHS 1 Yogyakarta?
3. What efforts have been made to overcome obstacles to scout extracurricular management at SJHS 1 Yogyakarta?

2. METHODS

This research used a qualitative descriptive approach, where the results of this research emphasized more meaning, circumstances, and processes from an activity. So the data obtained by the author could be described in a rational and objective way in accordance with the reality on the ground. The research location was carried out at SJHS 1 Yogyakarta from January to February 2024. The data sources in this research were divided into two, namely primary data and secondary data. Primary data was sourced from direct interviews with the Deputy Head of Student Affairs, the head of the scout front group, the secretary of the scout front group, extracurricular scout builders, and the chairman of the fundraising board.

Data collection was supported by direct observation of scout extracurricular activities at SJHS 1 Yogyakarta. Meanwhile, secondary data was made as supporting or complementary data. This included pictures of the implementation of extracurricular activities, the organizational structure, and the management of the fundraising council. The data collection techniques in this study were; 1) Observation, which was an activity to search for data by observing, analyzing, and taking notes of findings at the research site to draw conclusions or diagnoses. 2) An interview was a form of communication between two people, involving someone who wanted to obtain information from another by asking a number of questions related to the research [6]; 3) Documentation, which was a data source useful for completing data,

information, and checking the validity of data from other data sources that had been obtained.

The validity and reliability of the instrument in this study used source triangulation and technique triangulation. The data analysis used in this research was an interactive model from Miles, Huberman, & Saldana [7], which included data condensation, data presentation (data display), and verification (conclusion drawing/verification).

3. RESULTS AND DISCUSSION

The main results and discussion in this research are the management of scout extracurricular activities, obstacles to scout extracurricular activities and efforts to overcome obstacles to scout extracurricular activities at SJHS 1 Yogyakarta.

3.2 Management of Scout Extracurricular Activities

Scout extracurricular activities need an internal management system to run optimally. According to Wiyani [8] management is a planning effort, organizing, implementing, and supervising carried out by the leadership of educational institutions to achieve mutual goals work the same and make use of various facility which he has. This is in line with the activity management process Scout extracurriculars that involve management functions in achieving stated goals.

a. Planning

This planning is a process that is needed in various activities that will be carried out in an effort to achieve goals, the planning process contains descriptions activity which will implemented for the future or in the form of an activity program. This is in line with the theory which states that 60% of the success rate of an activity lies in maturity in preparation a planning [9].

Planning for scout extracurricular activities at SJHS 1 Yogyakarta is carried out once a year at the start of a new school year. Scout extracurricular planning begins with the selection of supervisors which is carried out through joint deliberation between the Head of the Gugusdepan and school personnel involving school leaders. Apart from that, to strengthen the supervisor's position, the school leadership also issued a supervisory decree, considering the importance of the decree in organization ie has the function of determining or changing a person's status, validating the establishment, legalizing the establishment or dissolution of a person organization, validate applies whether or not a guideline is valid, revokes the validity period letter decision previous, and also validate the team or committee [10].

The next plan is the formation of a Raising Council (RC) troop. The formation process is carried out with open recruitment through the use of the Google Forms information system for accepting RC members. The use of Google forms is considered quite effective because data information which obtained can be

summarized quickly and automatically, based on the board member admission guidelines raiser year 2023/2024 that students who want to join RC must go through 3 (three) stages, namely CCDP, CDP, then RC.

Then planning the scout work program which is designed using an activity matrix, as for the scout work program covers program work weekly, monthly and yearly. Next in planning scout extracurricular activities in SJHS 1 Yogyakarta Schedule and materials are also determined. Determination timetable activity exercise routine Scouts are adjusted to the academic calendar and through discussion together by the coaching team and the selected extracurricular coaching team, for this semester routine training activities are carried out on Thursdays while the RC is on Tuesdays and Fridays. Meanwhile, for material or curriculum planning, of course it is adjusted to the General Skills Requirements (GSR) and Special Skills Requirements (SSR).

The following planning is related to the procurement of facilities and infrastructure needed by scout extracurriculars together with planning work programs. Procurement of facilities and infrastructure is carried out by the development team in accordance with the needs of the work program. Procurement details means and infrastructure in report to the Deputy Head of Facilities and Infrastructure to obtain approval for the use of extracurricular activity facilities and infrastructure scout. Procurement infrastructure facilities are carried out as a form of realization of previous planning, with the aim of supporting the scout activity process so that it runs effectively and efficiently in accordance with the desired goals.

To support the success of scout extracurricular activities, of course you need financing or funds. According to Wiyani [8] financing is one of the resources in an organization or institution that is really needed. Because it's happening process management in an educational institution or organization is determined by financing factors. Funding for scout extracurricular activities comes from funds of the Regional School Operational Assistance and the National School Operational Assistance. Funding planning is carried out by team builder scout which detail based on need from each work program.

b. Organizing

Organizing is an activity process which required for achieve the goals as set out in the plan. Things which done including division of tasks, delegation of power and authority [11]. Organization Scout extracurricular activities are carried out by creating an organizational structure . The scout extracurricular organizational structure at SJHS 1 Yogyakarta has a parallel position with the student council directly below under the auspices of the school principal or deputy head of student affairs.

The structure of the scout extracurricular organization includes principal own role in provide information to the school community/stake holders and act as a decision maker in each work program to be implemented. Then Gugusdepan Scouts

of SJHS 1 Yogyakarta has duties and responsibilities in leading and manage gugudepan collectively with the coaching team, as well as coordinating the unit coaches in the front group, then the secretary of the front group, namely assisting the head of the front group in carrying out his duties, and as a conduit of information to the unit coaches, the front group unit coach of SJHS 1 Yogyakarta has duties and responsibilities in implementing the work program that has been established. planned.

Apart from that, the organization carried out is the management of the fundraising council troops which are the core troops of movement scout in SJHS 1 Yogyakarta consisting of 46 students. The task of the Raising Council is to assist supervisors in delivering material to participant educate which other but still accompanied by the scout unit leader, besides That guide activity scouting and evaluating activity programs. As according to Anggadiredja et al, [12] who say that the duties of the fundraising council include organizing scout activity programs, evaluating activity programs, supporting teams, and preparing material to be discussed.

The SJHS 1 Yogyakarta fundraising council squad also has a squad name that is “Garuda” (the Eagle) for troops son and “Beringin” (the Banyan) for troops daughter. Based on the fundraising council documents obtained through observation, there is a division of tasks for each student, including the core leaders covers chairman’s RC, representative’s RC., secretary, and treasurer. Whereas leader daily includes activities, information data, regulatory affairs and public relations.

C. Implementation

The implementation of scout extracurricular activities is part of the implementation of the work program that has been mutually agreed between the coaching team and party school. In line with this, Br Tarigan, et al. (2024) said that in implementation management it is an activity carried out to integrate previously determined goals and work plans.

The process of implementing scout extracurricular activities at SJHS 1 Yogyakarta is carried out accordingly with policies issued through Minister of Education Regulation and Culture Republic Indonesia Number 63 of 2014 concerning Scouting Education Chapter 2 which say that education scouting was carried out as a mandatory extracurricular activity on basic education and intermediate which must followed by all participant educate so from policy the team builder scout developing the objectives of scout extracurricular activities at SJHS 1 Yogyakarta, namely to accommodate students' interests and talents, foster character values in accordance with the Dasa Dharma of Scouting, and form self-discipline, as well as increase their knowledge and skills .

According to Anggadiredja, et al., [12] the extracurricular activities for scouts are as follows:

- 1) Weekly, weekly activities start from routine training, providing materials, and other activities that have been agreed upon.
- 2) Monthly/bi-monthly/three-monthly/accordingly agreement, activities are held based on the decision of the fundraising board and builder, with type of activity which usually different with weekly activities. Joint Training (JT) is essentially joint training with other front groups, so that there is an exchange of experiences between fellow organizers and between fellow coaches.
- 3) Activity in level Quarter branch, regional and national, types of activities are categorized as routine activities, because they are held annually, two annual, three-yearly, four-yearly or five-yearly as decided and organized by the quarter, for example activities; (a) Gladian the unit leader; (b) Gladian the squad leader; (c) Gudep I level competition (specially organized by Gudep) LC at branch level, LC III at branch level, LC IV at regional level, and LC V at national level; (d) camp devotion raiser and (e) branch, branch, regional, national, ASEAN, regional jamboree (Asia Pacific), and Jamboree World (World Scout Jamboree).

Based on research results, SJHS 1 Yogyakarta has implemented a weekly scout work program which includes training on RC material which is carried out every Tuesday. The activities start with the coach who delivers the material to the RC. Then there is routine scout training or activities for all students D.P give material to participants educate which customized with the General Skills Requirements (GSR) and the Specific Skills Requirements (SSR), then continued with the GSR and SSR exam from the material that has been presented, and finally there is a Plenary Meeting or evaluation of activities that have been carried out for 1 (one) week.

Furthermore, the monthly work program includes joint fierce cleaning. Board Raiser activities routine done every end month. Then there is a leadership meeting, activities are carried out by the front group leader and the team builder unit as form evaluation and preparation of the next work program, inauguration activities or level promotions for students which are carried out every third of the month according to conditions and situations, promotions for raisers starting from ramu, raft, terap. For the annual program following LC III from the regions which is held in June, then there is the basic orientation of the raising council or formation of the RC which is carried out from the beginning of February until the inauguration in December. Next was the implementation of a large camp which was held at the end of the school year, which involved all school human resources and students in grades 7 & 8 as well as the Raising Council (RC). Program work final that is Open Together with the Scout Team All Generations which was held in the month of Ramadan.

Implementation of routine training and provision of materials has also been carried out according to the planned schedule. Implementation timetable extracurricular activities scout in SJHS 1 Yogyakarta is held on Thursday at 02.30-04.30 PM, activities must be attended by all over participant educate class VII-VIII. Meanwhile, the schedule for routine training activities for the Raising Council (RC) is

carried out on day Tuesday and Friday o'clock 02.30-04.30 PM. Then the material is delivered by the instructor who conveys it to the RC, then the RC conveys it to the students. Material activity based on SSR and GSR.

The process of implementing scout extracurricular activities requires support from infrastructure so that activities can run smoothly and goals can be achieved optimally. This is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning Extracurricular Activities in Primary Education and Secondary Education that the implementation of extracurricular activities requires support in the form of the availability of facilities. And infrastructure. Implementation Scout extracurricular activities at SJHS 1 Yogyakarta already have quite good supporting infrastructure. The process of carrying out the opening and closing of routine scout training is carried out at Gor school, whereas For Providing practical material can use the green field, and providing theoretical material can use the classroom. Besides that, activity extracurricular scout already has two rooms or studios which are used to store scout equipment, such as tents, cooking equipment, stock, etc. Meanwhile, the other studio is used as a RC room and a place to store flags or slayer awards from regional to national level competitions (LC).

Furthermore, in implementing scout extracurricular activities there are regulations which set by team builder. The regulations are not made in writing, but are directly conveyed to students during the opening or closing ceremony of training. The regulations that have been implemented are related to the order and discipline of students in dressing and behaving, apart from that, the supervisor also sets administrative regulations for students who cannot attend routine training, or cannot take part in other scout activity programs, they can give permission to the scout leader accompanied by also with clear evidence. There are these regulations as guide and behavioral norms in demand which inside it contains commands and prohibitions.

d. Supervision

Supervision as function Management has an important role in the process of achieving set goals. According to Sherly, et al., [13] supervision is an activity to ensure that every plan is carried out in accordance with what has been determined. Supervision of scout extracurricular activities is carried out as a form of monitoring and evaluating activities that have been carried out to make corrections in the implementation of future activities. The process of supervising scout extracurricular activities is carried out in accordance with the scout principle, namely that there must be an adult in every activity carried out so that supervision of scout activities is carried out directly by the coach to the students through presence or direct monitoring of every activity carried out.

Based on the results of the observations that have been made, in the process of supervising scout extracurricular activities, each team is required to make a presence given to the Raising Council (RC). If There is participant educate no can following training, the team leader can fill in attendance information in accordance with the permission done to the builder. Apart from that, supervision is also carried out by school leaders and also wow through coordination with front group leader or unit supervisor to find out whether the activities carried out are going well.

Supervision done by headmaster in form non formal, so there are no specific indicators related to the supervision carried out because there are too many builder originate in school so that if there is a problem you can immediately report it to the school leadership or to wow studentship in order the problem was resolved immediately. Supervision by school leaders is routinely carried out every two weeks on moment exercise routine in day Thursday. Supervision of scout extracurricular activities in SJHS 1 Yogyakarta also carried out through evaluation.

The evaluation carried out on scout extracurricular activities is divided into 2 (two), namely activity evaluation and assessment/report evaluation. Evaluation of activities is carried out after each activity or on Fridays along with training and evaluation done with discuss between the coaching team and the Raising Council (RC) to discuss obstacles or problems faced during training. Meanwhile, the second evaluation is an evaluation whole from party school which is conducted per semester with hold a meeting with all school human resources. At the meeting, the advisory team conveyed developments and obstacles that occurred during the implementation of the work program. At the same time, the coaching team also gives grades to students which are then input into the student's report card. The supervisor also makes a report from the person in charge of the program work which already held.

Apart from that, the coaching team will also hold non-formal evaluation meetings which are held monthly and specifically for all coaches. The evaluation is carried out to discuss activities or problems that occur during the activity implementation process.

3.2 Scout Extracurricular Activities

The obstacles experienced during the implementation of scout extracurricular activities at SJHS 1 Yogyakarta are as follows:

First, participant educate which less active in training activities. The implementation of scout extracurricular activities as mandatory extracurriculars now requires more attention to students, because in implementing scout extracurricular activities not all students have an interest in these extracurricular activities. Based on the research results, it was found that in the implementation of extracurricular activities, scouts did not provide active participation, this was caused by boredom

teaching and learning activities which is carried out from morning to evening, so that some students become lazy about participating in routine training.

Second, the training schedule was not implemented. The large number of work programs that schools have creates an obstacle for scout development teams in arranging training schedules or times if they coincide with school events, so that routine training has to be canceled or postponed to another day.

Third, ability builder necessary developed. Need understood that the growth and development of an organization is not only determined by numbers the human, but Also with the quality of human resources in it. Limited HR capabilities too become something constraint in implementation of scout extracurricular activities, because not all human resources or coaches are skilled in scout activities.

Fourth, funding which limited. Scout extracurricular at SJHS 1 Yogyakarta is activity mandatory that must be followed by students so that the implementation process requires quite large funding so that all activities can run smoothly. Considering the budget funds provided by party school very limited, So it becomes an obstacle that funders will not be able to cover all the activities that have been planned.

3.3 Efforts to Overcome the Obstacles that Occur

The efforts made by the coaching team to overcome the obstacles that occurred were: **First**, providing education and approaches to students. Scout extracurricular activities at SJHS 1 Yogyakarta are mandatory activities, so they require an active role from students so that the activity objectives are achieved.

Second, make the rules in writing. From data constraint which happen In scout extracurricular activities, 50% of the obstacles experienced by students occurred. Thus the builder as facilitator must make stricter regulations so that students are orderly in participating in routine training.

Third, change your routine exercise to another day. Efforts are made by the coaching team if there is a similarity between training time and school events, then the coaching team holds discussions together For make Change the routine exercise to another day so that the training can still be carried out.

Fourth, efforts are made to overcome obstacles related to human resources or supervisors, namely that the Head of Gugusdepan always provides suggestions so that unit supervisors can follow training course education from the Basic Advanced Scout Leader Course, Advanced Scout Leader Course, Basic Level Scout Leader Trainer Course, Advanced Scout Leader Trainer Course, to Leadership Development. As stated by Angga et al., [14] that the aim of the training given to human resources or scout leaders is to provide knowledge and experience in the field of scouting. So that through this goal, the scouts at SJHS 1 Yogyakarta can be superior, because the higher the level of education obtained by the scouts, the greater the knowledge that can be shared with students and produce outstanding students .

Fifth, regarding funding issues activity extracurricular scout, The coaching team always optimizes so that the budget is sufficient and can cover all activities. If the funds provided by the school are still insufficient, the coaching team can look for other sources of funds, such as sponsorship or joint contributions. As stated by Salma [15] sponsorship is part of communication tools where companies provide financial support for educational, social and other activities.

4. CONCLUSION

Based on the research results, data presentation and discussion that has been presented, the following conclusions can be drawn. Extracurricular management at SJHS 1 Yogyakarta consists of several stages, namely: 1) Scout extracurricular management at SJHS 1 Yogyakarta a) planning includes: election builder, formation of a fundraising council, preparation of work programs, determination of material schedules, procurement of infrastructure, funding; b) organizing includes establishing an organizational structure and managing a fundraising council; c) implementation includes weekly, monthly and annual work programs; d) supervision is carried out by direct monitoring, attendance register and evaluation. 2) Management constraints scout includes; participant students who are less active in participating in routine training, training that is not carried out according to schedule, the abilities of coaches that need to be developed. 3) Efforts made to overcome scout management obstacles; provide education/approach to students, create written regulations, replace exercise routine to day others, taking part in scoutmaster education courses.

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