

THE EFFECT OF SCOUT EXTRACURRICULAR ACTIVITIES ON THE LEARNING OUTCOMES OF CLASS X STUDENTS IN BIOLOGY AT STATE SENIOR HIGH SCHOOL 1 BESUKI

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Abstract

Extracurricular activities are activities of students outside tutoring; extracurricular activities can affect their interests, talents, and potential. Extracurricular activities are in demand by students who scout, including in SMA Negeri 1 Besuki. Ektrakurikuler conditions scout in SMA Negeri 1 Besuki pretty well because many students who take these activities even for class X must follow. However, many students still need to learn the benefits and purpose of the mandatory extracurricular scout. Based on the description of the background of the problem, this study was formulated as follows: Is there Scouting Against Effects of Extracurricular Activities Student Results Class X by Subject Biology at SMA Negeri 1 Besuki school year of 2014/2015? This type of research is ex post facto correlational descriptive with a quantitative approach—data collection techniques with the questionnaire method (questionnaire) and documentation. Statistical calculations were done using a simple correlation with significant results seen from the value of the r count larger than the r table at a significance level of 5%, i.e., $0.658 > 0.246$. Based on the results of research and discussion that has been done, extracurricular activities and scouts influence the learning outcomes of students in the subjects of Biology class X SMA Negeri 1 Besuki school year 2014/2015.

Keywords: *Extracurricular Scouts, Learning Outcomes, Biology Class, Student, SMA Negeri 1 Besuki,*

Article History: 19-02-2024; Received in revised form 05-03-2024; Accepted 31-03-2024; Available online 31-03-2024.

INTRODUCTION

Education is essential in human life because, through education, quality human resources will be formed. Education aims to provide knowledge, attitudes, and tranquillity through implementing the curriculum. The objectives of education implemented before independence were not formulated explicitly. However, it is implied that it had relatively the

same goal during the Dutch and Japanese colonial periods: getting cheap and educated employees to strengthen its position as a colonial nation. National education, which is based on Pancasila and the 1945 Constitution of the Republic of Indonesia, functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings

who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

In the educational process, learning is an integral part of all activities in studying at educational institutions. Learning is an individual's effort to obtain a new change in behavior due to the individual's experience in interaction with the environment. Extracurricular activities are student activities outside of teaching and learning activities; extracurricular activities can influence students' interests, talents, and potential. Through additional scouting activities in the school environment, students can fulfill their interests to gain knowledge and experience in various subjects, which one day can be helpful for them in their daily lives. In extracurricular scout activities, authentic experiences are developed that can bring students to an awareness of themselves, others, and the environment.

The condition of scout extracurricular activities at SMA Negeri 1 Besuki is quite good because many students participate in these activities; even for class X, it is required to follow them. Scout extracurricular activities are closely related to learning outcomes, making students at SMA Negeri 1 Besuki more active, disciplined, and independent. This is supported by the odd mid-semester examination (UTS) results of students whose scores are above average, with a range of scores between 75-80.

I chose scout extracurricular activities over other extracurricular activities because scout extracurricular activities are the only extracurricular activities that must be followed by students and have a relationship with biology subjects, for example, during camps and explorations. Students can learn directly in nature about plant classification, ecosystem

components, food chains, food webs, and environmental management to overcome environmental pollution and damage. By learning while playing, students are more enthusiastic about following the existing lessons.

Based on Law Number 12 of 2010, confirms that the Scout Movement is an organization that organizes non-formal education outside school and the family as a forum for fostering and developing young people by implementing Scouting Education as part of national education based on the Among System with Basic Principles and Scouting Methods.

Scout extracurricular activities are closely related to student achievement and learning outcomes because students have a more mature thinking power obtained from these activities. In addition, learning achievement can also be achieved with extracurricular activities that can make people more active and responsible and help them think maturely in building themselves, namely scout activities. However, some children still need to be more active in Scout extracurricular activities because extracurricular activities only waste their time in the learning process. This happens because many children still need to learn the benefits of extracurricular activities, especially Scout extracurricular activities. Thus, the Minister of Education and Culture, Muhammad Nuh, made Scout extracurricular activities into extracurricular activities that must be followed by students, which is intended so that students can be more responsible for themselves as students and can improve satisfactory learning achievements the activities undertaken and apply them in teaching and learning activities.

According to Ferdiansyah and Johan (2014), extracurricular scouting activities encourage students to develop their talents and

interests in learning activities and initiatives. Many factors affect learning achievement; these factors arise within and outside the students.

In the learning process, students need to know the extent of the lessons they have achieved as a reference and guideline for an educator to evaluate all the results of student activity or learning outcomes as a follow-up action.

Brahim states in Ahmad (2012) that learning outcomes can be interpreted as the level of student success in learning subject matter at school, expressed in scores obtained from test results knowing a certain amount of subject matter. So, learning outcomes are children's abilities after going through learning activities.

According to Wasliman and Ahmad Susanto (2012), the learning outcomes achieved by students are the result of the interaction between various influencing factors, both internal and external factors, as follows:

1. Internal factors: Internal factors come from within the learner, which affect their learning ability. Internal factors include intelligence, interest and attention, learning motivation, perseverance, attitude, study habits, physical condition, and health.
2. External factors: External factors are factors that come from outside the learners that affect learning outcomes, namely family, school, and society.

Based on the description above, the researcher is interested in researching

"The Effect of Scout Extracurricular Activities on the Learning Outcomes of Class X Students in the odd semester Biology subject at SMA Negeri 1 Besuki, Situbondo Regency in the 2014/2015 Academic Year".

RESEARCH METHODS

This research was conducted in May 2015. The research was conducted at SMA Negeri 1 Besuki, Situbondo Regency. This study used a purposive sampling method to determine the location for the following considerations:

1. The scout extracurricular at the school used as the research location is very active.
2. Scouts at the school used as the research location has participated in scout training at the branch and regional levels.
3. Educators already have a certificate of competence.

The population in this study, which became the subject, were students of class X IPA SMA Negeri 1 Besuki Situbondo Regency, 2014/2015 academic year. Sampling in this study used purposive sampling with the following criteria:

1. The class used as the sample had all students participating in the scout extracurricular program.
2. The class used as a sample of biology learning results was quite good.

The samples in this study were students of class X IPA 1 and 2 SMA Negeri 1 Besuki in the academic year 2014/2015—data collection techniques used in this thesis using questionnaires and documentation methods. A questionnaire is a set of several written questions used to obtain information from respondents to report their personal information or things they know (Suharsini Arikunto, 2006).

The data obtained from questionnaires include reasons for choosing scout extracurricular activities compared to other

extracurricular activities, the benefits obtained from participating in scout extracurricular activities, the effect of scout extracurricular activities on student learning outcomes, etc. Documentation is a data collection instrument that helps researchers collect data. Documentation is a data collection instrument that assists researchers in capturing data sourced from documentation. (Sulthon, 2012). The data I will obtain from the documentation is from the results of the Mid-Term Test (UTS) odd students of class X IPA 1 and 2 in biology subjects at SMA Negeri 1 Besuki in the 2014/2015 school year.

The data that has been collected needs to be analyzed to test the truth of the hypothesis and draw conclusions on the results of the study; the data collected is analyzed quantitatively using specific statistical formulas to test the hypothesis. The data analysis that the authors use in this study is a simple correlation technique. Simple correlation analysis is used to express mathematical equations between the independent variable and the dependent variable. In this study, the independent variable consists of one predictor, namely extracurricular scouting (X), which affects learning outcomes (Y), so this study uses the Simple Coefficient method (i.e., one predictor).

Statistical calculations used are as follows:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)\}}}$$

Notes:

r = Correlation Coefficient

N = Number of Respondents

X = Free Variable (extracurricular scouting)
 Y = Dependent Variable (learning outcomes)

Table 1. Commonly used Correlation Interpretation

No.	Distance Interval	Criteria
1	0,00 – 0,199	Very low correlation
2	0,200 – 0,399	Low correlation
3	0,400 – 0,599	Moderate correlation
4	0,600 – 0,799	High correlation
5	0,800 – 1,000	Very high correlation

Source: Sugiyono, 2006:184

RESULTS AND DISCUSSION

Based on the research that has been conducted, data regarding variable X and variable Y, namely extracurricular scout activities and student learning outcomes, are obtained. The research data was obtained through a questionnaire distributed directly to respondents. In this study, variable X was obtained through a questionnaire of 15 items distributed to 64 respondents taken from X IPA classes 1 and 2 at SMA Negeri 1 Besuki. The questionnaire questions consist of three alternative answers that have their value weights, namely:

1. The answer gets a value of 3 if the answer is by what the researcher wants.
2. The answer gets a value of 2 if the answer is less than what the researcher wants.
3. The answer gets a value of 1 if the answer is not what the researcher wants.

Data on extracurricular scout activities were obtained from a questionnaire distributed directly to 64 respondents with 15 questions. The highest score is 42, and the lowest score is 22. Based on the results of the questionnaire after being converted to the frequency distribution table, namely as follows:

Table 2. Frequency Distribution of Scout Extracurricular Activities

Range Score	Frequency
21 – 25	2
26 – 30	22
31 – 35	27
36 – 40	11
41 – 45	1
Total	64

Data on learning outcomes were obtained from the Odd Midterm Examination (UTS) scores of class X IPA students at SMA Negeri 1 Besuki, Situbondo Regency, in the 2014/2015 academic year. The highest score was 77, and the lowest score was 65. Based on the odd UTS scores of students given by the teacher after being converted to the frequency distribution table, it is as follows:

Table 3. Frequency Distribution of Learning Outcome Data

Range Score	Frequency
65 – 69	1
70 – 74	29
75 – 79	34
Total	64

The results of data analysis using Simple Correlation, r (count) = 0.658 with $db = 64$ obtained r (table) at the 5% level = 0.246 then $r_{hit} > r_{tab}$ ($0.658 > 0.246$) means significant. Therefore, scout extracurricular activities influence the learning outcomes of class X students in biology subjects at SMA

Negeri 1 Besuki in the odd semester of the 2014/2015 school year.

The results of this study indicate that there is an effect of extracurricular scout activities on student learning outcomes in class X biology subjects at SMA Negeri 1 Besuki, Situbondo Regency, in the 2014/2015 school year, which is indicated by the price of the correlation coefficient (r) of 0.246 and r count of 0.658. The significance level of 5%, with the provisions of the value of r , counts as more significant than the r table, was at a significance level of 5%, and then the hypothesis proposed (H_a) researchers accepted.

The condition of scout extracurricular activities at SMA Negeri 1 Besuki is quite good because many students participate in these activities; even for class X, it is required to follow them. Scout extracurricular activities are closely related to learning outcomes, making students at SMA Negeri 1 Besuki more active, disciplined, and independent. This is supported by the results of the Midterm Examination (UTS) of students whose scores are above average, with a range of scores between 75-80.

I chose scout extracurricular activities over other extracurricular activities because scout extracurricular activities are the only extracurricular activities that must be followed by students and have a relationship with biology subjects, for example, during camps and explorations. Students can learn directly in nature about plant classification, ecosystem components, food chains, food webs, and environmental management to overcome environmental pollution and damage. By learning while playing, students are more enthusiastic about following the existing lessons.

The Scout Movement is an organization that organizes non-formal

education outside school and the family as a forum for fostering and developing young people by implementing Scouting Education as part of national education based on the Among System with Basic Principles and Scouting Methods (Based on Law Number 12 of 2010). Scouting activities are extracurricular activities that students must follow. These activities are intended so that students can be more responsible for themselves as students and can improve satisfactory learning achievements from the activities undertaken and apply them in teaching and learning activities.

Scout extracurricular activities have a relationship with biology subjects; for example, during camps and explorations, students can learn directly in nature about plant classification, ecosystem components, food chains, food webs, and environmental management to overcome environmental pollution and damage. By learning while playing, students are more enthusiastic and active in following the existing lessons.

Learning biology in Scouting activities provides excellent benefits, namely:

1. Learning is enjoyable because it is embedded with scouting activities.
2. It does not require extraordinary time and is implemented while waiting for other activities so students can work well together.
3. Effective and efficient, meaning that it does not require separate time and does not need to spend much money.
4. Implemented with enjoyment without putting pressure on students.
5. Character education can be applied well.
6. Students easily accept and analyze what they see and face.

Participating in extracurricular scouting improves student learning outcomes

because extracurricular scouting teaches students to be more active and responsible and think maturely in building themselves. Through scouting activities, students can fulfill the needs they are interested in to gain knowledge and experience in various subjects that can be useful for them in their daily lives one day. Therefore, students must utilize extracurricular scouting as a consideration in determining the choice of extracurricular activities that are followed to develop their respective talents, interests, and creativity to achieve better learning outcomes and prepare for their future lives.

Research conducted on extracurricular scouting by Susilawati Siahaan (2010) entitled The relationship between extracurricular scouting activities and learning discipline with improving the learning achievement of class II odd semester students of SMPN 16 Bandar Lampung in 2004/2005. Stating that there is a positive and significant relationship between Scout Extracurricular Activities and Learning Discipline in Class II Students of SMPN16 Bandar Lampung Labuhan Dalam Way Kanan with Odd Semester Learning Achievement in 2004/2005 School Year, obtained the relationship coefficient correlation (r) of 0.803.

CONCLUSIONS

Based on the results of research and discussion, the researcher can draw the following conclusions: There is a significant influence between scout extracurricular activities and student learning outcomes in Biology class X at SMA Negeri 1 Besuki Situbondo Regency 2014/2015 academic year. This can be seen from the value of the r count, which is more significant than the r table at a significance level of 5%, namely $0.658 > 0.246$.

Based on the research results and conclusions above, the authors provide the following suggestions:

1. For Teachers

To improve student learning outcomes, teachers are expected to scout extracurricular activities at SMA Negeri 1 Besuki not only for class X but also for class XI, which is also required. Schools should facilitate scout extracurricular facilities and infrastructure that still need to be available.

2. For Parents

Parents, as the first educators for children in the family, should always pay attention to their children and support the extracurricular scout activities followed by their children.

3. For Students

Students should participate in scout extracurricular activities as a positive activity outside of school hours. Positive activities that are outside of school hours. Students who are still too lazy to join scout extracurricular activities should be more active again, considering the many benefits that can be obtained from these activities.

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