Extracurricular Activities as a Contribution to the Development of Civic Disposition

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ABSTRACT

This research is motivated by the facts that learning process in the classroom cannot fulfill the development of civic disposition and the learning experiences that are limited in the classroom context. This study aims to assess the influence of students' participation in scouting on their civic disposition. The population of this study is the members of scouting board of all senior high school in Bandung. This study used a quantitative approach with a descriptive analytical method, and survey techniques. The results showed that the students' participation in scouting significantly affects the civic disposition. It can be concluded that scouting activity is one of learning experiences that can significantly improve the civic disposition.

Keywords: participation, extracurricular activity, civic disposition

INTRODUCTION

Act on the National Education System 20 of 2003 states that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that students are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state.

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In Curriculum 2013 vision of integral human development is described in terms of core competencies is a translation or operational competency standards (SKL) in the form of quality that must be possessed those who have completed education in the educational unit specific or level of education, and an overview of the core competencies that are grouped into aspects of attitude (spiritual and social), knowledge, and skills (affective, cognitive and psychomotor) that must be learned learners to a school level, classes and subjects (Permendikbud No. 54 Year 2013 on Graduates Competency Standards Basic Education and medium).

Thus, students who are intellectually smart in no longer the primary measure of success, but the education system is also shown with the character, moral, social and physical learners, or in other words the formation of human beings. In that regard, the results of recent studies show that intellectual does not guarantee the success of one's life. The psychologist says that IQ is only about 20% have a role in determining the life, while the remaining 80% is determined by other factors(Mustaqim , 2008: 152-153).

The study results Kahne (2008: 6) shows that the contribution of learning in the classroom to the commitment of citizenship is relatively small, because it is too focused on curriculum while students who have a certain experience such a debate, participate in extracurricular

activities, community services tend to commit and participate in various forms of participation politics and society. Civics teaching his little contribution was due to the learning process that focuses on knowledge about the aspect of civic attitudes and patterns of learning that focuses on teachers. Consequently lack the learning experience to develop an attitude dimension of citizenship.

As a result of integral human development as defined in the national education goals cannot be restricted in the interaction in the classroom alone but should be extended to other processes. Limitations of the education system on the interaction of teachers and students will only make students have a minimal life experience and narrow.

Although academic excellence is an important achievement in a person's life, but a formal education in which students learn reading, writing and arithmetic, students need to learn other skills such as critical and creative thinking, problem solving and decision making; to succeed in any field is also important to train interpersonal relationships and communication skills. Students can achieve all these objectives when they participate in extracurricular activities.

In addition, the critical issue of civic education today is how to ground the concept and value of citizenship not only at the level of knowledge but also reflected in the attitudes and behavior of students as citizens also develop a realistic understanding of the world today in which they live and the challenges of globalization must face. Knowledge cannot be the benchmark of success in learning, but further implementation of that knowledge in everyday life. Citizenship knowledge will be meaningful and useful in the knowledge that the basis for the passage of virtues that enabled by citizenship skills.

Arthur and Davis (2008) give the criticism that the school is not the right place for learning civics because it does not provide an environment and experience that is essential for the sustainability of Civics. Based on the reality on the ground critic Arthur and Davies is relevant because it is based on observations and interviews the author with several teachers Civics shows output achievement attitudes, knowledge, and skills of citizenship is constrained time allocation of subjects Civics are only 2 hours per week in addition to teaching load average teacher 24-hour course, teachers will be more preoccupied with subjects administrative and other costs. As a result, knowledge of citizenship became a major focus of learning objectives. Therefore, it is difficult for students to obtain expected citizenship learning outcomes, especially in the aspect of the attitude of citizenship to the fullest.

In contrast to the knowledge component of citizenship or science, the development of attitudes and skills of citizenship itself takes time and process. This is confirmed Branson (1999) that the attitude of the developing citizenship in evolution (slowly) is influenced by what is learned and experienced by a person in the home, school, community, and civil society organizations. A student will have a good character and a skilled building social relationships not only because of knowledge (learn to know) alone, but also because there is a process of habituation in social life where they must learn to act (learn to do), learning to be a whole person (learn to be), and learning to live together (learning to live together).

Based on the description above, it is necessary for the renewal of civic education that not only looked at the interaction in the classroom subjects civic education as the main indicator of the learning process Civics but the important thing is to promote attitudes and values of citizenship by giving students the opportunity to participate in and outside the classroom (Schulz et al. 2010: 23-24). In this case, the charge of civic education is no longer monopolized by the subjects Civics but also socialized through other approaches example: extracurricular activities.

METHOD

The approach in this research is quantitative, the research data in the form of numbers. The method used in this research is descriptive analysis method with survey techniques. Descriptive analytical method in research operational by using inferential statistics is to analyze the sample data and results are general for a population where the sample was taken. (Sugiyono,2001:14).

Analytical descriptive methods was adopted and survey techniques because taking a sample from a population using a questionnaire as a measure of basic data. Research surveys usually do not limit to one or several variables. Researchers generally can use variables as well as the vast population according to the research objectives to be achieved (Sukardi 2003: 15). McMillan& Schumacher (2001: 304) states that "in the survey, the researcher selects a sample of respondents and used questionnaires to collect information on the variables of concern to researchers. The data collected is then used to describe the characteristics of a particular population." Kerlinger (2002: 267) also states that "the researchers took samples from many survey respondents who answered a number of questions. They measure many variables, test hypotheses, and make conclusions from the questions about the behavior, thoughts, or characteristic of a phenomenon."

This study therefore has the characteristics as disclosed Singleton and Straits (Komalasari, 2008:115), namely: 1) a large number of respondents selected through probability sampling procedure to represent the population; 2) systematic questionnaire used to ask about something about the respondents, and record their answers; and 3) the responses are coded numerically and analyzed with the help of statistics.

RESEARCH RESULT

Based on descriptive the following analysis recapitulation of respondent about civic disposition.

Table 1. The responses of respondents regarding the attitude of citizenship

No	Dimension	Score
1	Politeness	1779
2	Responsible	2059
3	Discipline	2257
4	Sensitivity (civic-mindedness)	2117
5	Open Thinking	1004
6	Compromise	1102
7	Empathy	732
8	Generous	436
9	Loyalty to the nation and the state	1557
	Amount	13043
	Percentage	67,8%

The Table 1 above illustrates the responses of respondents regarding the attitude of citizenship. Based on processing results presented in the table above, it can be seen that the

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total score for the attitude scores of citizenship is 13043. The number is inserted into the line of the continuum, the measurement is determined by:

- Maximum Index Value = 5 x 25 x 154 = 19250
- Minimum Value Index = 1 x 25 x 154 = 3850
- Distance Interval = [Maximum value – minimum value] : 5
  = (19250 – 3850) : 5
  = 3080
- Percentage Score **=** [(total score): maximum value]x 100%
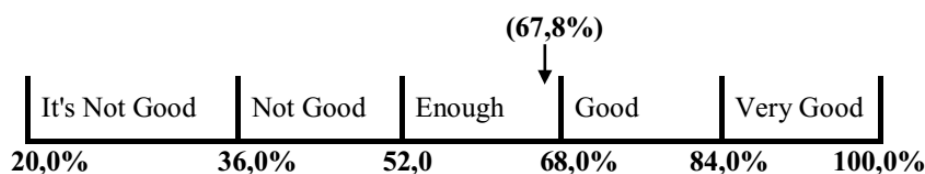 = (13043: 19250) x 100%
  = 67, 8 %

Figure 1. Continuum line civic disposition

Ideally, the expected score for the respondents' answers to the 25 questions is 19250. Of the calculations in the table show the values obtained 13043 or 67.8% of the ideal score is 19250. Thus civic attitude in the category enough.

Meanwhile, based on statistical analysis, the results of objective research findings are as follows.

a) Participation of students in extracurricular activities scout significant effect on the attitude of citizenship with a contribution of 45.4%.

b) The involvement of a significant physical and psychological impact on the attitudes of citizenship with a contribution that directly affect students' attitudes citizenship of 3.21%.

c) The involvement of a significant physical and psychological impact on the attitudes of citizenship with the contribution that indirectly affect student attitudes citizenship 5.62%

d) Motivation contribution significant effect on the attitude of citizenship with contributions that directly affect the attitude of the nationality of 14.89%.

e) Motivation contribution significant effect on the attitude of citizenship by contributing to the civic attitude indirectly by 7.59%

f) Responsibility significant effect on the attitude of citizenship with contributions that directly affect the attitude of citizenship by 7.78%.

g) The responsibility of a significant effect on the attitude of citizenship by contributing to the civic attitude indirectly by 6.33%.

h) The contribution of other unmeasured variables () on the attitudes of citizenship amounted to 54.6%.

DISCUSSION

In general the results of data analysis showed that the continuum line attitude of civic officials and scouts of 67.8% or categorized enough. What this means is that in general the students who participate in the activities of the scouts have a pretty good citizenship attitude.

Furthermore, from the results of testing the hypothesis known that extracurricular participation significantly influence the attitude of citizenship that is equal to 45.4% and the rest as much as 54.6% influenced by other factors not examined and measured in this study. The following diagram image:
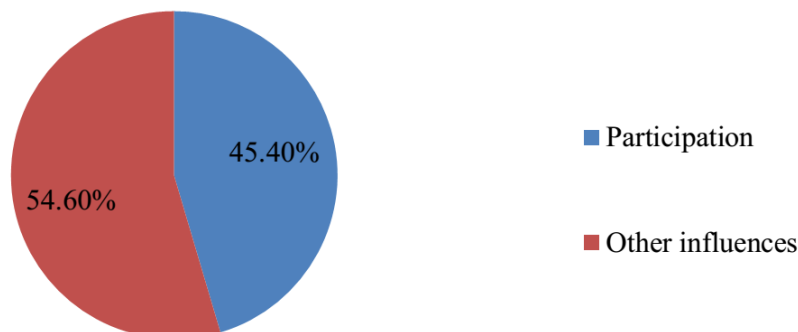

Figure 2. Graph Percentage Contributions Participation Extracurricular against Civic Disposition

Based on the results of data analysis known that the contribution of extracurricular participation which include physical and psychological involvement (X1) directly and indirectly affect the attitude of students is 8.83% citizenship, contributive motivation (X2) directly and indirectly influence the attitudes of citizenship was 22, 48%, and responsibility (X3) directly and indirectly influence the attitudes of citizenship is 14.11%. If you look at the criteria for the interpretation of the correlation value, the effect of X1, X2, and X2 respectively against the attitude of citizenship included in the low category. On the other hand the contribution of physical and psychological involvement, contributive motivation, and responsibility together in the form of participation influence the attitudes of citizenship 45.4% correlation that if the use of guidelines, including the medium category.

Although the results showed attitudes citizenship students generally categorized quite good, but there turned out to be categorized not good indicators of empathy. Requiring further investigation on the cause of the students have low empathy in further research.

Physical and psychological involvement became one of the dimensions of participation that contribute significantly to the attitude of citizenship. Physical and psychological involvement (X1) directly and indirectly affect students' attitudes citizenship is 8.83%. In this regard, the involvement of physical and psychological is characterized by the participation of students follow the scouts on the basis of their own desires, to participate in the process of planning activities, participate in the process of implementation of activities, participate in the process of organizing, participating in the process of monitoring activity, use the attribute / identity scout become a vehicle for students to train civilized attitude, open, recognize the ambiguity and compromise

Thus the physical and psychological aspects of the involvement become an important vehicle in addition to the learning experience in the classroom for students to develop a civic attitude in the context of social interaction. Physical and psychological involvement is indeed a process in which students have to show the best characters in order to create harmony within the organization. For example in the organizational meeting, in addition to skilled speaks also need to be accompanied by respect for dissent. When there is a conflict, the attitude of compromise needs to be taken.

In addition to the physical and psychological dimensions of engagement, contributive motivation dimension also contribute significantly to the attitude of citizenship. Motivation contributive characterized by taking the time, energy and mind for scout activities, donating funds for the treasury organization and scout activities, sharing of knowledge and skills they have to other students into a vehicle that is appropriate to exercise discipline, care and responsibility, so the greater the motivation contributive then the better the attitude shown citizenship.

Contributive motivation shown on paying cash craft shows aspects of responsibility and adherence to the norms of the organization. This activity discipline to train students to pay dues on time. Honest to pay the money given by parents to pay the fees. Simple exercises such as consciously or unconsciously trains students to be honest and disciplined. For students who become interpreters of money would have to fight to show the attitude to be honest and trustworthy in order to be trusted by his friends. Although the money is smart interpreter in accounting and mathematics but did not have the attitude of honesty and the trust would be difficult for him to become a Krani (financial manager of scouts).

Each member of the scout shall adhere to the honor code of the scouts' promise and commitment to themselves as well as the provision of moral education scout scouting "(Law of the Republic of Indonesia Number 12 of year 2010 Article 6). Thus a person who entered the scouts really demanded a promise and commitment to participate in scout activities.

Consequently responsible habits that directly contribute to the development of citizenship attitudes. It is in line with the opinion of Syafiie (2001: 142) that participation is the determination of the attitude and involvement desires of each individual in the circumstances of the organization, which in turn encourage individuals to participate in the achievement of organizational goals, as well as take part in any collective responsibility. "With such participation can determine the attitude and engagement of each individual in any organization which in turn may encourage individuals to contribute and participate so that organizational goals each goal can be achieved. Participation will run if the willingness of individuals and organizations to participate in participation.

Thus, students who participate in extracurricular activities scouts have a greater chance to develop their personality. Students who voluntarily participate in activities extracurricular will learn responsibility, communicate his friend, work as a team and organize an event. The pride of completing the task the organization will help them develop self-confidence and improve self-esteem.

Significant contribution to the extracurricular participation of civic attitudes also reinforced the opinion of some scoutmaster stating that student participation in scout activities play a positive role in shaping the attitudes of good citizenship. Through scout activities students can cultivate an attitude or character of such discipline in following the activities, responsible for implementing the mandate and independence. It means that it supports the results of statistical analysis that the students who take charge and scouts have civility, discipline, attitude good compromise.

The values of the scout is in line with the operational formula in this study and other theoretical formulation as expressed by Branson (1999) that the attitude of citizenship implies private or public character are important in maintaining and developing the constitutional democracy. Private character is marked by an attitude of moral responsibility, honesty, love, self-discipline, respect for human dignity while public character include courtesy, concern as a citizen, heed the rules, the ability to listen, negotiate and compromise.

Therefore, citizens who have a positive attitude will be sensitive to injustice or discrimination he saw. He will voice his critical attitude when see it. In this connection, Torney Son & Lopez (2006: 19-21) states that the attitude of citizenship or civic dispositions or attitudes include support for justice, equality and responsibility.

Moely, Mercer, Ilustre, Miron and McFarlane (2002: 15-26) formulate attitudes citizenship as civic action (the will to participate in the future in the public service), political awareness (awareness of local and national events, social justice attitudes (attitudes toward the causes of poverty, underdevelopment, and social problem solving), and diversity attitudes (attitudes towards diversity and cultural differences).

Other conception explains that the attitude of citizenship is an essential character that is very important in maintaining and sustaining the quality of democracy. Citizenship attitudes contribute to the growth of political efficacy, practice a healthy political system, foster the dignity of self and public virtue. These include independent civic attitude, responsibility, respect for the dignity of others, to participate in public life in a way that is rational and effective and promoting a healthy democracy (NAEP, 2010: xi).

Furthermore, based on interviews with students and alumni of scouts that participation in scout activities become an important investment in the future life. Participation in extracurricular activities scouts in addition to being a vehicle to develop their interests and talents also forge a personality. Students who take charge of the scouts will learn how to behave responsibility in running the task, sportsmanship in acknowledging the error, and take pride in the homeland.

Reality and hope that participation in scout activities beneficial to a future life in fact reinforced by the results of the analysis Menezes to the report of the International Association for the Evaluation of Educational Achievement (IEA), which examines civic education in six countries namely: Czechoslovakia, Norway, Portugal, Slovenia, Sweden and Switzerland. According to Menezes (2003: 430) participation is seen as a crucial dimension of citizenship and experience in social life is seen as an opportunity to develop personal and private resources that are essential for democratic development. In addition, the experience of participation in adolescence be a good predictor for participation in adulthood. Menezes analysis results indicate the significance of student participation is important for the development of post-school participation. The quality of participation today will affect the quality of participation in the future.

So as to participate in extracurricular activities can help students build confidence, improve self-esteem and can improve performance. Diverse school environment will certainly require students to collaborate with others and building relationships, and friends. All of this is to encourage personal growth and build trust. Thus, students play an important role in determining the level of participation in these two aspects. The better the quality of the available resources, the participating students will further grow and develop. Environment also plays an important role because it includes aspects of the student experience that can be directed by the institution. Specific characteristics of students, education policies and practices affect the student experience that will ultimately affect the outcome of learning or the development of student talent.

CONCLUSION

Based on the research findings discussed in the previous chapter, we concluded that students' participation in extracurricular activities scout contribute positively to the attitude and skills of citizenship. Student participation in scout activities in the form of physical and

psychological participation, contributive motivation, and responsibility are supported interactive learning and progressive method and system activities Among the model proved to make students have a more developed civic attitude. This is reflected in the attitude of students who increasingly independent, disciplined, brave, loyal, mutual help, responsible and trustworthy, clear thinking, saying, and doing, thrifty, careful, humble and diligent.

The civic attitudes evolve through a series of personal and social learning experience in environmental background scout activities. Scout activities into the learning experience in addition to teaching civics in the classroom to develop an attitude of citizenship at the same time implementing civic knowledge. Through the applicative scout activities students learn learning to know (learning to know), learning to do (learning to do), learning to be (learning to be a whole person), learning to live together (learning to live together).

Student participation in extracurricular activities scouts are contributing significantly to the attitude of citizenship. Although in terms of empathy is lacking but generally students who are active in the scouts have an attitude that is quite good in terms of civility, responsibility, self-discipline, sensitivity (civic-mindedness), sensitivity (civic-mindedness), open thinking, compromise, cheap heart, loyalty to the nation and all the rules were quite good. Thus fostering civic attitudes can develop positively through scouting. Scouts provide a positive environment for developing attitude of citizenship. Extracurricular participation such as regular exercise, camping, contributed materially to the organization, and responsibility requires good citizenship in general and specifically dimensions contained. As a result of its own attitude students will be trained citizenship naturally and evolve in line with social experience that happened.

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