Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan
https://jurnal.stiq-amuntai.ac.id/index.php/al-qalam
P-ISSN: 1907-4174; E-ISSN: 2621-0681
DOI : 10.35931/aq.v20i6.7605

EVALUATION OF THE SCOUT EXTRACURRICULAR PROGRAM AT SMK NEGERI 1 BANTAENG USING THE CIPP MODEL

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Abstract

This study aims to evaluate the implementation of the Scout extracurricular program at SMK Negeri 1 Bantaeng using the CIPP model (Context, Input, Process, and Product) with a mixed-methods research (MMR) design that combines qualitative and quantitative approaches. Data were obtained from the principal, the vice principal, Scout instructors, students, parents, and supporting documents. The results indicate that: (1) in the context aspect, the program is in a conducive condition, supported by the school's vision and mission and by well-structured planning; (2) in the input aspect, the available resources are fairly adequate, although there are still limitations in facilities, budget, and instructor availability; (3) in the process aspect, activities are implemented effectively with high student participation, although they are still constrained by limited time and the absence of systematic assessment standards; and (4) in the product aspect, the program has a positive impact on students' character building, skills development, and discipline.
Keywords: *Program Evaluation, CIPP, Scout Extracurricular.*

Abstrak

*Penelitian ini bertujuan untuk mengevaluasi pelaksanaan program ekstrakurikuler Pramuka di SMK Negeri 1 Bantaeng menggunakan model CIPP (*Context, Input, Process, *dan* Product*) dengan desain* Mixed-Methods Research *(MMR) yang mengombinasikan pendekatan kualitatif dan kuantitatif. Sumber data diperoleh dari kepala sekolah, wakil kepala sekolah, pembina Pramuka, peserta didik, orang tua, serta dokumen pendukung. Hasil penelitian menunjukkan bahwa: (1) pada aspek konteks, program berada dalam kondisi kondusif dengan dukungan visi-misi dan perencanaan yang baik; (2) pada aspek input, sumber daya tergolong cukup memadai meskipun masih terdapat keterbatasan sarana, anggaran, dan tenaga pembina; (3) pada aspek proses, pelaksanaan kegiatan berjalan efektif dengan partisipasi siswa yang tinggi walaupun masih terkendala waktu dan belum adanya standar penilaian yang sistematis; dan (4) pada aspek produk, program memberikan dampak positif terhadap pembentukan karakter, keterampilan, serta kedisiplinan peserta didik.*
Kata Kunci: *Evaluasi Program, CIPP, Ekstrakurikuler Pramuka.*

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INTRODUCTION

Education is the main thing that must be improved for the progress of the nation and the state. It is also the main factor in shaping whether a person's personality and character are good or bad. Aware of this, the government continually makes policies on the education system in the hope that educational institutions can produce a high-quality generation able to adapt to life in society, the nation, and the state.

Education is expected to transform students from not knowing to knowing, from being unable to act to being able to act, and from not behaving as expected to behaving as expected. Educational activity is an effort to shape human beings as a whole, in all their human aspects, completely and in an integrated way. In general, educational activity is the formation of personality. Education takes place throughout life (*lifelong education*) in various settings, formal, informal, and nonformal, so that individuals develop positively.

Law No. 20 of 2003 on the National Education System states that education functions to develop abilities and to shape the character and civilization of a dignified nation in order to enlighten the life of the nation, and aims to develop students' potential so that they become human beings who believe in and fear God Almighty, have noble character, and are knowledgeable, capable, creative, independent, democratic, and responsible citizens.[1]

Every educational activity, both inside and outside the classroom, requires evaluation to see the extent to which the planned objectives have been achieved. Evaluation serves not only as a measure of success but also as a means of identifying aspects that need to be improved so that the program can run more effectively. Extracurricular activities such as Scouting play an important role in shaping students' character, discipline, and responsibility. The legal basis for such activities is Presidential Regulation No. 87 of 2017 on Strengthening Character Education (PPK), under which they are carried out inside and/or outside formal educational units on the principle of school/madrasah-based management and are the responsibility of the heads of formal educational units and teachers.[2] This responsibility is carried out as part of the workload of teachers and heads of formal educational units.

Formal and nonformal education in the school environment serves as a means for students to develop the attitudes, knowledge, skills, and educational values for which educational institutions are responsible. However, the nation's character is currently considered not yet in line

[1] Republik Indonesia, *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional* (Jakarta: Sekretariat Negara, 2003), art. 3.

[2] Republik Indonesia, *Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter* (Jakarta: Sekretariat Negara, 2017); Kementerian Pendidikan dan Kebudayaan Republik Indonesia, "Penguatan Pendidikan Karakter, Pintu Masuk Pembenahan Pendidikan Nasional," siaran pers, July 17, 2017, https://setneg.go.id/baca/index/siaran_pers_kemendikbud_penguatan_pendidikan_karakter_pintu_masuk_pembenahan_pendidikan_nasional.

with the vision and mission of national education. Negative social phenomena such as student brawls, anarchic acts, corruption, and environmental damage committed by young people are concrete examples of this problem.[3] When individual moral decay occurs massively in society, it can trigger a moral crisis in education, which ultimately shapes the culture and character of the nation. These negative values gradually become attached to and internalized in the life of Indonesian society.[4] Systematic and continuous efforts by all components of education are therefore needed to instill moral values and positive character, so that education can truly shape a generation with integrity in line with national goals.

Extracurricular programs are an integral part of education and are officially regulated by Decree of the Director General of Primary and Secondary Education No. 226/C/Kep/0/1992 and Decree of the Minister of Education and Culture No. 0416/U/1964, which state that, in fostering students, extracurricular activities are needed in addition to those organized through the Intra-School Student Organization (OSIS).[5] One compulsory extracurricular activity is Scouting, as stipulated in Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 63 of 2014 on Scout Education, which applies to primary and secondary education. As part of nonformal education, Scouting is an important means of shaping students' character, including leadership, independence, cultural preservation, togetherness, and environmental care.

This expectation is in line with the implementation of Scouting at the secondary school level, including at SMK Negeri 1 Bantaeng. In practice, however, several phenomena at SMK Negeri 1 Bantaeng indicate that the Scout extracurricular program has not yet fully achieved optimal results. Initial observation and informal interviews with instructors and students found that student participation in Scouting had declined, especially in the second semester.

This may be due to various factors, such as a lack of innovation in activities, low student motivation, limited facilities and infrastructure, and a lack of support from the school and parents. In addition, program planning is not yet fully based on the needs and characteristics of vocational high school (SMK) students, who tend to be practical and oriented toward work skills. Some activities are still routine and not yet directed toward measurable competencies. Poorly structured management of the Scout unit (*ambalan*), training schedules that clash with academic activities,

[3] Ade Akhmad Saputra et al., "Manajemen Peserta Didik dalam Pengembangan Bakat dan Minat melalui Program Ekstrakulikuler di MA Al-Fattah Palembang," *Guruku: Jurnal Pendidikan Profesi Guru* 2, no. 2 (2024), https://doi.org/10.19109/guruku.v2i2.17386.

[4] Hasbu Marzuki and Irfan Shiddiq Al Fanani, "Implementasi Pendidikan Karakter Siswa (Studi Kasus di SMPIT Daarul Amiin Garut)," *Edukasiana: Journal of Islamic Education* 1, no. 1 (2022), https://doi.org/10.61159/edukasiana.v1i1.2.

[5] Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 63 Tahun 2014 tentang Pendidikan Kepramukaan sebagai Kegiatan Ekstrakurikuler Wajib pada Pendidikan Dasar dan Pendidikan Menengah* (Jakarta: Kemdikbud, 2014).

and minimal training for Scout instructors are also important concerns in program implementation.

These phenomena raise major questions about the extent to which the Scout extracurricular program at SMK Negeri 1 Bantaeng has been designed, implemented, and evaluated effectively. A comprehensive and systematic evaluation is therefore needed to identify the program's strengths, weaknesses, opportunities, and obstacles as a whole. The CIPP evaluation model (*Context, Input, Process, Product*) was introduced by Daniel L. Stufflebeam in the late 1960s as a comprehensive and systematic evaluation approach that is decision-oriented (*decision-oriented evaluation*) and based on contextual and continuous program evaluation. The model is designed to provide relevant information for planning, implementing, and improving programs as a whole, with a primary focus on managerial aspects (*management-oriented*) and a system-based approach (*system-based approach*) to ensure that programs run effectively and efficiently.[6]

Literature Review

The Concept of Evaluating the Scout Extracurricular Program

Program evaluation is a systematic process of providing information used as a basis for formulating objectives, designing, implementing, and assessing the impact of a program. Evaluation aims not only to measure the achievement of objectives but also serves as a tool for accountability and a means of understanding the effectiveness of program implementation as a whole.[7]

Program evaluation involves collecting, processing, and presenting data on program implementation, results, and impact. These data are then analyzed to determine the extent to which the program is proceeding according to plan and providing benefits. Evaluation thus plays an important role in increasing the effectiveness and efficiency of policies and serves as a basis for future program development.

In education, program evaluation has a strategic role in assessing the success of the learning process while ensuring that educational objectives have been achieved. It helps identify the strengths and weaknesses of a program so that continuous improvement can be made. Evaluation is also a benchmark for comparing the results achieved with the objectives set.[8]

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[6] Daniel L. Stufflebeam and Guili Zhang, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (New York: Guilford Press, 2017).

[7] Suharsimi Arikunto and Cepi Safruddin Abdul Jabar, *Evaluasi Program Pendidikan: Pedoman Teoretis Praktis bagi Mahasiswa dan Praktisi Pendidikan*, 2nd ed. (Jakarta: Bumi Aksara, 2009).

[8] Daniel L. Stufflebeam and Chris L. S. Coryn, *Evaluation Theory, Models, and Applications*, 2nd ed. (San Francisco: Jossey-Bass, 2014); Arikunto and Jabar, *Evaluasi Program Pendidikan*.

The purpose of program evaluation is to provide recommendations to policymakers, assess the effectiveness of achieving objectives, and serve as a basis for decisions on the continuation of a program. Evaluation results can be used to determine whether a program should be continued, improved, or terminated, and serve as a means of communicating the program's achievements and benefits to the public. Program evaluation is thus an important instrument for ensuring the success, effectiveness, and sustainability of a program by providing accurate and accountable information.

Scout Extracurricular Activities

Extracurricular activities are activities carried out outside classroom learning. Their purpose is to support co-curricular activities and give students space to develop their talents and interests outside formal lessons.[9] The *Kamus Besar Bahasa Indonesia* (KBBI) defines extracurricular activities as activities outside the written curriculum, such as student training or coaching. Extracurricular activities are educational activities that take place outside formal lesson hours and aim to support students' development in accordance with their potential, needs, interests, and talents.[10] They are specially designed and carried out by the students themselves or by educators who have the competence and authority to do so in the school.

Learning that takes place outside formal lesson hours is designed to meet students' needs for knowledge, self-development, guidance, and habituation, so that they acquire basic skills that support their abilities as a whole.[11] Extracurricular activities are part of the educational process designed outside the main classroom learning time.

These activities are not merely complementary but play an important role in enriching students' learning experience as a whole. The main aim of extracurricular activities is to broaden students' knowledge and perspectives on various matters beyond academic material. They are also intended to explore, develop, and nurture students' talents and interests that may not be channeled through intracurricular activities.[12] Beyond self-development, extracurricular activities also instill

[9] Septiana Intan Pratiwi, "Pengaruh Ekstrakurikuler Pramuka terhadap Karakter Disiplin Siswa Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan* 2, no. 1 (2020), https://doi.org/10.31004/edukatif.v2i1.90.

[10] Badan Pengembangan dan Pembinaan Bahasa, *Kamus Besar Bahasa Indonesia (KBBI) Daring*, accessed July 1, 2025, https://kbbi.kemdikbud.go.id.

[11] Prisma Yusdinar and Yuni Mariani Manik, "Pengaruh Ekstrakurikuler Pramuka terhadap Pembentukan Karakter Siswa," *Edu Cendikia: Jurnal Ilmiah Kependidikan* 3, no. 1 (2023), https://doi.org/10.47709/educendikia.v3i01.2407.

[12] Nurdin Nurdin, Jahada Jahada, and Laode Anhusadar, "Membentuk Karakter melalui Kegiatan Ekstrakurikuler Pramuka pada Anak Usia 6–8 Tahun," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6, no. 2 (2021), https://doi.org/10.31004/obsesi.v6i2.1603.

social values such as care, responsibility, and a spirit of service to society, so that students become not only intellectually intelligent but also socially sensitive.[13]

Based on expert opinion, extracurricular activities are systematically designed means outside formal learning that help students develop their interests, talents, and potential and shape their personality and identity as a whole. Through these activities, students gain practical learning experiences not obtained in the classroom while building character traits such as independence, responsibility, cooperation, and social care. These activities are not merely complementary but have a strategic function in supporting students' personal and social growth. Each extracurricular activity is organized with specific objectives that directly affect students' development.

The CIPP (Context, Input, Process, and Product) Evaluation Model

The CIPP (*Context, Input, Process,* and *Product*) model is an evaluation approach developed by Daniel L. Stufflebeam in 1966. It aims to delineate, obtain, and provide the information needed in the evaluation process. CIPP is based on the principle of *learning by doing*, a continuous and reflective evaluation process of identifying errors, correcting them, and designing and testing relevant new procedures. Through this approach, evaluation is directed at assessing various aspects of a program, namely its context, inputs, process, and results, in order to obtain a complete picture of the effectiveness of the program evaluated.

Stufflebeam defined the CIPP model as an effort to delineate, obtain, and provide information. The CIPP model is based on *learning by doing*, a continuous effort to identify and correct mistakes made in evaluation practice, to discover and test the new procedures needed, and to maintain and combine highly effective practices.[14]

The CIPP model provides direction for assessing the context, inputs, process, and products of a program: "*The CIPP model provides direction for assessing context (in terms of an enterprise's need for corrections or improvements); inputs (strategies, operational plan, resources, and agreements for proceeding with a needed intervention); process (the intervention's implementation and costs); and products (the effort's positive and negative outcomes).*"[15]

The CIPP model thus provides direction for assessing context (in terms of a program's need for correction or improvement); inputs (resources, strategies, operational plans, and

[13] Joseph L. Mahoney, Beverley D. Cairns, and Thomas W. Farmer, "Promoting Interpersonal Competence and Educational Success through Extracurricular Activity Participation," *Journal of Educational Psychology* 95, no. 2 (2003): 409–18, https://doi.org/10.1037/0022-0663.95.2.409; Jennifer A. Fredricks and Jacquelynne S. Eccles, "Is Extracurricular Participation Associated with Beneficial Outcomes? Concurrent and Longitudinal Relations," *Developmental Psychology* 42, no. 4 (2006): 698–713, https://doi.org/10.1037/0012-1649.42.4.698.

[14] Daniel L. Stufflebeam, "The CIPP Model for Evaluation," in *International Handbook of Educational Evaluation*, ed. Thomas Kellaghan and Daniel L. Stufflebeam (Dordrecht: Kluwer Academic Publishers, 2003), 31–62.

[15] Stufflebeam and Coryn, *Evaluation Theory, Models, and Applications*, 309.

agreements for proceeding with a needed intervention); process (the implementation and costs of the intervention); and products (the positive and negative outcomes of the effort). Developed by Daniel Stufflebeam, CIPP is an acronym for *Context, Input, Process,* and *Product*. These four elements are the targets of evaluation, which are none other than components of the process of a program. The CIPP model views the program being evaluated as a system.

The model's uniqueness lies in the fact that each type of evaluation is linked to decision-making concerning the planning and operation of a program. Its strength is that it provides a comprehensive evaluation format at every stage of evaluation, namely context, input, process, and product. The CIPP model starts from the view that the success of an educational program is influenced by various factors, such as the characteristics of the students and the environment, the program's objectives and the equipment used, and the procedures and mechanisms of program implementation.

Stufflebeam states that the CIPP model is a comprehensive approach to formative and summative evaluation in which evaluators, in collaboration with stakeholders, seek clear and unambiguous answers to questions about context, inputs, process, and products. Operationally, according to the CIPP model, evaluation involves delineating, obtaining, reporting, and applying descriptive and judgmental information about an object's merit, worth, significance, cost, safety, feasibility, and probity in order to guide decision-making, support accountability, disseminate effective practices, and increase understanding of the phenomena involved.[16]

RESEARCH METHODS

This study used an evaluation approach with a mixed-methods research (MMR) design to obtain a comprehensive picture of the implementation of the Scout extracurricular program at SMK Negeri 1 Bantaeng. It used the CIPP evaluation model (*Context, Input, Process,* and *Product*) to assess the program systematically. Data on the context, input, and process aspects were analyzed qualitatively, while data on the product aspect were analyzed both quantitatively and qualitatively to obtain more comprehensive results.[17]

The study was conducted at SMK Negeri 1 Bantaeng, located at Jl. Elang No. 7, Bantaeng Regency, South Sulawesi. The site was chosen because the school actively implements the Scout extracurricular program but had never evaluated it using the CIPP model, making it worth investigating.

The data consisted of primary and secondary data. Primary data were obtained directly from informants, namely the principal, the vice principal for student affairs, Scout instructors,

[16] Stufflebeam and Zhang, *CIPP Evaluation Model*; Stufflebeam, "CIPP Model for Evaluation."

[17] John W. Creswell and Vicki L. Plano Clark, *Designing and Conducting Mixed Methods Research*, 3rd ed. (Thousand Oaks, CA: SAGE, 2018).

students, and parents, through interviews and observation. Secondary data were obtained from supporting documents such as activity reports, school archives, and documentation of the implementation of the Scout extracurricular program.

Data were collected through in-depth interviews, observation, questionnaires, and documentation. The data were analyzed qualitatively through data reduction, data display, and conclusion drawing, and quantitatively using percentage calculations.[18] Data validity was tested through source and method triangulation to ensure the validity and accuracy of the data obtained.

RESULTS AND DISCUSSION

Context Evaluation

The context evaluation shows that Scouting at the school is basically supported by a clear school identity and policy, alignment with the school's vision and mission, the availability of basic facilities, and adequate use of information media, so that the activities can be sustained. However, implementation is not yet fully optimal: the dissemination of plans and activity schedules has not been carried out in a specific and structured way, time management between Scouting and academic learning remains an obstacle, especially during competition preparation, and certain supporting facilities are still limited, which may affect the overall effectiveness and quality of Scouting.

The context evaluation shows that SMK Negeri 1 Bantaeng has a clear general condition and institutional identity as a public school supported by an adequate environment, facilities, and teaching staff, so that it can support routine Scouting activities. In terms of its basis, Scouting has a strong foundation in education policy, student affairs programs, the curriculum, and official Scouting guidelines, so that it is directed and sustained. Scouting is also aligned with the school's vision and mission, especially in shaping students' character, such as discipline, responsibility, leadership, and cooperation, while supporting the development of student achievement.

In disseminating information, the school has used various forms and media, such as direct outreach, the new-student orientation program (MPLS), the distribution of forms, and social media, so that information reaches the school community widely, although not yet in a fully structured way. In terms of planning, scheduling, and supporting facilities, Scouting activities are planned from the beginning of the school year, have a regular schedule adjusted to the academic calendar, and are supported by facilities such as a field, a secretariat, and basic equipment, although some facilities are still limited and dissemination is not yet optimal. Overall, the context evaluation shows that Scouting is in the good category and ready to be implemented but still

[18] Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks, CA: SAGE, 2014).

requires improvement in dissemination, time management, and the completeness of facilities to be more effective and optimal.

Input Evaluation

The input evaluation shows that Scouting at SMK Negeri 1 Bantaeng is supported by various components that are generally **fairly adequate**, although not yet fully optimal. In terms of guidelines, the school does not yet have formal written guidelines, but activities remain directed because they refer to the Articles of Association and Bylaws (AD/ART) of the Scout Movement, school policy, and the instructors' experience. In terms of school readiness, support has been provided through policy, time allocation, and recognition of the program in the school budget plan (RKAS), although there are still limitations in facilities and infrastructure, funding, and the integration of program planning.

The available facilities are basically sufficient for routine activities but not yet fully adequate for large-scale activities such as competitions or external events. The same applies to the budget: funds are available but limited and focused on certain activities, requiring creativity and additional support from students, instructors, and alumni. In terms of human resources, Scout members are well qualified, with basic experience, high motivation, and tiered training that supports the smooth running of activities. The male instructors are adequately qualified and hold the Basic Scout Leader Course (KMD) certificate, but the absence of a female instructor is an obstacle to more inclusive activities.

Overall, the input evaluation shows that Scouting at SMK Negeri 1 Bantaeng runs well thanks to synergy among the school, instructors, students, and alumni. Nevertheless, improvements are still needed in administrative standardization (guidelines), the completeness of facilities, the adequacy of the budget, and the availability of a female instructor so that Scouting can be more optimal, effective, and sustainable.

In sum, Scouting at SMK Negeri 1 Bantaeng is supported by fairly adequate inputs, although not yet fully optimal. Activities remain directed despite the absence of written guidelines, because they refer to the AD/ART of the Scout Movement, school policy, and the instructors' experience. The school's readiness is evident in policy support, time allocation, and institutional recognition through the RKAS, but it still faces limitations in facilities and funding, especially for large-scale activities. The available facilities are generally sufficient for routine activities but do not yet fully support the needs of competitions or external activities. In terms of human resources, Scout members are well qualified, supported by Scouting experience from earlier levels of schooling and tiered training at school, while the male instructors are adequately qualified and KMD-certified. However, the absence of a female instructor is an obstacle to more inclusive coaching. Overall, synergy among the school, instructors, students, and alumni allows

Scouting to run effectively, although improvements are still needed in administrative standardization, facilities, funding, and the availability of a female instructor so that Scouting can be more optimal and sustainable.

Process Evaluation

The process evaluation shows that the criteria not yet optimal include the limited involvement of a female instructor in assessment because there is no permanent female instructor; the inconsistent participation of some students owing to distance from home, transportation, and parental permission; assessment criteria that have not been written down and therefore still depend on the instructors' observation and experience; assessment methods that have not been formally and systematically standardized; and the management of process obstacles, such as limited time, facilities and infrastructure, funds, and parental support, which still affect the smooth running of Scouting.

The process evaluation shows that Scouting at SMK Negeri 1 Bantaeng has basically run **fairly well, in a structured and sustained manner**, although some aspects are not yet optimal. Members are recruited voluntarily and systematically through outreach, registration, a basic training camp (*Diksar*), and installation, with an emphasis on the motivation, readiness, and seriousness of prospective members.

Scouting skills training also runs routinely, on schedule, and continuously through weekly training and special activities, with material covering basic skills such as marching, knot-tying, codes, first aid, cooperation, and leadership. These activities are supported by students' active involvement and the instructors' consistent role in guiding and evaluating, so that they effectively support character and skills development.

Student participation is high, marked by activeness, discipline, and enthusiasm in training, competitions, and social activities. Support from instructors, alumni, and former Scouts further strengthens student involvement, although a small number of participants are less consistent because of distance, transportation, and parental permission.

Nevertheless, several obstacles remain in implementation, such as limited time because of a busy academic schedule, clashing activities, limited facilities and infrastructure, and limited funds. In addition, uneven parental support and other technical constraints also affect the smooth running of activities.

Overall, the process evaluation shows that Scouting has run well and effectively thanks to synergy among the school, instructors, students, and alumni. However, improvements are still needed in the standardization of assessment, the consistency of participation, the availability of a female instructor, and the management of obstacles (time, facilities, funds, and parental support) so that Scouting can be more optimal and sustainable.

Product Evaluation

The product evaluation shows that although the Scout program at SMK Negeri 1 Bantaeng has run effectively and achieved most indicators of success, several aspects still need to be optimized: the impact of the program is not yet felt equally by all students, the balance of time management between Scouting and academic demands, the consistency of achievements, which are not yet even across periods, and the management of program documentation, which is still simple and not yet systematically integrated to support continuous program evaluation and development.

Based on the product evaluation, the Scout program at SMK Negeri 1 Bantaeng has generally run effectively and achieved most of its objectives. The achievement of program objectives is evident in the development of students' character values such as discipline, responsibility, cooperation, leadership, and independence. This is reinforced by positive changes in students' behavior and attitudes, both at school and in daily life. These results are consistent with an earlier CIPP-based evaluation of a Scout extracurricular program in a vocational high school and with Indonesian studies reporting that well-managed Scouting strengthens students' discipline, responsibility, and cooperation.[19]

In addition, Scouting has been shown to improve students' practical, social, and leadership skills through activities such as routine training, competitions, and field activities. In terms of achievement, success is measured not only by winning competitions but also by active participation, experience, and the ability to organize Scouting activities on a sustained basis. Longitudinal research likewise shows that sustained participation in structured extracurricular activities is associated with better academic, psychological, and social outcomes for adolescents.[20]

Feedback from the school community tends to be positive and constructive, although there are some notes regarding time management and communication with parents. The program also has good sustainability because it is supported by school policy, instructors, and alumni and by the annual regeneration of members. Activity documentation is available and used for evaluation and accountability, although it is still managed simply.

Nevertheless, several aspects still need to be optimized, namely the equal distribution of the program's impact among all students, the balance between Scouting and academic activities, the consistency of achievements, and more systematic documentation management. With

[19] Heni Triana, Wasitohadi, and Bambang Ismanto, "Evaluasi Program Ekstrakurikuler Pramuka Sekolah Menengah Kejuruan," *Kelola: Jurnal Manajemen Pendidikan* 7, no. 2 (2020): 184–97, https://ejournal.uksw.edu/kelola/article/view/4044; Yusdinar and Manik, "Pengaruh Ekstrakurikuler Pramuka"; Pratiwi, "Pengaruh Ekstrakurikuler Pramuka."

[20] Fredricks and Eccles, "Is Extracurricular Participation Associated with Beneficial Outcomes?"; Mahoney, Cairns, and Farmer, "Promoting Interpersonal Competence."

improvements in these aspects, the Scout program is expected to be increasingly optimal in supporting character building and the overall development of students' potential.

In addition, data were collected through a questionnaire completed by students who are Scout members at SMK Negeri 1 Bantaeng, and each item was scored. These data formed the basis of the descriptive analysis presented below.

Achievement of Program Objectives

Table 1**.** Descriptive Statistics: Achievement of Program Objectives

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Achievement of program objectives	29	5.00	8.00	6.3793	.82001
Valid N (listwise)	29				

Source: IBM SPSS Statistics 25.

Table 1 shows that the descriptive statistics for the variable of achievement of program objectives involved 29 respondents (N). The maximum score was 8.00 and the minimum score 5.00, so scores ranged from 5 to 8.

The mean, a measure of central tendency describing the general tendency of respondents' answers, was 6.3793, indicating that the achievement of program objectives was generally in the fairly good category. The standard deviation was 0.82001, describing the spread of the data around the mean, which means that the variation in respondents' answers was relatively small and the data tended to be homogeneous.

The level of achievement of program objectives as perceived by respondents is therefore relatively consistent and fairly adequate. To obtain a clearer picture, the data were classified into several categories, as presented in the next table.

Table 2**.** Categorization of Achievement of Program Objectives

Category	Interval	Frequency	Percentage
Low	$X < 6$	3	10%
Medium	$6 < X < 7$	16	55%
High	$X > 7$	9	31%
Total		**29**	**100%**

Source: Researcher's data processing.

Respondents' answers were divided into three categories: low, medium, and high. The ranges were $X < 5.6$ for the low category, $5.6 \leq X < 7.2$ for the medium category, and $X \geq 7.2$ for the high category. Three respondents were in the low category (10%), 16 in the medium category (55%), and 9 in the high category (31%). The largest percentage of answers was in the medium category, with 16 answers (55%), meaning that the Scout extracurricular program at this school is in the medium category on the variable of achievement of program objectives.

This distribution is shown in the following pie chart.

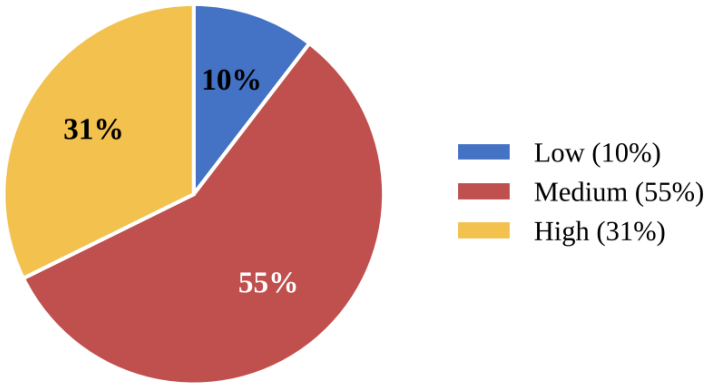

Figure 1**.** Pie chart of the achievement of program objectives
Source: Researcher's data processing.

Figure 1 shows the frequency distribution of respondents' answers across the three categories. The blue segment represents the low category, the smallest segment at 10 percent. The red segment represents the medium category, the largest segment at 55 percent and thus the dominant category. The yellow segment represents the high category at 31 percent. Most respondents' answers are therefore in the medium category, indicating that the achievement of program objectives is at a medium level.

Changes in Students' Behavior

Table 3**.** Descriptive Statistics: Changes in Students' Behavior

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Changes in students' behavior and attitudes	29	9.00	12.00	10.3103	1.13715
Valid N (listwise)	29				

Source: IBM SPSS Statistics 25.

The descriptive statistics for the variable of changes in students' behavior and attitudes involved 29 respondents (N). The maximum score was 12.00 and the minimum score 9.00, so scores ranged from 9 to 12.

The mean was 10.3103, indicating that changes in students' behavior and attitudes were generally in the fairly good category. The standard deviation of 1.13715 indicates that the variation in respondents' answers was not very large, so the data can be considered fairly homogeneous.

The level of change in students' behavior and attitudes as perceived by respondents is therefore relatively consistent and fairly adequate. For a more detailed picture, the data were classified into several categories, as presented below.

Table 4. Categorization of Changes in Students' Behavior

Category	Criterion	Frequency	Percentage
Low	X < 9	0	0%
Medium	9 < X < 11	21	72%
High	X > 11	8	28%
Total		**29**	**100%**

Source: Researcher's data processing.

Respondents' answers were grouped into three categories: low (X < 9), medium (9 < X < 11), and high (X > 11). No respondents (0%) were in the low category, 21 (72%) were in the medium category, and 8 (28%) were in the high category. Of the 29 respondents, the largest percentage was in the medium category, indicating that this variable is generally in the medium category. The program has thus run fairly well but still needs improvement to reach the high category optimally.

This distribution is shown in the following pie chart.

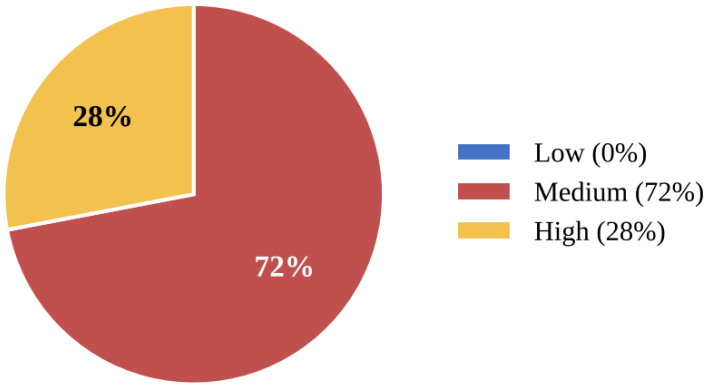

Figure 2. Pie chart of changes in students' behavior
Source: Researcher's data processing.

Figure 2 shows that the low category (blue) has no respondents (0%) and is therefore barely visible. The medium category (red) is the largest segment at 72 percent and the most dominant, while the high category (yellow) accounts for 28 percent. Most respondents' answers are therefore in the medium category, indicating that changes in students' behavior are at a medium level.

Students' Skills

Table 5**.** Descriptive Statistics: Students' Skills

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Students' skills	29	9.00	12.00	10.6552	1.11085
Valid N (listwise)	29				

Source: IBM SPSS Statistics 25.

The descriptive statistics for the variable of students' skills involved 29 respondents (N). The maximum score was 12.00 and the minimum score 9.00, so scores ranged from 9 to 12. The mean was 10.6552, indicating that students' skills were generally in the fairly good category, and the standard deviation of 1.11085 indicates that the variation in respondents' answers was not very large, so the data can be considered fairly homogeneous.

The level of students' skills as perceived by respondents is therefore relatively consistent and fairly adequate. For a more detailed picture, the data were classified into several categories, as presented in the table below.

Table 6**.** Categorization of Students' Skills

Category	Criterion	Frequency	Percentage
Low	X < 9	0	0%
Medium	9 < X < 10	8	28%
High	X > 10	21	72%
Total		**29**	**100%**

Source: Researcher's data processing.

Respondents' answers were grouped into three categories: low (X < 9), medium (9 < X < 10), and high (X > 10). No respondents (0%) were in the low category, 8 (28%) were in the medium category, and 21 (72%) were in the high category. Of the 29 respondents, the largest percentage was in the high category, indicating that the achievement of program objectives on the variable of students' skills is in the high category. The program has thus run very well, and most of its objectives have been achieved optimally.

This distribution is shown in the following pie chart.

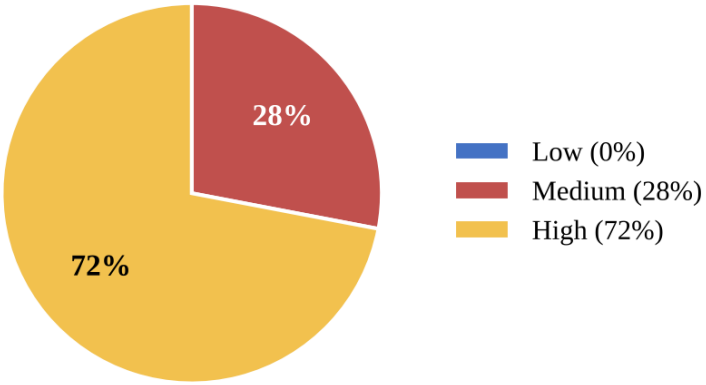

Figure 3. Pie chart of students' skills
Source: Researcher's data processing.

Figure 3 shows that the low category (blue) has no respondents (0%) and is therefore barely visible. The medium category (red) accounts for 28 percent, while the high category (yellow) is the largest segment at 72 percent and the most dominant. Most respondents' answers are therefore in the high category, indicating that students' skills are at a high level.

Achievements and Awards

Table 7. Descriptive Statistics: Achievements and Awards

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Achievements and awards	29	4.00	8.00	6.0345	1.45118
Valid N (listwise)	29				

Source: IBM SPSS Statistics 25.

The descriptive statistics for the variable of achievements and awards involved 29 respondents (N). The maximum score was 8.00 and the minimum score 4.00, so scores ranged from 4 to 8.

The mean was 6.0345, indicating that achievements and awards were generally in the fairly good category. The standard deviation of 1.45118 indicates that the variation in respondents' answers was not very large, although perceptions differed among respondents.

The level of achievements and awards as perceived by respondents is therefore fairly consistent and adequate. For a more detailed picture, the data were classified into several categories, as presented in the table below.

Table 8. Categorization of Achievements and Awards

Category	Criterion	Frequency	Percentage
Low	X < 6	9	31%
Medium	6 < X < 7	12	41%

Category	Criterion	Frequency	Percentage
High	X > 7	8	28%
Total		**29**	**100%**

Source: Researcher's data processing.

Respondents' answers were grouped into three categories: low (X < 6), medium (6 < X < 7), and high (X > 7). Nine respondents (31%) were in the low category, 12 (41%) in the medium category, and 8 (28%) in the high category. Of the 29 respondents, the largest percentage was in the medium category, indicating that this variable is generally in the medium category. Achievements and awards are thus fairly good but still need improvement to reach the high category optimally.

This distribution is shown in the following pie chart.

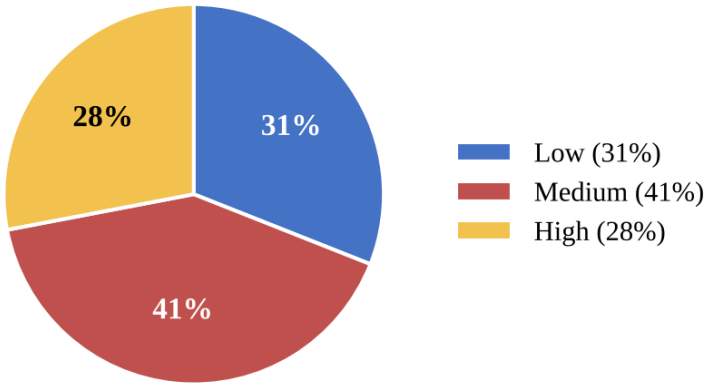

Figure 4. Pie chart of achievements and awards
Source: Researcher's data processing.

Figure 4 shows that the medium category is the most dominant group, represented by the largest segment, indicating that most respondents are at a medium level. The low category comes second, smaller than the medium category but larger than the high category, while the high category has the smallest share, indicating that only a small proportion of respondents are at a high level. This distribution shows that the condition studied tends to be at a medium level, with relatively small extremes (low or high). This interpretation indicates stability in the medium category and can serve as a basis for further analysis of the factors influencing the distribution.

Feedback from the School Community

Table 9. Descriptive Statistics: Feedback from the School Community

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Feedback from the school community	29	5.00	8.00	6.7241	1.06558

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Valid N (listwise)	29				

Source: IBM SPSS Statistics 25.

The descriptive statistics for the variable of feedback from the school community involved 29 respondents (N). The maximum score was 8.00 and the minimum score 5.00, so scores ranged from 5 to 8. The mean was 6.7241, indicating that feedback from the school community was generally in the fairly good category, and the standard deviation of 1.06558 indicates that the variation in respondents' answers was not very large, so the data can be considered fairly homogeneous.

The level of feedback from the school community as perceived by respondents is therefore relatively consistent and fairly adequate. For a more detailed picture, the data were classified into several categories, as presented in the table below.

Table 10**.** Categorization of Feedback from the School Community

Category	Criterion	Frequency	Percentage
Low	X < 6	2	7%
Medium	6 < X < 7	15	52%
High	X > 7	12	41%
Total		**29**	**100%**

Source: Researcher's data processing.

Respondents' answers were grouped into three categories: low (X < 6), medium (6 < X < 7), and high (X > 7). Two respondents (7%) were in the low category, 15 (52%) in the medium category, and 12 (41%) in the high category. Of the 29 respondents, the largest percentage was in the medium category, indicating that this variable is generally in the medium category. Feedback from the school community is thus fairly good, although improvement is still needed to reach the high category more optimally.

This distribution is shown in the following pie chart.

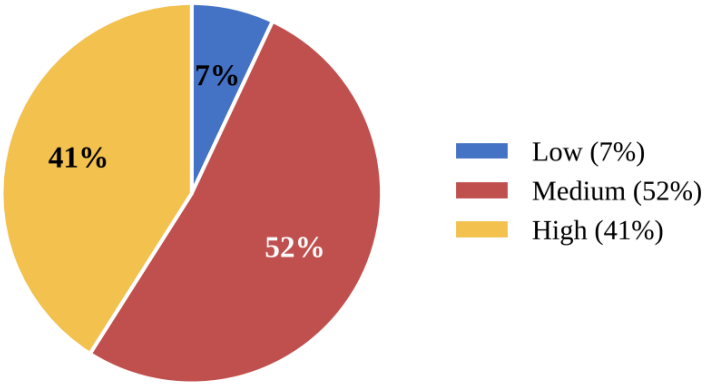

Figure 5. Pie chart of feedback from the school community
Source: Researcher's data processing.

Figure 5 shows the frequency distribution of respondents' answers across the low, medium, and high categories. The blue segment represents the low category, which has no respondents (0%) and is therefore barely visible. The red segment represents the medium category at 28 percent of all respondents, while the yellow segment represents the high category, which dominates the chart at 72 percent. Most respondents' answers are therefore in the high category, indicating that feedback from the school community is at a high level.

Program Sustainability and Impact

Table 11**.** Descriptive Statistics: Program Sustainability and Impact

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Program sustainability and impact	29	8.00	12.00	10.0690	1.25160
Valid N (listwise)	29				

Source: IBM SPSS Statistics 25.

The descriptive statistics for the variable of program sustainability and impact involved 29 respondents (N). The maximum score was 12.00 and the minimum score 8.00, so scores ranged from 8 to 12.

The mean was 10.0690, indicating that program sustainability and impact were generally in the fairly good category. The standard deviation of 1.25160 indicates that the variation in respondents' answers was not very large, although perceptions differed among respondents.

The level of program sustainability and impact as perceived by respondents is therefore fairly consistent and adequate. For a more detailed picture, the data were classified into several categories, as presented in the table below.

Table 12. Categorization of Program Sustainability and Impact

Category	Criterion	Frequency	Percentage
Low	X < 9	2	7%
Medium	9 < X < 11	20	69%
High	X > 11	7	24%
Total		**29**	**100%**

Source: Researcher's data processing.

Respondents' answers were grouped into three categories: low (X < 9), medium (9 < X < 11), and high (X > 11). Two respondents (7%) were in the low category, 20 (69%) in the medium category, and 7 (24%) in the high category. Of the 29 respondents, the largest percentage was in the medium category, indicating that this variable is generally in the medium category. Program sustainability and impact are thus fairly good but still need improvement to reach the high category more optimally.

This distribution is shown in the following pie chart.

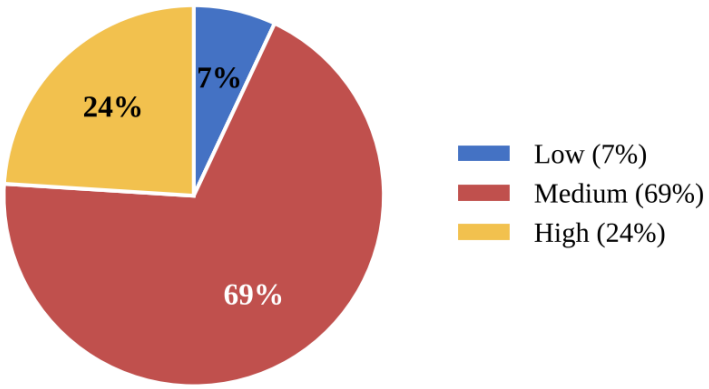

Figure 6. Pie chart of program sustainability and impact
Source: Researcher's data processing.

Figure 6 shows that the low category (blue) accounts for 7 percent of respondents and occupies only a small part of the chart. The medium category (red) is the largest segment at 69 percent and the most dominant, while the high category (yellow) accounts for 24 percent. Most respondents' answers are therefore in the medium category, indicating that program sustainability and impact are at a medium level.

CONCLUSION

Based on the overall discussion in this study, the following main conclusions can be drawn.

In the context aspect, the Scout extracurricular program at SMK Negeri 1 Bantaeng is in a conducive and supportive condition. The school has a clear institutional identity, a strong basis for

its activities, and alignment between the school's vision and mission and the objectives of Scouting. The provision of diverse information media, activity planning and scheduling integrated with the academic calendar, and the availability of supporting facilities show that the school environment is ready for and responsive to the needs of Scouting. From the context aspect, the Scout program is thus feasible to implement and develop on a sustained basis.

In the input aspect, the resources for implementing the Scout program at SMK Negeri 1 Bantaeng are fairly adequate, although not yet fully optimal. The school has policy readiness, curriculum support, competent instructors, and students with good motivation and qualifications. However, there are still some limitations, such as the absence of written recruitment guidelines, limited facilities and budget, and the absence of a female instructor. These limitations can be overcome through the instructors' creativity, alumni support, and cooperation within the school community. In general, the input aspect supports the program but still needs strengthening to improve quality and standardization.

In the process aspect (*Process*), Scouting at SMK Negeri 1 Bantaeng generally runs well and fairly effectively. This is shown by member recruitment that is structured, voluntary, and transparent and by Scouting skills training that is routine, scheduled, and continuous. Student participation is high, as shown by consistent attendance, active involvement in training, competitions, and social activities, and enthusiasm supported by instructors, alumni, and former Scouts. However, Scouting still faces several constraints, such as limited time because of a busy academic schedule, limited facilities, infrastructure, and funds, uneven parental support, the limited involvement of a female instructor, and the absence of written and systematic assessment standards. In general, the process aspect supports the Scout program but still needs strengthening and standardization to improve the quality of implementation, the objectivity of assessment, and the sustainability of coaching.

In the product aspect, the Scout extracurricular program at SMK Negeri 1 Bantaeng has a positive and significant impact on students and the school environment. The program's objectives have been achieved, as marked by the development of students' discipline, responsibility, cooperation, leadership, and independence. The Scout program also contributes to gradual changes in students' behavior and attitudes, the development of social and practical skills, and the attainment of achievements and organizational experience. Feedback from the school community is positive and constructive, while program sustainability is maintained through member regeneration, alumni support, and functional activity documentation. From the product aspect, the Scout program is thus considered successful and worth maintaining and developing further.

These results imply that the Scout extracurricular program at SMK Negeri 1 Bantaeng should be maintained and its quality improved, especially in the input and process aspects. The

school is expected to strengthen support for facilities and infrastructure, provide a more adequate budget, and develop more systematic guidelines for implementation and assessment so that activities are more focused and standardized. In addition, the role of instructors, including the availability of a female instructor, and the involvement of parents and alumni should be optimized to support the program's sustainability.

Another implication is that the Scout program has great potential to shape students' character and skills, so it can serve as an effective non-academic coaching strategy in schools. The results of this study can therefore serve as a reference for other schools in developing similar extracurricular programs and for policymakers in formulating education policies that support the strengthening of students' character through extracurricular activities.

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