SYSTEMATIC LITERATURE REVIEW (LSR)
Interpersonal Communication of Scout Extracurricular Leaders in Increasing Social Awareness of Elementary School Students

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ABSTRACT

Education is considered as the most effective place to grow and develop the character of the nation's children. The loss of a sense of social care will have a major influence on the formation of the nation's character. Interpersonal communication is needed to help students grow their character, especially the character of social care. One of the abilities that plays an important and most basic role for a person's social life is how interpersonal communication skills he has. The purpose of this study was conducted to determine whether interpersonal communication coaching can increase students' social care. This type of research is a Systematic Literature Review (LSR) research method in which data collection is obtained by collecting journals originating from Google scholar related to research articles obtained from 5 journals can be obtained data that success in shaping student character, especially in increasing social care when carrying out extracurricular Scout activities, requires proper interpersonal communication of coaches. In the interpersonal communication theory used from DeVito, a coach has a reference when applying interpersonal communication to students, there are 5 references as follows: 1). Openness; 2). Empathy; 3). Positive Attitude; 4). Supportive Attitude; and 5). Equality.

Keywords: Interpersonal Communication, Social Care

INTRODUCTION

Education is an inseparable part of life that has an absolute nature for everyone in the scope of family, school, nation and state. With the important role of education to ensure the development and survival of everyone. In the Law of the Republic of Indonesia No. 20 of 2003 article 1 paragraph 1 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

If interpreted broadly, education concerns the entire personality in humans in terms of knowledge, conscience, skills, and ways of behaving as well as all situations that will take place throughout life so that it affects the growth of each individual. Thus, education is a process of coaching, teaching, training that is part of the human endeavor to improve intelligence and skills. Being an educated person helps the progress of the nation and state in achieving goals in order to realize a better life.

In the world of education, there are 3 main activities that are the key to the success of the educational implementation process where these three activities cannot be separated in the educational process of intracurricular, co-curricular, and extracurricular activities. Extracurricular activities are student activities outside of class hours, which are carried out at school or outside school, with the aim of expanding knowledge, understanding the relationship between various subjects, channeling talents and interests, as well as in the context of efforts to improve the quality of faith and piety of students towards God Almighty, awareness of nation and state, noble character and so on (Wahjosumidji, 2007: 256).

Extracurricular activities are tailored to the needs of knowledge, development, guidance and habituation of students in order to have basic supporting abilities. Extracurricular activities aim to enable students to deepen and broaden knowledge, recognize the relationship between various subjects, channel talents and interests and complement human development efforts (Anwar, 2015: 51). The existence of extracurricular activities is needed by students as a medium to develop their potential. The intelligence of every human being is not only seen from intellectual intelligence with the mastery of academic values, but seen from emotional, creativity, and religion. Each learner has diverse potential and it is possible that intelligence and potential can be honed through extracurricular activities according to the interests of students. One of the activities that can be a place to develop potential is in the form of extracurricular scout activities at school which are carried out outside of learning hours.

Scouting activities are an educational process outside the school environment and outside the family environment in the form of interesting, fun, healthy, organized, directed, practical activities carried out in nature with the ultimate goal being the formation of character, character, morals, and noble character (Gunawan, 2014: 265). In the implementation of the 2013 curriculum, scouting is one of the extracurricular activities that must be carried out by schools, both public and private, this is because this scout activity teaches many values ranging from leadership, togetherness, love of nature and country, and shapes the character of students who take part in extracurricular activities. Each school has a different concept of activities but has one goal, namely the formation of the character of the students themselves. Through this activity, students are taught to be more confident, disciplined, teamwork or group cooperation, responsibility.

Through extracurricular scout activities, the direction of education that is aspired to can be more easily achieved with the hope that students can channel their interests, talents, and potential that each individual has. Through character and skill development by carrying out scout activities using methods and applying the values of discipline and independence of students. The expected results after students participate in extracurricular scout activities will have an impact on learning outcomes while in the classroom, students who are active in extracurricular scout activities will be confidently skilled in organizing and solving problems. Scouting activities by creating interesting activities are expected to shape the character of students.

Character education begins with instilling awareness to students in acting in accordance with moral values. Character education is not only applied in extracurricular scout activities but is incorporated into every lesson that has the hope that students can have good morality and have a high value of national patriotism towards the country. Character education refers to a series of knowledge, attitudes and motivation and skill skills. In essence, character education is first obtained in the family, but character education in schools is also needed by students.

Character education can be interpreted as a positive form that is intentionally instilled by educators who affect the character of the students they teach (Samani & Hariyanto, 2013). Puskur in the Ministry of Education (2011) stated that eighteen values have been identified from religion, Pancasila culture and national education goals in strengthening the implementation of character education, namely: (1) Religious; (2) honest; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) independent; (8) democratic; (9) sense of curiosity; (10) spirit of nationality; (11) love for the country; (12) respect for achievement; (13) friendly/communicative; (14) love peace; (15) love to read; (16) environmental care; (17) social care; and (18) responsibility.

One of the 18 character values embedded in character education is the value of social care.Kemendiknas (2010) states that social care is an attitude and action that always wants to help others in need. Social care is a natural human condition and a device that binds society together. Social care can be interpreted as a person's interest or interest in helping others or others, with full sincerity and sincerity (Sugiyarbihi, 2012). Efforts that can be made to increase social care in children according to Buchari Alma are: 1) Family Environment. Family is the first environment that teaches various things to a child and has the main social care to educate the child. Children will usually imitate every behavior of their parents, 2) Community Environment. Learning in the community Learning to care for each other is a very important role in maximizing human social development. There are many examples in the community that parents can follow in order to hone children's social care. 3) School Environment. Learning at school Schools as education providers have the potential to

provide social care value education through teachers and all school stakeholders. Activities involving outside the school.

The character of social care refers to the attitudes, values, and behaviors of someone who shows concern and care for social welfare, both individuals and society at large. It involves a willingness to help others, participate in social efforts, and take responsibility for social issues. Socially caring character involves empathy, the ability to feel and understand the feelings and experiences of others. A person who possesses the character of social concern is usually sensitive to the needs, suffering, and injustice experienced by others around them. They also tend to have a strong desire to contribute to overcoming social problems. In this case, the focus is on building the character of students at the madrasah ibtidaiah or elementary school level as an initial provision in the education level. At the elementary school level, it is prepared so that when students have entered adolescence, students have good character and emotional intelligence in the hope that students avoid common problems that are rampant among adolescents such as brawls, drugs, and others that will harm themselves and others. An individual's immediate environment has a big influence in determining our level of social care. Attitudes and actions that always want to provide assistance to people in need. Speaking of social care, it cannot be separated from social awareness. Social awareness is the ability to understand the meaning of social situations. This is very dependent on empathy for others (Darmiyati Zuchdi, 2011).

Many failures of students in perceiving information from coaches are caused by the mismatch of communication styles between coaches and participants.Communication can be interpreted as behavioral actions in the form of "speech" when conveying messages / information between humans (human communication). Humans communicate to get relationships or bonds that can improve their quality of life. According to Joseph A. DeVito (2016) interpersonal communication is a process of reciprocal relationships orally or in writing involving more than one person. Interpersonal communication is communication carried out in an interpersonal relationship between two or more people, both verbally and nonverbally, with the aim of achieving common meaning. The coach's communication style refers to the way the coach conveys information, instructions, and directions to the learners. An effective communication style can help coaches in achieving the goals of scouting activities and shaping the character of students optimally. Thus, experienced coaches are needed to foster students not only teaching in the classroom but also in extracurricular scout activities. Coaches need time to teach things that need to be implemented with a communication style that can be accepted by participants. The formation and appearance of a person's personality can be seen from the way individuals communicate (Sahabuddin, 2015).

Interpersonal Communication is the process through which people create and manage their relationships, carry out responsibilities, reciprocally create meaning. Furthermore, Verdeber explains as follows: First, interpersonal communication as a process. The process is a systematic series of behaviors that are purposeful and occur over time or repeatedly. Second, interpersonal communication depends on the meaning created by the parties involved. Third, through interpersonal communication we can create and manage our relationships. Relationships begin when we interact with others and recur over time. Through these repeated interactions, the nature of the relationship can be determined. Whether it will become closer, personal, romantic, interdependent or otherwise. The answer depends on how communication actors interact and behave with each other (Kathleen S. Verdeber, 2015).

The effectiveness of interpersonal communication from a psychological perspective means that the sender and receiver must share meaning, meaning that they must exchange concepts that have been filtered together so as to create a common meaning of the message. While from an international perspective, effective communication is the ability to produce messages that can be understood not only for themselves but also others (Liliweri, 1991: 95).

Interpersonal communication is said to be effective, if it meets three main requirements, namely: (1) messages that can be received and understood by communicants as intended by the communicator, (2) implementing messages voluntarily, (3) improving interpersonal quality relationships (Suranto, 2011: 77-79).The purpose of writing this article is to find out whether the interpersonal communication of coaches can increase the social care of elementary school students.

RESEARCH METHODS

In writing this research article using Systematic Literature Review (SLR) or commonly referred to as Literature Study. Research Methods Using Systematic Literature Review (SLR) is a systematic, structured, and comprehensive research method for mapping and evaluating the available literature related to specific research with the aim of gaining insight, evidence, and better understanding. Systematic Literature Review (SLR) as a literature review that uses systematic and explicit methods to identify, select, critically appraise, and collect and analyze data from studies included in the review (Tricco et al, 2016).

This research uses the Systematic Literature Review (SLR) method, which is a systematic, clear, thorough literature study by identifying, evaluating, and collecting existing research data. The purpose of this method is to help researchers better understand the background of the research that is the subject of the topic being sought and understand why and how the results of the research so that it can be a reference for new research to be carried out (Okoli, 2017).

The preparation of the research begins when the researcher finds articles related to the topic to be studied point systematic review is a method used in reviewing a problem by selecting, identifying, and evaluating certain problems and asking questions clearly according to the research topic point in the Systematic Literature Review (LSR) method There are three stages of review, namely, as follows:

1. Planning

First determine the Research Question (RQ) or research question. RQ is used to guide the literature search process related to the research topic. In this research, data collection does not have to go to the field but is obtained from literature studies which are analyzed and then drawn conclusions. The question is how does the coach's interpersonal communication increase the awareness of elementary school students?

2. Implementation

Observation of the journals obtained is related to the research topic and is relevant to the topic under study. The point of synthesizing data is to analyze and evaluate various research results from various literatures and to choose the right method to interpret the explanation of the findings.

The data population in this study focuses on the interpersonal communication of coaches to increase the social awareness of elementary school students. The search for articles began with a literature study using data contained in Google schoolar in the form of journals and theses of previous research.

3. Reporting

The final stage in the Systematic Literature Review (SLR) method is where the articles searched and selected are then processed in the form of writing which is continued for journal paper publication and thesis preparation.

After obtaining articles in accordance with the research topic, the researcher gets 50 articles related to interpersonal communication and social care on Google school searches, then 5 related articles are selected after selecting these 5 articles in line with the theme under study which will be presented in the discussion and conclusion section of the article writing.

RESULTS AND DISCUSSION

Providing knowledge related to character education to children is not only the responsibility of parents and the community of learners' social environment, but the responsibility of all parties including education units. If a child gets good character education from the family, the child will have a good character in the educational environment and vice versa if the child does not get a bad education it will have an impact on how the child's character in the environment. Because if the child's character is not good, it will be difficult to change even though many educators have taught how good characters such as responsible, disciplined, honest and religious.

In this study, the researcher focuses on how the coach's interpersonal communication can increase students' social care, especially in elementary schools. As social beings, interpersonal communication

is very important in determining one's identity. By using the coach's interpersonal communication style can help students' intellectual and social development so that students' identity and identity are formed in and through communication with others. Thus, indirectly by communicating individuals will recognize their identity. Communication also provides various information that can help individuals to learn and develop their intellectual abilities. A person's mental state is also influenced by the quality of his communication. Therefore, as a social being, interpersonal communication is important for individuals.

In the literature study using the Systematic Literature Review (SLR) research method, based on 5 sources of journal articles that have been selected and determined to meet the criteria in accordance with the research topic, the research results are as follows:

Table 1
research results on interpersonal communication on character building

Researcher and Year Research	Journal	Research Result
Fernando Hosse Fahrezi (2018)	Scotmaster's Interpersonal Communication In Forming Character Education Value For Student	The results of this study indicate that Scout coaches can shape the character of students, through the process of interpersonal communication using the dharma of Scouting can shape feelings. In the interpersonal communication process, the Scoutmaster applies an open attitude in providing information and opinions to students, empathy understands what students feel. The coach provides support to students if there is a desire not to be discouraged, the coach builds a positive attitude by creating a comfortable atmosphere, and the coach carries out an attitude of equality to every student in Scouting. This research shows that the aspects of openness, supportive attitude, and empathy are the most effective aspects used by Scout coaches and learners.
Meisil B. Wuluh, Hoirunisa, (2019)	Journal Of Communication And Organization (J-Ko) Interpersonal Communication Patterns Between Coaches And Students In Istilling Moral Value At Darul Arqom Muhammadiyah Ponre Waru Islamic Boarding School.	The results of this research show that in the process, the application of interpersonal communication patterns occurs through four kinds of forms, namely the form of interaction, the form of sharing, the form of counseling, and the form of interviews. The application of interpersonal communication patterns will be effective if carried out between coaches and students. The pattern used is used in a face-to-face manner, takes place continuously and the messages conveyed are planned. In communicating with problematic students, there are almost no serious obstacles because at the end the students will tell their problems. The support in terms of communication goes well because of the closeness created from the start, this is due to the residence of the coach and the santri side by side, making it easier for them to establish a close relationship in everyday life.

Dyah Rachmawaty Utami, Christina Rochayanti, Edwi Arif Sosiawan. (2018)	Paradigm: Journal of Social, Political, and Policy Issues 16 (1) INTERPERSONAL COMMUNICATION BETWEEN GOVERNOR AND STREET CHILDREN IN MOTIVATING IN EDUCATION AND CHANGING THEIR BEHAVIOR AT RAHSINGGAH Anak MANDIRI YOGYAKARTA (Study on street children at Rumah Singgah Anak Mandiri Yogyakarta)	The results showed that interpersonal communication carried out between coaches and street children needs to be further improved in quality and quantity. In adolescence, the emotional level of street children is very unstable so that not only do they need to change their behavior, coaches and managers must also be able to accept positive criticism and suggestions expressed by street children. Especially by communicating at certain times, the coaches also try to position themselves in various roles when communicating with street children, not only as coaches. This is important so that street children feel more comfortable and open when communicating with the coach.
Annisa Nurfadhilah, Kamalludin Kamalludin, Sri Nurul Milla, (2023)	Indonesian Research Journal on Education 3 (1) The Role of Teachers' Interpersonal Communication in Increasing Student Self-Confidence at Nurul Iman Islamic Boarding School from the Students' Perspective	The results in this study are : 1. The purpose of teacher communication is to provide positive support for students; 2. The way students communicate with teachers is by giving good lessons such as ethical manners. 3. One of the topics discussed by the teacher is the daily activities of the students, whether it is in boarding school activities; 4. The issue raised by the teacher with children, especially children in school and pesantren education, is by the teacher having a conversation about linking recitation learning with daily life. The role of teachers' interpersonal communication in building students' self-confidence in students' perspectives is very important to be able to argue without hesitation, children can make decisions, and students are not desperate with us as teachers must be able to be open, empathetic, supportive attitudes, positive attitudes and fairness.
Eka Febrianti,(2021)	THE ROLE OF INTERPERSONAL COMMUNICATION BETWEEN TEACHERS AND STUDENTS IN SHAPING CHARACTER IN ELEMENTARY SCHOOL.	Based on this research, the results in the discussion: 1. Interpersonal communication between teachers and students has been going well. 2. Interpersonal communication is carried out by teachers to students to provide confidence and a warm relationship with their students. 3. The way teachers approach students through interpersonal

		communication using DeVito's communication characteristics must indeed be done patiently, because they see the condition of their students who basically have high emotions and often feel inferior to themselves.
		4. Students who attend SDN Mekarjaya can develop rapidly and have a very good character. Students can have self-confidence, control their emotions even though they are still being guided, and become more aware of what is good and right or vice versa, so that in the future these students can fulfill their life needs.

Researchers use the theory that becomes a reference in appropriate research in the process of character building through scouting in the methods and principles of the Scout Movement in the presence of openness, empathy, positive attitudes, supportive attitudes and equality that are suitable for use in Scout learning methods, then with these five aspects can be implemented in the learning process in the formation of social care character. In the view of this theory, humans are considered to be responsible for their lives and actions and have freedom, the ability to change attitudes and good self-behavior.

In accordance with the direction of the theory that is the reference in this study that important aspects in Interpersonal communication according to Joseph A. DeVito seen from the research results as follows:

1. Openness

An understanding attitude stems from openness to one another. Openness is the ability to open up to others, eliminate closed attitudes towards input that comes from others, and the desire to respond honestly to any stimulus given. open attitude is one of the factors in interpersonal communication if in communication between coaches and students towards students, the coaches and students will both feel comfortable to tell something that is felt.

In this aspect of openness, the focus of the author's questions for coaches and students is the attitude of being able to receive input from others and regarding conveying important information to others. This aspect of openness emphasizes more on the efforts given by coaches to students in building social care and being an example to other members and vice versa the efforts of students to be open in all the obstacles they face and the motivation they have in carrying out the activity process.

The quality of openness refers to at least three aspects of interpersonal communication, namely:
1) Effective communicators must be open to the people they interact with.
2) Refers to the communicator's willingness to react honestly to incoming stimuli. Silent, uncritical and unresponsive people are generally dull conversation participants.
3) It involves ownership of feelings and thoughts. Being open in this sense is recognizing that the feelings and thoughts one expresses are one's own and that one is responsible for them.

2. Empathy

The second aspect to see interpersonal communication according to Josep A. DeVito is the aspect of empathy, in general we know that empathy is a person's ability to feel if he were someone else, can understand something that is being experienced by others, can feel what others feel, and can

understand a problem from another person's point of view, through other people's eyes. An empathetic person is able to understand other people's motivations and experiences, their feelings and attitudes, and their hopes and desires for the future. We can communicate empathy both verbally and nonverbally. Nonverbally, we can communicate empathy by showing (1) active engagement through appropriate facial expressions and gestures; (2) focused concentration including eye contact, attentive posture, and physical closeness; and (3) appropriate touch or caress.

3. **Positive Attitude**

Expressing a positive attitude can be further explained by the term stroking. Positive encouragement generally takes the form of praise or appreciation and consists of behavior that we would normally expect, generally takes the form of praise or appreciation, and consists of behavior that we would normally expect, enjoy, and be proud of. This positive encouragement supports our personal image and makes us feel better. Positive attitudes are shown in the form of attitudes or behaviors. In the form of attitude, it means that the parties involved in interpersonal communication should have positive feelings and not feelings of suspicion. If it is in the form of behavior, it means that the chosen action is relevant to the purpose of interpersonal communication, namely that activities are actually carried out for the establishment of cooperation.

4. **Supportive Attitude**

Interpersonal relationships where every opinion, idea or idea conveyed by students gets support from the parties who communicate. Thus, existing desires or desires are motivated to help someone to be more enthusiastic about carrying out activities and achieving the desired goals. Support can be done by using nonverbal cues such as smiling, nodding the head, and clapping. Sika[support is embedded in the self spontaneously.

5. **Equality**

Recognition that both parties have interests, both parties are equally valuable and worthy, and need each other. Equality means that we accept the other party. Equality includes placing oneself equal to others, realizing there will be different interests, recognizing the importance of the presence of others, not forcing the will, two-way communication, mutual need, and a familiar and comfortable communication atmosphere. In communication, there must be a recognition that both parties are equally valuable and worthy. However, equality does not require us to accept and. Agreeing with all verbal and nonverbal behaviors of the other party, but rather accepting the other party and giving "unconditional positive regard" to the other person". Indicators of equality include: 1). Recognizing the existence of different interests; 2). Recognizing the importance of the other person's presence; 3). Two-way communication; 4). Mutual need; 5). Familiar and comfortable communication atmosphere.

Based on 5 important aspects in determining interpersonal communication can be applied properly, it will be seen how the quality of interpersonal communication is established. If the five attitudes have been implemented, it is hoped that effective communication will be created, which has an impact on the formation of students' social care character in activities at school and in the community.

The way the coach is delivered in instilling the importance of social care to students must be considered because the coach's personality becomes a model for students. Cultivating the value of social care must be done by the coach not only in a verbal way but also in a non-verbal way. It is not uncommon for problems to occur due to misunderstandings between two individuals who initially only had small talks but because of the misunderstanding did not understand each other's characters, causing problems.

Interpersonal communication works well when there is good reciprocity in receiving information between the communicator and communicant in turn so that an atmosphere is created that looks between the coach and the students are more open to each other in conveying information. In applying

interpersonal communication, it needs to be supported by empathy from the communicating party. Empathy conditions can be realized if the coach is willing to pay attention to students and can find out what students are experiencing. Interpersonal relationships can be said to be effective if the relationship between coaches and students supports each other. Open communication and empathy cannot be established if there will not be a supportive attitude. Applying the principle that everyone is the same, the coach cannot differentiate between each student, even though students have different characters but all are equal in terms of gaining knowledge.

In determining success in character building, interpersonal communication styles are used. Interpersonal communication also has a mission to help all students to optimally develop their potential in the process of their development in the social field and so that they can know themselves and can obtain social values that are applied in social life. Therefore, to increase students' sense of social care, appropriate material is needed to be achieved, this also requires the coach's communication style in delivering the material which is expected that students can understand every thing that is conveyed.

CONCLUSION

It should be emphasized that the issue of character in human life, both now and in the future, is one of the most important things that even determines the life and death of a nation. We also know from history that the strength and greatness of a nation is largely determined by the strength of its character, which becomes the foundation for all external progress of a nation, especially the Indonesian nation.

Interpersonal communication with coaches is effective if the message sent is understood by the recipient and communication meetings are enjoyable for teachers and other individuals. So that teacher performance can also be influenced by interpersonal communication. This is due to the need for interpersonal communication to establish a close relationship with fellow teachers, principals, school staff and students so as to create the principle of filling each other's shortcomings, producing relationships, creating and exchanging meaning. Teacher performance can also be influenced by emotional intelligence.

It can be concluded that interpersonal communication between teachers and students runs effectively seen from the five elements of interpersonal communication namely openness, empathy, support, positive attitudes and equality. Teachers are wise in dealing with problems experienced by students, always show a friendly, compassionate attitude and respect every different student opinion and give trust to students and provide support, motivation in terms of positive student activities.

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