The Development of Islamic Scouting Education Teaching Module for Islamic Religious Education Study Program in Indonesia

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Abstract

The objective of this study is to provide teaching materials for scouting education at Islamic Universities that are valid, practical, effective, and include technology while also considering an Islamic perspective. The procedures for research and development are based on the ADDIE model, which consists of five stages: analysis, design, development, implementation/execution, and evaluation. The study's findings suggest that the research has successfully produced legitimate, practical, effective educational materials in the form of scouting education pocket books, incorporating technology into the learning process. A validator evaluated and classified the teaching materials for scouting education with Islamic understanding as valid, awarding them a presentation score of 91.96% in the very feasible/very valid category. Furthermore, the students' feedback on the newly created Islamic scouting education teaching materials achieved a commendable score of 82.32% in this highly applicable area. The Mann-Whitney test yielded a result of -6.303, indicating the effectiveness of scouting education teaching materials. We found the Asymp.sig analysis (p) value to be 0.000. Due to the significance level of p being 0.05, there exists a statistically significant difference in the mean learning outcomes between the experimental class and the control class. This is aimed at enhancing and elevating students' awareness of their cognitive elements.

Keywords: Teaching Module; Scouting Education; Islamic Insight

Introduction

Whlin (2003) suggests incorporating the Scout movement not only in elementary and secondary schools, but also in higher education. Furthermore, there are available options to expedite the pursuits of the Scout Movement and higher education. In addition, Wekke (2021) stated that colleges hold dual roles as both integral components of the National Education System and as organizational entities within the Scout Movement. Therefore, it is necessary to combine and enhance both in order to meet the requirements of these two roles. Higher education should strive to include the available opportunities in society. Published as number 086 of 1987, the National Quartir Decree establishes the legislative framework for coordinating the roles of front groups in higher education institutions. The 2013 Curriculum stipulates scouting as a compulsory extracurricular pursuit from primary school to secondary school. This demonstrates the involvement of the Indonesian government in promoting character

education in schools through scouting activities, as outlined in Attachment III to Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A of 2013, which pertains to the implementation of the curriculum. The purpose of incorporating scouting education into a higher education institution is to enhance and cultivate national character by empowering the higher education academic community to actively engage in the three core functions of higher education: education, research, and community service. This indicates that the inclusion of scouting education in a higher education institution is a manifestation of the guidance and development of the Scout Movement's Front Group (Gudep) that is established on the campus of the higher education institution. Various official documents regulate this, including the Joint Decree/Memorandum of Understanding (MoU) between the Director General of Higher Education and the Chairman of the National Scout Movement Quarter, specifically Number: 047/DJ/KEP/1981 and Number: 021 of 1981. These documents provide guidelines for implementing the guidance and development of Scout Movement Front Groups on college campuses. Additionally, the Decree of the National Scout Movement Quarter Number: 054 of 1982, along with the Decree of the National Scout Movement Quarter Number: 086 of 1987 and the Decree of the National Scout Movement Quarter Number: 180 A of 2011, further elaborate on the guidance and development of Scout Movement Front Groups based on college campuses (National Quarterly of the Scout Movement in Pramuka, 2005). According to Article 21 of Law of the Republic of Indonesia Number 12 of 2010 on the Scout Movement permits universities to establish Scout Movement Front Groups within their educational units and community-based Scout Movement Front GGiven the aforementioned legal aspects, we anticipate that a university scouting education program will be able to gather all available opportunities, facilitate the implementation of beneficial, constructive, and educational initiatives, and provide practical knowledge and experience to the entire academic community on campus at a higher education institution.

In this case, Patonjo in Sepriani (2022) explained that scouting education on the Fatmawati Bengkulu State Islamic University (UIN) campus was initially one of the extracurricular activities on the UIN Fatmawati Sukarno Bengkulu campus. Where Gudep 01.001 *Rajolelo* – 01.002 Fatmawati was founded on January 27 1995, at that time the UIN Fatmawati campus was still called IAIN Raden Fatah locally far away. To respond and better remember the establishment of the 01.001 Rajolelo – 01.002 Fatmawati front group, the UIN Fatmawati Sukarno Bengkulu Scout Movement, the entire Racana Council and members of the UIN Fatmawati Sukarno Bengkulu Scout Movement are required to wear Scout uniforms on Wednesday which coincides with the founding of the Racana UIN Fatmawati Sukarno Bengkulu. By looking at the many scout activities in which there is so much educational content taught, one of which is instilling character values from an early age in accordance with the Scout Code of Honor, namely Tri Satya and Dasa Darma, so scouting education needs to be one of the courses on the UIN Fatmawati campus. Sukarno Bengkulu at the Tarbiyah and Tadris Faculty, especially in the PAI Study Program. The Scout Education courses at UIN Fatmawati Sukarno Bengkulu began to be implemented in the 2016/2017 Academic Year (Odd Semester).

According to the secretary of the Islamic Education Study Program, the Scouting course is not part of the curriculum for the current semester or the 2021–2022 academic year at the Curup State Islamic Institute. This is because the course is elective and not mandatory. However, the Islamic Education study program included the course in the previous semester or academic year. Scouting education classes are currently not part of the KKNI-based curriculum for the Islamic Education study program, resulting in their absence from the program. The Scout Satya Darma, which serves as a guiding principle for Scouts, is in accordance with the Tri Dharma of Higher Education. How can they effectively collaborate and complement one another in social interactions and advancements in contemporary society? Scouts have played a substantial role in promoting the development of Islamic religious education in Indonesia, according to Satya Darma. The Director General of Higher Education and the Chair of the National Scout Movement Quarterly have agreed to form Scout Movement Front Groups in educational institutions based on educational units and community-based scouting. This decision is in accordance with the Law of the Republic of Indonesia Number 12 of 2010. Additionally, the values promoted by scouting align with the

objectives of Islamic religious education. PTKI, specifically at UIN Fatmawati Sukarno Bengkulu and IAIN Curup, has included Scouting Education as a course in their Islamic Education Study Program.

In general, Islamic values are traits that are founded on the two fundamental sources of Islamic teachings, namely the Al-Qur'an and the Sunnah of the Prophet. Hence, good and bad in Islamic character have dimensions; that is, they are defined by the Al-Qur'an and the Prophet's Sunnah rather than by the norms of human intellect as a whole (Rahim, 2013; Marzuki, 2015). There are multiple reasons why students don't comprehend the lecturer's explanations of the Scouting material. These include lengthy explanations in teaching materials, the complete absence of reference books in the UIN Fatmawati Sukarno Bengkulu library, and the use of outdated, undeveloped guidebooks by lecturers—Boyman, in particular—that hinder learning because they may lead to incompatibilities between the objectives set forth by the scientific field students are studying and the learning activities. Thus, it can be said that while creating instructional materials for scouting education, a few factors must be taken into account.

In light of the aforementioned issues, the researcher concluded that an analysis of the design of scouting education teaching materials that were relevant to the scientific field of Islamic Education students was necessary. In this instance, the researcher used a context-appropriate strategy to build pocket-book-sized teaching materials for scouting instruction. The Islamic Education study programme still has flaws in the teaching and learning processes, namely the lack of teaching materials tailored to the students' needs. Lecturers use general scouting education teaching materials with lengthy explanations, which makes it difficult for students to understand or assimilate the information in the Scout Education book. In addition to trying to maximise students' capacity for thought, lecturers employ Scout Education reference books that are not yet based on an understanding of the needs of Islamic Education study programme participants. Additionally, they haven't developed any teaching materials. The background information provided above allows this research to address a number of issues, the first of which is how to create effective teaching resources for Islamic-focused scouting education courses for the Islamic Education study programme at Islamic Universities. Second, how well-suited are the hands-on instructional materials for the Islamic-focused scouting education courses offered by Islamic Universities for the Islamic Education study programme? Third, how successful are the instructional materials in the Islamic Education study programme at Islamic Universities -focused scouting education courses? Fourth, what are the scouting education materials now available for Islamic-focused courses in scouting education for the Islamic Education study programme at Islamic Universities?

While developing this instructional material, we set the following research goals: The initial goal is to determine if the development of pocket book teaching materials serves as a valid or additional resource for Islamic-oriented scouting education courses offered as part of the Islamic Education study programme at Islamic Universities. Secondly, to assess the usefulness of the instructional materials used in Islamic-focused scouting education courses for the PTKI PAI study programme. Third, to assess the efficacy of instructional materials used in scouting education courses with an Islamic focus for the Islamic Education study programme at Islamic Universities. Fourth, to ascertain what the current course materials are teaching. The Islamic Education study programmeat tehe Islamic Universities PAI includes Islamic-focused scouting instruction.

Literature Review

Rahdiyanta (2022) defined materials as comprehensive and organised instructional resources that consist of carefully prepared learning experiences. We specifically developed these materials to help students achieve specific learning objectives. Materials must have learning objectives, learning resources or substances, and an evaluation component. Teaching materials have a crucial role in the execution of education. Teaching materials facilitate the instruction process for educators and enable students to learn more effectively. Below are several definitions pertaining to instructional resources:

a. Teaching materials consist of a systematic organisation of various resources, including information, tools, and texts. They provide a comprehensive overview of the skills and knowledge that students will acquire and utilise during the learning process. The purpose of teaching materials is to facilitate the design and evaluation of learning activities (Hamid, 2013)
b. Teaching materials are a set or substance of learning that is arranged systematically to display the complete figure of the competencies that students will master in learning activities. (Hamid, 2013)
c. Teaching materials refer to a structured collection of educational resources designed to comprehensively represent the skills and knowledge that students will acquire through their learning experiences. (Hamid, 2013)
d. Teaching materials refer to a carefully organised group of resources designed to create a conducive learning environment for pupils.

Teaching materials can be defined as educational resources utilised by teachers and students, or lecturers and students, to accomplish learning objectives. Appropriate instructional resources will undoubtedly assist educators and professors in effectively communicating the essence of the topic or subject matter during teaching and learning activities. The focus of this study is to create educational resources in the form of printed Scout pocketbooks. The researchers want to enhance the effectiveness of scouting instruction in the Islamic instruction study programme at PTKI by developing this learning pocket book.

Basic Principles of Scouting

The Scouting Yogyakarta City Branch defines basic principles as essential concepts that serve as the foundation for both thought and action (Sukoco, 2013). The fundamental tenets encompass the core beliefs and standards that guide the conduct of every individual within the Scout Movement. The fundamental tenets of scouting encompass the ideas that serve as the foundation for scouting activities, with the aim of cultivating the character of students. The fundamental principles serve as the bedrock for shaping the character of individuals involved in the Scout Movement. The level of PDK spirit in students directly correlates with the strength of their scouting abilities. The Fundamental Tenets of Scouting (PDK) are the distinguishing features that set scouting apart from other forms of education. The fundamental tenets of scouting encompass:

a. Faith and devotion to *Allah*.
b. Caring about the nation and homeland, fellow humans and nature.
c. Caring about his personal self.
d. Obey the Scout code of honor.

Scouting Education in Higher Education

The purpose of incorporating scouting education into a higher education institution is to enhance and cultivate the national character by amplifying the involvement of the academic community in fulfilling the threefold mission of higher education, which encompasses instruction, research, and community service. This demonstrates that incorporating scouting education into higher education institutions aligns with the principles and objectives of the Scout Movement on university campuses, as outlined in various official documents. These include the Joint Decree/ Memorandum of Understanding (MoU) between the Director General of Higher Education and the Head of the National Scouts Movement Quarter, with reference numbers 047/DJ/KEP/1981 and 021/1981, which provide guidelines for implementing the guidance and development of scout groups based on college campuses. Additionally, the Decree of the National Scout Movement Quarter, numbered 054/1982, along with the subsequent decrees numbered 086/1987 and 180 A/2011, further emphasise the importance of guiding and developing scout groups on college campuses. According to Article 21 of Law of the Republic of Indonesia Number 12 of 2010 about the Scout Movement, universities have the authority to establish

Scout Movement Front Groups within their educational units, as well as community-based Scout Movement Front Groups.

Research Methodology

The population for this study consisted of 51 students from State Islamic University (UIN) Fatmawati Sukarno Bengkulu, Indonesia, who were enrolled in the 2nd semester of the Islamic education study program in classes C and D. Additionally, the population included 46 students from the 5A and 5B semesters of the Islamic Education study program at State Institute of Islamic Studies (IAIN) Curup, Indonesia. Furthermore, one lecturer who taught the course of scouting education was also included as a subject in this research. During the small-scale or limited group testing phase, a random selection of 4 participants is picked from each class (Hakim et al, 2022). Moreover, the comprehensive group examination will be conducted on all students in classes 2C, 2D, 5A, and 5B. Subsequently, each class was attended by a total of 20 students, with 10 students assigned to the experimental class and 10 students assigned to the control class. The objective is to examine the contrast between classes that do not utilize advanced teaching materials and classes that do utilize advanced teaching resources. This educational material for scouting education, with an Islamic perspective, follows the ADDIE Model development model. The model includes the stages of Analysis, Design, Development, Implementation, and Evaluation (Julianti et al, 2022). Data collection instruments used in this material include: (1) Validation Questionnaire for Scouting Education Teaching Materials with an Islamic Insight; (2) Practicality Questionnaire for Scouting Education Teaching Materials with an Islamic Insight; (3) Effectiveness Sheet for Scouting Education Teaching Materials with an Islamic Insight; (4) Interview; (5) Documentation.

Result & Discussion

Result of Research and Development Stage

This study used the R&D (Research and Development) methodology to build a product in the form of educational resources, specifically a pocket book. The research employs the ADDIE Model as its development framework, consisting of the following stages: analysis, design, development, implementation, and evaluation. The research and development efforts yielded the following results:

Analysis

The aim of this research is to create teaching materials for scouting education with an Islamic perspective. These materials will be in the form of valid and practical resources, utilizing technology and the internet to enhance students' understanding of Islamic insights and cognitive learning outcomes. The target audience for this research includes UIN Fatmawati Sukarno Bengkulu students in semester II classes 2C and 2D, as well as IAIN students in Curup semester V classes 5A and 5B PAI Study Program. The analysis stage is utilized by researchers to ascertain the characteristics of pupils, which serves as the foundation for the development of teaching materials. Customized instructional resources tailored to the specific traits of students are anticipated to enhance educational achievements. Ali and Asrori assert that at this developmental stage, students possess the cognitive ability to engage in logical and reasonable thinking, as well as demonstrate the initial capacity for abstract thinking. The subsequent phase of study conducted is idea analysis, which seeks to develop indicators and learning objectives derived from Core Competencies (KI) and Basic Competencies (KD).

Design

The design stage is the second phase of the ADDIE development process. The researcher formulates the instructional materials at this phase. The production of teaching materials comprises three distinct sections: the pre-introductory component, the introduction, and the content part. The Scout

Education RPS guides the development of the teaching material structure. The provided framework consists of a pocket book that serves as a teaching resource. It includes the following sections: Cover Page, Biodata, Foreword, Pancasila, Honour Code, Scouting, Scout Movement Hymn, Scout Movement March, List, and Contents. Several chapters, each focusing on a different aspect of scouting, divide the book. Chapter I explores the history of scouting, while Chapter II delves into scouting knowledge. Chapter III discusses scout administration, and Chapter IV focuses on the scout code. Chapter V specifically examines Islamic leadership and insight. The book also includes a bibliography and the author's biography. Simultaneously, the design and characteristics

Gambar 1. Front Cover View of Teaching Materials

The content of the teaching materials that have been developed consists of 5 chapters, namely Chapter I History of Scouting and Scouting, Chapter II Scouting Knowledge, Chapter III Scout Administration, Chapter IV Scout Code and Chapter V Islamic Leadership and Insight. The following is an example of material that contains QR scans or barcodes in each learning material:
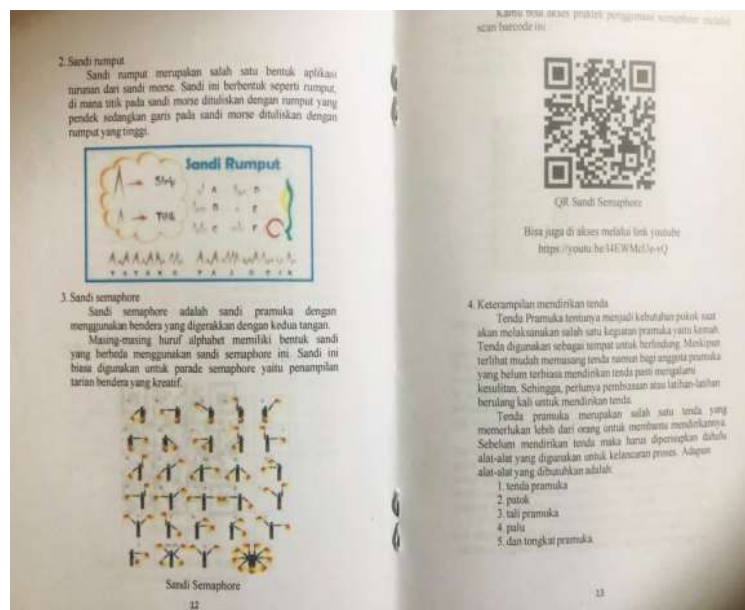
Gambar 2. Learning Materials

Development

The third phase of the ADDIE development paradigm is the development phase. This step aims to evaluate the suitability of the developed instructional materials. After obtaining a feasibility evaluation, the validator provides suggestions and input that lead to changes in the teaching materials. The validation procedure is conducted to assess the appropriateness of Islamic-oriented scouting education teaching materials, particularly the content or material. We conduct validation tests to evaluate teaching materials in three key areas: content suitability, educational design and technology suitability, and language suitability. The development process demonstrated that the validator's evaluation of Islamic-oriented scouting education teaching materials produced results of 91.43% and 95.71%. The validator's results and the conversion table suggest that the prepared Islamic-oriented scouting education teaching materials are suitable for use and suitable for student testing during the learning process. There is no need for further revisions by researchers. Below are the recommendations and feedback provided by validators regarding the creation of teaching materials for scouting education from an Islamic standpoint:

Table 1. Suggestions and Input for Materials from Expert validator Before and After Revision

Validator	Comment and Suggestion	Notes
VM 1	1. Islamic characteristics should be added to the leadership of *Rasulullah* and *Khulafaur Rosyidin* who are polite, friendly, respectful/appreciative of others and responsible. 2. In general, the teaching module is suitable for use	The product is ready to be used in learning activities.
VM 2	The content is divided into 3 parts: 1. General Knowledge: Chapter I, Chapter II, Chapter III 2. Skills/ Scouting Techniques: Password, Morse Knot 3. Leadership and Islamic Insight	

The third phase of the ADDIE development paradigm is the development phase. This step aims to evaluate the suitability of the developed instructional materials. After completing a feasibility assessment, we modify the teaching materials based on the validator's recommendations and feedback. We conduct the validation procedure to evaluate the appropriateness of Islamic-oriented scouting education teaching materials, specifically focusing on their content and substance. We conduct validation tests to evaluate teaching materials in three key areas: content suitability, educational design and technology suitability, and language suitability. The development process demonstrated that the validator's evaluation of Islamic-oriented scouting education teaching materials produced results of 91.43% and 95.71%. The conversion table and the validator's results suggest that the prepared Islamic-oriented scouting education teaching materials are suitable for use, allowing students to test them during the learning process. There is no need for further revisions by researchers. Below are the recommendations and feedback from validators regarding the development of teaching materials for scouting education from an Islamic perspective:

Tabel 2. Suggestions and Input for Educational Design and Technology from Expert Validator Before and After Revision

Validator	Comment & Suggestion	Notes
Design & Educational Technology Expert	1. Revise learning videos that have been made to be more interactive 2. The pocket book format has been revised again according to the notes including the book cover 3. Use images and symbols/icons. Try looking for clearer ones 4. Image captions need to be included in the module 5. Add a cover to the learning video	The product is ready to be used in learning activities.

Finally, under the supervision of linguists, the researchers carried out a validation process to assess the content of teaching materials for Islamic-focused scouting education. The linguists evaluated many linguistic features, including language usage. Language use can be evaluated by considering the vocabulary employed, the proper use of punctuation, and the effective utilisation of symbols or specialised terminology. The purpose of this assessment is to determine the suitability of the educational materials for student use. The obtained data indicates that the linguistic expert validators had an 88% success rate in evaluating Islamic-oriented scouting education teaching materials. Based on the validator's results and the conversion table, it can be inferred that the generated Islamic-oriented scouting education teaching materials are appropriate for usage and can be tested on students during the Islamic-oriented scouting education learning process, as outlined below:

Tabel 3. Suggestions and Input from Language Expert Before and After Revision

| Validator	Comment and Suggestion	Notes
Language Expert	It's good, but there are still several things that need to be improved, for example the spacing is too close	The product is ready to be used in learning activities

Following the receipt of assessments and input from experts, the researchers proceeded to enhance the teaching material products based on the feedback and revisions obtained from consultations and suggestions provided by expert validators. The objective of the enhancements is to ensure that the resultant educational materials are of superior quality and prepared for student testing.

Implementation

The implementation stage is the fourth phase of the ADDIE development paradigm. The outcomes of the development are utilised in education to assess its impact on the quality of learning, encompassing the efficacy and utilisation of technology or the internet. The efficacy assessment was conducted subsequent to a feasibility evaluation, resulting in the creation of educational resources in the form of compact books for acquiring knowledge in Islamic-focused scouting instruction that were both valid and practical. This effectiveness test aims to analyse the efficacy of teaching materials focused on Islamic-oriented scouting education. The analysis will specifically focus on the activities involved in the teaching and learning process, including the activities undertaken by students.

Tabel 4. Percentage of Extensive Test of Student Learning Activities on the Teaching Materials Used

Class	Students' Score in 6 Meeting (M)						Total	$\sum$s Students' Achievement	Activity Category
	M1	M2	M3	M4	M5	M6			
Experiment	91,67	81,25	87,50	89,58	87,5	100	537,50	89,58	S. Aktif
Control	62,50	64,58	83,33	68,75	68,8	66,67	414,58	69,10	Aktif

Figure 4.17
Graphic of Learning Activities for Control and Experiment Class Students
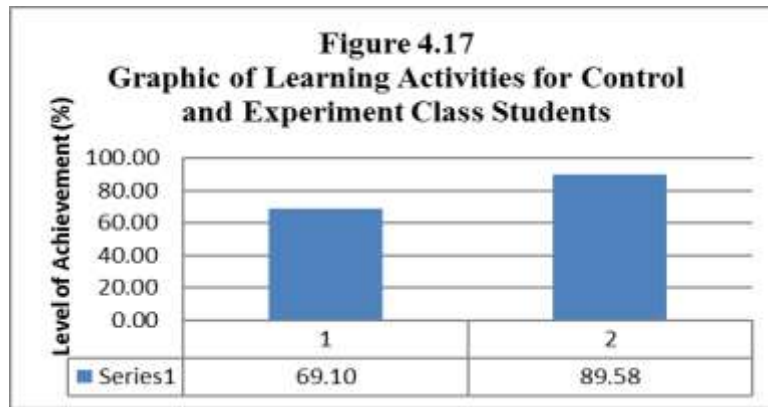
According to the data provided, there is a distinct disparity in the learning activities of students from the experimental class and the control class. The average value of student learning activities in the experimental class is 89.58% in the very active category, whereas in the control class, the average value of student learning activities is 69.10% in the active category. Based on the data, it is evident that the experimental class has effectively engaged in various learning activities, but the control class has room for improvement in terms of student learning activities. The researchers determined that using Islamic-oriented scouting education teaching materials positively impacted student engagement in the learning process.

Evaluation

The evaluation stage is the fifth phase of the ADDIE development paradigm. At this stage, the evaluation of teaching materials focuses on their practicality and efficacy. According to the findings of the efficacy test, there are multiple aspects of the generated educational product that require revision. The objective of this stage is to enhance and supplement the teaching material product, which is a pocket book for teaching Islamic content-based Scout courses in the Islamic Religious Education study programme at Islamic universities in Indonesia. This involves enriching the scout material to make it more logical and appropriate for college-level students, as well as increasing the inclusion of Islamic values in each topic. After the researchers deemed the redesigned instructional material product satisfactory, they sought the input of specialists to confirm that they had enhanced it in accordance with the appropriate steps. Experts anticipate that they will enhance this teaching material product to fully meet the specific requirements of students in the Islamic Religious Education study programme at Indonesian Islamic universities. It will serve as supplementary teaching materials for Scout learning.

Discussion

Analysis of the Validity of Teaching Materials

Analysis of data on the validity of teaching materials is based on the average results of the validation results of 4 (four) validators. The following is the overall assessment of each aspect assessed by all validators:

Table. 4.41. Overall Assessment Data on Every Aspect of the Validator

No	Aspect	Mean	Category
1	Islamic Educational Materials	91,43	Sangat Baik
2	Scouting Materials	95,71	Sangat Baik
3	Educational Design & Technology	92,7	Sangat Baik
4	Language	88	Sangat Baik
Total		367,8	
Mean		91,96	Very Good

According to the statistics provided, the total average is 91.96, meeting the very good requirements. Therefore, the instructional materials are deemed acceptable and do not require revision. After analysing the validation results, it was determined that the teaching materials for scouting education with an Islamic perspective were deemed legitimate and did not necessitate substantial modifications. These materials were found to be suitable for use as teaching materials at PTKI. Regarding the analysis of the practicality of teaching materials for scouting education with an Islamic perspective, the questionnaires administered to students were acquired from both limited trials and large trials. These questionnaires were then analysed utilising percentage descriptive methodologies. A total of 20 students from the PAI study programme in semesters II and V, representing classes IIC, IID, VA, and VB, were selected to participate in the product trials. These students were from UIN Fatmawati Sukarno Bengkulu and IAIN Curup. The pupils are organised into five groups, with each group including four individuals. The limited test yielded an average score of 75.29% in the very practical category based on student responses. On the other hand, the broad test indicated that student responses in the implementation of learning could be classified as very practical, with a percentage of 89.35%.

According to Yap (2016) found that the teaching module had a significant positive reaction from students, indicating its suitability for broader implementation and its ability to engage students in their learning activities. Multiple student remarks regarding the Islamic-oriented scouting education teaching materials, whether written or spoken, indicated that the materials were highly practical and effectively incorporated technology. Consequently, students exhibited enthusiasm and motivation towards learning scouting education. The comprehensiveness of student learning outcomes demonstrates the efficacy of the designed instructional materials. Researchers conduct pre-test and post-test scores throughout the evaluation phase to determine the comprehensiveness of student learning. The student learning completion rate is 93.6%. This demonstrates that the utilisation of scouting education teaching materials, in conjunction with technology and the internet, has successfully achieved the desired level of efficacy. The aforementioned analysis suggests that using technology to enhance scouting education teaching materials is highly effective. In practical learning, the researchers incorporate video examples that are accessible to students at any time, making them easily usable by both lecturers and students. Highly adaptable to individual requirements. The researchers' implementation aligns with the findings of other researchers, including Brophy (2013), Kurniawan et al. (2022), Zulkarnain et al. (2023), Roski et al. (2024), Ansyorie et al. (2024), and Diaz et al. (2024).

An advantage of using teaching materials for scouting education from an Islamic perspective is that they promote independent learning and encourage pupils to take responsibility for their own learning activities. According to Arends and Kilcher (2010), while using these instructional resources, the lecturer assumes the role of a guide rather than just a teacher. This approach allows students to learn based on their individual talents, resulting in more effective and efficient learning. The primary goal of incorporating Islamic perspectives into scouting education teaching materials is to enhance the comprehension of scouting materials among PAI students at PTKI. The integration of technology and the internet, along with the use of teaching materials that incorporate Islamic perspectives, will achieve this. Multiple prior studies confirm the close integration of technology and instructional materials in modern-day Islamic religion learning (Nursyahidin et al., 2021; Santosa & Jazuli, 2022; Susanto et al., 2022). The aforementioned study suggests that integrating an Islamic perspective into scouting education through technology and the internet is a suitable method for creating teaching materials that are legitimate, practical, and successful.

Conclusion and Implication

The analysis of the research findings from the Islamic Education Study Programme at Fatmawati Sukarno Bengkulu State Islamic University (UIN) and State Institute of Islamic Studies (IAIN) Curup Bengkulu Indonesia yields the following conclusions: (1) This research resulted in the creation of teaching materials in the form of an Islamic-oriented scouting education pocketbook. The validator

categorised it as highly valid, with a percentage of 91.96%. (2) Students' responses to the developed Islamic-oriented scouting education teaching materials scored 82.32%, indicating a high level of practicality. We assessed the effectiveness of the scouting education teaching materials using the Mann-Whitney test, yielding a result of -6.303 with an asymptote value. The significance level of p is 0.000. The p value of 0.05 indicates a significant difference in the average learning outcomes between the experimental class and the control class. Additionally, the developed teaching materials for Islamic-oriented scouting education are practical, effective pocket books that incorporate technology for enhanced learning.

The research findings indicate that the implementation of Islamic-oriented scouting education teaching materials yielded positive outcomes. This has implications in two aspects, specifically theoretical implications. Firstly, the development of pocket books as teaching materials in Islamic-oriented scouting education courses necessitates Scout Education lecturers who possess proficient scientific skills in the field of scouting and Islamic knowledge. This aligns with Hamdani Hamid's theory. Additionally, the incorporation of an Islamic perspective in scouting education teaching materials has implications for the accessibility of learning media facilities. The use of technology in scouting education teaching materials aims to enhance students' cognitive understanding. Lecturers must actively and creatively utilise the available facilities. The practical implications of this research are twofold. Firstly, it underscores the necessity of creating advanced teaching materials specifically tailored to the field of scouting education. The existing materials are too broad and require further refinement to ensure comprehensive and optimal scouting education. Secondly, it emphasises the importance of incorporating an Islamic perspective into learning activities. You can achieve this by providing or duplicating teaching materials in the form of pocket books. Consequently, it is necessary to have an adequate amount of finances in order to obtain it with the objective of enhancing the efficiency of the learning process.

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