



Scouting Methods as Formation of Students' Character in Scouting Education

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Abstract

This research aims to determine the effectiveness of the scouting method as a form of student character in scouting education, especially the character of responsibility and discipline. The method used in this research is a literature study where the researcher uses previous library data, reads, collects, notes, sorts, then manages the previous research literature that has been obtained. The research results show that the scouting method can be used as an appropriate means of forming and strengthening the character of students, especially the character of discipline and responsibility. Apart from that, in implementing the scouting method, character strengthening is not only focused on the character of discipline and responsibility but is more complex, starting from religion, tolerance, environmental and social care, love of the country, politeness, democracy, steadfastness, thriftiness, modesty, discipline, responsibility, answer and be honest.

Keywords: *Scouting Methods; Character Education; Scouting Education*

1. Introduction

Learning in the 21st century learning has become a learning that is developing rapidly, especially phenomenally, which makes this learning more attractive and challenging, especially for teachers as educators and even students who are students with the rapid development of science and technology (IPTEK) (Rahayu, Iskandar, & Abidin, 2022; Rosnaeni, 2021). Educators in the 21st era are advised not to only focus on conveying material, facts, data, research results, theories, stories and formulas, because these approaches will most likely soon become obsolete. Instead, they are expected to develop more dynamic and interactive learning strategies, encouraging students to think critically, collaborate, and develop 21st century skills such as problem solving, creativity, and effective communication (Arifin & Setiawan, 2020; Blyznyuk, 2019; Muhali, 2019). Because 21st century education represents a process that aims to develop and empower students' full potential, with a focus on forming better character, especially critical, communicative, collaborative and creative (Fitrah, Yantoro, & Hayati, 2022). In the context of learning in Indonesia, various 21st century innovations can be adopted to improve the quality of education. Additionally, the role of the teacher has evolved to become more than just an educator, involving the role of mentor to students. Teachers in the 21st century are not only sources of knowledge,

but also act as facilitators who provide stimulus through innovative learning strategies. They also guide and provide assistance when students face learning difficulties (Fadhilla, 2021; Rahayu et al., 2022).

Character is one of the things that is prioritized especially in education (Khairani & Putra, 2021). Character education is one aspect that is used as an important vision in the Indonesian education system where education itself is defined as 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 morals and skills needed by himself, society, nation and state (Sisdiknas, 2003). More than just providing students with academic knowledge, the main goal of character education is to realize students' ability to apply this knowledge in everyday life. In fact, at the elementary school level, strengthening character education is considered a top priority that is given greater attention compared to delivering knowledge material. This is because the movement to strengthen student character is considered an integral part of the main foundation in the education system. The focus on character education does not only include moral norms, but also involves developing attitudes, positive values, and social skills that can help students in dealing with various situations in everyday life (Ramda, 2020). In Indonesia, character education has often been spoken about for a long time, both in implementation and government policy. How could it not be, the existence of a nation that is dignified and respected by other nations is reflected in its character. Moreover, Indonesia is included in the nation's ideals to become an independent, united, sovereign, just and prosperous country in order to make this nation dignified and respected. These ideals are stated in the second paragraph of the preamble to the 1945 Constitution and emphasize that this nation was built by prioritizing character development (UUD 1945, 1945; Yulia, 2015).

It is hoped that all educational institutions will implement character education comprehensively in the learning process at school. Character education is an education system that instills values in accordance with local wisdom and national culture. This system involves the components of aspects of knowledge (cognitive), feelings (affective) and actions, which include a good relationship with God Almighty (YME) and applies well to oneself, society and the nation (Mughtar & Suryani, 2019). The government is trying to realize this character formation, one of which is in extracurricular activities that must be carried out in all educational units, namely scouting activities to instill the values of piety, discipline, responsibility, love of others and the environment, and other values that can be learned from these activities so that they become personal. the good one. In the 2013 Curriculum to the Merdeka Curriculum, scouting education, which is a type of non-formal education, is used as an extracurricular that must be implemented at all levels of primary and secondary schools. Although the demand to organize scouting education as an extracurricular activity is not new, this activity has long been part of the routine in schools, especially at the elementary school level. In line with increasing awareness of the importance of character formation. This is confirmed in the Minister of Education and Culture Regulation No. 63 of 2014 which states that extracurricular activities are organized with the aim of developing students' potential, talents, interests, abilities, personalities, cooperation and independence optimally in order to achieve national education goals. Extracurricular activities consist of mandatory and optional extracurriculars. The mandatory extracurricular in question is Scouting education. Scouting education is carried out in accordance with the circumstances, development of society, culture and the Indonesian nation, which is more often known as Scouting. Scouting education itself is an activity or process of forming personality, life skills and noble morals through the appreciation and practice of scouting values, which in this case is carried out by a scout (Prajaja Muda Karana), namely an Indonesian citizen who is active in scouting education and practices the code. Scout ethics in an educational unit and the leading organizational unit providing scouting education is called the Front Group. In carrying out scouting education, there is an organizational forum formed by scouts, namely the Scout Movement, which as a whole is strengthened in Law no. 12 of 2010 concerning the Scout Movement. It doesn't stop like that, scouting education always leads to carrying out five areas of intelligence development, namely spiritual, emotional, social, intellectual and physical. The role of scouting can also encourage potential, attitude as

well as of course character and support students' curricular activities carried out in the school learning process which is also a way to achieve the goals of the scout movement which is to shape people with personality, noble character, intelligent, skilled, strong, healthy and become good citizens (Ahmad Yasar Ramda, 2020; Sulistiany, Soro, & Yoseptry, 2022). The system implemented by the scout movement in its scouting education is a system that regulates and organizes every educational process for all members. To realize its goals, the scout movement, which is one of the non-formal education platforms in the school education system, has implemented unique methods, such as carrying out activities in the open air in the form of activities that are interesting and challenging, fun, organized, healthy, directed, and of course implement basic scouting principles and scouting methods (Budiyanto, 2021).

This method is often one of the effective methods used in the process of implementing scouting education as well as cultivating students with character, noble personalities, intelligence, skills, and of course preparing good citizens. The scouting method is an active, interactive and progressive learning method which is implemented through eight points, namely practicing the scout code of honor; learning by doing; group, cooperative and competitive activities; interesting and challenging activities; outdoor activities; the presence of adults who provide, guidance, encouragement and support; awards in the form of marks of proficiency; and finally there are separate units between men and women (Kwarnas, 2023). Implementing the first point in the scouting method is implementing the code of honor or you could say the scout code of ethics, which every scout makes a pledge during several activities such as inaugurations, promotions or big scout holidays and getting used to being obliged to carry out the promises and life guidelines in everyday life, both at school, at home, and in society which are called tri satya and dasa dharma. With this code of honor, every scout can control their self-control and build character and raise awareness such as religion, nationalism, care for the environment, willingness to help, honesty, responsibility, discipline at all times, whether at home, school or in the community. In fact, a code of honor or code of ethics can be implemented in various educational institutions or others, including universities and colleges, which must strengthen and enforce the code of ethics that has been established so that student deviant behavior can be minimized. Apart from that, ethical issues must be embedded in the curriculum so that students can develop moral attitudes (Kura, Syamsudin, & Chauhan, 2014). The reverse is that if students are not trained in their awareness, they will often make bad behavior and of course this will affect their character in the future, such as being indifferent to their nation, lying, as a matter of course, lack of responsibility, fighting with their friends, saying dirty things, and behaving as they please without having to care about violations of norms or ethics. The second scouting method refers to learning by doing, namely carrying out learning or training, not necessarily just theory, but directly by practicing or doing it. Learning by doing also has the character of learning by doing, the aim of which is to make it easier to understand the material presented, have a curiosity about new things, provide more skills and of course direct experience. The scout movement also always develops scouting education along with the times. Not only are they taught to process manually but also to balance it with technology, with the hope that scout members can be independent quickly and responsive to technology but also not dependent on technology. Differences in student learning were found between students from innovative schools and students from ordinary schools, indicating that learning strategies are generated by the learning environment students face. Innovative schools describe their learning in a learning environment that is unique to this school. students of various profiles differ in their goal orientations and learning strategies and that these differences are related to students' need for teacher support when learning (Koopman & Beijaard, 2024). With this, scout members will have complex provisions, different from ordinary teaching or training methods. If you don't be innovative by providing experience or practice, students will definitely get bored, students will receive less than optimal knowledge, they will lack curiosity because they only imagine learning, which ultimately makes students engage in deviant behavior. The third point of the scouting method is group activities, cooperation and competition. In carrying out scout education, there must be small groups to large groups and each group has its own name, such as the alert scouts with a group called barung, the raising scouts called squad, the enforcer scouts called sangga and the pandega scouts with the name reka with the aim of being in a group is to

create cooperation between scout members. It doesn't stop like that, each group has a leader from one of the members in the group which makes it easier for the coach as an adult to build coordination between members in each group. Through this system, members can also grow and increase their competitive spirit, of course by doing hard work combined with cooperation for optimal results. Team is an active concept that encourages a team to do the best. And through team work, maximum learning can be achieved through reflection and talking to each other, Of course, competing with other teams and especially innovating to develop in their environment, they end up having fun by playing games and enjoying social interaction through cooperation or competition among their colleagues (Battistella, Wangenheim, & Martina., 2017; Minehart, Su, H.K, Petrozza., 2022). Each individual certainly has their own strengths, but here of course they also need to be trained together or as a team, of course, to prepare them for society as social creatures. However, some students who rarely or are emphasized in groups and working together will feel less confident. Most of the time this happens in school, students tend to feel less confident because they are left behind by their friends or sometimes become big-headed because they feel they can do everything without needing a team. What ultimately occurs is actions such as exclusion or bullying, etc. Furthermore, the fourth point in scouting education places interesting and challenging activities which of course here can increase interest in learning or practicing and of course these activities also contain educational value both on the basis of physical development and spiritual development of each member. In carrying out this activity, it was created to give a high sense of pleasure and enthusiasm to take part in the activity without any coercion. Of course, with various new, innovative approaches, through artistic and cultural performance activities, exploration, and playing both traditional and modern games, it can increase motivation to learn, especially when combined with technology that adapts to current developments. By engaging in interesting and challenging activities, players or students who are interested in enjoying challenging games often face failure and must show persistence to succeed. Perseverance in the face of failure, although difficult to learn, is a valuable skill in many aspects of life, cooperation or competition among peers (Hefkaluk, Linehan, & Trace, 2024). However, behind this, there are some who still use monotonous approaches or methods, such as lectures that are too frequent, which makes students bored and tend to be lazy in studying, especially completing the tasks given. Of course, this means that students are less or unable to absorb the lessons learned at that time. Next, the fifth point is activities in the open air where every activity is carried out outdoors or in the open air. This is a special characteristic for scouts who always carry out activities in the open air. This is because the scouts consider nature to be a source of learning that can be utilized and in fact every place is a source of learning. There are many activities such as camps that can provide a new learning atmosphere and teach scouts to be independent, live simply and be in the wild. Outdoor activities are an important component in the development of children and adolescents, especially in schools, which are important for students because they have an impact on learning outcomes, physical and mental health, social interactions and overall well-being (Binabid & Antee, 2023; Wijffelaars & Markopoulos, 2024). Some schools tend to prioritize indoors. Every day when studying indoors and the classroom air circulation is less than optimal, the classroom atmosphere becomes boring, especially if you approach it in the same way. Here students are more likely to chat or make noise which is actually an indirect expression of their boredom. Next, the presence of adults who provide guidance, encouragement and support plays an important role in the scouting method. Adults here can be interpreted as teaching staff, namely teachers, supervisors, school principals, pamong saka and saka instructors who are actively involved in directing, motivating, supervising and evaluating before the activity, during the activity and after the activity, of course again as a form of adult involvement. in scouting activities. Emotional support from adults can act as a valuable resource for learners to overcome challenges and build their resilience leading to increased self-confidence and determination to overcome defeat. In fact, this support is very important in promoting increased learning engagement and student development, especially as it can increase feelings of security and reduce anxiety, making them better prepared to handle academic challenges with a positive mindset. In fact, it is no less important to fulfill the main psychological needs such as autonomy, competence and social connection (Yan, Zhang, Lei, Zheng, & Jiang, 2024). Behind this, in many schools, there are still many adults who are still indifferent in carrying out activities, such as skipping class time, some are just

given assignments, or even entrusted to other people such as school alumni, which ultimately makes students confused about the material, makes noise because they are bored and don't there is control, and of course inhibiting the material.

The seventh in the scouting method is an award in the form of a mark of proficiency in the form of a general aptitude mark (TKU) and a special aptitude mark (TKK), of course after fulfilling the general aptitude requirements (SKU) and special aptitude requirements (SKK). Proficiency marks are given to scout members as a symbol that the member has mastered the material and all kinds of skills being tested. Scout members who take the exam are scout members who have a high interest in scout activities, because they have to follow a series of processes, of course starting from routine training, testing, the inauguration process and level promotion and placement. Of course, by attaching a mark of proficiency as a symbol of the member or student mastering the material in front of their friends, it will increase motivation and self-confidence for the student or scout member. In addition, wearing a mark of proficiency on his uniform will add to his pride and ultimately students or scout members will be more motivated and enthusiastic in learning and training. Humans learn to seek rewards and even avoid punishment, based on the results of positive and negative choices, and of course future profits are important (Carvalho & Philiastides, 2023). In learning, some educators often ignore awards or even praise even though they are asked to be selfless when carrying out something, which makes students feel bored when doing something, including assignments. Students will feel like they are doing their assignments and will not be the same without recognition from either the teacher or their friends. This is what makes students not do their assignments well, do their work haphazardly, not be on time when doing their work or delay in doing their work.

Finally, in scouting education there is a separate unit point between male and female members. Separate units have the aim of facilitating activities tailored to gender because the activities and needs of male and female members are different. Apart from that, the administration of the scout movement is also regulated starting from the numbering of front groups to unit leaders implementing separate units, although there is still coordination and cooperation between male leaders and female leaders in training activities and competitions, as well as between male members and female members. Separate units certainly prioritize ethics in their activities and of course respect each other for both male and female members. Female members are given the same role according to their portion, especially not just limited to emancipation for female members but also leadership for female members. Girl Scouts believe that all girl members must be given the opportunity to develop physically, mentally and spiritually and of course develop scouting methods to improve scout members into traditional, modern, up to date, respectable girls. This shows that the honor of a female member is not something about a male member or his family but concerns the purti member himself to hone himself (Çalik, Demirbag, Bulut, & Demirbag S, 2017; Denny, 2011). In learning, many educators are unfair in selecting or assessing students, such as choosing leaders who tend to have to be sons, male students having to have a bigger role than female students, etc. This will make students who are initially confident become discouraged and feel inferior. If this doesn't stop, students will feel isolated in their social circles and can make students look down on each other.

The scouting education process focuses on the activities of educators and students to achieve the set goals, namely forming and strengthening character. Scouting education can support the formation of the character of students who have a caring, disciplined and responsible attitude and also make students strong individuals (Sulistiany et al., 2022). The importance of character in educational institutions along with the development of the times, knowledge and technology (IPTEK), cannot be denied, has a negative impact on students. Some students in educational institutions still find students who lack discipline, lack responsibility, and even fight due to offense (Navariani, 2019). Based on this problem, the implementation of scouting education is very necessary as character-building education using scouting methods. In the process of implementing the scouting method in scouting education, many character values are developed, such as religious values, discipline, independence, responsibility, honesty, curiosity,

creativity, hard work, democracy, responsibility, etc. The implementation of this scouting method is deemed appropriate to develop the character of students which is expected not only to raise awareness or change the attitudes of students who lack discipline, lack responsibility, or lack independence but also to form characters of superior quality in academics, skilled in technology, and have noble character.

Technology-based learning using Google Sites is an approach that utilizes the Google Sites platform as a In its implementation, scouting education utilizes the general skills requirements book (SKU) and the special skills requirements book (SKK) as a curriculum tool to test scout members in scouting education (Ramadhan & Nugraha, 2022). In SKU and SKK, apart from allowing coaches to test the extent to which the material is understood and practiced by students, it is also used to develop spiritual, emotional, social, intellectual and physical intelligence in students. These SKUs and SKKs are used to obtain proficiency marks which indicate that the scout member has completed or understood and implemented the material that has been given (Lasi, Purnomo, & Hermanto, 2019). The proficiency mark obtained after completing the SKU is in the form of a general proficiency mark (TKU) which contains material and skills that are general in society. Meanwhile, special skills marks (TKK) contain special skills that scout members possess or are proficient in.

The scouting method is an interactive and progressive learning process or stage to improve spiritual abilities, skills and self-resilience. This scouting method is realized through the interaction stage, namely implementing the code of honor; learning by doing activities; group, cooperative and competitive activities; interesting and challenging activities; outdoor activities; the presence of adults who provide guidance, encouragement and support; awards in the form of marks of proficiency; and separate units between men and women (Ramda, 2020). By applying the scouting method, many values are added repeatedly to grow and become the character of the students. The values applied in scouting include faith and devotion to God Almighty; love of nature and fellow humans; love of homeland and nation; discipline, courage, and loyalty; mutual help; responsible and trustworthy; clear in thinking, saying and doing; frugal, careful, and modest; diligent, skilled, happy; obedient and likes deliberation (Wahyuni & Mubarok, 2022).

The application of scouting methods in scouting education not only trains and gets used to forming good behavior but can also change bad behavior and strengthen good behavior from students. This is in line with the Indonesian government's education program regarding character education (Prasetya, 2019).

This research is included in literature study research with technical content analysis data analysis (content analyst) (Putri, Bramasta, Harwanti, 2020). The focus of the research aims to determine the effectiveness of scouting methods in scouting education, especially the formation of students' character (Marwan, Firdaus & Handayani, 2023). Where the application of the scouting method develops spiritual, emotional, social, intellectual and physical intelligence in the form of implementing and getting used to scouting values and carried out with activities in the open in the form of activities that are interesting and challenging, fun, organized, healthy, focused. Literature study as has been explained is research related to reading, collecting, recording, sorting, and then managing previous research literature that has been obtained. Then compiled to draw conclusions (Hanifah & Purbosari, 2022; Hartanto & Dani, 2016).

The demands of 21st century education emphasize that educators and students have valuable life skills which are characterized by the skills of faith, piety and character as thinkers, capable of technology and information, skilled at interactive communication, intelligent and humble and able to develop work tools and improve skills. in line with ongoing developments (Afni, Wahid, Hastati, Jumrah & Mursidin, 2021). Along with this, scouting is also developing according to the times, technology is mixed in every pattern of education. Using the scouting method can provide a lot of education in each activity. By using the stages of the scouting method, namely practicing the code of honor; learning by doing activities;

group, cooperative and competitive activities; interesting and challenging activities; outdoor activities; the presence of adults who provide guidance, encouragement and support; awards in the form of marks of proficiency; and separate units for boys and girls. By carrying out the stages of the scouting method. Collaboration between friends can give rise to many things such as challenges and collaboration, especially collaboration with educators who apply the among system in scouting (Chandra, 2019). In this case, there are many special facilities provided for students, especially emotional aspects, which can create character habits, especially discipline and responsibility.

One of the learning models currently recommended, especially in junior high schools, is the concept of literature study which has significant or real relevance in curriculum development, especially scouting.

2. Methods

This research implements the scouting method in learning using the literature study research method to reveal the role and value of implementing the scouting method in forming the character of students through collecting library data, reading and taking notes and managing data objectively, systematically, analytically and critically. The scope of this research is included in educational research. The main aim is to determine the effectiveness of scouting methods in building character, especially independent and disciplined character.

Success can be seen from the development of students (sample) and literature study data (literature study). The success of the research will be determined by the extent to which the researcher applies scouting methods to help grade 7 junior high school (SMP) students into 2 aspects, namely achieving General Skill Requirements (SKU) no. 12, namely being able to know and mention the code of honor for the scouts to achieve responsibility and secondly, the requirements for special skills in the fields of religion, mental, moral, spiritual, personal and character formation as the achievement of discipline.

2.1. Participant/Respondent

Participants in this research used literature studies, namely by collecting library data, reading and taking notes and managing data objectively, systematically, analytically and critically. Apart from that, participants were used as respondents using a random sampling technique where sample selection was adjusted to certain contexts and characteristics. With the aim of providing equal opportunities for these elements to be selected as samples (D. Firmansyah & Dede, 2022).

The research participants consisted of 30 grade 7 students at SMP Negeri 4 Tempel - Yogyakarta as research samples on scouting methods in forming the character of discipline and responsibility. The results regarding the scouting method were taken from several literature studies and information from school principals. Because the sample is directly involved in evaluating scouting activities, it is hoped that the data will be of good quality.

2.2. Data Collection

Data collection was carried out by taking library data, reading, taking notes and processing research material from research articles about the variables in this study. This literature study research analyzes it carefully and in depth in order to obtain objective results regarding scouting methods in forming the character of students, especially discipline and responsibility. The data collected and analyzed is secondary data in the form of research results such as journals and articles. Several research and developments were carried out in (2018 – 2024) which discussed scouting methods after filtering

scientific articles which could be used as data in the research data in this study. The data is presented in Table 1.

Table 1. Journals and Articles

No	Researcher and Year of publication	Title
1	Afdal, Heri Widodo (2019)	Analysis of the Implementation of Scout Activities in Sd State 004 North Samarinda in 2019
2	Ilham Dian Afriangga, Dodi Irwansyah (2021)	Survey of the Level of Interest in Scouting Extracurriculars among Young Vocational Middle School 2 Students
3	Nelly Astuti, Fadhilah Khairani, Frida Destini, Sulistyawati (2021)	The role of scout activities and learning environment at school toward students' characters
4	Cepi Budiyanto (2021)	Scouting Education Management in Character Formation
5	Kathleen E. Denny (2011)	Gender in context, content, and approach: Comparing gender messages in girl scout and boy scout handbooks
6	Hesti Adi Wahyuni, Husni Mubarok (2022)	The Role of Scout Education in Forming National Character Towards National Development
7	Imam Fahmaan, Siti Sarah, Weni Listini (2024)	The role of the honor code as a standard of behavior for scout members
8	Muhamad Syafiudin (2021)	The Role of Scout Extracurriculars in Shaping Students' Disciplined Character
9	Santoso, Halimatus Sa'diyah (2022)	Scout Leaders' Efforts to Shape Students' Disciplined Character Through Scouting Extracurriculars at SMK Negeri 1 Situbondo
10	Irma Sulistiany, Suharyanto S Soro, Ricky Yoseptry (2022)	Implementation of Scouting Education Management in Forming Student Character
11	Isni Yun Lasi, Arif purnomo, Fredy Hermanto (2019)	Cultivating National Character Through Scouting Extracurriculars in Middle Schools/MTS in Mungkid District
12	Liska Sukiyandari (2022)	Student Interest in Traditional Sports Through Scout Training Methods
13	Rise Mei Rista, Ahmad Eddison, Indra Primahardani (2022)	The Influence of Scouting Extracurriculars on the Responsible Character of Students at SMP N 3 Pekanbaru
14	Dandi Suhendra, Emi Sulistri, Rien Anitra (2024)	Educational: Journal of Educational Science Character Analysis of Student Responsibility through Scout Activities
15	Shanti Laila Najmia, Novita Fadhilatur Rahmah (2023)	Scout Extracurricular Dasa Darma Material in Forming Students' Disciplined Character
16	Sugiyanto; Sutrisno W; Whenida; Umi, B, Dkk (2022)	Soft Skill's dimensions in Scouting education
17	Prakoso Permono (2018)	Scouting Education in Responding to the

		Roots of Terrorism in Indonesia. Study on the Reduction Approach to Children Who Perpetrate Terrorism
18	Nurlaila Ramadhani, Anggraeni Dewi, Yayang Furi Furnamasari (2022)	Increasing Nationalism in the Character of Scouting Education
19	Ludovikus Bomans Wadu, Ulfa Samawati, Iskandar Ladamay (2020)	Application of the Values of Hard Work and Responsibility in Scout Extracurriculars in Elementary Schools
20	Septiana Intan Pratiwi (2020)	The Influence of Scout Extracurriculars on the Disciplined Character of Elementary School Students

3. Results and Discussion

In the 21st century, there are many broad influences, especially for education, to build character and morals as well as provide a focus on skills consisting of communication, collaboration, critical thinking, problem solving, creative and innovative skills. In this case, it is hoped that educators will implement these skills in the learning process so that the quality of learning becomes more efficient and effective and skills and character can be formed (Junedi, Mahuda, & Kusuma, 2020; Yuniato, Suyadi, & Suherman, 2020). Character is a special reference for the foundation of students' growth to become strong individuals and good citizens. From here it becomes more intense to make the character the main focus point. Apart from that, starting from Law Number 12 of 2010 concerning the Scout Movement and Minister of Education and Culture of the Republic of Indonesia Regulation Number 63 of 2014 concerning scouting education, it is stated that extracurricular activities are mandatory for elementary and middle level students because scouting education is a means of forming personality, skills and morals. noble through interesting and challenging activities, especially as a complement to formal education in its implementation. In educational institutions, scouts are divided into several groups according to their level or age, starting from the alert group in elementary school (aged 6 to 10 years), the group in junior high school (aged 11 to 15 years), the enforcer group in high school (aged 16 elementary school 20 years) and the pandega group in tertiary institutions (aged 21 to 25 years) (Parmajaya, 2020). Scouting activities in each group, including the fundraising group, are education outside the school environment and outside the family environment in the form of interesting and enjoyable activities for students or young members under the responsibility of adult members, healthy, orderly, directed and practical carried out in the open with attention basic principles of scouting and scouting methods whose ultimate goal is to form character, morals and noble character (Afdal & Widodo, 2020; Ramdan, 2023; Ekowati, 2023).

The scouting method is a method or application of progressive interactive learning through several steps, namely practicing the honor code; learning by doing activities; group, cooperative and competitive activities; interesting and challenging activities; outdoor activities; the presence of adults who provide guidance, encouragement and support; awards in the form of marks of proficiency; and separate units between men and women (Halimatus Sa'diyah & Santoso, 2022; Sunarti, 2021). The implementation of the scouting method which is used regularly can foster good and strong character in students and, moreover, gradually change the less good character of students, especially discipline and responsibility, through each stage of this method.

Table 2. Scouting Method

No	Scouting Method	Description	Character Values
1	Practice the Honor Code	<ul style="list-style-type: none"> • Practice of Tri Satya and Dasa Dharma Scouting • Develop good behavior in the home, school and community environment • Developing self-awareness at every point in Tri Satya and Dasa Dharma 	Religious, Tolerant, environmental and social care, love of the country, polite, democratic, Stoic, Frugal, Modest, Disciplined, Responsible, honest
2	Learning by doing activities	<ul style="list-style-type: none"> • Sharpen your curiosity with something new • Educational skills and experience • Theory and practice education 	Curious, creative, hard working, communicative
3	Group activities, cooperation and competition	<ul style="list-style-type: none"> • Divide members into small groups (Teams) and large groups (Troops) • Competitions (Small Competitions, Gudep and Quarter level Competitions) 	Democratic, responsible, tolerant, communicative, mutual cooperation, respectful
4	Interesting and challenging activities	<ul style="list-style-type: none"> • Arts and cultural performance activities • Exploration and wandering • Individual and group games include traditional games 	Creative, independent, curious, love the country, hard work, self-confidence
5	Outdoor activities	<ul style="list-style-type: none"> • Campsite • Exploration and wandering • Regular exercise 	Religious, environmental and social care, independent, respectful, mutual cooperation, responsibility, discipline
6	The presence of adults who provide guidance, encouragement and support	<ul style="list-style-type: none"> • School principals, teachers and coaches are actively involved in activities and provide guidance, advice and motivation • Supervision and evaluation in activities from before to after the activity 	Honest, disciplined, responsible, communicative, respectful
7	Awards in the form of marks of proficiency	<ul style="list-style-type: none"> • Inauguration and promotion after testing and filling in the General Skills Requirements • Attachment of proficiency 	Appreciate achievement, hard work, independence, discipline, responsibility,

		marks after testing and filling in special proficiency requirements	honesty, self-confidence
8	Separate units for boys and girls	<ul style="list-style-type: none"> • Implementing separate units in all administration to unit management • Activities are adjusted according to gender between boys and girls 	Communicative, respectful, independent, responsible

The implementation of scouting methods in scouting contains many character values, not only discipline and responsibility but also complex ones. The accuracy of scout extracurricular activities, implementation and monitoring of scout extracurricular programs is effective in cultivating character in the form of actualization in the form of values of responsibility, honesty and discipline which are instilled in each activity in an integrated manner (Bomans, Samawati, & Ladamay, 2020; Juwantara, 2019; Suhendra, Sulistri, Anita, & Anitra, 2024). In line with that, on the other hand, Scout extracurriculars influence the responsible character of students and are very effective, seen from the proper organization of ceremonial activities, complete uniforms and attending activities on time until they are finished (Ramdan, 2023; Lestari, 2022; Wahono, Lukman, & Permadi, 2023).

Based on the stages of the scouting method, students seem to be following their wishes, but educators still provide control as facilitators. From here, scouting also influences the disciplined character of students, starting from time discipline, worship discipline, dress discipline, and discipline in obeying rules. Apart from that, it can increase attitudes of mutual respect and respect for fellow friends as well as coaches and teachers (Nurdin et al., 2021; Pratiwi, 2020; Syafiudin, 2021). The implementation of the code of honor in the scouting method also really helps improve character, especially as it can guide students in every action, especially the 8th dharma which states discipline, courage and loyalty, influencing the formation and change of disciplined character in students (Najmia & Rahmah, 2023; Tondok et al., 2023). The results of research in the field as a sample of participants located at SMPN 4 Tempel, Sleman Regency, Yogyakarta, implemented the scouting method in scouting activities every week, there were many gradual changes in the attitudes of the students. From interviews with the principal of SMPN 4 Tempel, it was found that student behavior changed gradually, especially in terms of responsibility and discipline. Implementing the code of honor in the scouting method makes students more careful in their actions, especially students who have been appointed and given a mark of proficiency, making them more disciplined and responsible. It doesn't stop like that, judging from the observations of teachers and scout leaders, students who initially received special attention because their behavior often violated the rules gradually changed, such as starting to be disciplined in dressing, controlling emotions and speech, even after passing the Special Skills Requirements in the fields of religion and mental health. , moral, spiritual, personal and character formation with muezzin skills makes him more responsible during midday prayers in congregation every day, especially in saying the call to prayer. From here it is very much in line with the influence of the implementation of the code of honor or code of ethics, namely the satya and dharma of scouts, which contains the basic provisions of promises, values and norms that must be implemented by a scout member (Fahmaan, Sarah, Listini, Islam, Sumatera, & Laku, 2024).

Scout extracurricular activities teach various very useful character education through the implementation of scouting methods. Where this method has the potential to be an appropriate means of strengthening various student characters such as religious attitudes, discipline, responsibility, honesty, curiosity, creativity, independence, democracy, tolerance, communicativeness, love of the country, hard work, respect for achievement, care for the environment. and social (Ramda, 2020; Astuti, Khairani, Destini, & Sulistyawati, 2021; Ramadhani, Dewi, & Furnamasari, 2022). Teaching and developing the character of students through scouting is very important as a norm of life. In fact, scouting education has

also been tested in practice and application. Referring to the theoretical framework, analysis and participatory observation carried out by the author in various scouting activities routinely from the front group level to the international level, concepts such as giving awards to increase self-esteem, mentoring adults as mentors and counselors, learning by doing and undergoing various life experiences in diversity and tolerance in various scouting activities, to dialogue and reflection containing values preceded by interesting and fun games in scouting education and can be fully applied (Permono, 2018; Yusuf et al., 2023).

In implementing scouting activities, students will also be more interested in participating in all forms of activities, especially as their character will not only be formed, but the skills of each student will also develop. This can be seen in changes in attention, interest, enthusiasm and enjoyment, not only in material things but in traditional sports (Afriangga & Irwansyah, 2021; F. A. Firmansyah et al., 2023; Sukiyandari, 2022). It doesn't stop there, in the capacity of national defense, scouting education is a hope that becomes a stronghold for accelerating national defense education. It cannot be denied that all active scout members are automatically able to help and improve leadership, communication skills, teamwork, expanding networks, problem solving and conflict management ((Kurniawan et al., 2021; Septy, 2019; Sugiyanto, Sutrisno W, Whenida, Umi B, 2022). In the implementation of scouting activities, obstacles were also found in the form of the lack of activity of coaches because they did not have the skills and did not know the implementation techniques, both administratively and in field implementation, which resulted in the lack of training equipment, required budget costs, implementation reporting and application of scouting methods (Yuni et al., 2023).

3.1. Findings

This research is a literature study research referring to the achievement of general skill requirements (SKU) and special skill requirements (SKK). The aim is to determine the effectiveness of building character and providing learning motivation in implementing the scouting method by implementing it in the form of implementing the code of honor; learning by doing activities; group, cooperative and competitive activities; interesting and challenging activities; outdoor activities; the presence of adults who provide guidance, encouragement and support; awards in the form of marks of proficiency; and separate units between boys and girls for junior high school students, especially class 7 at SMPN 4 Tempel – Sleman – Yogyakarta.

Conclusion

Based on the discussion described previously, it can be concluded that the implementation of the scouting method consists of practicing the honor code; learning by doing activities; group, cooperative and competitive activities; interesting and challenging activities; outdoor activities; the presence of adults who provide guidance, encouragement and support; awards in the form of marks of proficiency; and separate units for boys and girls. The implementation of the scouting method can be used as an appropriate means of forming and strengthening the character of students, especially the character of discipline and responsibility. Apart from that, in implementing the scouting method, character strengthening is not only focused on the character of discipline and responsibility but is more complex, starting from religion, tolerance, environmental and social care, love of the country, politeness, democracy, steadfastness, thriftiness, modesty, discipline, responsibility. answer, be honest, etc. The scouting method should be able to be developed as time goes by, especially 21st century learning, and implemented by educators in the learning process to make its use more efficient.

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Authors' Note

The Authors declare that there is no conflict of interest.

Recommendation

The results of the research show that although the implementation of the scouting method is considered good in forming and strengthening character, the implementation of the scouting method is still very poorly reviewed by educators. This condition can be seen from the poorly planned implementation of scouting activities and the lack of ability of educators to understand scouting methods. In order for it to run optimally, it is necessary to prepare competent teaching staff both in terms of quality and quantity of educators, starting from taking advanced coaching courses and skills training.

Limitation

The limitations of this research lie in the research stage, one of the challenges is the incompetence of the coaches, many of whom have not yet taken advanced coaching courses. In this case, the coaches do not have the skills and do not know the implementation techniques, both administratively and in field implementation, which means that there is still complete training equipment, budget costs, implementation reporting and application of scouting methods.

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