



## Understanding the Role and Values in Forming the Character of the Young Generation

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### **Abstract**

This study aims to determine the effectiveness of the scouting method as a character formation of students in scouting education, especially the character of discipline that is cultured. The method used in this study is a literature study where researchers use previous library data, read, collect, record, sort, then manage the previous research literature that has been obtained. The results of the study indicate that the scouting method can be used as an appropriate tool for forming and strengthening character in students, especially the character of discipline. In addition, in the implementation of the scouting method, character strengthening is not only focused on the character of discipline but is more complex starting from Religious, Tolerance, environmental and social care, love of the homeland, politeness, democracy, steadfastness, thrift, modesty, responsibility and honesty.

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

### **Introduction**

21st-century learning has become a rapidly developing, phenomenal learning process, making it more appealing and challenging, especially for teachers as educators and even for students as learners, amidst the rapid advancement of science and technology (IPTEK) (Rahayu, Iskandar, & Abidin, 2022; Rosnaeni, 2021). Educators in the 21st century are advised not to focus solely on conveying material, facts, data, research findings, theories, stories, and formulas, as these approaches are likely to 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 aimed at developing and empowering students' full potential, with a focus on developing better character, particularly critical, communicative, collaborative, and creative thinking (Fitrah, Yantoro, & Hayati, 2022), in the context of learning in Indonesia, various 21st-century innovations can be adopted to improve the quality of education. Furthermore, the role of teachers has evolved beyond mere educators, encompassing the role of mentors for students. Teachers in the 21st century are not only sources of knowledge but also act as facilitators, providing stimulus through innovative learning strategies. They also guide and provide assistance when students encounter learning difficulties (Fadhilla, 2021; Rahayu et al., 2022).

Character is a key priority in education (Khairani & Putra, 2021). Character education is a key vision of the Indonesian education system, defined as a conscious and planned effort to create a learning environment and process that encourages students to actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state (Sisdiknas, 2003). Beyond simply providing students with academic knowledge, the primary goal of character education is to develop students' ability to apply that knowledge in their daily lives. In fact, at the elementary school level, strengthening character education is considered a top priority, given greater attention than delivering academic material. This is because the movement to strengthen students' character is considered an integral part of the primary foundation of the education system. The focus on character education encompasses not only moral norms but also the development of attitudes, positive values, and social skills that can help students navigate various situations in everyday life (Ramda, 2020). In Indonesia, character education has been a frequent topic for a long time, both in its implementation and in government policies. After all, the existence of a nation with dignity and respect is reflected in its character. Furthermore, in Indonesia, it is enshrined in the nation's ideals to become an independent, united, sovereign, just, and prosperous nation, thus ensuring its dignity and respect. This ideal is outlined in the preamble to the 1945 Constitution, paragraph 2, which also emphasizes that this nation was built by prioritizing character development (1945 Constitution, 1945; Yulia, 2015).

Character education is expected to be implemented comprehensively by all educational institutions in the learning process at school. Character education is an educational system that instills values in accordance with local wisdom and national culture. This system involves components of knowledge (cognitive), attitude, feelings (affective), and actions, which include a good relationship with God Almighty (YME) and applies well to oneself, society, and the nation (Muchtar & Suryani, 2019). The government strives to realize this character formation, one of which is through extracurricular activities that are mandatory in all educational units, namely scouting activities to instill the values of piety, discipline, responsibility, love for others and the environment, and other values that can be learned from these activities to make them good individuals. In the 2013 Curriculum to the Merdeka Curriculum, scouting education, which is one of the non-formal education, is made a mandatory extracurricular and is implemented at all levels of elementary and secondary schools. Although the demand to organize scouting education as an extracurricular activity is not new, it has long been a part of the routine in schools, especially at the elementary school level. In line with the increasing awareness of the importance of character building. This is emphasized in the regulation of the Minister of Education and Culture No. 63 of 2014 which states that extracurricular activities are held with the aim of developing the potential, talents, interests, abilities, personality, cooperation, and independence of students optimally in order to achieve national education goals. Extracurricular activities are an additional education for students in schools. One of them is the scouting extracurricular which is mandatory in every school with its scouting education.

Scouting education is carried out in accordance with the conditions, developments in society, culture, and the Indonesian nation, which is more often known as Pramuka. 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 (Prajaya Muda Karana), namely an Indonesian citizen who is active in scouting education and practices the scout code of ethics in an educational unit and the leading organizational unit that organizes scouting education called the front group. In carrying out scouting education, there is an organizational forum formed by scouts, namely the Scout Movement, which is strengthened in Law Number 12 of 2010 concerning the Scout Movement. Not stopping there, in 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, attitudes, and 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 scouting movement, which is to shape individuals with personality, noble character, intelligence, skill, strength, health, and become good

citizens (Ramda, 2020; Sulistiany, Soro, & Yoseptry, 2022). The system implemented by the scouting movement in its scouting education is a system that regulates and organizes every educational process for all members. To realize its goals, the scouting movement, which is one of the non-formal educational institutions in the school education system, has implemented unique methods such as carrying out outdoor activities in the form of interesting and challenging, fun, organized, healthy, and directed activities, and of course implementing the basic principles of scouting and scouting methods (Budiyanto, 2021).

This method is often one of the effective ways used in the process of implementing scouting education while developing students with character, noble personalities, intelligence, skills, and of course preparing good citizens. The scouting method is an active, interactive and progressive learning method that is implemented through eight points, namely practicing the scout code of honor; learning by doing; group activities, cooperation, and competition; interesting and challenging activities; outdoor activities; the presence of adults who provide guidance, encouragement and support; awards in the form of skill marks; and finally, separate units for boys and girls (Kwarnas, 2023). Implementing the first point in the scouting method is practicing the code of honor or what can be said as the scout code of ethics where each scout pledges during several activities such as inauguration, promotion or scout holidays and accustoms himself to carrying out promises and life guidelines in everyday life both at school, at home, and in the community called *tri satya* and *dasa dharma*. With this code of honor, each scout can control themselves and build character and foster awareness such as religion, nationalism, environmental care, willingness to help, honesty, responsibility, discipline at all times whether at home, school, society. Actually, the code of honor or code of ethics can be implemented in various educational institutions or others, including universities and colleges must strengthen and enforce the established code of ethics so that deviant student behavior can be minimized. In addition, ethical issues must be embedded in the curriculum so that students can develop moral attitudes (Kura, Syamsudin & Chauhan, 2014). Conversely, if students are not trained in awareness, they will usually often make bad behavior and of course will affect their character in the future, such as indifference to their nation, lying as a common thing, lack of responsibility, fighting with their friends, swearing, and behaving as they please without having to care about violations of norms or ethics.

The second scouting method refers to learning by doing, which involves learning or training not only in theory but also through direct practice. This learning by doing also has the character of learning by doing, which aims to facilitate understanding of the material presented, foster curiosity about new things, provide more skills, and of course, direct experience. The Scout Movement is also constantly developing scouting education in line with the times. It is not only taught through manual processes but also balances them 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 regular schools, indicating that learning strategies are induced by the learning environment they face. Innovative schools describe their learning in a learning environment unique to these schools. Students from various profiles differ in their goal orientations and learning strategies, and that these differences are related to students' need for teacher support during learning (Koopman & Beijaard, 2024). This way, Scout members will have complex provisions, different from those obtained through mediocre teaching or training methods. Without innovation by providing experiences or practices, students will certainly get bored, many students will not receive optimal knowledge, and their curiosity will be lacking because they only imagine the learning, which ultimately leads to students engaging in deviant behavior. The third point of the scouting method is group activities, cooperation, and competition. In organizing scouting education, there must be small groups to large groups and each group has its own name, such as the Siaga Scouts with a group called Barung, the Scouts with a group called Regu, the Enforcement Scouts with a group called Sangga, and the Pandega Scouts with a group called Reka. The goal of grouping is to foster cooperation among scout members. Not only that, each group has a leader from one of the group members, making it easier for adult mentors to build coordination between members in each group. Through this system, it can also foster and enhance the competitive spirit of members, of course, by doing hard work combined with

cooperation for optimal results. A team is an active concept that encourages a team to do something the best. And through teamwork, maximum learning can be achieved through reflection and mutual communication, of course, competing with other teams and especially innovating to develop in their environment. Ultimately, they have fun playing games and enjoying social interactions through cooperation or competition among their peers (Battistella, Wangenheim & Martina, 2017; Minehart, Su, H.K, Petrozza, 2022). Every individual certainly has their own strengths, but here, of course, togetherness or teamwork needs to be trained, of course, to prepare for society as social beings. However, some students who are rarely or emphasized in group matters and cooperation will feel less confident. Most often, in schools, a student who tends to be an individual feels less confident because he is left behind by his friends or sometimes becomes arrogant because he feels he is the best at everything without the need for a team. Which ultimately results in actions such as ostracism or bullying, etc.

Furthermore, the fourth point in Scouting education places it in engaging and challenging activities, which can certainly increase interest in learning or training. These activities also contain educational value, both based on the physical and spiritual development of each member. These activities are created to provide a sense of joy and high enthusiasm for participating without coercion. Certainly, various new and innovative approaches, through arts and cultural performances, exploration, and playing both traditional and modern games, can increase learning motivation, especially combined with technology that adapts to current developments. By engaging in engaging and challenging activities, players or students who are interested in enjoying challenging games often face failure and must demonstrate persistence to succeed. Persistence in the face of failure, although difficult to learn, is a valuable skill in various aspects of life, cooperation or competition among their peers (Hefkaluk, Linehan, & Trace, 2024). However, behind this, some still use monotonous approaches or methods, such as excessive lectures, which make students bored and tend to be lazy in learning, especially completing assigned tasks. Of course, this makes students less able or unable to absorb the lessons learned at that time.

The fifth point is outdoor activities, where every activity takes place outdoors. This is a distinctive feature of Scouts, who consistently engage in outdoor activities. This is because Scouts consider nature a valuable learning resource, and every available space is a learning resource. Numerous activities, such as camping, can provide a new learning environment and teach Scouts to be independent, live simply, and be themselves in the wild. Outdoor activities are a crucial component in the development of children and adolescents, especially in schools, as they impact learning outcomes, physical and mental health, social interactions, and overall well-being (Binabid & Anteet, 2023; Wijffelaars & Markopoulos, 2024). Some schools tend to prioritize indoor learning. Daily indoor learning and poor classroom air circulation can create a boring atmosphere, especially when the classroom approach is repetitive. Here, students may be more inclined 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 a crucial role in the Scouting method. Adults here can be defined as educators, namely teachers, mentors, principals, Saka (leaders) and Saka (leaders) instructors, who are actively involved in directing, motivating, supervising, and evaluating activities before, during, and after the activity, again as a form of adult involvement in Scouting activities. Emotional support from adults can act as a valuable resource for students to overcome challenges and build their resilience, leading to increased self-confidence and determination to overcome defeat. This support is crucial in promoting increased learning engagement and student development, especially as it can increase a sense of security and reduce anxiety, making them better prepared to handle academic challenges with a positive mindset. Equally important, it fulfills key psychological needs such as autonomy, competence, and social connection (Yan, Zhang, Lei, Zheng, & Jiang, 2024). Behind this, in some schools, there are still many adults who are indifferent in carrying out activities such as leaving class hours, 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 there is no control, and of course hinders the material.

The seventh in the scouting method is the award in the form of a badge of competence in the form of a general competence badge (TKU) and a special competence badge (TKK) of course after fulfilling the requirements of general competence (SKU) and special competence requirements (SKK). The badge of competence is given to scout members as a symbol that the member has mastered the material and all kinds of skills tested. Scout members who take the exam are scout members who have a high interest in scouting activities, because they must follow a series of processes, of course, starting from routine training, testing, the inauguration process and promotion, along with the pinning. Of course, by pinning the badge of competence 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 the badge of competence on their uniform will add to their pride, which ultimately makes the student or scout member 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, it is important for the future (Carvalho & Philastides, 2023). In learning, some educators often neglect recognition or even encouragement, even though they are asked to be selfless in carrying out tasks. This leads to students becoming bored with tasks, including assignments. Students feel like they're not doing the same without recognition from either the educator or their peers. This leads to students not completing assignments properly, doing them carelessly, not being on time, or procrastinating.

Finally, in scouting education, there is the point of separate units for male and female members. Separate units have the aim of facilitating activities that are adjusted to gender because the activities and needs of male and female members are different. In addition, the administration of the scout movement is also regulated starting from the numbering of the front group to the unit instructors implementing separate units although still coordinating and collaborating between male and female instructors in training activities and competitions, as well as between male and female members. Separate units certainly prioritize ethics in activities and of course mutual respect for both male and female members. Female members are given the same role according to their portion, especially not only limited to emancipation for female members but also leadership for female members. Female Scouts believe that all female members should be given the opportunity to develop physically, mentally and spiritually and of course develop scouting methods to improve Scout members into a traditional, modern, up-to-date, respectable female. This shows that the honor of a female member is not something about the male member or his family but concerns the female member herself to hone herself (Çalik, Demirbag, Bulut & Demirbag S, 2017; Denny, 2011). In learning, many educators are unfair in selecting or assessing students, such as the selection of leaders who tend to be male, male students must have more roles than female students, etc. This will make students who were initially confident become discouraged and inferior. If it does not stop like this, students will feel separated in their social circles and can make students look down on each other.

### ***Problem Statement***

In the process of scouting education, the emphasis is on the activities of educators and students to achieve the stated goals, namely the formation and strengthening of character. Scouting education can support the formation of students' character to have a caring, disciplined, and responsible attitude and also make students a resilient person (Sulistiany et al., 2022). The importance of character in educational institutions along with the development of the times, knowledge and technology (IPTEK), undeniably brings negative impacts to students. Some students in educational institutions are still found to be students who lack discipline, lack responsibility, even fights due to offense (Navariani, 2019). Based on this problem, the implementation of scouting education is very necessary as an education for character development with its scouting method. 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 considered appropriate for developing 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 who are of superior academic quality, skilled in technology, and have noble character.

### ***Related Research***

Scouting education in its implementation utilizes the General Competency Requirements (SKU) and Special Competency Requirements (SKK) books as curriculum tools to assess scout members in scouting education (Ramadhan, & Nugraha, 2022). In addition to allowing instructors to assess the extent to which the material is understood and practiced by students, these SKU and SKK also develop spiritual, emotional, social, intellectual, and physical intelligence in students. These SKU and SKK are used to obtain a competency badge that indicates that the scout member has completed or understood and practiced the material that has been given (Lasi, Purnomo, & Hermanto, 2019). The competency badge obtained after completing the SKU is a General Competency Badge (TKU) which contains material and skills that are general in nature in society. Meanwhile, the Special Competency Badge (TKK) contains specific skills possessed or mastered by scout members.

The Scouting method is an interactive and progressive learning process or stage to improve spiritual abilities, skills, and resilience. This Scouting method is realized through interactive stages, namely practicing a code of honor; learning by doing; group activities, cooperation, and competition; interesting and challenging activities; outdoor activities; the presence of adults who provide guidance, encouragement, and support; awards in the form of proficiency badges; and separate units for boys and girls (Ramda, 2020). By applying the Scouting method, many values are repeatedly instilled to grow and become the character of students. The values in Scouting that are applied include faith and piety in God Almighty; love for nature and fellow human beings; love for the homeland and nation; discipline, courage, and loyalty; helping each other; responsibility and trustworthiness; clarity in thinking, speaking, and doing; thrift, carefulness, and modesty; diligence, skill, joy; obedience, and a love of deliberation (Wahyuni & Mubarak, 2022).

The application of scouting methods in scouting education not only trains and fosters good behavior, but also changes negative behavior and reinforces existing ones in students. This aligns with the Indonesian government's character education program (Prasetya, 2019).

### ***Research Purposes***

This research is included in literature study research (literature study) with technical data analysis content analysis (content analyst) (Putri, Bramasta, & Harwanti, 2020). The focus of the research aims to determine the effectiveness of the scouting method in scouting education, especially the character formation of students. Where the application of the scouting method develops spiritual, emotional, social, intellectual and physical intelligence in the form of practicing and familiarizing scouting values and is implemented through outdoor activities in the form of interesting and challenging, fun, orderly, healthy, and directed activities. Literature studies as previously explained are 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).

## ***Theoretical Framework***

The demands of 21st-century education emphasize that educators and students possess valuable life skills characterized by faith, piety, and character as thinkers, technological and information literate, intelligent interactive communication skills accompanied by humility, and the ability to develop work tools and improve skills in line with ongoing developments (Afni, Wahid, Hastati, Jumrah, & Mursidin, 2021). Along with this, scouting is also evolving in line with the times, blending technology into every educational pattern. By using the scouting method, it can provide a wealth of education in every activity. By using the stages of the scouting method, namely practicing the code of honor; learning by doing; group activities, cooperation, and competition; interesting and challenging activities; outdoor activities; the presence of adults who provide guidance, encouragement, and support; awards in the form of proficiency badges; and separate units for boys and girls. By implementing the stages of the scouting method. Collaboration between friends can give rise to many things such as challenges and cooperation, especially when combined with collaboration with educators who implement the among system in scouting. (Chandra, 2019). In this case, many facilities are provided specifically for students, especially in the emotional aspect, which can foster character development, 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.

## ***Research Design***

This research implements the scouting method in learning by using the literature study research method (literature study) to reveal the role and value of the implementation of scouting methods in character formation of students through collecting library data, reading and recording and managing data objectively, systematically, analytically and critically. The scope of this research is included in educational research. The main objective is to determine the effectiveness of scouting methods in character formation, especially the character of discipline.

Success is 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 the scouting method to help 7th grade junior high school (SMP) students into 2 aspects, namely the achievement of General Competency Requirements (SKU) no. 12, namely being able to know and mention the scout code of honor to provide the achievement of official responsibility and secondly, the special competency requirements in the fields of religion, mental, moral, spiritual, personal and character formation as the achievement of discipline.

## ***Participants/Respondents***

Participants in this study used a literature study, which involved collecting library data, reading, recording, and managing data objectively, systematically, analytically, and critically. Furthermore, participants acted as respondents using a random sampling technique, where sample selection was tailored to specific contexts and characteristics. This was intended to provide equal opportunities for each element to be selected (D. Firmansyah & Dede, 2022).

The research participants consisted of 30 seventh-grade students of SMP Negeri 4 Tempel, Yogyakarta, as a sample for the study on scouting methods in improving disciplinary character. The results regarding the scouting methods were taken from several literature studies and information from the school principal. Because the sample was directly involved in evaluating scouting activities, it is expected that the data will be of good quality.

## Data Collection

Data collection was conducted by using library data, reading, recording, and processing research materials from research articles on the variables in this study. This literature study analyzed thoroughly and in-depth to obtain objective results regarding scouting methods in improving student character, especially discipline. The data collected and analyzed were secondary data in the form of research results such as journals and articles. Several research and development conducted in (2018-2024) that discussed scouting methods after being filtered from scientific articles that could be used as data in this study. The data are presented in Table 1.

Table 1

Number	Researchers and Year of Publication	Title
1	Afdal, Heri Widodo (2019)	Analisis Pelaksanaan Kegiatan Pramuka Di Sd Negeri 004 Samarinda Utara Tahun 2019
2	Ilham Dian Afriangga, Dodi Irwansyah (2021)	Survei Tingkat Minat terhadap Ekstrakurikuler Pramuka pada Siswa SMP Negeri 2 Kejuruan Muda
3	Nelly Astuti, Fadhillah Khairani, Frida Destini, Sulistyawati (2021)	The role of scout activities and learning environment at school toward students' characters
4	Cepi Budiyanto (2021)	Manajemen Pendidikan Kepramukaan dalam Pembentukan Karakter
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 Mubarak (2022)	Peran Pendidikan Pramuka dalam Pembentukan Karakter Bangsa Menuju Pembangunan Nasional
7	Imam Fahmaan, Siti Sarah, Weni Listini (2024)	Peran kode kehormatan sebagai standar tingkah laku anggota pramuka
8	Muhamad Syafiudin (2021)	Peran Ekstrakurikuler Pramuka Dalam Membentuk Karakter Disiplin Siswa
9	Santoso, Halimatus Sa'diyah (2022)	Upaya Pembina Pramuka dalam Membentuk Karakter Disiplin Siswa Melalui Ekstrakurikuler Pramuka di SMK Negeri 1 Situbondo
10	Irma Sulistiany, Suharyanto S Soro, Ricky Yoseptry (2022)	Implementasi Manajemen Pendidikan Kepramukaan Dalam Pembentukan Karakter Peserta Didik
11	Isni Yun Lasi, Arif purnomo, Fredy Hermanto (2019)	Penanaman Karakter Bangsa Melalui Ekstrakurikuler Kepramukaan di SMP/MTS Se-Kecamatan Mungkid
12	Liska Sukiyandari (2022)	Minat Siswa Pada Olahraga Tradisional Melalui Metode Latihan Pramuka
13	Suharto, Maufur, Basukiyatno (2024)	Implementasi Pembinaan Karakter Disiplin melalui Ekstrakurikuler Pramuka di SD
14	Retno Puji Astuti, Anita Trisiana, Yusuf (2024)	Pengaruh Kegiatan Pramuka Terhadap Pembentukan Karakter Disiplin Peserta Didik Kelas X Di SMA Negeri Colomadu
15	Shanti Laila Najmia, Novita Fadhilatur Rahmah (2023)	Ekstrakurikuler Pramuka Materi Dasa Darma dalam Pembentukan Karakter Disiplin Siswa
16	Sugiyanto; Sutrisno W; Whenida; Umi, B, Dkk (2022)	Dimensi- dimensi soft Skill's dalam Pendidikan kepramukaan.
17	Prakoso Permono (2018)	Pendidikan Kepramukaan Dalam Menjawab Akar Terorisme di Indonesia Studi Pada Pendekatan Reeduksi Anak Pelaku Terorisme
18	Putra, WSP: Mukhamad Murdiono	Scouting Methods As Formation Of Students' Character

	(2024)	In Scouting Education
19	Dinda Maryam Salima (2024)	Analisis Ekstrakurikuler Wajib Di Sekolah Dasar Sebagai Penguatan Karakter pada Kurikulum Merdeka
20	Septiana Intan Pratiwi (2020)	Pengaruh Ekstrakurikuler Pramuka terhadap Karakter Disiplin Siswa Sekolah Dasar

### **Data Analysis**

The data analysis process in this research uses content analysis data analysis techniques (content analysis). Data analysis begins by analyzing research results from the most relevant, relevant, and somewhat relevant. Then, the year of the research is reviewed, starting with the most recent and gradually working backward from the previous year. Researchers read the abstracts of each previous study to determine whether the problem discussed aligns with the one to be addressed in the research. Next, they note important and relevant sections related to the research problem.

### **Findings**

This research is a literature study referring to the achievement of general competency requirements (SKU) and specific competency requirements (SKK). The aim is to determine the effectiveness of character building and providing learning motivation in the implementation of scouting methods with its application in the form of implementing the code of honor; learning activities while doing; group activities, cooperation, and competition; interesting and challenging activities; outdoor activities; the presence of adults who provide guidance, encouragement and support; awards in the form of skill badges; and separate units for boys and girls in junior high school students, especially class 7 of SMPN 4 Tempel - Sleman - Yogyakarta.

### **Discussion**

In the 21st century, there are many broad influences, especially for education, to build character and morals while providing a focus on skills consisting of communication, collaboration, critical thinking, problem solving, creativity and innovation. In this case, it is expected that educators implement these skills in the learning process so that the quality of learning is more efficient and effective and skills and character can be formed (Junedi, Mahuda & Kusuma, 2020; Yuniarto, Suyadi, & Suherman, 2020). Character is a specific reference for the foundation of students' growth into strong individuals and good citizens. From here, character is increasingly being made the main focus. In addition, starting from Law Number 12 of 2010 concerning the Scout Movement and Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 63 of 2014 concerning scouting education, it is stated that extracurricular activities for elementary and secondary students because scouting education is an education that is a means of forming personality, skills, and noble morals 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 Siaga group in elementary school (ages 6 to 10 years), the Galang group in junior high school (ages 11 to 15 years), the Pembaga group in high school (ages 16 to 20 years) and the Pandega group in college (ages 21 to 25 years) (Parmajaya, 2020). Scouting activities in each group, including the Galang group, are education outside the school environment and outside the family environment in the form of interesting and fun activities for students or young members under the responsibility of adult members, healthy, orderly, directed and practical, carried out in the open air by paying attention to the 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 a code of honor; learning by doing; group activities, cooperation, and competition; interesting and challenging activities; outdoor activities; the presence of adults who provide guidance, encouragement, and support; awards in the form of proficiency marks; and separate units for boys and girls (Halimatus Sa'diyah & Santoso, 2022; Sunarti, 2021). The implementation of the scouting method that is accustomed to routinely can foster good and strong character in students and, more importantly, improve character to be better gradually for students, especially discipline through each stage of this method.

Table 2

No.	Scouting Method	Description	Character Values
1.	Practice the Honor Code	<ul style="list-style-type: none"> <li>• Practice of Tri Satya and Dasa Dharma Scouting</li> <li>• Develop good behavior in the home, school and community environment</li> <li>• Developing self-awareness at every point in Tri Satya and Dasa Dharma</li> </ul>	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"> <li>• Sharpen your curiosity with something new</li> <li>• Educational skills and experience</li> <li>• Theory and practice education</li> </ul>	Curious, creative, hard working, communicative
3.	Group activities, cooperation and competition	<ul style="list-style-type: none"> <li>• Divide members into small groups (Teams) and large groups (Troops)</li> <li>• Competitions (Small Competitions, Gudep and Quarter level Competitions)</li> </ul>	Democratic, responsible, tolerant, communicative, mutual cooperation, respectful
4.	Interesting and challenging activities	<ul style="list-style-type: none"> <li>• Arts and cultural performance activities</li> <li>• Exploration and wandering</li> <li>• Individual and group games include traditional games</li> </ul>	Creative, independent, curious, love the country, hard work, self-confidence
5.	Outdoor activities	<ul style="list-style-type: none"> <li>• Campsite</li> <li>• Exploration and wandering</li> <li>• Regular exercise</li> </ul>	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"> <li>• School principals, teachers and coaches are actively involved in activities and provide guidance, advice and motivation</li> <li>• Supervision and evaluation in activities from before to after the activity</li> </ul>	Honest, disciplined, responsible, communicative, respectful
7.	Awards in the form of marks of proficiency	<ul style="list-style-type: none"> <li>• Inauguration and promotion after testing and filling in the General Skills Requirements</li> <li>• Attachment of proficiency marks after testing and filling in special proficiency requirements</li> </ul>	Appreciate achievement, hard work, independence, discipline, responsibility, honesty, self-confidence
8.	Separate units for boys and girls	<ul style="list-style-type: none"> <li>• Implementing separate units in all administration to unit management</li> <li>• Activities are adjusted according to gender between boys and girls</li> </ul>	Communicative, respectful, independent, responsible

The implementation of the scouting method in scouting contains many character values, not only discipline but also in a complex way. The accuracy of extracurricular scouting activities, implementation and monitoring of programs owned by extracurricular scouts are effective in instilling character with the actualization of the values of responsibility, honesty and discipline that are instilled in each activity in an integrated manner (Bomans Wadu, Samawati, & Ladamay, 2020; Juwantara, 2019; Suhendra, Sulistri, Anita, & Anitra, 2024). Students who participate in extracurricular scouting activities become more disciplined as a result of the activities they participate in. The character of discipline that students acquire is improved through effective communication, enforcement of rules, and increased motivation as a result of successfully participating in extracurricular scouting (Suharto, Maufur, & Basukiyatno, 2024).

Based on the stages of the scouting method, students are seemingly led as they please, but educators still maintain control as facilitators. From this, scouting also influences students' disciplinary character, starting from time discipline, worship discipline, dress discipline, and discipline in obeying rules. Furthermore, it can increase mutual respect and appreciation among fellow students, mentors, and teachers (Nurdin et al., 2021; Pratiwi, 2020; Syafiudin, 2021). Discipline becomes a culture in everyday life. Implementing the code of honor in the scouting method also greatly helps improve character, especially as it can serve as a guide for students in all their actions, especially the eighth dharma (discipline, courage, and loyalty), which influences the formation and change of disciplined character in students (Najmia & Rahmah, 2023; Tondok et al., 2023). The results of field research as a sample of participants located at SMPN 4 Tempel, Sleman Regency, Yogyakarta, implementing the scouting method in scouting activities every week showed that there were many changes in attitudes from students gradually. From interviews with the principal of SMPN 4 Tempel, it was found that the behavior of students changed gradually, especially in discipline. The practice of the code of honor in the scouting method made students more careful in acting, especially students who had been inaugurated and given a badge of competence, making them more disciplined and responsible. Not stopping there, reviewed from the observations of teachers and scout leaders, students who were initially a special concern 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 Competency Requirements in the fields of religion, mental, moral, spiritual, personal and character formation with the skills of the muezzin made him more disciplined and responsible during the congregational dhuhur prayer every day, especially calling the adhan. 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 scout's satya and dharma, which contains the basic provisions of promises, values, and norms that must be implemented by a scout member (Fahmaan, Sarah, Listini, Islam, & Laku, 2024).

Scouting extracurricular activities teach a variety of highly useful character education through the implementation of the scouting method. This method has the potential to be an appropriate means to strengthen various student characters such as religious attitudes, discipline, responsibility, honesty, curiosity, creativity, independence, democracy, tolerance, communication, love of the homeland, hard work, appreciation of achievement, environmental and social care (Ramda, 2020; Astuti, Khairani, Destini, & Sulistyawati, 2021; Ramadhani, Dewi, & Furnamasari, 2022). Teaching and developing student character 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 observations conducted by the author in various routine scouting activities from the scouting group level to the international level, concepts such as awarding to improve self-esteem, adult mentoring 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 are in scouting education and can be fully applied (Permono, 2018; Yusuf et al., 2023).

In the implementation of scouting activities, students are also more interested in participating in all forms of activities, especially since students not only develop their character but also their skills will develop. This is seen in changes in attention, interest, enthusiasm, and enjoyment not only in material but

also in traditional sports (Afriangga & Irwansyah, 2021; F. A. Firmansyah et al., 2023; Sukiyardari, 2022). Not stopping there, in the capacity of national defense, scouting education is a hope that becomes a bulwark for the acceleration of national defense education. It is undeniable that all active scout members are automatically able to help and improve leadership, communication skills, teamwork, expand networks or networking, problem-solving and conflict management (Kurniawan et al., 2021; Septy, 2019; Sugiyanto, Sutrisno, Whenida, Umi, 2022). In the implementation of scouting activities, obstacles were also found in the form of a lack of active instructors because they did not have the skills and did not know the implementation techniques, both administratively and in the field, which resulted in there still being problems with the completeness of training equipment, budget costs for needs, reporting on implementation and application of scouting methods (Yuni et al., 2023).

## ***Conclusion***

Based on the discussion that has been described previously, it can be concluded that the implementation of the scouting method consists of practicing the code of honor; learning by doing activities; group activities, cooperation, and competition; interesting and challenging activities; outdoor activities; the presence of adults who provide guidance, encouragement and support; awards in the form of skill badges; and separate units for boys and girls. The implementation of the scouting method can be used as an appropriate means for the formation and strengthening of character in students, especially the character of discipline which ultimately creates a culture of discipline. In addition, in the implementation of the scouting method, character strengthening is not only focused on the character of discipline but is more complex starting from Religious, Tolerance, environmental and social care, love of the homeland, politeness, democracy, Perseverance, Thrift, Modesty, Responsibility, honesty, etc. The scouting method should be able to be developed along with the development of the times, especially 21st century learning and implemented by educators in the learning process to be more efficient in its use.

## ***Limitation***

The limitations of this study lie in the research stages. One of the challenges is the incompetence of the instructors, many of whom have not yet attended advanced instructor courses. This results in instructors lacking the skills and knowledge of implementation techniques, both administratively and in the field. This results in problems with training equipment, budget costs, reporting on implementation, and the application of scouting methods.

## ***Recommendation***

The research findings indicate that although the implementation of scouting methods is considered effective in character formation and strengthening, educators still see a significant lack of understanding of these methods. This is evident in poorly planned scouting activities and educators' inability to understand scouting methods. To ensure optimal implementation, a competent teaching staff is needed, both in terms of quality and quantity, by including advanced instructor courses and skills training.

## ***Conflict of Interest***

The author declares that there is no conflict of interest.

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