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Character Development in Scouting Extracurricular Activities at SMP BPI 1 Bandung

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ABSTRACT

This study aims to explore the character formation of students involved in scouting extracurricular activities. Character education is a crucial component within the educational framework, serving as a foundational process for shaping students into individuals with strong personal values and moral integrity. Scouting activities, which are structured around the Dasa Dharma Pramuka, provide a practical and value-based platform for fostering positive character traits such as discipline, responsibility, cooperation, and leadership. The research employed a descriptive ex post facto method, using a purposive sampling technique to select 35 student participants actively engaged in scouting activities. Data were collected using a questionnaire distributed via Google Form, aimed at capturing students' self-perceptions and behaviors aligned with the principles of character education. The results were analyzed using the Tingkat Capaian Responden (TCR) or respondent achievement level test, which showed an average score of 3.8 with an achievement percentage of 80.2%. These findings indicate that, in general, students who participate in scouting extracurricular activities demonstrate a high level of character development. The positive results confirm that scouting can be an effective medium for character education, aligning experiential learning with core moral values. This study reinforces the importance of integrating structured extracurricular programs into formal education to support holistic student development.

ARTICLE INFO

1. INTRODUCTION

Education is a process of a person becoming himself who grows in line with his talents, character, abilities, and conscience as a whole. directed at the process of functioning all the potentials of students in a humane manner so that they become themselves who have superior abilities and personalities (Adams, 2011). Education can also be used as a means of forming the character of students because in it are inserted character values that are indirectly conveyed to students so that the character of students can be formed that is quality, positive, faithful and responsible and creative (A. Kamaruddin, 2012). Character education is an effort that is made deliberately to develop good character *based on core virtues* that are objectively good for both individuals and society (Bier, 2014).

Character education cannot only rely on the teaching and learning process in the classroom. Character education requires a holistic and comprehensive approach, involving various aspects of students' lives, both inside and outside the school environment (Agboola & Tsai, 2012). In this context, extracurricular activities have an important role as a vehicle for developing students' character (Komalasari et al., 2014). Extracurricular activities provide opportunities for students to learn through direct experience, develop social skills, and form positive attitudes and values (Jamalis et al., 2007).

Extracurricular activities as an addition outside the time that has been provided, are very important to help improve students' knowledge, independence and also help shape students' character (Fredricks & Eccles, 2006). One of the extracurricular activities that can shape students' character is scouting activities, scouting is an activity carried out outside of school hours either at school or outside of school. For students who take part in extracurricular scouting activities, it is not only used as an ordinary additional activity but also becomes part of a healthy, fun and character-building life because in scouting there are many fun physical exercises and character-building exercises that are carried out routinely (Syawal, 2019).

At SMP BPI 1 Bandung, extracurricular scouting activities have become an integral part of the educational process, where students are invited to actively engage in various activities that support character development. Through various activities designed in scouting, students are not only taught technical and physical skills, but also how to apply moral values in everyday life.

However, there are still some questions that need to be answered regarding the extent to which scouting extracurricular activities at SMP BPI 1 Bandung are able to contribute significantly to the formation of students' character. Are the values taught in scouting activities truly internalized in students? What is the long-term impact of these activities on their character development? These questions are the basis for this study, which aims to identify and analyze the influence of scouting extracurricular activities on the formation of students' character at SMP BPI 1 Bandung.

This study aims to determine the extent to which scouting activities at SMP BPI 1 Bandung contribute to the development of student character. Using the descriptive ex post facto method, this study tries to explore the relationship between student participation in scouting activities and their level of character development. Through this approach, it is expected to obtain a clear picture of the effectiveness of scouting activities as a character education tool in schools.
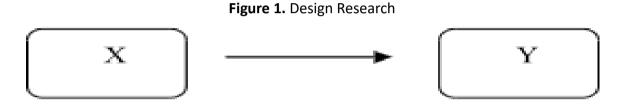
This research is expected to provide an important contribution in understanding the role of extracurricular scouting activities in character education, as well as provide recommendations for the development of scouting programs in other schools in Indonesia.

2. METHODS

The research method used by the author in this study is *ex post facto research* with a *static group comparison approach.* The method used by the author focuses on comparative research. In relation to *ex post facto research.* In this study, the researcher did not start the process from the beginning, but immediately took the results." The purpose of *ex post facto research* is to see the effects of a phenomenon and test the causal relationship of the data after all the events collected have finished.

This research is a descriptive study on character development in extracurricular scouting activities.

The research design created to facilitate the research process in achieving objectives optimally is as follows:

Figure 1. Design Research

Information:
X: Scout Extracurricular Activities
Y: Student Character Development

There are two variables in this study, namely, the independent variable (X) is students who participate in scouting extracurricular activities and the dependent variable (Y) is student character development.

2.1 Participants

Participants are all people or humans who participate or take part in an activity. Participants who participated in this study were students who participated in extracurricular scouting activities at SMP BPI 1 Bandung.

2.3 Population and Sample

The population of a generalized area consisting of objects or subjects that have certain qualities and certain characteristics determined by researchers to be studied and then conclusions drawn". (1) Based on this description, population is the entire object of research in the form of events, whether objects, living creatures or humans that have certain criteria in a study. The population in this study were students who participated in the scouting extracurricular at SMP BPI 1 Bandung.

A sample is part of the number and characteristics possessed by the population. Samples taken from the population must be truly representative. (2) The sampling technique uses *purposive sampling. The use of this purposive sampling* technique is in accordance with the reason that respondents have participated in extracurricular scouting for at least one

semester. (3) The sample from the study was class VIII A, B, C, and D with a total of 35 students.

2.3 Research Instruments

To obtain and collect the data needed in the research process, an instrument is needed. The instrument used in this study is a questionnaire. The questionnaire is used to measure the value of the variables studied, because this study consists of two variables, so in this study there are two types of questionnaires, namely: (1) a questionnaire that measures Scouting extracurricular activities (2) a questionnaire used to measure character development. However, because the researcher has a research limitation, namely the sample studied is members of the Scouting extracurricular who have participated in more than one semester, then only one questionnaire is used, namely the character formation questionnaire. With the scoring technique used in this study is the *Likert scale technique*. The *Likert scale* is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena.

2.4 Procedure

Before using the questionnaire, a questionnaire trial was first conducted, a research questionnaire trial intended to test the validity and reliability of the instrument before being used as a data collection tool on actual respondents. This trial was conducted at SMP BPI 1 Bandung where the questionnaire trial was given to students who were not samples. Then the Validity Test is a measure that shows the levels of validity or validity of an instrument. A valid instrument has high validity. Conversely, an instrument that is less valid means it has low validity. This validity test is carried out through the SPSS (Statistical Product Service Solution) version 25 program.

$$r_{xy} = N \sum XY - (\sum X)(\sum Y) \{N.\sum X2 - \sum X2\{N.\sum Y2 - \sum Y2\}$$

Information:
r_{xy} = correlation coefficient between variable X and variable Y
N = Number of respondents
X = Value of independent variable
Y = Value of the dependent variable
$\sum X$ = Total score for each item from all respondents
$\sum Y$ = Total score of all items from all respondents

3. RESULTS

Based on the answers to the research questionnaire used to measure character in scouting extracurricular activities, a description of the level of achievement of respondents can be obtained. Where it is known that the research data score regarding the character of students who take part in scouting extracurricular activities, an average score of 3.8 was obtained with a score achievement level of 80.2%. The total average score and the level of achievement figure indicate that in general the character of students who take part in scouting extracurricular activities is in the good category. The largest percentage of all instrument answer choices is in the strongly agree (SS) criteria, which is 40.9%, agree (S) criteria 35.9%, doubtful criteria 15.4%, disagree criteria 5%, and strongly disagree criteria 2.7%.

If we look at the average score for each sub-variable, then (1) the religious sub-variable has an average score of 4.06 with a respondent achievement level of 80%, this figure is in the

good category. Thus it can be said that the character of students who participate in scouting extracurricular activities has a religious level with a good category. (2) For the nationalism sub-variable, it has an average score of 3.16 with a respondent achievement level of 79.14%, this figure is in the sufficient category. Thus it can be said that the character of students who participate in scouting extracurricular activities has a nationalism level with a sufficient category. (3) For the Mandiri sub-variable, it has an average score of 3.8 with a respondent achievement level of 76.09%, this figure is in the sufficient category. Thus it can be said that the character of students who participate in scouting extracurricular activities has an independent level with a sufficient category. (4) For the Integrity sub-variable, it has an average score of 4.21 with a respondent achievement level of 85%, this figure is in the good category. Thus it can be said that the character of students who participate in scouting extracurricular activities has a level of integrity with a good category. (5) For the sub- variable Gotong-royong has an average score of 4.14 with a respondent achievement level of 80.38%, this figure is in the good category. Thus it can be said that the character of students who participate in scouting extracurricular activities has a level of nationalism with a good category.

Based on the results of the analysis that has been done, this section will be carried out with a discussion of the findings. It can be seen that the values of the religious, integrity, and mutual cooperation sub-variables are in the good category. While nationalism and independence are in the sufficient category. When viewed from the whole consisting of 5 (five) sub-variables, it can be seen that the research data score regarding the character of students who participate in scouting extracurricular activities at SMP BPI 1 Bandung, obtained a total average score of 3.8% with a score achievement level of 80.2%. The total average score and this figure indicate that in general the average character score of students who participate in scouting extracurricular activities is good.

This indicates that scouting extracurricular activities have a positive impact on the formation of students' character. One of the developments of educational character is through the development of extracurricular activities, especially scouting. In this activity, students are guided and prepared for the future by giving them many skills such as leadership, patriotism, creativity, personality and noble character. This is in accordance with the objectives of the ten dharma of scouts".

4. DISCUSSION

The results of this study indicate that extracurricular scouting activities at SMP BPI 1 Bandung have an important role in developing students' character. Based on data obtained through questionnaires, it is known that the characters of students who participate in scouting activities tend to be well formed, with an average achievement level of 80.2%. This figure shows that most students involved in scouting activities have experienced positive character development, in accordance with the expected character education goals.

Character education through scouting at SMP BPI 1 Bandung is based on the principles contained in the Dasa Dharma Pramuka. These principles include values such as honesty, responsibility, discipline, and concern for others. (Alfeld et al., 2006) Student involvement in scouting activities allows them to apply these values in everyday life, both in the school environment and outside of school. In addition, activities carried out in scouting, such as simulations of real situations, mutual cooperation activities, and practical skills training, provide invaluable direct experience in character building.

The descriptive ex post facto method used in this study allows researchers to assess the impact of scouting activities on students' character after the activities have taken place. From

the results of this study, it can be seen that students' involvement in scouting activities contributes significantly to their character development (Jeanpierre et al., 2005). This is in line with the view that character education can not only be taught theoretically in the classroom, but must also be integrated into extracurricular activities that provide practical and real experiences (Brown, 1992).

However, although the results of this study show a positive impact of scouting on character development, there are several things that need to be considered for further improvement. For example, variations in the types of scouting activities and the intensity of their implementation can continue to be improved to ensure that all aspects of student character can be formed optimally (Sudiami et al., 2019). In addition, more active involvement from supervising teachers and collaboration with parents are also important to support and monitor student character development on an ongoing basis (Top et al., 2017).

In a broader context, these findings also emphasize the importance of extracurricular activities as an integral part of school education. Activities such as scouting not only serve as a way to fill free time, but also as an effective means to develop students' character, which is one of the main goals of education (Kim et al., 2008). Thus, other schools may consider strengthening their extracurricular programs, especially those that focus on character development, as an effort to educate students to become individuals who are not only academically intelligent but also have noble character (Battistich, 2005).

Overall, this study shows that scouting extracurricular activities at SMP BPI 1 Bandung provide significant contributions to students' character development. These results support the importance of scouting as part of a character education strategy in schools, and show that an integrative and sustainable approach to extracurricular activities can produce substantial positive impacts on students' personal development.

5. CONCLUSION

Based on the results of the study and discussion, it can be concluded that the character of students in the scout extracurricular can be categorized as good. This means that it can be said that the scout extracurricular has a positive influence on the formation of student character. The formation of this character has been stated in the ten dharma of the scouts, which means that it is very relevant that the scout extracurricular can shape the character of students in a positive direction (Mislia et al., 2016). With an average achievement level of 80.2%, it is proven that most students who participate in this activity show positive character development. The principles contained in the Dasa Dharma of the Scouts have been successfully internalized by students, thus forming a character that is in accordance with values such as honesty, responsibility, discipline, and concern for others (Zulfaturrohmawati et al., 2017).

These findings underscore the significance of scouting extracurricular activities as an effective tool for character development in schools. Therefore, it is recommended that scouting programs continue to be developed and supported by all stakeholders, including schools and parents, to ensure that character formation among students can proceed optimally and sustainably. Consistent support from both educational institutions and families will significantly enhance the positive impact of these activities, ensuring that the character values instilled can continue to evolve over time.

Furthermore, this study can serve as a reference for other schools aiming to integrate character education into their extracurricular activities. Implementing similar programs can offer substantial benefits in character formation and reinforce the role of extracurricular

activities in overall character education. It is crucial to regularly evaluate and refine these programs, incorporating feedback from students, educators, and parents to ensure that extracurricular activities like scouting contribute positively to student character development.

With coordinated efforts and strong support, scouting extracurriculars can become a model for effective character education, not only for schools in the local area but also for other educational institutions looking to focus on character development through extracurricular engagement. By prioritizing and supporting these initiatives, schools can help build a foundation for students to grow into individuals who embody strong ethical values and contribute positively to society.

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