



Exploration of Scout Camps in Increasing Interest in Nature among Elementary School Students

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ABSTRACT

This study aims to determine how Scout camp activities can increase students' interest in nature. Scout activities are practical because they involve direct experience in nature, cooperation, and character learning. The research was conducted qualitatively with a case study approach, using the CIPP (Context, Input, Process, Product) evaluation model. The research subjects included 4th, fifth, and 6th-grade students, teachers, and scout leaders at SD Negeri Karyajati. Data were collected through observation, interviews, and documentation. The results showed that the scout camp increased students' interest in nature, as seen from students' enthusiasm during nature exploration, environmental awareness, and a better understanding of nature. This activity can be a practical learning strategy to foster environmental concern early on.

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1. INTRODUCTION

Education is an effort to create an environment that supports students in developing their interests and potential. Education provides opportunities for students to actualize their potential (Maulandari, Kusnadi, & Mas'an, 2023). In practice, education is divided into two main channels: formal and non-formal. Formal education, such as in primary schools, takes place within a predetermined time, namely for eight lesson hours with a duration of 35 minutes per lesson hour (Desfriyati, Kholillah, Aini & Lestari, 2023). Meanwhile, non-formal education is organized outside of class hours through extracurricular activities that are more flexible and provide space for students to develop their interests and talents in more depth.

Extracurricular activities at school are important for students to broaden their horizons, deepen their talents, and hone their social skills. Through these activities, students not only learn cognitively, but also experience hands-on contextual learning. One extracurricular activity that explicitly supports students' interest in nature is scouting. Scout extracurricular activities in elementary schools are mandatory as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 63 of 2014. Scouting activities have great potential in shaping student character, developing life skills, and fostering awareness of the importance of protecting the environment.

Through scouting activities such as camps, students can learn various practical life skills, such as survival in nature, teamwork, leadership, and environmental responsibility. These activities also indirectly foster students' interest in nature and encourage a sense of caring for environmental sustainability. All components of education, including students' interests and talents, will determine individual success in the long run (Saputri & Sa'adah, 2021). Therefore, it is important for the educational environment, including teachers and parents, to pay attention to and support the development of students' interest in nature through fun and educational activities.

However, in practice, various challenges hinder the implementation of outdoor activities such as scout camps. One of the main obstacles is the lack of student participation, which is caused by parents' concerns about the safety of outdoor activities. In addition, monotonous material delivery methods such as lectures also make students quickly bored and lose focus. Based on initial interviews at SDN Karyajati, Cikalongwetan Sub-district, West Bandung Regency, it was found that although students were enthusiastic about scout activities, some parents were reluctant to permit their children to attend the camp due to safety concerns and a lack of understanding of the benefits of the activities. On the other hand, many students still do not have a high awareness of the importance of protecting the environment.

To overcome these problems, a more interactive and contextual approach to scouting activities is needed, especially in camp activities. Camp activities designed with interesting methods can increase student involvement, build meaningful learning experiences, and get support from parents. Thus, it is important to systematically evaluate the effectiveness of scout camp activities in increasing interest in nature in elementary school students. The CIPP (Context, Input, Process, Product) evaluation model was chosen in this study because it can provide a comprehensive picture of the implementation context, resources, implementation process, and results of scout camp activities (Bhakti, 2017).

Based on this description, this study aims to explore the effectiveness of scout camp activities in increasing elementary school students' interest in nature. It also aims to identify the supporting and inhibiting factors for students' active participation and strategies to increase support from parents. The urgency of this research lies in the importance of fostering interest

in nature from an early age as part of character education and sustainable environmental responsibility through scout activities designed in an educational and fun way.

2. METHODS

This qualitative research uses a program evaluation approach based on the CIPP (Context, Input, Process, Product) model to assess the effectiveness of Scout camp activities in increasing students' interest in nature. The evaluation focuses on the context of implementation, the resources used, the process of activities, and the results achieved.

The evaluation object was Scout camp activities organized at SDN Karyajati, Cikalongwetan District, West Bandung Regency. The evaluation subjects were selected purposively, consisting of 14 people directly involved in the activity: 9 students in grades 4-6 who attended the camp, two scout leaders, and three homeroom teachers. This selection considered the subjects' direct involvement in the activities.

Data collection techniques were carried out through method triangulation: semi-structured interviews, non-participatory observation, and documentation. Interviews were used to explore subjects' perceptions and experiences related to interest in nature and the implementation of activities; observations recorded the dynamics of behavior and interactions during activities; while documentation in the form of photos, videos, and activity notes was used as supporting data to strengthen the validity of the evaluation results.

This study applied the CIPP (Context, Input, Process, Product) evaluation model as the main framework to evaluate the effectiveness of Scout camp activities thoroughly. This model allows a comprehensive assessment of the program regarding the final results and the activities' background, planning, implementation, and impact.

- 1) Context: Evaluates the background, needs, and objectives of Scout camp activities, including their relevance to developing students' interest in nature.
- 2) Input: Analyzing aspects of planning, availability of resources, and involvement of various parties such as coaches, accompanying teachers, and students.
- 3) Process: Observing the direct implementation of activities, including interaction dynamics, coaching strategies, and obstacles that arise during the activity.
- 4) Product: Assess the results of the activities, especially the increase in students' interest in nature and its impact on attitudes and skills acquired during the camp.

The CIPP model ensures that camp activities are seen in terms of results and from the process and conditions that underlie them comprehensively. Thus, this evaluation provides comprehensive information on the effectiveness of the activities for decision-making and future development of the scout extracurricular program. Data analysis was conducted using the Miles and Huberman interactive model, including data reduction, narrative and thematic presentation of data, and conclusion drawing and verification. The collected data were organized systematically to reveal patterns, categories, and meanings relevant to the research focus.

3. RESULTS AND DISCUSSION

This study aims to explore scout camp activities that can increase elementary school students' interest in nature. The results show that camp activities positively impact students' perspectives and attitudes towards the environment. The following discussion is organized based on the focus of the problem formulation that has been set.

3.1. Scoutmaster Strategies in Designing and Implementing Camp Activities

The scout leader's strategy in designing and implementing activities is important in shaping students' interest in nature. One form of strategy is to design environmental exploration activities, such as hiking, ecosystem observation, the use of Morse code and ribbon maps, and various collaborative activities. These activities increase students' knowledge and foster love and concern for nature. This is in line with the opinion of Dharmayana & Wiguna (2021), which states that using ribbon maps in scout activities helps students understand directions, read environmental conditions, and indirectly foster a love of nature.

The coaches' strategy prioritizes cognitive aspects and includes skills and attitudes. This is the opinion of Nurdin, Jahada, and Anhusadar (2021), which states that in designing scout activities that build character, it is important to include elements of knowledge and skills in a balanced manner so that students can apply their learning outcomes in real life. Therefore, planning camp activities does not stand alone as an extracurricular program, but is part of an integrated school work program. This is reinforced by the statement of the Girl Scout coach with the initials AMN, who stated, "*The planning process is carried out collaboratively between coaches, homeroom teachers and parents, one of the school work programs.*"

The statement shows that activity planning is carried out collaboratively between coaches, homeroom teachers and parents as part of the school program. This collaboration strengthens the synergy between parties in supporting the achievement of activity goals and enriching students' experiences. This opinion aligns with Nadifa, Abas, and Sialana (2023) that the involvement of external parties in learning activities can strengthen student character and improve cooperation, discipline and solidarity skills.

In addition, the approach used by the coaches is designed to be fun and not rigid. They often insert games, songs and chants to create a comfortable and motivating learning atmosphere. The material presented is also tailored to the students' abilities and integrated with the values in the Dharma Principles. This approach shows a planned strategy to shape learning that is not only intellectually meaningful but also touches the emotional side of students. This coach's strategy aligns with the principle of the Among System in scouting education, which is to guide students humanely so that they grow into independent, disciplined and self-reliant individuals. This aligns with the opinion of Nurasiah, Solehuddin, and Supriatna (2024) that the Among System encourages a positive reciprocal relationship between coaches and students. In practice, the coach delivers the material, allowing students to argue and learn to overcome fear. Thus, the coach's strategy can provide a comprehensive learning experience, including strengthening students' cognitive, emotional, and character aspects through a fun and highly educational value approach.

3.2. Scoutmaster Evaluation in Ensuring the Attractiveness of Camp Activities to Students' Interest in Nature

As part of the evaluation process of camp activities, the scoutmaster conducted a simulation of activities in the form of *Perjusa* (Friday and Saturday Camp), which was first implemented in 2024 in the school environment. The purpose of this activity is to test the effectiveness of the activities that have been designed and assess the direct involvement of participants. This is reinforced by the statement of the Boy Scout leader with the initials ASP: "*Yesterday's Perjusa activity was not the first time, but camp activities have been carried out when commemorating the birthday of scouts, and several activity agendas that have not been realized due to inadequate conditions.*"

Through this simulation, coaches can observe students' responses to the various activities provided, such as survival skills, leadership, and concern for the environment. This evaluation provides a real picture of the extent to which the planning and implementation methods have run as expected. This finding aligns with Ramdhoni's (2019) opinion that practical learning evaluation includes three important aspects: context, implementation process, and results, so that program implementers can adjust activities according to students' needs.



Figure 1. PERJUSA (Friday, Saturday Camp) activity

This activity received a very positive response from students, as seen from their enthusiasm in participating in the entire series of events outside of class hours. The purpose of implementing this Perjusa is to observe the extent of students' enthusiasm and involvement in scouting activities outside the classroom. As a follow-up to the experiment, the scoutmaster designed the camp with a more structured approach and oriented it towards a more in-depth learning experience. Some of the proposed changes included improved equipment facilities, a spacious site with lots of plantations or greenery, and the delivery of material with lectures and using play while learning methods to increase students' understanding of scouting values in a fun way.

The coaches consult with related parties such as class teachers, school principals, and campsite managers to improve the quality of the activities. This discussion helps improve the design of activities to suit students' needs better. This aligns with the opinion of Aprila et al. (2024), which states that the consultation process builds mutual trust and opens an active communication space among stakeholders, resulting in more targeted activities.

Evaluation activities were conducted from the teachers' and coaches' perspectives and involved student feedback. Their opinions on the most enjoyable parts of the activity, challenges faced, and suggestions for improvement are used as a reference in designing the next activity. This approach allows camp activities to become more relevant and meaningful. In line with the opinion of Mirzah (2021), feedback from students plays an important role in increasing their confidence and strengthening interpersonal relationships between coaches and participants. With open two-way communication between coaches and students,

scouting activities are an educational tool and a medium for character building and social care. This evaluation, which involves all parties actively, ensures that every activity designed positively impacts students' interest in nature.

3.3. Implementation of Camp Activities by Students

Implementing camp activities provides ample opportunities for students to participate in various nature-based activities. In this activity, students camp passively and participate in educationally designed environmental exploration. These activities aim to increase students' insight into nature and foster a sense of responsibility and concern for environmental sustainability. This is in line with the opinion of Nurasiah, Solehuddin, and Supriatna (2024), which states that the purpose of scout education is not only to develop knowledge about scouting, but also to shape the character of the nation, one of which is through instilling the value of love for the country and concern for the environment.



Figure 2. Students Carrying out the Tape Map Activity

For example, in the hiking activity, students participate in a ribbon map activity, as shown in **Figure 2**. In this activity, students are tasked with describing the environmental conditions they pass through and making directions based on direct observation. This process trains the group leader's accuracy and responsibility, who draws the path and enhances the cooperation of all team members who actively observe and provide input. This activity teaches students to recognize natural conditions while developing observation and environmental recording skills.



Figure 3. Students Paying Attention to the Delivery of Rope Knot Material

After completing the hike, students continued the activity by following the delivery of basic rigging techniques, especially the knots used to make emergency stretchers from bamboo, as shown in **Figure 3**. The material was delivered directly by nature so that students could see and practice the material presented directly.

This approach makes learning more contextual and easy to understand, which can increase students' interest in nature and foster awareness of the importance of basic skills in dealing with emergencies in nature. This approach is in line with the opinion of Ramirez (2024), who states that integration between extracurricular activities such as scouting and classroom learning can be an alternative to fun teaching methods. The outdoors serves as an open learning space that is effective in increasing student engagement as well as having a positive impact on their morale and emotional well-being.

In addition to cognitive and skill aspects, scout activities contribute to students' social development. The interactions during the activities strengthen mutual respect and respect between friends and teachers. Nurdin, Jahada, and Anhusadar's (2021) opinion reinforces this finding, which states that scout activities positively impact building students' social character. Togetherness during outdoor activities creates an atmosphere of mutual support and strengthens student relationships.

Moments of togetherness like this are valuable in forming cohesiveness and a spirit of cooperation. This is supported by the view of Dharmayana & Wiguna (2021), who state that interaction in new groups is an important part of the student character-building process. In camp, students must adapt to friends they may not have known before, which ultimately trains their ability to socialize, work together, and solve problems collectively. Thus, scouting activities are not only a means to foster interest in nature but also a place for social learning that shapes students' personalities holistically.

3.4. Results of Student Reflection on Camp Experience

After participating in camp activities, students provide various reflections describing the meaning of their experiences. Most students interpret the scout camp as an outdoor educational activity that teaches nature, independence, and life skills. This is reflected in the following statements from students with the initials RQA and SS: *"Yes, I think scout camps are outdoor activities conducted by scouts to learn about nature and survival skills"* (RQA). *"I think camp is a place to play and have fun with friends"* (SS). These statements indicate that camp activities are fun, meaningful, and imprinted in students' memories. This is reinforced by the opinion (Wibowo et al., 2024), which states that meaningful learning can increase interest in learning and encourage students to develop more profound knowledge through emotional involvement and authentic experiences.

Scout camp activities also positively impact increasing students' interest in nature. This is confirmed by grade 5 teacher AMN and grade 6 teacher MRD, who said, *"It has increased significantly because children know how to protect the environment and learn skills to survive in nature"* (AMN). *"Very high, because students can learn more about nature"* (MRD). The results of interviews with grade 5 and 6 teachers show that camp activities have a positive impact on increasing students' interest in the environment. This statement confirms that camp activities provide complete and comprehensive learning, not only from the cognitive side, but also from the attitude and life skills side.

This finding aligns with Susilo's opinion (2023), which states that experiential environmental

education can increase students' interest in nature through direct practice and exploration. When students interact directly with the environment, they understand theoretically and are encouraged to take real action in preserving nature.



Figure 4. Students Carrying out Clean-Up Activities at School

As an implementation of this awareness, students are involved in cleaning activities in the school environment, as shown in **Figure 4**. In this activity, students pick up trash, water the plants, and carry out simple greening actions. This activity is symbolic and a process of learning the values of caring for the environment. From this activity, students begin to show a sense of responsibility and awareness that maintaining cleanliness and environmental sustainability is a shared task that must be carried out on an ongoing basis.

The supportive camp environment, a large area near the plantation that provides maximum exploration space, also influences students' increased interest in nature. The Girl Scout leader confirmed this, AMN: "*Students are very active in interacting with nature, such as exploring nature, observing the environment, learning about plants and not littering.*"

This statement shows that students' interaction with the environment runs naturally and deeply. They enjoy the natural atmosphere and show a positive attitude towards its preservation. The camp fostered students' emotional closeness to nature through contextual, fun, and reflective activities. It increased their awareness of the importance of protecting the environment from an early age.

4. CONCLUSION

Based on the research and data analysis that has been carried out, it can be concluded that scout camp activities contribute to increasing students' interest in nature. The coaches' strategy in designing and implementing nature-oriented activities, such as exploration, environmental observation, and nature-based educational activities, can create meaningful learning experiences for students. To carry out activities optimally, the coaches validate the program design through an evaluation process, simulation of activities such as Perjusa, and consultation with class teachers and school officials. The coach also pays attention to feedback from students so that activities can be adjusted to be more relevant and engaging and meet the needs and interests of students in the environment. Creative and fun implementation methods and the coach's friendly and non-forcing approach make students

feel comfortable and enthusiastic in participating in the activities. The evaluation of activities carried out by the coach also helps improve the quality of camp activities from time to time. Students' activities during the camp showed active involvement and positive responses, reflecting a growing interest in nature. Students' reflections on their experiences showed a change in attitude, increased awareness, and interest in getting to know nature more deeply. Thus, scout camp activities can be used as an effective means to foster students' interest and awareness of the environment from an early age.

5. AUTHORS' NOTE

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