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Formation of student character in preparation for the Branch Jamboree Event

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ABSTRACT

Community Service or Kuliah Kerja Nyata (KKN) is a student learning process that is carried out directly in a community group. One of them is by directly participating in the field of education related to the formation of student character through the scout training program. The formation of student character aims to enable students to utilize the knowledge and skills they have wisely. This service is carried out with the direct involvement of KKN participants in the preparation for the jamboree. The implementation activities are carried out every day within 2 weeks. The types of activities provided include semaphore training, cheer creativity, and making emergency stretchers, tents, and gates. The form of learning carried out is dominated by practical activities in the field rather than providing theory. In its implementation, UPI KKN students divided themselves into 4 small groups according to their fields to maximize the teaching process. The results achieved from this KKN program include the emergence of leadership values, togetherness, independence, and discipline in students at SDN Sukadami. SDN Sukadami students contributed to the Wanayasa District Branch Jamboree event.

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ABSTRAK

Kuliah Kerja Nyata (KKN) adalah proses pembelajaran mahasiswa yang dilakukan secara langsung di suatu kelompok masyarakat. Salah satunya adalah dengan terjun langsung di bidang pendidikan terkait pembentukan karakter peserta didik melalui program pelatihan Pramuka. Pembentukan karakter peserta didik ini bertujuan agar peserta didik mampu memanfaatkan pengetahuan dan keterampilan yang mereka miliki dengan bijak. Pengabdian ini dilakukan dengan keterlibatan langsung peserta KKN ke dalam persiapan untuk jambore. Kegiatan pelaksanaan dilakukan setiap hari dalam rentan waktu 2 minggu. Adapun jenis kegiatan yang diberikan seperti pelatihan semaphore, kreativitas yel-yel, pembuatan tandu darurat, tenda, dan gapura. Bentuk pembelajaran yang dilakukan didominasi oleh kegiatan praktik di lapangan ketimbang pemberian teori. Pada pelaksanaannya mahasiswa KKN UPI membagi diri menjadi 4 kelompok kecil sesuai dengan bidangnya untuk memaksimalkan proses pengajaran. Hasil yang dicapai dari program KKN ini seperti timbulnya nilai-nilai kepemimpinan, kebersamaan, kemandirian hingga kedisiplinan pada diri peserta didik di SDN Sukadami. Peserta didik SDN Sukadami berkontribusi dalam acara Jambore Ranting Kecamatan Wanayasa.

Kata Kunci: jambore; Kuliah Kerja Nyata; pengabdian masyarakat; Pramuka; SDGs

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INTRODUCTION

Education is a means for individuals to acquire various kinds of knowledge, understand phenomena, and comprehend the events that occur in this world. In life, education can enhance a person's ability to solve various problems that require cognitive processes, including reading, writing, and arithmetic, which are then processed into practical solutions for these problems. Education will always be linked to both theory and practice, where theory serves as the foundation for critical thinking, while practice represents the tangible application of previously formulated theories. Nevertheless, education is not limited to learning external theories alone; instead, it plays a comprehensive role in preparing individuals to face various challenges and problems. To complement this aspect, character education is also needed to shape the students' integrity and readiness.

Character building is closely tied to the moral and social attitudes of students as they pursue knowledge and education. In its process, character is shaped by how students emulate the attitudes and behaviors of people within their surrounding environment, which includes parental upbringing, living conditions, and education at school (Rantauwati, 2020; Yusdinar & Manik, 2023). In addition to being taught through formal education and etiquette lessons in the classroom, character education can also be delivered through extracurricular activities. These activities not only provide students with skills and competencies outside the formal curriculum but also teach them how to behave and internalize values that align with the vision and mission of the extracurricular activities themselves (Hansen, 2021). Extracurricular activities likewise provide students with positive motivation to achieve their educational, spiritual, and moral goals (Sadykova et al., 2016; Sosiden & Viraek, 2021). One extracurricular activity that is considered highly relevant to character education is *Praja Muda Karana*, commonly known as *Pramuka* (Scouting).

Scouting (*Pramuka*) is considered one of the best options for fostering students' character development because it teaches survival skills, creativity, practical skills, and independence. Scouting activities help shape good morals, character, and attitudes among its members by instilling positive values such as discipline. In addition to these aspects, Scouting also cultivates a sense of nationalism among students (Fitriani & Hakim, 2022; Juwantara, 2019).

Scouting is highly relevant to the Sustainable Development Goals (SDGs), particularly Goal 4, which focuses on quality education. The SDGs themselves are a set of global goals established by the United Nations to achieve a better and more sustainable future for everyone on the planet. In practice, the SDGs comprise 17 goals across various sectors, with education included as Goal 4 (see: <https://sdgs.bappenas.go.id/>). According to the SDG website, quality education as stated in Goal 4 means "Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all". However, the connection between Scouting activities and the SDGs is most evident in Target 4.7, which aims to ensure that all learners acquire the knowledge and skills needed to promote sustainable development. This includes, among other things, education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and culture's contribution to sustainable development (see: <https://sdgs.bappenas.go.id/17-goals/goal-4/>). Many of these objectives can be achieved through Scouting activities. For example, Scouts learn skills for sustainable living through knot-tying and outdoor survival training; they develop global citizenship and cultural appreciation through camping events and talent shows around the campfire; and they cultivate respect for human rights by practicing the values embedded in the *Dasa Dharma Pramuka* (the Scout's Ten Principles).

Scouting also enables experiential learning through a *'learning by doing' approach*, in which children learn through direct practice, thereby creating a student-centered learning environment. The implementation of

student-centered learning places the learner at the core of the educational process, recognizing each learner's unique strengths and weaknesses as well as their diverse interests and talents. This approach aligns with the principle of providing equitable education for all groups while respecting and valuing existing cultural diversity (Ginting *et al.*, 2019).

Previous community service and research have concluded that Scouting activities have a significant influence on students' level of discipline (Alfianti *et al.*, 2022). A similar community engagement program was also carried out with a primary focus on training discipline through Scouting activities, specifically by teaching Morse code and creating creative cheers. The results of this community service showed a success rate of 85% in fostering student discipline through Scouting learning activities (Sojapani *et al.*, 2022).

In this community service article, student discipline is not the sole primary focus; instead, it extends more broadly to the character development of Pramuka (Scout) students at SDN Sukadami. The character development emphasized includes values such as leadership, togetherness, and discipline. The program activities designed for this purpose include semaphore flag training, creative cheers, emergency stretcher practice, and the construction of tents and gateways to prepare students for participation in the Wanayasa Rating Jamboree. The school expects these activities to serve as meaningful opportunities for students to gain learning experiences outside the classroom. This article aims to examine the involvement of KKN student participants in preparing the students for the jamboree activities.

Literature Review

Character Education

Character education refers to the inculcation of moral values in an individual or a group of people, encouraging them to practice good habits in daily life, such as politeness, proper speaking etiquette, honesty, responsibility, fairness, and religious devotion (Harahap, 2019). Other studies also explain that character education is a system of instilling character values in school members, which includes the components of knowledge, awareness or willingness, and actions to implement these values—whether about God Almighty, oneself, others, the environment, or the nation—so that individuals may become complete human beings (Rantauwati, 2020). Character building is also part of developing soft skills to foster excellent human resources in the future (Barkah & Robandi, 2024).

The cultivation of moral values, ethics, manners, and similar aspects as part of character education typically occurs through an active and engaging learning process (Harahap, 2019). This process of modeling attitudes in schools is led by teachers, who directly interact with students, and is then supported by other members of the school community. The good conduct demonstrated by teachers influences the conduciveness and positive atmosphere of the learning environment, which in turn has a positive impact on the behavior and attitudes of all school members, especially the students (Tira *et al.*, 2024).

Considering that character education requires an enjoyable atmosphere in the learning process, activities designed to instill these values are recommended to involve methods that stimulate students' active participation through play and physical movement, one of which is outdoor-based activities.

Extracurricular Activities

Extracurricular activities are supplementary programs organized by schools outside of regular class hours, usually held either within or outside the school environment. These activities are generally related to students' interests and talents that are not studied in depth in the classroom, such as theater arts, English club, sports, scouting, flag-raising troop (Paskibra), Red Cross Youth (PMR), and others. Extracurricular

activities serve as additional programs typically conducted beyond school hours, aiming to enable students to deepen and develop what they have learned during classroom instruction, as well as to nurture and expand their interests and talents (Pratiwi et al, 2020).

These extracurricular activities complement the curriculum, enabling each student to select activities that align with their interests and talents. In addition to developing students' interests and talents that are not comprehensively explored in the classroom, extracurricular activities also serve as part of student development programs that enable schools to shape students' character, including discipline, courage, leadership, togetherness, and self-confidence (Apriliyani, 2023). The objectives of this student development are also stated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 39 of 2008 concerning Student Development, as follows (Zulfiani, 2020):

1. To optimally and integratively develop students' potential, which includes talents, interests, and creativity;
2. To strengthen students' character in order to create a resilient school environment as an educational setting, thereby protecting students from negative influences and actions that contradict educational objectives;
3. To actualize students' potential in achieving outstanding accomplishments according to their talents and interests;
4. To prepare students to become members of society who possess noble character, uphold democratic values, and respect human rights in order to realize a civil society.

Scouting

According to Law No. 12 of 2010 of the Republic of Indonesia on the Scout Movement, the Scout Movement is a non-formal educational organization that provides scouting education in Indonesia. The word *Pramuka* itself is an acronym for *Praja Muda Karana*, which means "Young People Who Like to Work" (or "Young People Who Are Willing to Be Productive"). The purpose of the Scout Movement is stipulated in Article 4, namely to develop each Scout member to possess a faithful personality, devoted to God, noble in character, patriotic, law-abiding, disciplined, upholding the noble values of the nation, and equipped with life skills as future leaders of the nation in safeguarding and building the Unitary State of the Republic of Indonesia, practicing Pancasila, and preserving the environment (see: <https://pramuka.or.id/uu-gerakan-Pramuka/>).

Scouting is considered an appropriate extracurricular activity to complement out-of-class education. This is because the values embedded in Scouting align with the needs for developing students' character. Furthermore, the values inherent in Scouting activities align with the principles of Pancasila, including divinity, humanity, unity, deliberation, and social justice. In addition, Scouting education activities are also expected to enhance spiritual and intellectual capacity, skills, and self-resilience, which are implemented through interactive and progressive learning methods, as stipulated in Article 5 of Law No. 12 of 2010 on the Scout Movement (see: <https://pramuka.or.id/uu-gerakan-pramuka/>).

Scout education is an educational process that complements education in school and family environments through engaging, enjoyable, healthy, structured, well-directed, and practical activities conducted outdoors, applying the fundamental principles and methods of Scout education (Prasetyo & Hadi, 2019). Scout extracurricular activities are perceived as enjoyable because they take place outside the classroom and are closely related to everyday life, allowing students to understand the materials more easily through

experiential learning. In addition, Scouting activities help shape attitudes such as discipline, independence, and other positive traits (Pratiwi *et al.*, 2020; Ekowati, 2023).

Scout extracurricular activities can instill character values in students. Samani and Hariyanto, in their book “*Concept and Model of Character Education*”, state that Scout extracurricular activities can develop the following character values (Prasetya, 2019):

1. Through outdoor activities, students will develop character traits such as courage, cooperation, patriotism, understanding, and respect for nature, as well as helping each other and being trained to respond to disasters, which in turn shape caring and empathetic attitudes. Meanwhile, camping in the wilderness, supported by knowledge about wind, weather, flora, and fauna, fosters curiosity and a fighting spirit to survive. Campfire activities during camping nurture togetherness and appreciation of art and culture.
2. Indoor activities focus on developing leadership and management skills while nurturing an entrepreneurial spirit.
3. Singing and clapping activities, whether conducted indoors or outdoors, enhance cheerfulness (*joyfulness*) and encourage a dynamic spirit of life.

METHODS

The method implemented in this community service activity is mentoring. Meanwhile, in formulating the stages of this community service activity aimed at developing students' character through Scouting activities at SDN Sukadami, the researchers carried out stages of planning, preparation, and implementation. The following is the flowchart outlining the stages of the Scouting activity at SDN Sukadami.

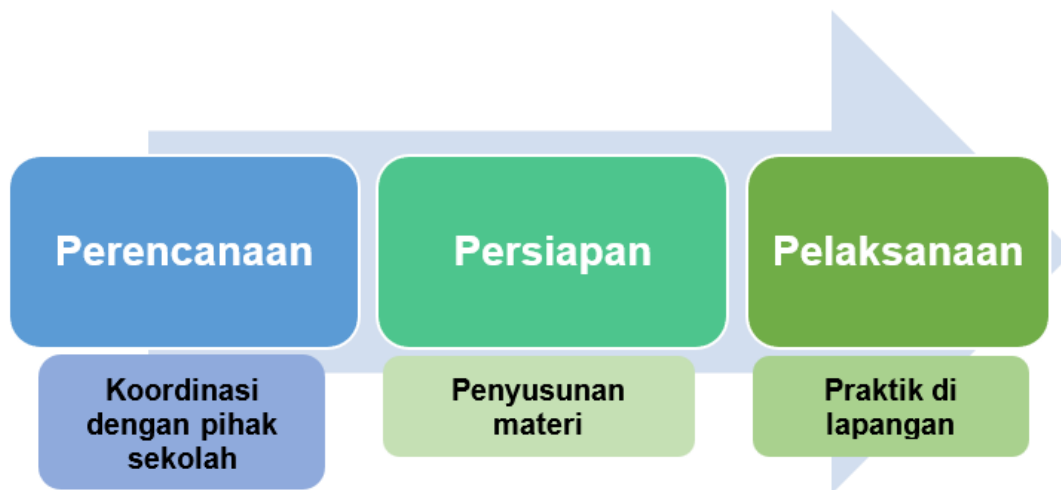


Figure 1. Stages of KKN Activities
Source: Author's Documentation

Details of Each Stage of the Activity Process:

1. Planning Stage: The 2023 UPI KKN students held discussions with the school principal and teachers regarding the proposed Scout training program. The planned activities included lessons on semaphore flag signaling, creative cheers, constructing emergency stretchers, tents, and entrance gates. After obtaining the necessary approvals, the students divided themselves into four small groups, each

- consisting of two members, to optimize time and effort. This division was based on the interests and skills of each KKN member to ensure that the instruction delivered would be effective.
2. Preparation Stage: Each small group systematically prepared the learning materials to be delivered to the Scout students at SDN Sukadami. Likewise, the groups assigned to tent and gate construction prepared their designs in advance.
 3. Implementation Stage: Each KKN group employed hands-on, practical learning in the field rather than relying solely on theoretical explanations. Practical activities included semaphore flag formations, creating and performing cheers, and hands-on practice in constructing emergency stretchers, tents, and entrance gates. All activities were carried out directly with the students of SDN Sukadami.

RESULTS AND DISCUSSION

Scouting is an educational activity conducted in an open environment, consisting of engaging and challenging activities. Scouting education is a process of shaping students' character and life skills, as well as providing students with an understanding of how to practice Scouting values in real life.

Based on the community service activities carried out by KKN students through Scouting activities at SDN Sukadami, the extracurricular Scout advisor conveyed that several materials containing character values in Scouting include marching drills, ceremonies, games, camping, and cross-country trekking. The development of students' character in Scouting can be facilitated through habitual practices, such as assigning tasks, offering guidance, and imposing sanctions when students make mistakes. The KKN student participants were involved in implementing these activities in preparation for the upcoming Jamboree.

The following is a description of the Scouting activities, which included character values, attended by students of SDN Sukadami as preparation for the upcoming Jamboree.

1. Marching Practice

In this activity, students are trained to develop habits of discipline in their daily lives. This activity aims to foster a firm and agile physical attitude, discipline, a sense of responsibility, and to enhance the sense of unity. In addition, marching practice instills values of accuracy, obedience, and compliance, while also training students' alertness and responsiveness to given commands (Ameliasari, 2022; Santosa et al., 2023). The character values developed in this activity include responsibility, discipline, leadership, and self-confidence. During the implementation, the students appeared focused and willing to follow the instructor's instructions. Although some students made mistakes, it did not diminish their enthusiasm to complete the marching activity. The KKN university students provided guidance and assistance to the students throughout the marching practice. This mentoring activity became the main activity carried out by the students as part of their preparation for the Jamboree.

2. Scouting Ceremony

The scouting ceremony activity also aims to train students to be disciplined, orderly, and well-organized. During its implementation, some rules and procedures must be obeyed and carried out by the students or ceremony participants. The ceremony further enhances students' cooperation skills, as it involves the distribution of tasks and teamwork among the different components of the ceremony, which directly influences the smooth running of the event (Maryam et al., 2023). The character values instilled through the scouting ceremony include patriotism, love for the homeland, discipline, orderliness, and the ability to lead and be led. During the ceremony, students of SDN Sukadami demonstrated good coordination throughout the entire process, lining up and following the instructions of the ceremony leader effectively,

with no significant obstacles. The KKN university students also did not encounter any significant difficulties in guiding the scouting ceremony.

3. Games

Scouting games are designed to develop students' social interactions; therefore, they must be structured appropriately to foster meaningful interaction among students and their peers (Cahyo et al., 2019). These activities are commonly implemented at the Cub Scout level, as this stage requires special attention to children's psychological needs and must be approached in line with their growth and developmental phases. When organizing games that promote character values in scouting activities, they should incorporate elements that support both physical and mental well-being, foster joy, mutual assistance, teamwork, respect for others, and the courage to make sacrifices for the greater good. Furthermore, they should maintain a positive sense of competition (Ameliasari, 2022). The process of developing students' sense of responsibility can be achieved when they consistently adhere to the game rules, carry out their tasks appropriately, and complete the games collaboratively (Cahyo et al., 2019). In this game activity, students at SDN Sukadami were invited by the KKN student team to sing and create variations of group chants. Additionally, the students were asked to guess semaphore signal movements and develop creative semaphore variations combined with songs to make the activity more engaging.

4. Camping

This activity is an outdoor program that is highly effective in developing students' character. Through camping, students learn to appreciate simplicity and avoid a consumptive lifestyle. Camping is also an excellent activity for building group communication skills. Cohesion among scout members can help eliminate mental barriers caused by limited experience and narrow perspectives (Afifah & Putri, 2024). The character values embedded in camping activities foster and develop students' physical, mental, intellectual, emotional, and social capacities. Camping can also cultivate patriotism, friendship, environmental awareness, social concern, responsibility, cooperation, and mutual assistance. For example, during the tent-pitching activity, students are required to work together, show mutual respect while sharing the same tent, and learn to take responsibility for themselves and others during the camp (Ameliasari, 2022; Hasibuan & Siregar, 2024). In the camping activities, several sub-activities were emphasized by the scout advisors for the students at SDN Sukadami, including knot-tying practice, tent decoration, and gate construction. These practices were conducted gradually to ensure that students could thoroughly understand the material. If students had not yet mastered the skills, the advisors planned to provide additional explanations and guidance.

5. Nature Trekking

Nature trekking, also referred to as nature exploration, is a scouting activity conducted by students outside the school environment to explore the natural surroundings. This activity typically takes place in small forests or along riverbanks. During this activity, students follow a designated trail marked by signs set up by the scout instructors, and it often includes several resting posts before reaching the final checkpoint. This activity focuses on physically challenging tasks, especially navigating demanding trails such as hills or small rivers. Nature trekking is highly beneficial for fostering students' love for nature and compassion for others, which in turn builds their character to remain disciplined in preserving the natural environment (Syafiudin & Purwono, 2022). The character values embedded in trekking and camping activities include leadership, democratic values, group cohesion, independence, self-confidence, improved skills and agility, as well as expanded knowledge and experience. This activity

aims to develop students' ability to become more self-reliant in facing any situation that may occur in nature. The KKN student volunteers accompanied the SDN Sukadami students during this trekking activity.

Efforts to build character in scouting activities can be carried out through habituation practices (Sari & Widiyanto, 2023). The purpose of such habituation is to develop attitudes and behaviours that are permanent, which can be instilled through repeated learning activities conducted both inside and outside the classroom (Mufidah et al., 2023). Habituation activities can be implemented through ceremonies, during which students are trained to act as ceremony commanders. This is expected to encourage students to become more courageous and self-confident. Additionally, students assigned as flag bearers or readers of the Tri Satya or Dasa Dharma Pramuka are also required to work together to ensure the ceremony runs smoothly. This form of habituation must be carried out regularly and requires a considerable period, as students will not develop these habits through just one to three sessions. Therefore, perseverance from the scout instructors is necessary to continuously accustom students to being disciplined, courageous, and responsible for the tasks assigned to them.

Character development among students can also be achieved through engaging and enjoyable games. Scouting games, especially those conducted outdoors, enable students to feel refreshed by participating in more varied activities compared to being confined solely to the classroom. Such games also foster students' creativity, particularly in composing cheers (yel-yel) and creating variations of semaphore movements (Ajirna & Hasan, 2018; Darmansyah et al., 2023).

Character development can also be fostered by providing good role models for students, for example, by demonstrating positive behaviours in everyday life. This process of role modelling is not solely the responsibility of the scout instructors but should involve the entire school community. Additionally, parents play a crucial role in setting good examples for their children at home. This modelling is reflected in the way instructors speak when delivering messages, their gestures while teaching and guiding students, as well as their communication with fellow instructors and other members of the school community (Ningrum et al., 2020).

Character development within scouting activities can also be achieved by providing sanctions or consequences when students commit mistakes or violations. Sanctions may take the form of direct reprimands or penalties appropriate to the level of the offence (Supiana et al., 2019; Gustiran & Anam, 2022). It is expected that firm sanctions will make students aware of their mistakes, allowing them to correct their attitudes and behavior. Implementing sanctions contributes to the development of students' discipline and sense of responsibility towards their tasks and prevents repeated misconduct. The accompaniment provided by KKN students supports the overall implementation of these activities. Moreover, through this KKN programme, university students can contribute to preparing participants for the jamboree.

CONCLUSION

Scouting education provides numerous practical activities that support the improvement of education quality. Scouting activities train children to be disciplined and patient during semaphore and cheer practice. Knot-tying (pioneering) teaches students to think critically and work collaboratively with their partners. Decorating tents fosters creativity and innovation that students can collaborate on with one another.

Scouting is also an engaging element that can be incorporated into the classroom, thereby creating variations in classroom learning.

The advantage of the practical mode in character formation through scouting activities is that students can be directly shown the material to be delivered, so they do not have to guess how to perform each task. This practical mode is most effective for teaching semaphore, cheers, knot-tying, and constructing tents, stretchers, and gateways. However, the limitation of the practical mode is that it places the teaching responsibility on the instructor to create an engaging and enjoyable learning atmosphere so that students remain focused on the material and understand each step being taught. In addition, good communication between the instructor and students is essential to ensure that SDN Sukadami students feel comfortable during learning and do not become bored or disruptive.

For future community service activities, it is recommended to add more variations of fun games for students during the mentoring process. It is also advisable to select instructors who can deliver training in an enjoyable manner so that students do not become easily bored.

AUTHOR'S NOTE

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