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Camping GAPURA to improve the social skills and teamwork of students

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ABSTRACT

Scouts contribute to the development of children's personality and social skills, which in turn can enhance their ability to face various life challenges. This study aims to evaluate the impact of the "GAPURA" camping program on improving social skills and teamwork among students of SDN 1, 2, and 3 Tenjonagara. This program is carried out as part of the Kuliah Kerja Nyata (KKN) or community service activities at Universitas Pendidikan Indonesia, with direct assistance provided during the activity. The camping program was designed to develop social skills through various learning stations focused on communication, leadership, and group problem-solving. The results showed that the program effectively improved students' social skills and teamwork, as evidenced by increased positive interactions among students and their ability to collaborate in group tasks. Furthermore, the program successfully created a more inclusive, open, and collaborative environment that supported students' character development. Through this experience, students became more active in social interactions and more engaged with their environment. This study recommends expanding similar activities in other regions by involving more stakeholders to extend the impact on the development of social skills and teamwork among students, especially in rural areas.

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ABSTRAK

Pramuka berkontribusi dalam pengembangan kepribadian dan kemampuan sosial anak, yang pada gilirannya dapat meningkatkan keterampilan mereka dalam menghadapi berbagai tantangan kehidupan. Studi ini bertujuan untuk mengevaluasi dampak program perkemahan "GAPURA" terhadap peningkatan keterampilan sosial dan kerja sama tim peserta didik SDN 1, 2, dan 3 Tenjonagara. Program ini dilaksanakan sebagai bagian dari kegiatan Kuliah Kerja Nyata (KKN) Universitas Pendidikan Indonesia, dengan pendampingan langsung selama kegiatan. Program perkemahan ini dirancang untuk mengembangkan keterampilan sosial melalui berbagai pos pembelajaran yang berfokus pada komunikasi, kepemimpinan, dan pemecahan masalah dalam kelompok. Hasil menunjukkan bahwa program ini berhasil meningkatkan keterampilan sosial dan kerja sama tim peserta didik, yang tercermin dari peningkatan interaksi positif antara peserta didik dan kemampuan mereka dalam bekerja sama untuk menyelesaikan tugas kelompok. Selain itu, kegiatan ini juga berhasil menciptakan lingkungan yang lebih inklusif, terbuka, dan kolaboratif yang mendukung pengembangan karakter peserta didik. Melalui pengalaman ini, peserta didik menjadi lebih aktif dalam berinteraksi sosial dan lebih peduli terhadap lingkungan mereka. Studi ini merekomendasikan agar kegiatan serupa dikembangkan di daerah lain dengan melibatkan lebih banyak pihak untuk memperluas dampaknya terhadap pengembangan keterampilan sosial dan kerja sama tim di kalangan peserta didik, terutama di daerah pedesaan.

Kata Kunci: keterampilan sosial; kerja sama tim; pendidikan karakter; perkemahan

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INTRODUCTION

In this era of globalization, education plays a crucial role in preparing the nation's next generation to face various future challenges. One of the aspects that is urgently needed in the world of education is the development of social skills and the ability to work in a team (Prasetyo et al., 2021; Weidmann & Deming, 2021). These two skills play a role not only in academic life but also in the world of work. However, in reality, social skills and teamwork are often underpaid in the formal education process, which is more focused on academic achievement. Therefore, it is essential to implement programs that train social skills and teamwork in students from an early age (Fikri & Tegeh, 2022; Iksal et al., 2024). One of the activities that can be done is through camps designed to develop these skills. The Gembira Ala Tenjonagara (GAPURA) camp program, organized by the Indonesian Education University, aims to enhance the social skills and teamwork of students from SDN 1, 2, and 3 Tenjonagara.

The Scout Movement, which is the basis of this camp, aims to shape the character and skills of the younger generation. Since its establishment in 1961, the Scout Movement in Indonesia has carried out various activities aimed at developing the social and physical abilities of its members, including through camping and outdoor activities (Aqodiah & Hasanah, 2023; Maftuh et al., 2023). Through outdoor activities such as camping, students can more easily learn about leadership, responsibility, and teamwork (Saharia et al., 2025). Scouting activities not only provide learning about practical skills but also have a positive impact on their mental and social development (Hidayah et al., 2021; Tyas et al., 2021). Therefore, camp programs such as GAPURA can be an effective means to hone students' social skills.

Camp activities have benefits in building the solidarity of participants. The implementation of camps in small villages often faces challenges. Most rural communities, particularly those where farming is a primary occupation, tend to exhibit more individualistic characteristics, resulting in limited social interaction between individuals (Wheeler et al., 2023). This is a challenge for the younger generation who want to continue their education to a higher level. According to Tohir, the characteristics of more individualistic students often hinder social development in society and affect students' interest in continuing to learn (Tohir, 2022). In this context, activities such as GAPURA can help overcome social barriers and provide opportunities for students to interact more actively with their peers and the community.

The purpose of this service is to implement the Thematic Real Work Lecture (KKN) program, which focuses on character development through social and educational activities at the village level. The GAPURA program is designed to provide students with hands-on experience in communicating, collaborating in groups, and solving problems collectively. By prioritizing fun learning, it is hoped that this program can encourage students to be more enthusiastic in learning and more concerned about their social environment. Through this activity, it is hoped that a generation can be developed that is not only intellectually intelligent but also possesses good social skills and can work together in facing life's challenges. This activity also aims to evaluate the influence of the GAPURA camp program on the social skills and teamwork of students at SDN 1, 2, and 3 Tenjonagara.

Literature Review

Scout Movement

The Scout Movement, which stands for Praja Muda Karana, is a scouting organization that aims to shape the character of Indonesia's young generation through fun and challenging outdoor education. Founded on August 14, 1961, the Scout Movement aims to instill the values of discipline, responsibility, cooperation,

and leadership among the younger generation (Aqodiah & Hasanah, 2023; Maftuh et al., 2023), through activities that prioritize life skills, such as camping, first aid, nature skills, and various games that prioritize cooperation. Scouts not only teach practical skills, but also foster a spirit of nationalism and environmental concern (Listiarum & Mediatati, 2025; Saripuddin et al., 2024). In practice, Scouts serve as a forum that enables members to develop their potential to the maximum in both physical, mental, and social aspects (Urban et al., 2022).

Scouts also play a crucial role in fostering the nation's character development. The organization emphasizes the development of children's personalities and social skills, which in turn can enhance their ability to cope with various life challenges. In every activity carried out, such as camps, social services, and other initiatives, Scout members are encouraged to work in teams, respect one another, and appreciate differences (Rowin, 2024; Sutanto et al., 2024). Scout members are also taught to be independent, creative, and resilient in the face of adversity, which is a valuable skill for their future lives (Mawadda et al., 2024). Thus, the Scout Movement is not just an organization, but an educational institution that is very relevant to the formation of the character of the young generation who are responsible and ready to face global challenges.

Social Skills and Teamwork

Social skills and teamwork are two essential elements in a person's personal and professional life. Social skills encompass a person's ability to communicate effectively, understand the emotions of others, and establish positive relationships with diverse individuals in various situations (Øzerk et al., 2021; Sumaiya et al., 2022). This ability not only helps in building healthy interpersonal relationships but also facilitates collective problem-solving and decision-making. In an ever-evolving social environment, social skills are crucial for establishing effective communication, particularly when interacting with individuals from diverse backgrounds, perspectives, and personalities (Grama et al., 2024; Sulastri, 2023; Varghese & Yasaswini, 2025). A good mastery of social skills can increase mutual respect, strengthen bonds in social relationships, and enhance satisfaction in daily interactions (Cheung et al., 2025; Kaizar & Alordiah, 2023).

Teamwork, on the other hand, is the ability to work together in a group with a common goal. Teamwork involves sharing tasks effectively, supporting each other, and integrating various individual strengths and skills to achieve optimal outcomes (Hidayati et al., 2023; Paragae, 2023). In a team, success depends not only on the contribution of each member but also on their ability to collaborate and resolve conflicts constructively (Adham, 2023; Bao et al., 2021; Kleeberg-Niepage et al., 2024). Good teamwork fosters mutual trust, builds a collective spirit, and creates a productive and harmonious atmosphere (Bukhari et al., 2024; Masood, 2024). With supportive social skills, each individual in the team can function more effectively, complement each other, and make maximum contributions to achieving common goals (Mustoip et al., 2024). Therefore, developing social skills and teamwork is a crucial investment for success in various areas of life, including education, work, and social interactions in general.

METHODS

This service is provided by offering direct assistance during the activity. Data collection to explore experiences, using descriptive methods, involves collecting data through observation and interviews with village heads, educators, and students in SD 1, 2, and 3 Tenjonagara. Data were collected through two main techniques: direct observation and interviews with parties involved, such as village heads, educators, and students at SDN 1, 2, and 3 Tenjonagara. Observations were made to observe the social interaction and teamwork that occurred during the "GAPURA" camp activities. In addition, interviews were used to gain a direct perspective from participants and organizers regarding the influence of the activity on social

skills and teamwork ability. The collected data is then analyzed to gain a deeper understanding of the program's impact on students. This service focuses on analyzing how the "GAPURA" camp activities impact the social skills and teamwork of the students, as well as how this program contributes to character formation and social interaction among the participants. The results of this service are expected to provide an overview of the program's effectiveness in addressing social issues in the village, as well as contribute to the development of more inclusive and collaborative educational approaches.

RESULTS AND DISCUSSION

Results

Universitas Pendidikan Indonesia, through the Institute for Research and Community Service (LPPM), is organizing the Thematic Real Work Lecture Program (KKN) with the theme "Building the Existence of Villages Based on SDGs" as one of its academic activities from July 26 to August 26, 2023. SDGs Thematic KKN is a form of community service for students. From the results of observations and interviews, one key issue that can be identified from the existing problems is how to integrate with the surrounding environment. When making observations, most residents exhibit individualistic characteristics. This is because the majority of residents rely on farming for their livelihoods. Every morning, residents carry out farming activities and then return home to rest. This leads to a reduction in social activities and communication between communities. With these conditions, many young generations who should be able to continue their education to a higher level have stopped due to a lack of interest in education. Thus, in this area, many young generations continue their parents' footsteps, namely farming. To improve the social skills and teamwork of students through the GAPURA work program (see **Figure 1**). The GAPURA program aims to overcome these social barriers by providing students with space to interact, learn, and work together in groups. This program not only focuses on developing students' social skills but also encourages them to value education and the importance of teamwork in facing life's challenges.



Figure 1. GAPURA Activities
Source: Author Documentation 2023

Through the various posts provided in **Figure 2**, which cover topics such as learning about music, first aid, robotics technology, disaster mitigation, and public speaking skills, learners are enabled to enhance their emotional intelligence and essential social skills. The camp also succeeded in creating a more inclusive climate, where students could share knowledge and experiences, strengthen relationships between them, and strengthen a sense of togetherness and mutual trust. The success of this program can serve as a model for similar activities in other areas, with the hope of expanding its positive impact on the social development and education of the younger generation, especially in rural areas with more closed social characteristics.



Figure 2. GAPURA Activities
Source: Author Documentation 2023

In this work program, the students were very enthusiastic about participating and becoming participants in camp activities. Not only students, but several educators from each school also helped with the sustainability of this event. In addition, many residents and parents deliberately came to see and greet the students during the activity.



Figure 3. GAPURA Activities
Source: Author Documentation 2023

In addition to camping activities, the committee also organized post-to-post activities, as shown in Figure 3, for the students by providing five learning posts. The first post provides music and movement learning that aims to improve students' musical and kinesthetic intelligence. The second post teaches students about Emergency First Aid (PPGD) to provide them with the understanding needed to handle minor accidents effectively. The third post introduces technology in the form of robots, which aims to enhance students' logical thinking and psychomotor skills in problem-solving. The fourth post provides information on disaster mitigation to prepare students to face sudden disasters. The fifth post teaches speaking skills to help students become more responsive in social interactions and communicate effectively with others. This activity is designed to enrich students' experiences in various skill areas essential for daily life.

With the provision of this learning material, students can engage with their environment and fellow students. Especially in communication, problem-solving, leadership, and teamwork. Not only that, but when big games are held, students can contribute positively in a group. Students also realize how important it is to appreciate the value of arguing and working together. These activities foster social skills

and teamwork among students. The way they communicate also appears active; every learning material given by the students can display teamwork compactly.

Discussion

The GAPURA program, implemented as part of the Thematic KKN at the University of Education Indonesia, demonstrated high relevance and effectiveness in addressing the social needs of the Tenjonagara community, particularly in terms of social skills development and team cooperation among elementary school students. The results of observations show that the characteristics of society tend to be individualistic, due to the dominant agricultural work pattern. The characteristics of an individualist society create significant social barriers for the younger generation to develop socially (Ahmad et al., 2023; Nugmanovna, 2022). In this context, the GAPURA program is a strategic intervention that enables students to experience and practice social interaction in real-life situations. Through activities that are thematically designed and participatory, students are not only encouraged to socialize but also invited to work together to complete tasks, hone their leadership skills, and develop empathy and solidarity, among other benefits (Daher et al., 2022; Erdemir, 2023). The Scout Movement serves as a bridge to enhance creativity, awareness, and cooperation among students (Azhari et al., 2024).

Conceptually, the success of the GAPURA program reflects the effectiveness of the experiential learning approach in shaping applicable social skills. Activities at the learning post, such as speaking skills, PPGD, robotics, disaster mitigation, and music and movement, have become learning media that stimulate the social-emotional development of students. For example, in the speaking skills post, students are encouraged to express their opinions with greater confidence. In contrast, in the robotics post, they are trained to think logically and work together to assemble tools. Each post is designed to facilitate interaction, group work, and collective problem-solving, which overall encourages the building of a collaborative culture among participants. Social skills and teamwork do not have to be formal or theoretical; they can be effectively realized through fun, contextual learning (Nugmanovna, 2022).

The active participation of various elements, including educators, students, parents, and the local community, is a crucial factor in the program's success. This synergy between higher education institutions and local communities demonstrates that the character development of students cannot be achieved in isolation; instead, it requires a comprehensive and collaborative approach. Nevertheless, challenges remain ahead, especially in terms of program sustainability and limited community resources. Therefore, a strategy of replicating and expanding similar programs in other regions is necessary, accompanied by the involvement of broader stakeholders, including local governments and social organizations. Thus, the GAPURA program is not only a local solution to social and educational problems, but can also serve as a national model for developing social skills and teamwork among elementary school students, especially in rural areas.

CONCLUSION

The "GAPURA" camp activity, conducted at SDN 1, 2, and 3 Tenjonagara, successfully improved social skills and teamwork among the students. Through various learning activities involving communication, leadership, and group problem-solving, students demonstrate significant improvements in their ability to interact with peers as well as in completing tasks collaboratively. The results of this service support the hypothesis that collaborative-based activities, such as camps, can be practical in developing social skills and teamwork in students. As a suggestion, similar activities can be expanded and developed in other areas by involving more stakeholders, such as local communities and educational institutions, to support

sustainability and achieve a greater positive impact on the development of social skills and teamwork among learners in various educational contexts.

AUTHOR'S NOTE

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