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Implementation of scout inauguration activities in forming student character at Al-Irsyad High School, Banten

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ABSTRACT

Education plays a critical role in character development. In Indonesia, non-formal education such as scouting supplements formal schooling by fostering holistic student growth. This study explores how scout inauguration activities at Al-Irsyad High School, Banten, contribute to student character formation. Employing a descriptive qualitative approach, the study involved direct observation and interviews with scout instructors and students. The inauguration was structured into five stations: obstacle and rope skills, religious values, etiquette, scouting knowledge, and marching exercises (PBB). Each station focuses on different character values, including discipline, leadership, empathy, independence, and teamwork. The findings show that students gained not only physical and mental resilience but also improved social behavior and moral awareness aligned with the school's vision. The study highlights the importance of sustained scouting programs and recommends integrating character values into daily learning to enhance long-term impact.

ABSTRAK

Pendidikan memegang peranan penting dalam pengembangan karakter. Di Indonesia, pendidikan nonformal seperti kepramukaan melengkapi sekolah formal dengan mendorong pertumbuhan siswa secara holistik. Studi ini mengeksplorasi bagaimana kegiatan pelantikan pramuka di SMA Al-Irsyad, Banten, berkontribusi pada pembentukan karakter siswa. Dengan menggunakan pendekatan kualitatif deskriptif, studi ini melibatkan observasi dan wawancara langsung dengan instruktur dan siswa pramuka. Pelantikan tersebut terstruktur dalam lima pos: keterampilan rintangan dan tali, nilai-nilai agama, etika, pengetahuan kepramukaan, dan latihan baris berbaris (PBB). Setiap pos berfokus pada nilai-nilai karakter yang berbeda, termasuk disiplin, kepemimpinan, empati, kemandirian, dan kerja sama tim. Temuan menunjukkan bahwa siswa tidak hanya memperoleh ketahanan fisik dan mental tetapi juga meningkatkan perilaku sosial dan kesadaran moral yang sejalan dengan visi sekolah. Studi ini menyoroti pentingnya program kepramukaan yang berkelanjutan dan merekomendasikan pengintegrasian nilai-nilai karakter ke dalam pembelajaran sehari-hari untuk meningkatkan dampak jangka panjang.

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1. Introduction

Education is an important process in shaping a person's character and quality. In Indonesia, formal education provided in schools is often reinforced by non-formal education that aims to develop individual potential as a whole. One form of non-formal education that plays a very important role in shaping the character and skills of students is scouting. Scouting, as an educational movement that aims to educate the younger generation, integrates moral, social values, and practical skills in challenging activities that hone self-potential [1].

The Scout Movement provides holistic education, which includes intellectual, physical, emotional, social, and moral aspects. Through various activities carried out in regular meetings, camping, social services, and activities oriented towards direct experience, students are trained to become independent, disciplined, responsible individuals who care about others and the environment. The values taught in Scouting, such as loyalty, responsibility, cooperation, honesty, and concern for the environment, provide a strong foundation in forming the character of students who are not only proficient in practical skills, but also have high moral integrity.



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Scouting activities are very diverse, ranging from outdoor activities, leadership training, field orientation, to social activities that hone concern for the surrounding community. Through this direct experience, students learn to overcome challenges, work in teams, lead, and solve problems faced. This process, in addition to enriching knowledge and skills, also strengthens the formation of a strong and mature character. Scouting not only provides skills education, but also introduces students to the concepts of noble values that shape them into responsible individuals, have a sense of social concern, and are ready to face life's challenges. Thus, scouting becomes an effective means to educate the younger generation so that they can contribute positively to society and the country [2].

Character education is one of the important aspects in the education process in Indonesia. Its main goal is to develop a balanced personality, which includes moral, social, emotional, and physical aspects. One of the effective media in the formation of student character is the Scout movement. Scouting, which is an out-of-school education movement that focuses on character development, social values, and life skills, has long been an integral part of educating the younger generation in Indonesia [3]. Scouting not only teaches practical skills, such as setting up a tent, camping, or navigating nature, but also provides much-needed moral and social skills in everyday life. Through activities involving groups, teamwork, and physical challenges, students are formed to become individuals who are disciplined, responsible, independent, and caring towards others. Therefore, scouting activities play a very large role in the formation of students' character, which includes increasing discipline, social responsibility, empathy, and the ability to work together in diversity.

As part of character education, scouting suggests values such as loyalty, responsibility, honesty, hard work, and concern for the environment. These values are reflected in the Tri Satya and Dasa Darma Pramuka, which are life guidelines for every scout member. In addition, scouting also teaches the importance of leadership, independence, and mental toughness through various activities that challenge students to get out of their comfort zone, whether in the form of camping, competitions, or social activities. The importance of character formation in scouting activities can be seen from its role in instilling moral foundations that will shape students' personalities not only for the present, but also for their future as responsible, disciplined, and highly integrated members of society [4]. The Scout Movement is an educational organization outside of school that aims to educate and shape the character of the young generation to become individuals with integrity, independence, discipline, and care for others and the surrounding environment. This movement is carried out through educational activities, oriented towards character building, life skills, and leadership. In this context, scouting activities become an effective means of developing the moral, physical, social, and emotional qualities of students.

Since its first introduction, the Scout Movement has aimed to develop the potential of each individual, especially for children and teenagers, by prioritizing the noble values contained in Tri Satya (Scout Promise) and Dasa Darma Scout. These values include teaching about loyalty, discipline, responsibility, caring for others, and caring for nature and the environment. In addition, through various challenging activities, such as camping, games, and skills training, the Scout Movement also equips students with practical skills that can be used in everyday life, such as first aid, nature navigation, and the ability to adapt to a changing environment [5].

In addition, Scouts also emphasize the leadership aspect, which is expected to shape the character of students into strong individuals, have the ability to lead wisely, and work together in groups. Through activities involving social interaction, students learn to respect each other, work in teams, and overcome challenges together. Activities such as camping, field orientation, and social service not only hone physical and mental skills, but also foster a sense of solidarity, empathy, and a sense of responsibility towards society and the nation. Scouting provides ample opportunity for students to express themselves, participate in social activities, and explore their potential in a fun and challenging atmosphere. Therefore, scouting activities are very relevant in forming a strong character, preparing students to become active, productive, and full of integrity members of society.

2. Method

In this study, the approach used is a qualitative approach. A qualitative approach is a research method designed to understand the phenomena experienced by research subjects holistically. According to Moleong [6], this approach aims to explore and describe the conditions or experiences experienced by individuals or groups in a broader and more natural context. This process is carried out by collecting data in the form of words, not numbers, so that researchers can capture the nuances and depths of the subject's experience. In the context of this study, researchers chose to use qualitative descriptive research. According to Nazir [7], the descriptive method is a research approach that focuses on observing a group of people, objects, conditions, systems of thought, and ongoing events. Qualitative descriptive research aims to provide a clear and detailed picture of the phenomena being studied.

By using qualitative descriptive methods, researchers can construct in-depth narratives about participants' experiences and views related to the research topic. This allows researchers to not only record existing facts but also understand the meaning behind those facts. The main purpose of this type of research is to describe the phenomenon being investigated in words, so that the results can provide more comprehensive insights into a particular situation or condition.

The focus of this qualitative descriptive study is to obtain information on the Implementation of Scout Inauguration Activities in Forming Student Characters at SMA Al-Irsyad Banten. This study aims to explore how scout inauguration activities are carried out and their impact on student character development. Through interviews with scout instructors, students, and direct observation of inauguration activities, researchers hope to identify the values of character education instilled through these activities.

3. Results and Discussion

Scout inauguration activities are conducted annually at SMA Al-Irsyad Banten, typically during the semester transition. The main goal is to foster strong character and discipline among students. The program includes five key posts, each focusing on distinct character values:

- Post 1: Obstacle and rope skills
- Post 2: Religious education
- Post 3: Etiquette and conduct
- Post 4: Scouting knowledge
- Post 5: Marching and discipline (PBB)

Post 1 – Obstacles and Rope Skills

The first activity, the obstacle course, is strategically designed to cultivate solidarity, cooperation, and mutual empathy among student participants. Typically, such activities serve not only as a means of physical conditioning but also as a platform for fostering social cohesion within groups. In the context of scouting, physical readiness is paramount, as the training often parallels military-style exercises, such as those conducted by the Indonesian National Armed Forces (TNI). Moreover, scouting incorporates essential survival skills and practical knowledge, reinforcing students' preparedness for real-world challenges.

During the obstacle course, students were required to navigate physically demanding tasks, such as entering a river and crossing a rope bridge by crawling. These challenges are not merely physical exercises but are embedded with deeper pedagogical intentions related to character education, particularly the cultivation of **courage**. In the scouting framework, courage transcends mere physical bravery. It encompasses the willingness to face adversity, make autonomous decisions, and actively engage in community life. This is aligned with the eighth principle of the Scout Dasa Dharma, which emphasizes discipline, courage, and loyalty. The development of such traits is critical in preparing students to overcome both tangible and psychological barriers.

Educationally, these activities offer moral instruction through action-based learning. The demand for group coordination during the course fosters cooperative problem-solving and task delegation—essential aspects of collaborative learning. For example, the rope-crossing segment required teams to synchronize their efforts, ensuring that the objective could be completed efficiently and safely. This reinforces values of solidarity, trust, and shared responsibility among peers. As supported by [8], courage in scouting promotes both mental resilience and physical capability, equipping students with the confidence to face diverse challenges. Likewise, the collaborative nature of obstacle courses—requiring mutual support and teamwork—instills a sense of unity, critical for social and emotional development [9].



Figure 1. Obstacle course and rope rigging activities.
(a) Obstacles; (b) Ropes.

Post 2 – Religious Values

Scouting in Indonesia not only focuses on building students' leadership, discipline, and physical resilience, but also serves as a meaningful platform for religious and moral education. The integration of religious values into scouting reflects a holistic approach to student character development, where personal spirituality and social responsibility are cultivated simultaneously. As a student organization with deep cultural roots, scouting encourages students to strengthen their relationship with God while also enhancing interpersonal ethics and integrity. Activities such as communal prayer, moral reflections, and value-based discussions are embedded within routine scouting programs to support students' spiritual growth and moral compass.

At the philosophical core of Indonesian scouting lies the *Dasa Dharma Pramuka*, a ten-point code that aligns closely with religious teachings. Each tenet advocates for universal virtues, including responsibility, honesty, and compassion. One notable example is the principle "Love nature and be compassionate to others," which mirrors the ethical imperatives found across major religions, emphasizing care for creation and empathy for fellow humans [10]. According to [11], the principle of obedience to God is explicitly acknowledged in scouting's foundational values. This moral anchoring is supported through habitual moral training, encouraging students to practice honesty, respect, and mutual understanding as part of their daily conduct.

Scouting also functions as a medium for experiential religious learning. Through activities such as communal prayers before and after events, religious study circles, and the inclusion of spiritual reflections during ceremonial practices, students develop a routine of worship and remembrance of God. These activities instill a sense of religiosity that extends beyond formal education and into daily behavior. Furthermore, scouts frequently engage in religion-inspired social programs—such as charity work, service to the underprivileged, and acts of kindness—where values like empathy, generosity, and compassion are reinforced in practical, meaningful ways [12].

An essential dimension of religious character education in scouting is the cultivation of tolerance. As a pluralistic organization, scouting in Indonesia brings together students from diverse religious and cultural backgrounds. This diversity fosters a learning environment where students are encouraged to appreciate differences and practice interfaith respect, particularly evident in programs at SMA Al-Irsyad. Finally, scouting reinforces noble moral character (*akhlakul karimah*) through continuous exposure to values such as honesty, simplicity, responsibility, and humility—virtues deeply rooted in both religious teachings and the ethical foundations of scouting practice.



Figure 2. Activity of asking questions related to religion.

Post 3 – Etiquette and Social Conduct

The scout inauguration activities at Al-Irsyad High School, Banten, play a pivotal role in cultivating students' character, with a strong emphasis on ethical behavior and social decorum. One of the integral components of the program is **Post 3**, which focuses on etiquette and its relevance to students' personal and social development. Etiquette refers to a codified system of behavior that governs how individuals interact within a society. These norms, which have been passed down through generations, serve as cultural tools that promote civility, harmony, and mutual respect. As stated by [13], etiquette influences how individuals speak, behave, and navigate various social contexts, and contributes significantly to their reputation and social acceptance.

In modern society, despite rapid cultural shifts and increasing globalization, the relevance of manners and ethical behavior remains critically important. The erosion of traditional values in the digital age has heightened the urgency to reinforce basic norms of courtesy and interpersonal ethics among youth. The scout etiquette post is designed to address this concern by reintroducing foundational behavioral values to students in an experiential learning environment. According to [14], instilling etiquette is a strategic way to counteract moral degradation and sustain cultural integrity, especially in the face of changing societal norms.

During the etiquette activities, students are assessed and guided through a three-stage process of character reinforcement. First, they are asked to reflect on their daily attitudes, particularly regarding mutual respect—toward parents, peers, and the broader community. Those who demonstrate gaps in understanding are provided with contextual explanations and models of respectful behavior. Second, they are taught proper verbal communication, including speaking politely to elders, using appropriate intonation, and knowing when to speak or listen—emphasizing turn-taking and sensitivity in conversations. The training is not limited to verbal conduct but extends to the emotional intelligence required to communicate without causing offense.

The final segment involves educating students on how to give and receive criticism constructively. Participants are trained to offer suggestions privately and respectfully, avoiding confrontational or public shaming. They are also taught to receive feedback with openness and humility, understanding that criticism is a tool for personal growth rather than an attack. This nuanced understanding of communication dynamics—both expressive and receptive—equips students with essential life skills that transcend the classroom. Ultimately, the etiquette post aims to produce individuals who are not only intellectually capable but also emotionally intelligent and socially responsible in their interactions.



Figure 3. Discipline test activities.

Post 4 – Scouting Knowledge

Scouting is a youth movement that serves broader objectives beyond individual character building; it also plays a significant role in strengthening social cohesion through core values such as camaraderie, cooperation, and civic responsibility. In Indonesia, scouting has been formally integrated into the national education framework since 1961, marked by the issuance of Presidential Decree No. 10/1959 by President Soekarno, which mandated the establishment of scouting organizations across the archipelago [15]. This integration underscores the strategic importance of scouting in fostering nation-building through the development of moral and disciplined youth.

At SMA Al-Irsyad Banten, scouting is implemented as a mandatory extracurricular program and enjoys institutional support from school leadership and stakeholders. These activities are routinely scheduled every Thursday and are designed to enhance student character across cognitive, affective, and psychomotor domains. The pedagogical model adopted emphasizes experiential learning—commonly referred to as “learning by doing”—which has been recognized as a highly effective approach in shaping students' discipline, responsibility, and leadership. The impact of scouting on student discipline at

SMA Al-Irsyad is evident through multiple instructional strategies. These include motivational storytelling drawn from real-life examples, implementation of reward-and-punishment systems to reinforce desired behavior, and personalized mentoring to influence behavioral conditioning. The program focuses on cultivating three core aspects of discipline: punctuality, consistency in academic responsibilities, and task completion. Findings from internal assessments and observations suggest that these indicators have shown significant improvement, as students exhibit greater adherence to school rules and demonstrate increased autonomy in regulating their own conduct [16].

Despite these successes, the scouting program faces several structural and contextual challenges. Chief among these is the issue of time constraints, as students are required to balance a dense schedule involving formal classes, Islamic boarding school activities, and participation in other student organizations. Furthermore, limited student exposure to scouting during the pandemic has led to a diminished understanding of its values and objectives. Student interest has also become increasingly fragmented due to the proliferation of extracurricular alternatives. Nevertheless, the sustainability of scouting activities at SMA Al-Irsyad Banten is bolstered by a combination of institutional support, committed leadership, experienced scoutmasters, and carefully structured programming. These elements collectively serve to mitigate existing challenges and ensure that scouting remains a cornerstone of character education within the school.



Figure 4. Scouting test activities.

Post 5 – Marching and Discipline (PBB)

National Defense Education (Pendidikan Bela Negara/PBB) embedded within scouting activities at SMA Al-Irsyad plays a pivotal role in the holistic development of students' character. PBB represents a foundational training model designed to foster discipline, responsibility, teamwork, leadership, and patriotism. These elements are not only essential for personal growth but also constitute core civic virtues necessary for national development. Through structured marching drills, command execution, and group formations, students are introduced to behavioral models that reinforce orderliness, self-control, and adherence to established protocols [17].

One of the most notable contributions of PBB is its capacity to inculcate a culture of discipline. Students are trained to follow instructions accurately, maintain punctuality, and present themselves with neatness and composure. These seemingly procedural skills translate into broader life competencies such as time management, personal responsibility, and self-regulation. Additionally, cooperative formations and tasks carried out in unison foster a sense of interdependence and group solidarity. Within this context, opportunities are provided for students to assume leadership roles—such as line leaders or coordinators—thereby enhancing their capacity to lead, make decisions, and manage team dynamics effectively.

Moreover, PBB instills nationalistic values by cultivating respect for national symbols, deepening students' appreciation of Indonesia's historical legacy, and internalizing the philosophical underpinnings of Pancasila. These elements are not taught didactically but embodied in the rituals of saluting the flag, singing the national anthem, and executing commands with honor and integrity. Furthermore, the physical and mental rigors of PBB help students develop persistence, courage, and resilience. When engaging in strenuous activities such as long marches or synchronized drills, students learn the importance of determination and tenacity in the face of adversity [18].

PBB also serves as a conduit for inclusive character education. By participating in diverse teams, students from various ethnic, religious, and cultural backgrounds are encouraged to collaborate harmoniously. This nurtures tolerance, mutual respect, and social empathy—attributes vital for life in pluralistic societies. The emphasis on compliance with rules, both within the PBB context and in broader civic settings, cultivates a strong legal and moral foundation. Additionally, through the repetition of commands and routines, students internalize values such as honesty, justice, perseverance, and hard work [19]. Overall, PBB as implemented in SMA Al-Irsyad's scouting framework not only enhances physical discipline but, more significantly, serves as a powerful mechanism for shaping morally upright, nationally conscious, and socially responsible young citizens.



Figure 5. March Activities carrying out readiness attitude according to directions.

4. Conclusion

The scouting inauguration program at SMA Al-Irsyad Banten has demonstrated significant contributions in shaping students' character through an integrated and comprehensive approach. Structured across five thematic posts—ranging from physical resilience (obstacle and rope course), religious and moral development, etiquette training, scouting knowledge, to marching drills (PBB)—the program has succeeded in instilling key values such as discipline, leadership, independence, cooperation, and spiritual awareness. These values align closely with the core principles of Dasadarma and Trisatya, serving as the ethical and philosophical foundation of the Indonesian scouting movement. The multidimensional approach to character education not only cultivates mental and physical fortitude but also enhances students' social competence and civic responsibility, in line with the school's educational vision.

To enhance the long-term impact and sustainability of this initiative, several strategic improvements are recommended. First, the program must transition from a one-time ceremonial activity into a continuous and iterative process embedded throughout the academic year. Regular formative and summative evaluations should be conducted to assess program effectiveness, identify bottlenecks, and capture best practices. Second, the introduction of community-based projects under the scouting framework can further strengthen students' sense of empathy, social responsibility, and active citizenship. Third, comprehensive documentation of all activities—ranging from qualitative reflections to quantitative assessments—is essential for institutional learning and future program refinement. Finally, integrating scouting values into the daily learning process across subjects will support deeper internalization and behavioral transformation among students. Through these strategic reinforcements, the scouting program at SMA Al-Irsyad Banten can serve as a robust model for holistic character education in the Indonesian secondary education landscape.

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