

Intercollaboration Scouting Activities and Learning Outcomes of Sociology-Oriented for Civics Education

Ahmad Al Yakin¹, Heni Nopianti², Sumarto³

¹ Universitas Al Asyariah Mandar, Indonesia; ahmadalyakin76@gmail.com

² Universitas Bengkulu, Indonesia; heninopianti@unib.ac

³ Institut Agama Islam Negeri Curup, Indonesia; sumarto.manajemeno@gmail.com

ARTICLE INFO

Keywords:

Intercollaboration;
Learning Outcomes;
Scouting Activities Sociology-
Oriented

Article history:

Received 2021-08-08

Revised 2022-03-04

Accepted 2022-12-02

ABSTRACT

This research discusses the inter collaboration between scouting activities and civic learning outcomes for students at SMP Negeri 2 Polewali Mandar, which is known based on the observations of students on the learning outcomes of Pancasila and civic education, which are classified as a low category. Therefore, through scouting activities to train talents, social interaction, build social communities in learning, self-confidence and independence in learning, and determine their destiny, Scout activities aim to help reduce learning difficulties, which, of course, affect the learning outcomes studied in this study. Talents honed through scouting activities can improve student learning outcomes in the Civics subjects contained in this study. This study aims to answer the question: what is the relationship between scout activities and civic learning outcomes for grade IX students? This research method uses quantitative methods. The population of this study was grade IX students of SMP Negeri 2 Polewali Mandar, totalling 201 students, consisting of 7 groups. The sampling technique used a random sampling system, with the research sample totalling 29 students. The research instruments were observation, civics learning outcomes, and the value of Scouting activities. Data collection is done by reducing information, displaying information, verifying, and concluding. Information collected through learning outcomes and scout activities was then analyzed using the SPSS 2.0 application. The results showed that there was a relationship between scout activities and learning outcomes. Data analysis was carried out using inferential statistical analysis techniques, namely correlation analysis. The results showed that there was a relationship between scout activities and learning outcomes as measured by r table 0.03 and r arithmetic 0.529. This proves significantly that H_a is accepted. So it can be said that the intercollaboration of scouting activities followed by students has a positive relationship with civic learning outcomes.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Ahmad Al Yakin

Universitas Al Asyariah Mandar, Indonesia; ahmadalyakin76@gmail.com

1. INTRODUCTION

The existence of the 4.0 industrial revolution era changed the new face of education in Indonesia. Continuing education is transforming with the development era. But every change is certain to have an impact on life, so that it becomes a challenge to be faced. As stated by Oke, A., & Fernandes, F. A. P. (2020); Gleason, N. W. (2018); Lee, M., et al (2018), there are "challenges that must be faced by the world of education in the era of the industrial revolution 4.0 which can be seen from the way we think, how to learn, how to act as students in order to develop various innovations and creativity in education". Therefore, the existence of the revolutionary era Industry 4.0 is a challenge that must be faced to produce quality and quality education in the future.

Zhou, K., Liu, T., & Zhou, L. (2015); Robinson, K., & Aronica, L. (2016); Gorichanaz, T., & Venkatagiri, S. (2022); Hariharasudan, A., & Kot, S. (2018) argue that with the advent of the internet and other forms of digital technology and machines, the possibilities for expansion are limitless. Given the era's pervasive impact on improving economics, politics, culture, and education, it's crucial that today's students be well-equipped to compete on a global scale and keep up with the latest technological advancements Ndzandzeka, A. (2021); Kanematsu, H., & Barry, D. M. (2016). In order to boost national and international competitiveness, education must play a central role and be supported by a variety of strategies that aim to improve the quality of the educational experience. Learners in the post-Internet era of "Industrial 4.0" need to be able to think critically, know a lot, and be literate in digital and information technologies. Students need guidance from teachers and higher-ups to learn the critical thinking skills and good character traits they need to solve hard educational problems.

The aim of education is to help each student reach his or her full intellectual, emotional, and physical potential so that it can be used in the real world. The development of the potential of students to become individuals who are pious, noble, healthy and knowledgeable, capable, creative, independent, and have a democratic and responsible perspective is also the main goal of education FranklinHall, A. (2022); Peters, M. A., et al. (2022). Educators can stand to see at least three areas of their work improved, namely by changing the character and views of young people or iGen Indonesia today. In addition, the importance of educational institutions in shaping the skills of future generations and the growing flexibility of colleges and universities to adapt their teaching methods to current needs in the digital era B. Schecter (2011).

In this era of industrial revolution 4.0, the inclusion of citizenship education subjects must be seen as a means to ensure that the Indonesian nation is able to build a government and society that is responsive to international norms. These expectations must be balanced with real efforts on the part of this nation and, in particular, its universities, to recognize the value of civic education and not simply incorporate it into the curriculum. Therefore, the results of civic education are very important for the development of democratic culture in Indonesia and character values Budimansyah, D., Hood, H. S., & Nurulpaik, I. (2018). To achieve the goals of the education system, which include increasing the quality and quantity of student learning through an interdisciplinary and interactive approach, Lau, J. Y. (2019), civics education is central to the Indonesian education system.

However, the phenomenon of globalization has an impact on youth morale. They prefer the culture of other countries to their own (1). The ideology of liberalism adopted by western countries has an impact on the life of the nation. (2). The loss of love for domestic products (3). This is because more and more foreign products in the form of food, clothing, and so on are flooding the world market in Indonesia (Kansil, 2011). The "moral" crisis that has hit the Indonesian state and nation due to the influence of science, technology, and globalization has resulted in a shift in values existing in public life. Traditional values that uphold morality may shift along with the influence of science and technology and globalization, as well as the occurrence of the phenomenon of social crisis, which is indicated by social change and the waning of the spirit of mutual cooperation, tolerance and caring for others.

Responding to these conditions, scouting activities have both complex goals and very noble goals. Demir, G. T. (2019); Mahmud, A., & Manda, D. (2016). The scouting movement aims to shape the character of the next generation of the nation as a generation that believes and fears God Almighty, has good character, has noble character, and has high intelligence and produces citizens with a Pancasila spirit who

can build themselves independently and be responsible for nation-building and concern for fellow human beings.

This suggests that one's character serves as the basis for their decisions and behavior. Besides this, as is well-known, the teaching and learning process carried out by teachers in the classroom is adequate to in still and shape the character of students who have a stance of social concern. A strategy is required because of the fact that this circumstance pushes educational institutions, in this case, schools, to take on the duty of providing knowledge, skills, social interaction, social community, and the development of these things through formal and non-formal education.

Specifically, to make character education a reality in schools Bruna, K. (2007) and Kerr, D. (1999) stated that civic education underwent the paradigm changes that led to the humanistic paradigm, which every student considers to have distinct characteristics and potential. Civic education is seen as playing a strategic role in the building of citizens' character in accordance with their functions. Gorski, P. (2009) and Castagno, A. E. (2009) believed those Education and the management of education are implemented democratically and equally and not discriminatory by valuing human rights, values of variety, cultural values, and the nation's pluralism. Management of education needs a curriculum in order for multicultural values to be the basis of the curriculum development, implementation, and evaluation of educational institutions. The students can therefore use their own culture to comprehend and develop various understandings, concepts, abilities, values, attitudes, and morals.

Based on Kemdiknas, T. P. (2011) stated, schools play an important role in the development of character education. It serves a function as a civilization center through a cultural approach to school development and non-school activities. Thus, to establish the character of the national culture is made in school not only by a number of learning activities but also by living in living conditions such as religious, honest, disciplined, tolerant, hard-working, love of peace and accountability. The habit is not only to teach the right and incorrect things, but to feel whether the value is excellent or not. In addition, habits are willing to engage in activities in the smallest domain, like family, with broader community coverage. Students must foster these values as they will ultimately mirror the life of the Indonesian country. Through scouting activities, students of SMP Negeri 2 Polewali trained their talents in defending the state, discipline, developing character, social interaction, building social community, autonomy in learning, and reducing learning anxiety. Those talents honed through scouting activities improve students' learning outcomes in the civics subject investigated in this study. based on the background, intercollaboration scouting activities, and learning outcomes of sociology-oriented civics education. The research topic is: "What is the correlation between scouting activities and civics learning outcomes at state Junior High School 2 in Polewali City in Indonesia?" This study aims to determine and analyze the correlation between scouting activities and the Civics learning outcomes for grade IX students at SMP Negeri 2 Polewali Mandar, Sulawesi Barat, Indonesia.

2. METHODS

2.1 Research Type

This study uses a quantitative approach with the type of correlation, namely research conducted to find the relationship between two or more variables. In this study, to prove the researcher's hypothesis, namely the relationship between the intensity of scouting activities and the learning outcomes of sociology-oriented civics-based subjects.

2.2 Population and Research Sample

This research was carried out at state Junior High School 2 in Polewali City, Indonesia and completed. The population in this study was all students of class IX at Junior High School 2 in Polewali city in Indonesia. Based on the result of observations, it was found that the total number of learners in IX.1 Junior High School 2 in Polewali city, Indonesia was 201 participants. The technique of class selection is with a draw. The sample in this study was class IX.1 taken by using random sampling which consisted of 29 students; 12 were boys and 17 were girls,

In this study, there are two variables, namely the independent variable (the independent variable) and the dependent variable (the dependent variable). The independent variable in this study is scout activities, while the dependent variable is learning outcomes. This study uses three data collection techniques, namely: observation or direct observation of the object of research; questionnaires or giving a set of written questions to respondents; and documentation. Before the research was conducted, the instrument was first tested for validity and reliability. The validity test checks to see if the tool used is valid, while the reliability test checks to see how much the tool can be trusted.

The SPSS 15.0 program with trial criteria was used to test the validity of this study. If the correlated item-total correlation is greater than 0.3, then the data is a strong (valid) construct. The reliability test also uses SPSS 2.0, with the Cronbach's Alpha model measured based on Cronbach's alpha scale of 0 to 1. A data analysis technique is a method used to describe the information or data obtained so that the data can be understood not only by people who collect data but also by others. Data analysis techniques used in research are correlation analysis.

2.3 Research Instruments

In this study, the researcher used 2 variables, namely the X variable is scouting activities and the Y variable is Civics learning outcomes. Instruments in this study were observation sheets, tests, and questionnaires. Techniques for data collection

1. Observation is the systematic observation and recording of symptoms that appear on the research object.
2. Test: The test can be used to measure basic abilities as well as the achievement or achievement of IQ tests, interests, special talents, and so on. Hübner, N., et al., (2022). In this study, the test included questions about civics learning outcomes.
3. A questionnaire is a data collection technique that is done by giving a set of questions or written questions to the respondents to be answered.

2.4 Data analysis technique

This study's data was processed using statistical analysis, specifically descriptive statistics and inferential statistical analysis.

1. A Descriptive Statistical Analysis

Descriptive statistics seek to describe the various characteristics of the data that comes from a sample. Scouting activities that vary according to the table below:

90	Very high
71-89	High
60-70	Medium
46-59	Low
0-45	Very low

Source: State Junior High School 2 Polewali city in Indonesia

The total score obtained from the scouting activity scale shows the extent to which the students' level of scouting activities is the highest. A high score on this scale indicates that students have a very high level of scouting activity, whereas a low score indicates that students have a very low level of learning independence. The variable of civics learning outcomes based on the data in the form of students' cognitive learning outcomes is further categorized quantitatively; for the variable category of civics learning outcomes is based on a five-scale developed by Sudjana (2010) as follows:

Table 2. Variable categories of civics subject learning outcomes

91-100	Very high
86-90	High
75-85	Medium
41-74	Low
0-40	Very low

Source: Student Scores of State Junior High School 2 Polewali city in Indonesia

The total score obtained in the cognitive domain learning outcomes shows the extent to which the level of cognitive learning outcomes possessed by students is high. A high score indicates that students have a very high level of cognitive learning outcomes, which means that students' cognitive domain learning outcomes show a high value; on the contrary, a low score indicates that students have very low levels of cognitive learning outcomes, which means cognitive domain learning outcomes owned by students show a low value.

2. Inferential statistics Analysis

Inferential statistics try to make various inferences about a set of data that comes from a sample. These inference actions, such as making estimates, forecasting, making decisions from two or more variables that are related, for example, analysis of correlation, influences, differences between or more variables Amrhein, V., Trafimow, D., & Greenland, S. (2019). Correlation analysis is used to determine or measure the correlation between the two variables. The correlation analysis used is coefficient analysis with r . The validity test uses the product correlation technique as follows:

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Information:

r = Coefficient between X and Y

n = Number of objects investigated

X = Sum of X values

Y = Sum of Y values

$\sum X^2$ = Total value X^2

$\sum Y^2$ = Total value of Y^2

XY = Sum of XY values

Table 3. Statistically r interpretation

R	Interpretation
0.90 – 1.00	Very strong or very high
0.70 – 0.90	Strong or tall
0.40 – 0.70	Moderate or sufficient
0.20 – 0.40	Weak or low
0.00 – 0.20	Very weak or very low

Source: Berman, D. S., et al., (2009)

Where:

1. If r is close to 1, it means that the variable X has a strong and positive influence on the variable Y. This means that if the variable X increases, the variable Y will also follow.
2. If r is close to -1, it means that the variable X has a strong and negative influence on the variable Y. This means that if the variable X increases, the variable Y decreases or decreases.
3. If r is close to (0), then X has less effect on the Y variable. This means that there is no correlation.

A benchmark interpretation of the value of r is used to find out the magnitude of r or to determine the level of correlation between variables.

3. FINDINGS AND DISCUSSION

3.1 Observation Results

The results of the researcher's observations revealed that the scout activities carried out by class IX.1 students of SMP Negeri 2 Polewali Mandar Sulawesi Barat were good in improving students' learning outcomes, especially in the field of civics. The results of observations show that by participating in scouting activities, students are calmer in dealing with problems as seen during learning, which shows students have actions taken to solve a problem in group discussions by defining the problem, determining the main cause of the problem, looking for a solution and alternative for solving the problem, and implementing the solution until the problem can actually be resolved and students show to develop themselves, which shows students are concerned, are not overly anxious in their actions, and do not depend on others to know their own abilities in learning.

Moreover, observational evidence demonstrates the importance of students working together to achieve educational goals. Students develop their thinking skills through interactions with their classmates and teachers. This shows how important social interaction is for students because classroom interactions encourage the learner to come up with his or her own version of the truth.

3.2 Descriptive Analysis of Scouting Activities

The value of scout activities for class IX.1 students of State Junior High School 2 in Polewali Mandar in Indonesia can be seen in table 4 below:

Table 4. *Scouting Activity Score*

Score	Frequency (F)	Percentage (%)	Category
90 – 100	0	0	Very high
71 – 89	21	72	High
60 – 70	6	21	Medium
46 – 59	2	7	Low
0 – 45	0	0	Very low
Amount	29	100%	

Based on the table 4, it is revealed from 29 respondents that the score interval is 90-100, not a single respondent is in the very high category; in the score interval, there are 71-89 which there are 21 respondents who got a score of scouting activities in the high category (72%); in the interval score of 60-70, there are 6 respondents who got a score of scouting activities in the medium category (27%), and the interval value of 46-59, there are 2 respondents who are in the low category (7%).

3.3 Descriptive analysis of learning outcomes

The value of students' learning outcomes for class IX.1 State Junior High School 2 in Polewali city in Indonesia can be seen in table 5 below:

Table 5. *Student learning outcomes*

Description	Score	Score
Highest Score	15	100
Minimum Score	0	0
Highest Score	15	100
Lowest Score	8	53
Average	12	83

From the table above, the results of the PPKn (Civics) learning outcomes reveal that the highest score/score achieved by the respondents was 100 and the lowest score/score was 53 with an average (mean) of 83.

Table 6. Learning Outcome Score

Score	Frequency (F)	Percentage (%)	Category
91-100	9	31	Very high
86-90	10	34	High
75-85	4	14	Medium
41-74	6	21	Low
0-40	0	0	Very low
amount	29	100%	

Table 6 shows that 9 respondents (31%) achieved "very high" for their Civics learning outcomes with a score of 91-100; 10 respondents (34%) achieved "high" for their Civics learning outcomes with a score of 86-90; 4 respondents (14%) achieved "medium" for their Civics learning outcomes with a score of 75-85; 6 respondents (21%) achieved "low" for their Civics learning outcomes with scores of 41-74; and none of the respondents got a very low score of 0-40.

3.4 Correlation of Scout Activities with Learning Outcomes

The correlation of scouting activities with learning outcomes can be seen in table 7.

Table 7. Correlation of Scout Activities with Learning Outcomes

		Scout Activities	Learning outcomes
Scout Activities	Pearson Correlation	1	.529**
	Sig. (2-tailed)		.003
	N	29	29
Learning outcomes	Pearson Correlation	.529**	1
	Sig. (2-tailed)	.003	
	N	29	29

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7 described a positive correlation between scouting activities and learning outcomes measured from r table 0.37 r count 0.529. In other words, the significant value is $0.003 \leq 0.05$. According to the research as a result of scientific analysis, namely, correlation analysis, shows that scouting activities have a positive correlation and influence on the learning outcomes of Civics in State Junior High School 2 in Polewali Mandar Sulawesi Barat in Indonesia. This is proven by the results of the calculation of correlation analysis, which shows a positive value. The high correlation between scouting activities and learning outcomes is measured by r table 0.37 r count 0.529. In other words, the significant value is $0.003 \leq 0.05$. This proves that there is a positive correlation between scouting activities and learning outcomes.

This means that the alternative hypothesis H_A is accepted, which states that "there is a correlation between scouting activities and learning outcomes" for class IX.1 students of SMP Negeri 2 Polewali. Several things affect how much scouting activities help students learn, including:

1. Students are enthusiastic in carrying out each series of scouting activities, especially following the reception of materials regarding the basics of scouting, the inculcation of moral and historical values, and procedures for applying what is obtained in scouting activities.
2. The material obtained in scouting activities is not only stored but applied in daily life so that students easily remember, know, and understand the norms of life.
3. Scouting activities provide insight into how to interact well, how to behave properly, and, most importantly, how to be disciplined.
4. Self-development through scouting activities was also shown in one of the speeches on national defense.

Discussion

Based on this study, the learning outcomes show the ability of students to participate in learning activities within a certain time frame in accordance with the predetermined curriculum. Learning outcomes are measured by the knowledge, attitudes, and skills of students who have been taught by Civics teachers. In getting the learning outcomes of PPKn (Civics), teachers use tests in class IX. 1 State Junior High School 2 in Polewali, Indonesia This is very much in accordance with the results of research which shows that students are active in scouting activities at State Junior High School 2 in Polewali Manadr in Indonesia and greatly affect learning outcomes, especially in Civics subjects, which are supported by the school in every scouting activity.

As can be seen in Tables 1 and 2, most students who take part in scouting activities also report a high level of learning independence; self-confidence when speaking in front of the class; critical thinking when interacting, collaborating, and learning; and a firm belief that learning Pancasila and citizenship are enjoyable and beneficial. Associative with the branch of sociology known as social constructivism, which investigates the ways in which communities form and maintain shared understandings of the world. The findings of this study support the idea that social interaction is crucial for the development of concepts, significance, and meaning in scouting activities. Smith, A. (2002); May, T., & Perry, B. (2022); Wijaya, H., Anam, K., & Junaidi, J. (2022). Through scouting, one learns that one's understanding of the world is based on their own mental models of how different social systems function and that one's intellectual growth occurs first in the context of one's social group before it can occur in the individual's own mind. Consequently, students are able to form their own unique understandings of the world and their own bodies of knowledge. D. Suadah, and S. Susilawati (2022). Moreover, Ringberg, T., & Reihlen, M. (2008). It is through one's interactions with the world and other people that one gains knowledge, which is then internalized and becomes part of one's own knowledge base.

Scouting activities in this study point out social activities such as building a social community in learning and independent learning in learning. For example, completing tasks and responsibilities independently is a situation where students have an obligation to do something wholeheartedly without feeling forced or burdened, admitting if they make a mistake and completing assignments until it is finished. Responsibility is emphasized as there must be the ability to set an attitude towards an action and there must be the ability to take the risk of an action. In other words, a responsible person will be firm in making decisions and ready to bear the risks or consequences that exist from their attitude. Kroll and L. R. (2004) argue that social constructivism emphasizes the importance of culture and context in understanding social events and in constructing knowledge from these observations in this study.

This study shows the facts that are an effort to in still character in students are respect for the opinions of others, tolerance, and freedom of responsibility. So that it is able to produce students who are creative, innovative, useful for the homeland and nation, have a bright future and have a better life

while facing the challenges of globalization and social change. According to Sudarmiani, S., Hanif, M., & Sutinah, S. (2020); Arifin, A. (2022), stated tolerance, freedom of expression, respect for preexisting differences, understanding of societal diversity, open communication, and upholding human values and dignity are all traits that contribute to the growth and strength of a democracy. Kapoor, M., & Darda, P. (2022) argue that the characteristics of the world and groups are the findings of community members and groups who work together. Also, it is so socially constructed that no one can figure out the truth on their own, because reality doesn't exist before it is socially constructed.

The central principle of social orientation emphasizes the importance of social interaction in the educational process. Learning is not a solitary process or one that is developed passively by factors beyond the learner's control (Chiu, T. K., 2022). According to social constructivists, it is only through participation in group activities such as discussion and teamwork that individuals can make progress towards their educational goals.

In addition to having good discipline and behavior, students also have the ability to work with the spirit of independence, togetherness, concern, responsibility, and courage in facing various tasks and have a commitment based on observations made by researchers. Students who participate in scouting activities behave better and are highly correlated with their learning outcomes, as can be seen in table 7 in this study. Those who take part in scouting activities respect each other and have good tolerance. Recent studies also found that social interaction has a strong value on the development of social characters such as students' interpersonal communication skills, such as respect, equality, mutual help, trust, and honesty, contained in the curriculum, which includes social and cultural activities of *Gotong Royong*. Marini, A., (2017); Wagner, L., and Ruch, W. (2015); Jones, E. N., Ryan, K., and Bohlin, K. (2012) say that their research shows that developing good character and understanding social values are important parts of the national education mission.

It was stated in Furkan, N. (2014), that character building in schools included caring for others, keeping the environment clean and beautiful, attending to the rules and regulations, being respectful and polite, and having a family-like atmosphere. It also included teaching students to be honest and responsible. It included stakeholders' participation and involvement. School culture and extracurricular activities like scouting activities (*Pramuka*), according to Oktarina, N., Widiyanto, and Soekardi (2015), have all been used to execute character building. Lessons incorporated character development into the teaching and learning process. For example, students lined up before entering the classroom and kissed elderly people's hands as a sign of respect; they also behaved appropriately and dressed modestly. Among the *Pramuka*'s character qualities are co-operation and respect; discipline; helpfulness; honesty; responsibility; confidence; tolerance; perseverance; peace; unity; and religion.

The conclusion is that the cooperation between Scouting and Civic Education has strengthened the involvement of students, their critical voice, and enabled teachers to teach pedagogical practices. In addition, scouting activities can lead to cooperation between the school of education and culture in the school. In order to prevent bullying incidents, to increase social interaction in a social community, and to promote more discipline, particularly in schools, the link to knowing human rights must be improved. Scouting membership has a significant impact on young people's attitudes toward self-defense. Participation in scout activities can be evident in many scouting-related activities and in the participants' outward appearance. Extracurricular activities are a good way for the government to instill a strong sense of national security in the next generation. As a result, kids should be required to participate in extracurricular activities in order to receive an education that extends beyond the classroom. Based on the results, scouting activities can increase pedagogical teaching and autonomy in learning, and then teachers can appreciate students as subjects of learning and respect them. The

teacher then needs to create a suitable atmosphere to help students study. Teachers should provide training on human rights issues in lessons.

4. CONCLUSION

Based on the results of the research and data processing above, it is concluded that scouting activities have a positive correlation to the learning outcomes of Civics education. The positive impact of scouting activities is seen from the results of data analysis using correlation analysis which shows that r table is smaller than r arithmetic. This is evidenced by the findings of data on the calculation of correlation analysis which shows a positive value. The high correlation between scouting activities and learning outcomes is measured from r table 0.37 r count 0.529. In other words, the significant value is 0.003 a 0.05. This proves that there is a positive intercollaboraion between scouting activities and learning outcomes. This means that the alternative hypothesis H_a is accepted which states that "there is a correlation between scouting activities and learning outcomes" based on students' learning outcomes which was assessed from the knowledge, attitudes and social interaction, build social communities in learning, and learn independently and help reduce learning anxiety.

Furthermore, the authors propose that Furthermore, the author proposes several suggestions, namely to make scouting activities more effective in their impact in class by disseminating understanding the purpose of these scouting activities is to aid in the learning process in the classroom, which helps students a lot in learning in accordance with the findings of this study. Thus, the function of scouting is not as a goal but as a strategy to help students be inspired and perform more through the learning process by emphasizing the importance of social interaction in the educational process and global era. Learning is not a solitary process or one that is developed passively by factors beyond the learner's control but is socially constructivist by means of participation in group activities such as discussion and teamwork. Thus, individuals can make progress towards the educational goals aspired to by this nation.

REFERENCES

- Amrhein, V., Trafimow, D., & Greenland, S. (2019). Inferential statistics as descriptive statistics: There is no replication crisis if we don't expect replication. *The American Statistician*, 73(sup1), 262-270.
- Arifin, A. (2022). The Role of Pancasila and Citizenship Education Subjects in Developing a Democracy Culture. *Repository FKIP UNSAP*, 22(1).
- Berman, D. S., Kang, X., Gransar, H., Gerlach, J., Friedman, J. D., Hayes, S. W., ... & Germano, G. (2009). Quantitative assessment of myocardial perfusion abnormality on SPECT myocardial perfusion imaging is more reproducible than expert visual analysis. *Journal of nuclear cardiology*, 16(1), 45-53.
- Bruna, K. R. (2007). Finding new words: How I use critical literacy in my multicultural teacher education classroom. *Journal of Education for Teaching*, 33(1), 115-118.
- Budimansyah, D., Hood, H. S., & Nurulpaik, I. (2018, November). Strengthening Students' Character as Authentic Learners: Effects of Advanced School Leadership and Boost Learning. In *Annual Civic Education Conference (ACEC 2018)* (pp. 323-328). Atlantis Press.
- Castagno, A. E. (2009). Making sense of multicultural education: A synthesis of the various typologies found in the literature. *Multicultural perspectives*, 11(1), 43-48.
- Chiu, T. K. (2022). Applying the self-determination theory (SDT) to explain student engagement in online learning during the COVID-19 pandemic. *Journal of Research on Technology in Education*, 54(sup1), S14-S30.
- Demir, G. T. (2019). The Relation between Scouting and Character Education in the Context of" The Book of the Wolf Puppies" Published in the Journal" Çocuk Dünyası". *Online Submission*, 4(2), 71-84.
- Franklin - Hall, A. (2022). Teaching Children How to Think: Rational Autonomy as an Aim of Liberal

- Education. *Journal of Applied Philosophy*, 39(4), 581-596.
- Schechter, B. (2011). "Development as an aim of education" : A reconsideration of Dewey' s vision. *Curriculum Inquiry*, 41(2), 250-266.
- Furkan, N. (2014). The implentation of character education through the school culture in sma negeri 1 dompu and sma negeri kilo dompu regency. *Journal of Literature, Languages and Linguistics*, 3(1), 14-44.
- Gilbertson, K., Ewert, A., Siklander, P., & Bates, T. (2022). *Outdoor education: Methods and strategies*. Human Kinetics.
- Gleason, N. W. (2018). *Higher education in the era of the fourth industrial revolution* (p. 229). Springer Nature.
- Gorichanaz, T., & Venkatagiri, S. (2022). The expanding circles of information behavior and human-computer interaction. *Journal of librarianship and information science*, 54(3), 389-403.
- Gorski, P. C. (2009). What we're teaching teachers: An analysis of multicultural teacher education coursework syllabi. *Teaching and Teacher Education*, 25(2), 309-318.
- Hariharasudan, A., & Kot, S. (2018). A scoping review on Digital English and Education 4.0 for Industry 4.0. *Social sciences*, 7(11), 227.
- Jones, E. N., Ryan, K., & Bohlin, K. (1999). Character education & teacher education: how are prospective teachers being prepared to foster good character in students?. *Action in Teacher Education*, 20(4), 11-28.
- Kanematsu, H., & Barry, D. M. (2016). *STEM and ICT education in intelligent environments*. Cham, Switzerland: Springer.
- Kansil, C. S. T. (2011). *Empat Berbangsa dan Bernegara*.
- Kapoor, M., & Darda, P. (2022). Happiness and Self as Social Constructs-an Interpretative Phenomenological Analysis of Buddhist Practitioners Transcendence: Key Lessons in Resilience. *Journal of Resilient Economies (ISSN: 2653-1917)*, 2(1).
- Kemdiknas, T. P. (2011). *Panduan Pelaksanaan Pendidikan Karakter*. Jakarta: Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan, Kemendiknas
- Kemdiknas, T. P. (2011). *Panduan Pelaksanaan Pendidikan Karakter*. Jakarta: Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan, Kemendiknas.
- Kerr, D. (1999). Citizenship education in the curriculum: An international review. *School Field*, 10(3/4), 5-32.
- Lau, J. Y. (2019). Reflections on the Umbrella Movement: Implications for civic education and critical thinking. *Educational Philosophy and Theory*, 51(2), 163-174.
- Lee, M., Yun, J. J., Pyka, A., Won, D., Kodama, F., Schiuma, G., ... & Zhao, X. (2018). How to respond to the fourth industrial revolution, or the second information technology revolution? Dynamic new combinations between technology, market, and society through open innovation. *Journal of Open Innovation: Technology, Market, and Complexity*, 4(3), 21.
- Mahmud, A., & Manda, D. (2016). The Implementation of Character Education through Scout Activities. *International Education Studies*, 9(6), 130-138.
- Mahmud, A., & Manda, D. (2016). The Implementation of Character Education through Scout Activities. *International Education Studies*, 9(6), 130-138.
- Marini, A. (2017). Character building through teaching learning process: lesson in Indonesia. *International Journal of Sciences and Research*, 73(5), 177-182.
- McNair, T. B., Albertine, S., McDonald, N., Major Jr, T., & Cooper, M. A. (2022). *Becoming a student-ready college: A new culture of leadership for student success*. John Wiley & Sons.
- Ndzandzeka, A. (2021). Perceptions of Female Teachers on School Leadership in the 4IR: A Preparatory Year Programme in Saudi Arabia. University of Johannesburg (South Africa).
- Oke, A., & Fernandes, F. A. P. (2020). Innovations in teaching and learning: Exploring the perceptions of the education sector on the 4th industrial revolution (4IR). *Journal of Open Innovation: Technology, Market, and Complexity*, 6(2), 31.
- Oktarina, N., & Santoso, J. T. B. (2015). *Caracter education evaluation model based on school culture*

- for elementary school. *Journal of Research and Method in Education*, 5(5), 11-14.
- Peters, M. A., Arndt, S., Tesar, M., Jackson, L., Hung, R., Mika, C., ... & Gibbons, A. (2022). Philosophy of education in a new key: A collective project of the PESA executive. *Educational Philosophy and Theory*, 54(8), 1061-1082.
- Ringberg, T., & Reihlen, M. (2008). Towards a socio - cognitive approach to knowledge transfer. *Journal of Management Studies*, 45(5), 912-935.
- Robinson, K., & Aronica, L. (2016). *Creative schools: The grassroots revolution that's transforming education*. Penguin books.
- Schwarzer, G. (2022). Meta - Analysis in R. *Systematic Reviews in Health Research: Meta - Analysis in Context*, 510-534.
- Suadah, D., & Susilawati, S. (2022). PERAN KEGIATAN PRAMUKA DALAM MENUMBUHKEMBANGKAN KARAKTER MANDIRI DAN NASIONALISME. *Dinamika Sosial: Jurnal Pendidikan Ilmu Pengetahuan Sosial*, 1(3), 250-261.
- Sudarmiani, S., Hanif, M., & Sutinah, S. (2020, June). Optimization of Character Education in Social Studies Learning at Merdeka Belajar Era. In *Proceedings of the the 3rd International Conference on Education & Social Science Research (ICESRE)*.
- Sudjana, N. (2010). *Penilaian hasil proses belajar mengajar*.
- Wagner, L., & Ruch, W. (2015). Good character at school: positive classroom behavior mediates the link between character strengths and school achievement. *Frontiers in psychology*, 6, 610.
- Zhou, K., Liu, T., & Zhou, L. (2015, August). Industry 4.0: Towards future industrial opportunities and challenges. In *2015 12th International conference on fuzzy systems and knowledge discovery (FSKD)* (pp. 2147-2152). IEEE.