



Character Education Development through Scout Troops: A Community Engagement with Medan Deli Branch of the Scout Movement

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Abstract.

Background

Character education is a core component of Indonesia's national curriculum and is expected to be implemented through mandatory scouting extracurricular activities, as stated in Permendikbud No. 63 of 2014. However, in many schools, especially in the Medan Deli area, these programs are not optimally executed due to a lack of teacher competence in scouting-based instruction.

Objectives

This community engagement initiative aimed to enhance the knowledge, leadership skills, and practical scouting competencies of teachers in SDN 067775 Medan, so they can effectively implement character education through scout activities within the school environment.

Methods

The program was structured into two main phases: Traditional Scouting and Outdoor Activity. Traditional Scouting included orientation, workshops, simulations, games, and mentoring sessions. Outdoor Activity involved field practice, camping, and live-action learning experiences. A pre-test and observational assessment were used to evaluate teacher competence before and after the program.

Results

Initial assessments showed that most participating teachers had limited understanding of scouting principles. Post-program evaluations revealed significant improvements in leadership, knowledge of scout methods, and the ability to integrate character-building activities into school routines. Teachers also demonstrated greater motivation and confidence in conducting structured scout ceremonies and student engagement sessions.

Conclusion

The program successfully improved the capacity of teachers to implement character education through scout-based activities. Sustained follow-up and collaboration with scouting authorities are recommended to ensure long-term impact and continuous development of character education in schools.

Keywords: Character Education, Scout Troop, Teacher Training, Outdoor Activity, Community Engagement

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INTRODUCTION

(Elizabeth Wood, 2013; Munk & Agergaard, 2024)(Braaten, n.d.; Chairiyah, 2014; Cholifah & Faelasup, 2024) education has long been recognized as an essential element in shaping the values, behavior, and civic responsibility of students in Indonesia. (Elizabeth Wood, 2013; Munk & Agergaard, 2024)The 2013 Curriculum mandates the integration of character development across all subjects, emphasizing moral values such as integrity, discipline, cooperation, and patriotism. However, due to the limited time and scope of classroom-based instruction, these values are often insufficiently addressed in traditional learning environments (Elizabeth Wood, 2013).

To bridge this gap, the Indonesian government issued *Permendikbud No. 63 of 2014*, mandating scouting (*pendidikan kepramukaan*) as a compulsory extracurricular activity at both primary and secondary education levels. The regulation highlights scouting as a practical tool for instilling character values through experiential and participatory learning (Permendikbud, 2014). Similarly, *Law No. 12 of 2010* regarding the Scout Movement (*Gerakan Pramuka*) reinforces its role in building disciplined, morally responsible, and socially engaged youth.

Despite the regulatory emphasis, the implementation of scouting activities in many schools remains suboptimal (Bailey et al., 2024; Chatzipanteli & Adamakis, 2022; Faradilla et al., 2025). A primary issue is the lack of teacher competence in delivering structured, value-oriented scouting programs. As reported in Gugus Depan Pramuka Medan Deli, schools often rely on external trainers without formal pedagogical backgrounds. These instructors, though experienced in scouting, frequently lack the ability to design educational programs aligned with curriculum goals, resulting in fragmented, unsystematic activities (Kemeryte-Ivanauskiene et al., 2022; Risman et al., 2023)

(Chairiyah, 2014; Cholifah & Faelasup, 2024) According to *Permendiknas No. 16 of 2007*, teachers must be competent in facilitating the holistic development of learners, including spiritual, emotional, and social growth. Yet in practice, many educators are unfamiliar with the philosophical and operational foundations of scouting. As a result, the potential of scouting as a medium for character education remains underutilized (Chairiyah, 2014).

Moreover, key elements such as marching formation, leadership tasks, symbolic ceremonies, and merit systems (Cholifah & Faelasup, 2024) are either overlooked or poorly implemented. These components are essential, as they provide students with structured opportunities to develop leadership, discipline, cooperation, and patriotism through repeated and meaningful participation (Wadu & Ladamay, 2020).

At SDN 067775 Medan, for instance, most teachers lack basic knowledge of scouting principles. While the school demonstrates commitment to character education, its Scout Troop lacks the technical guidance and curricular framework needed for effective implementation. Of the 24 teachers at the school, only one possesses a background in scouting education. This significant gap undermines efforts to instill character through structured extracurricular programs.

In response to this issue, a community engagement initiative was designed to strengthen the capacity of teachers in delivering character education through scouting. The program introduced both theoretical and practical components—including orientation, workshops, simulations, games, and outdoor activities aimed at equipping teachers with the necessary knowledge and skills to lead impactful scout-based character education in their schools (Wattanapisit et al., 2020).

METHOD

Participant

(Sugiyono, 2012) The participants in this community engagement program were teachers from SDN 067775 Medan, located in the Medan Deli district. Out of 24 total teaching staff, eight teachers participated actively in the full sequence of training sessions. Among them, only one had prior formal experience or certification related to scouting education. The remaining participants expressed strong motivation to develop their skills in facilitating extracurricular programs, particularly in the context of character education through scouting. Their willingness to engage in both theory-based and practice-oriented activities provided a strong foundation for the success of the program.

Research Design

This study employed a participatory action research (PAR) model embedded within a community service framework. The program was designed to address practical problems in character education delivery by actively involving teachers in both the diagnosis and resolution process. The intervention consisted of two major components:

1. Traditional Scouting, which included orientation, workshops, simulations, games, and guided mentoring.
2. Outdoor Activities, which included field-based scouting exercises such as marching drills, signaling practice, camping simulations, and patriotic ceremonies.

The PAR design allowed continuous feedback and reflection throughout the program. This dynamic approach ensured that the intervention was responsive to participant needs and contextual challenges specific to the school.

Data Analysis

A mixed-methods approach was used to evaluate the outcomes of the program.

1. Quantitative Data: Pre-test scores were used to assess baseline knowledge of scouting principles among the participants. These scores were analyzed using descriptive statistics to identify the general level of competence prior to the training.
2. Qualitative Data: Observations, reflective discussions, and informal interviews were conducted throughout the training sessions. These were analyzed using thematic analysis to capture emerging

themes such as increased teacher confidence, understanding of character values, and practical leadership development.

This combination of methods provided a comprehensive understanding of both cognitive and behavioral changes experienced by the participants, ensuring a well-rounded evaluation of the program's impact.

RESULTS AND DISCUSSION

Results

The implementation of the character education development program through scouting activities yielded significant improvements in teacher knowledge, leadership skills, and practical implementation readiness. The results are presented in both quantitative and qualitative dimensions.

5.1 Pre-Training Assessment

At the beginning of the program, a pre-test was administered to eight participating teachers to assess their baseline knowledge of scouting principles. The results revealed the following:

Table 1. Distribution of Teacher Participants Based on Pre-Test Scores in Scouting Education

Score Range	Number of Participants
40	2 teachers
45	3 teachers
50	1 teacher
55	2 teachers

These results confirmed that most teachers possessed limited understanding of scouting education and lacked familiarity with its structure, symbolism, and techniques.

Skill Development Outcomes

1. Post-training observations indicated notable gains in several areas:
2. Improved Theoretical Understanding: Teachers demonstrated an increased comprehension of scouting principles, including organizational structure (Gugus Depan), moral foundations, and national educational policies (e.g., Permendikbud No. 63 of 2014).
3. Enhanced Practical Competence: Participants successfully learned and practiced basic scouting techniques such as marching formation, flag ceremonies, signal codes (morse and semaphore), camping skills, and group coordination strategies.
4. Leadership and Confidence: Teachers became more confident in taking leadership roles during simulations, role-playing exercises, and outdoor activities. They also began to develop lesson plans and scout curricula for implementation at their respective schools.
5. Character-Oriented Planning: The training helped teachers design structured scouting programs aimed at developing student traits such as discipline, responsibility, patriotism, and cooperation.

Discussion

The outcomes of this community engagement program confirm that structured training and mentoring can significantly enhance teachers' capacity to deliver character education through scouting activities. Prior to the intervention, most teachers had limited knowledge of scouting principles and lacked the confidence to serve as effective scout mentors. This gap aligns with findings by Hanafi (2015), who emphasized that ineffective scouting implementation in schools is often due to insufficient teacher training and the absence of an educational framework (Abbott & Berninger, 1993; Anghelo Josué et al., 2023).

Following the intervention, teachers demonstrated clear improvements in both theoretical understanding and practical application. The combined use of classroom sessions (orientation, workshops, and simulations) and outdoor experiential learning (camping, ceremonies, and marching drills) proved to be an effective strategy. This approach, who argue that character values are best instilled through experiential, participatory learning activities hallmarks of scouting education ("Six Pillars of Character," n.d.).

The pre-test results served as a diagnostic tool, highlighting the urgent need for targeted interventions. Post-training reflections and observations revealed a shift in teacher mindset: from passive observers of extracurricular activities to proactive leaders capable of planning, executing, and evaluating character-building programs. This aligns with (Bagus Pratama Dyah Aan Firman Syah et al., 2025; Casey &

MacPhail, 2018), who noted that effective scout educators often evolve through cycles of reflection, training, and practice.

Importantly, the program fostered an environment where values such as discipline, cooperation, nationalism, and responsibility were not only discussed but practiced. Teachers were trained to implement tools such as the General Proficiency Badge (TKU) and Special Proficiency Badge (TKK) systems to assess student progress in a motivational, non-punitive way. These tools reinforce behavioral expectations and encourage students to internalize positive habits through repetition and reward (Utami, 2021).

Furthermore, the inclusion of leadership simulations and ceremony training helped strengthen the role of teachers as role models. Leadership is a central component of scouting and a crucial skill in character education. When teachers model organized, value-based leadership, they set a powerful example for students to follow.

Finally, the collaborative atmosphere of the program promoted peer learning and knowledge-sharing among participants. Teachers supported one another through role-playing exercises, group planning, and post-activity reflections. This peer-led learning process is consistent with participatory action research (PAR) principles, in which participants co-create solutions to problems they experience firsthand.

In summary, the program not only improved teacher competence but also established a foundation for sustainable character education practices through scouting. Future programs should build on this model by including long-term mentorship, follow-up sessions, and the involvement of local Scout Movement authorities to ensure alignment with national standards and continued growth.

CONCLUSION

The implementation of the community engagement program demonstrated that traditional scouting activities provided valuable new experiences and knowledge for participating teachers. It is expected that these insights will be further developed and applied by the teachers in advancing character education through the Scout Troop at Medan Deli. It is also recommended that schools establish ongoing communication with the program facilitators to enable continuous mentoring and support. Such collaboration is essential to ensure the sustainability and long-term impact of character-building initiatives within the school environment.

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AUTHOR CONTRIBUTION STATEMENT

Ramadan led the conceptualization of the program, coordinated with the school and community partners, and supervised the overall implementation of the community engagement activities. Liliana Puspa Sari was responsible for designing the training modules, delivering theoretical sessions, and assisting in the development of scouting-based character education materials. Dewi Maya Sary contributed to the field activities, facilitated outdoor simulations, and played a key role in documenting and evaluating the outcomes of the program. All authors reviewed and approved the final version of the manuscript and are equally accountable for the integrity and content of this work.

CONFLICT OF INTEREST AND FUNDING

The authors declare no conflict of interest related to the conduct, authorship, or publication of this study.

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