

Resolution on the Implementation of Extracurricular Scouting Education at the East Jakarta Sub-District Council

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ABSTRACT

Keywords

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This study aims to explore how Scouting extracurricular programs are implemented in several elementary schools in East Jakarta and what factors influence their effectiveness. Using purposive sampling, three schools in the Lubang Buaya area were selected, with data gathered through interviews, documentation, and questionnaires involving principals, curriculum vice principals, and Scout Leaders. Data were analyzed using source and technical triangulation. Findings show that Scouting plays a significant role in shaping character and strengthening Pancasila values (P5) through Dasadharma and Satya Pramuka. Two schools (SDN 06 and SDN 012) were effective in terms of human resource input, supported by complete coaching teams for each level. Only one school met the criteria for facilities and equipment, although all had adequate outdoor training areas. In terms of budget allocation (RKAS), only SDN 06 documented Scouting expenses. Academic demands and limited parental or environmental support remains key obstacles to program implementation.

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1. INTRODUCTION

Basic education takes the form of Elementary Schools (SD) and Madrasah Ibtidaiyah or other equivalent forms as well as Junior High Schools (SMP) and Madrasah Tsanawiyah (MTs) or other equivalent forms (Elfian, Ariwibowo, & Johan, 2018). According to Presidential Decree No. 20 of 2003, education is a crucial factor in human development throughout history. Through education, individuals can improve their personal qualities, such as intelligence and skills, develop their potential, and foster responsible and creative individuals. Ironically, Indonesia continues to experience uneven development in the quality of human resources (HR) from Sabang to Merauke, particularly in the 3T (Underdeveloped, Outermost, and Frontier) regions. Human resources are the most

important pillar for achieving a Golden Indonesia by 2045, thus necessitating a robust HR development program.

The curriculum is the foundation for every educational administrator in determining the direction of teaching in the educational process. Each curriculum design contains various components that are interconnected and mutually supportive (Bahri, 2020). Hermawan et al. (2020) defines the curriculum as a plan that serves as a reference in implementing the teaching and learning process. The Independent Curriculum serves as the foundation of education in Indonesia. The Independent Curriculum is the foundation of education in Indonesia. To face the Industrial Revolution 4.0 and address the challenges inherent in the 2013 and previous curricula, the Independent Curriculum is expected to address these challenges and provide teachers with the freedom to create high-quality learning tailored to students' needs and learning environments. The Independent Curriculum prioritizes innovation and fun by nurturing students' talents and interests. The 2013 Curriculum differs in that it focuses on the development of affective, psychomotor, and cognitive skills.

In the Independent Curriculum, Scouting is a mandatory extracurricular activity for students at school. According to Minister of Education and Culture Regulation Number 63 of 2014, "Education is the process of developing the personality, life skills, and noble character of Scouts through the appreciation and experience of Scouting values." Thus, through scouting education, it is hoped that the dimensions of the Merdeka Curriculum implementation in various schools in Indonesia will be realized, namely, to develop students who are faithful and devoted to God Almighty, possess noble character, are independent, cooperative, globally diverse, critical thinkers, and creative (Ministry of Education, 2024). The Scout Movement serves as a vehicle for the character and personality development of young people. Based on this, in the efforts to formulate the Indonesian Scout Movement's Policy Direction for 2014–2045, the Scout Movement's Vision was established, which will be realized over the next 25 years: "The Scout Movement: The Main Forum for the Formation of Cadres of National Leaders." (<https://pramuka.or.id/>, 2024).

Therefore, it is hoped that the attitudinal values and skills incorporated into the Merdeka Curriculum will work effectively with scouting education. Pramuka is an abbreviation of Praja Muda Karana, meaning young people who love to work (Dharmayana, 2021). Its goal is to train the physical, emotional, social, and spiritual qualities of Scout participants and encourage students to engage in positive activities in society, forming national cadres, as well as developing development cadres who possess Sradha and Bhakti and are knowledgeable about science and technology (Sari, et al., 2020). Scouting is a practical educational process outside of school or the family environment. Scouting education aims to develop students with high intelligence, morals, and spiritual mentality from an early age (Nurwana, et al., 2021). It is based on the Among system, the basic principles of education, educational methods, and the motto of the Scout Movement, and is implemented according to the situation, interests, and progress of the Indonesian nation and society. Learning activities carried out outside the classroom are called extracurricular activities. The purpose of this mandatory extracurricular program is to increase the interests and talents of students. to develop the interests and talents of students outside the academic field, such as mandatory extracurricular education. Although all students starting in 2024 are not required to participate in the Scouting Education extracurricular. Not as a subject, this scouting activity aims to increase the potential of students. In accordance with the Regulation of the Minister of Education and Culture Number 63 of 2014, extracurricular

scouting education has three models: the block model, the actualization model, and the regular model in the front group. The block model is mandatory and is implemented every year for all students and can also be implemented outside or within the educational unit environment. This actualization model is usually implemented periodically on specific days.

In contrast, this regular model is intended for those interested in joining the Scout Movement, which is managed by the Scout Group (Gugus Depan). The Scout Movement is implemented in educational units. These three models must be implemented in mandatory extracurricular education. Elementary schools still face challenges in implementing these three models, particularly in the quality of human resources, such as Scout Leaders. Most elementary schools employ Scout teachers who have obtained a Basic Advanced Scout Course certificate.

Based on the researcher's observations, several challenges hinder the effective implementation of Scouting education in schools. Tight school schedules (especially in full-day institutions) often cause Pramuka sessions to clash with other extracurriculars, tutoring, or Olympiad preparation, and some Guidance and Curriculum staff still treat Scouting as a low-priority, non-academic activity. The competence of Scout Leaders is also uneven, as not all have KMD/KML certification, many are appointed simply to fill gaps, and program continuity is rarely sustained. Misconceptions persist among parents and the public, who often reduce Scouting to marching and rope work rather than a youth development system focused on leadership and character. Infrastructure is frequently insufficient, with limited outdoor gear and cramped school spaces that restrict experiential learning. Administratively, many schools run Scouting merely for compliance, without meaningful learning outcomes, while curriculum integration within the Independent Curriculum remains weak. Scouting activities are also slow to adapt to digital-era needs, financing is inconsistent due to the absence of standard budgeting, and character assessment lacks standardized metrics, leaving schools uncertain about how to measure achievement.

These teachers only learn the basics of extracurricular activities necessary for teaching Scouting. In elementary schools, controlling children (Siaga) remains a challenge. Furthermore, schools do not provide adequate support for the mandatory extracurricular Scouting program. An additional problem arises from the parents' perspective. Some guardians do not allow their children to participate in the mandatory extracurricular Scouting because of the heat or other reasons that cannot be mentioned individually. Furthermore, there are issues with students. Some of them refuse to participate in the mandatory extracurricular Scouting activities because they are lazy with their current activities. However, students are aware that these activities are already required under the Merdeka curriculum. These various conditions raise a major question: why Scouting is not included as a local content subject in the implementation of the Merdeka Curriculum in various elementary schools in East Jakarta.

2. METHODS

The type of research in this study uses a comparative descriptive qualitative method. The subjects of this study were the Scout Leaders of SDN 03 Lubang Buaya, Scout Leader of SDN 06 Lubang Buaya, and Scout Leader of SDN 12 Lubang Buaya. The data collection technique in this study used the Interview method, questionnaires, and documentation as primary

data and secondary data. for the analysis technique used in this study is the Researcher Triangulation and Data Triangulation methods, this is because the researcher wants to analyze data from various data sources and then do a Cross-Case Comparison of primary data and secondary data that have been collected then a validity test is carried out with the coding process method carried out by the informants independently then compared through discussions to obtain category agreements so as to reduce researcher bias (Researcher Triangulation), then the Data will be tested for accuracy by comparing interview data from the Scout Leaders of SDN 03 Lubang Buaya, Scout Leader of SDN 06 Lubang Buaya, and Scout Leader of SDN 12 Lubang Buaya as well as other secondary documentation. Convergence between sources will increase the validity of the findings, while divergence will be analyzed as a negative case.

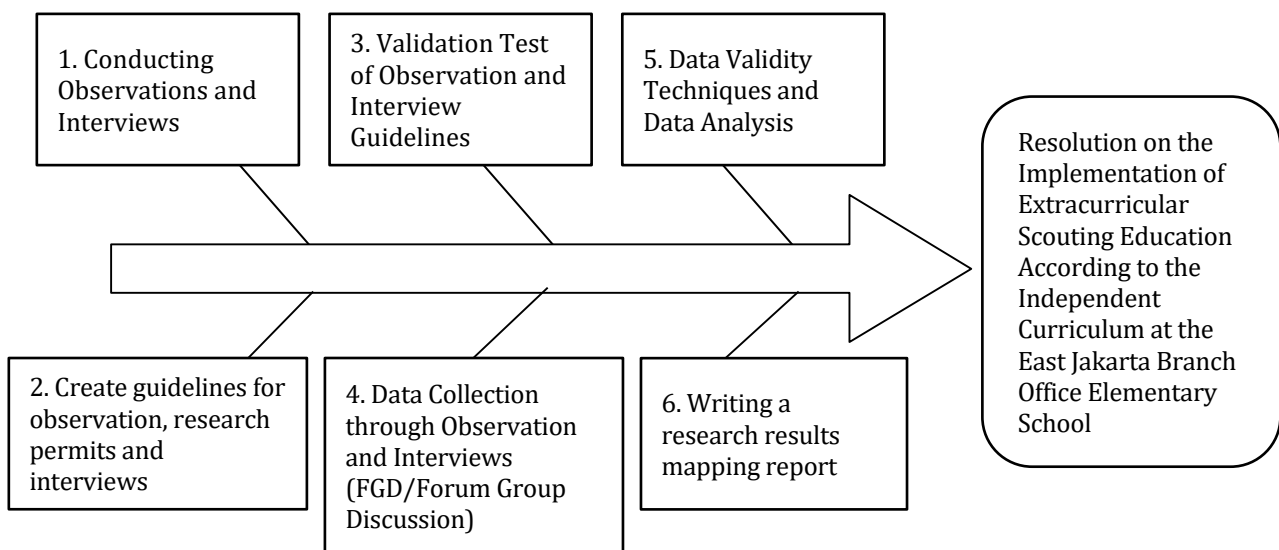


Figure 1. Research Flow Map (Author's Primary Data, 2025)

The subjects of this study were school principals, teachers, scout leaders, and students. This study used interview sheets, questionnaires, and documentation. The research data consists of two categories. The first is primary data, also known as direct data from the main research subjects. Primary data was collected directly from field events through interviews with school principals, teacher representatives, scout leaders, and student representatives. Information deemed directly relevant to the research constitutes secondary data. Interviews, questionnaires, and documentation are data collection methods. As a research data collection process, interviews are defined as direct, one-on-one conversations. The principals, class teachers, scout leaders, and students were interviewed and completed questionnaires.

The data analysis method used sorted data related to the implementation of compulsory extracurricular activities in Scouting and simplified the data for easier analysis in subsequent stages. Data presentation is the process of compiling a collection of information to enable conclusions to be drawn and action taken. In qualitative methods, data can be presented in the form of charts, brief descriptions, descriptive essays, relationships between categories, flowcharts, and so on. The results of the study, supported by reliable data, are known as research conclusions. Researchers use triangulation and member checking to test the validity of the research data. Triangulation techniques and sources use interviews, questionnaires, and documentation. However, the sources are the

principal, class teachers, scout leaders, and students. Member checking is carried out after a collection period is completed or after findings have been made. The data analysis technique in this study includes three parts, namely data reduction, data display, and conclusion drawing/verification (Artha, 2024).

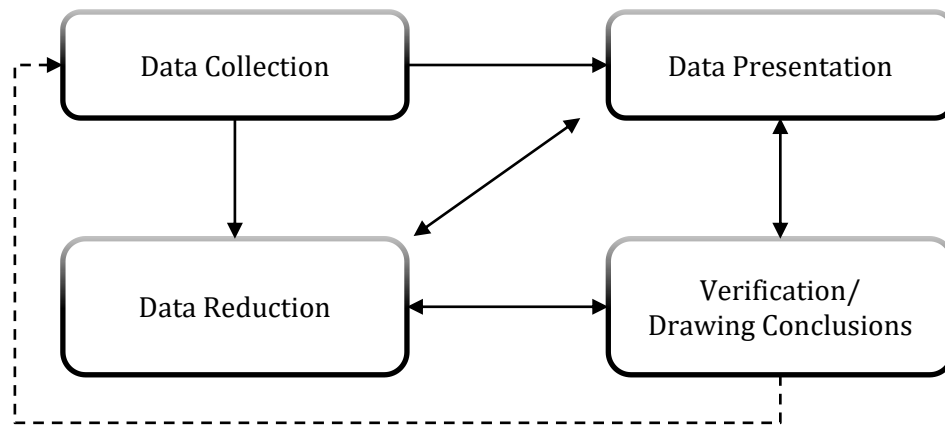


Figure 2. Interactive Data Analysis Model (Artha,2024)

3. RESULT AND DISCUSSION

3.1. Results

This study involved three key informants from elementary schools in the Lubang Buaya area. The first informant was Darmono, S.Pd., from SDN 03 Lubang Buaya, who serves as the Deputy Academic Principal for the 2025/2026 academic year. In addition, an interview was conducted with Drs. Parjio, M.Pd. at SDN 012 Lubang Buaya, who holds the position of Scout Leader for the Boys Scout Movement. The third informant was Wulan Nur Fadilah, S.Pd., from SDN 06 Lubang Buaya, who serves as the Scout Leader for the Penggalang level. These three profiles provided essential insights for the study, particularly regarding the implementation and guidance of scouting activities in their respective schools.

Table 1. Cross-case comparison analysis with scout leaders of SDN, SDN 06 and SDN 12

Researcher Questions (P)	Respondent's Answer		
	SDN 03	SDN 12	SDN 06
Does the school organize Scouting extracurricular activities at school?	Yes. The school organizes extracurricular Scouting activities at the school.	Yes. SDN 012 Lubang Buaya actively organizes Scouting extracurricular activities at the school.	Yes. SDN 06 Lubang Buaya actively organizes Scouting extracurricular activities at the school.
How is the implementation of the Scout extracurricular at your school?	The Scouting extracurricular activity is a mandatory activity, held every Wednesday after class for upper-level students. For lower-level students, the Scouting extracurricular activity is held on Wednesday	The Scouting extracurricular activity is a mandatory activity, held every Wednesday after class for upper-level	The Scouting extracurricular activity is carried out as an optional extracurricular activity, with implementation every Saturday or outside of

Researcher Questions (P)	Respondent's Answer		
	SDN 03	SDN 12	SDN 06
	mornings as part of a community service program.	students. For lower-level students, the Scouting extracurricular activity is held on Wednesday mornings as part of a community service program.	active teaching and learning hours.
How enthusiastic are the students during the Scouting extracurricular activities?	Because the Scouting extracurricular activity at SDN 03 Lubang Buaya is a mandatory extracurricular activity, the students' enthusiasm during the extracurricular activity is not very visible, just like usual.	Because the Scouting extracurricular activity at SDN 03 Lubang Buaya is a mandatory extracurricular activity, the students' enthusiasm during the extracurricular activity is as usual.	The Scouting extracurricular activity is carried out as an optional extracurricular activity, with implementation every Saturday or outside of active teaching and learning hours.
Is there any additional time or days specifically set aside for Scouting activities?	There is no other time/day specifically provided for Scouting activities, due to the lack of human resources for trainers.	There is no other time/day specifically provided for Scouting activities, due to the lack of human resources for trainers.	Because the Scouting extracurricular at SDN 03 Lubang Buaya is an elective, student enthusiasm is high. This is evident in the students' commitment to basic Scouting requirements, including uniforms, attributes or emblems, personal equipment, and more.
Does the school use the services of professional trainers for the Scouting extracurricular activities?	The school does not employ the services of external professional coaches. Therefore, it only employs teachers with the appropriate competencies to serve as coaches and extracurricular advisors.	Yes, the school uses the services of external professional trainers, and also assigns several teachers as internal trainers.	Yes, there are other times/days that are specifically set aside for Scouting activities, because students have chosen Scouting as an extracurricular activity of choice.
If the school does not have a professional trainer for Scouting extracurricular activities, then are the teachers assigned as trainers and extracurricular	Teachers appointed by the school as trainers and extracurricular supervisors are only given training opportunities organized by the branch headquarters or the	Teachers appointed by the school as trainers and extracurricular supervisors are only given the opportunity to	Yes, sometimes schools invite the services of professional trainers from outside, to broaden students' knowledge, and schools also assign

Researcher Questions (P)	Respondent's Answer		
	SDN 03	SDN 12	SDN 06
supervisors given special training so that students get the appropriate extracurricular material and students become proficient in scouting?	Education Office, because the school has limited budget allocation for extracurricular activities.	participate in training organized by the branch headquarters or the education office, because the school has limited budget allocation for extracurricular activities.	several teachers as internal trainers and coaches.
Has the school received (ever received) an award from the government in terms of Scout extracurricular championships?	The school received an award from the Provincial Government in a Scout Championship about six years ago. This award was achieved thanks to the full support of parents/guardians in procuring equipment and supplies for the national championship, as the school had limited operational funds for extracurricular activities. However, following the enactment of a regional government regulation prohibiting any form of fee collection from parents/guardians, the Scouting extracurricular activities faced operational limitations.	The school once received an award from the Provincial Government in a Scouting Championship. The award was for a simple competition, as the school has limited operational funds for extracurricular activities, particularly for equipment and facilities.	Teachers appointed by the school as trainers and extracurricular supervisors are only given ample opportunity to participate in training organized by the Sub-district Office, the Education Office, or private parties because the school fully supports the Scout extracurricular as an extracurricular choice for students.
What suggestions do you give to schools to overcome the problem of Scouting extracurricular activities in schools?	My suggestion is that the Scouting extracurricular activity should continue and be held in elementary schools as a platform for character building and student independence. This will ensure the Scouting extracurricular activity remains viable amidst the onslaught of new extracurricular activities.	My suggestion is that the Scouting extracurricular activity should continue and be held in elementary schools as a platform for character building and student independence. Because through the Scouting extracurricular activity, students' character is formed well, such as	Thank God, the school consistently receives awards from the provincial government in Scouting competitions. These awards are for various competitions held, both for Siaga and Scouting.

Researcher Questions (P)	Respondent's Answer		
	SDN 03	SDN 12	SDN 06
In your opinion, do you prefer the Scouting extracurricular as a mandatory extracurricular or as an optional extracurricular? Why?	I prefer that the Scouting extracurricular be an optional extracurricular activity, so that in the future both Scout leaders and trainers can further improve the quality of Scouting extracurricular activities so that it can attract students' interest in joining the Scouting extracurricular activity.	discipline, honesty, and strong spiritual values. I strongly support making the Scouting extracurricular a mandatory extracurricular activity, as a true national extracurricular activity, namely Scouting. However, it must also be supported by a sufficient operational budget so that schools have complete and adequate equipment and infrastructure for the Scouting extracurricular activity, thereby attracting students to participate.	My suggestion is that the Scouting extracurricular activity should continue and be held in elementary schools as a platform for character development and student independence. Because through the Scouting extracurricular activity, students develop strong character traits, such as discipline, honesty, and strong spiritual values.
What is the impact of Scouting extracurricular activities on the academic and non-academic aspects of students at school?	The immediate impact of students who diligently participate in the Scouting extracurricular is quite significant compared to those who do not. Academically, students who diligently participate in the extracurricular activity will have sharpened logical thinking skills, find it easier to express opinions and provide suggestions, and be disciplined in carrying out school obligations, leading to higher grades. Meanwhile, non-academic benefits are evident in their ability to socialize with fellow students, teachers, and school staff, as well as increased self-confidence and emotional	The immediate impact of students who diligently participate in the Scouting extracurricular is quite significant compared to those who do not. Academically, students who diligently participate in the extracurricular activity will have sharpened logical thinking skills, find it easier to express opinions and provide	I prefer making the Scouting extracurricular an elective, because as an elective, students have more responsibility for their choices. This makes it easier for coaches and Scout leaders to train and educate them. By making it an elective, students will prepare for all Scouting needs consciously, voluntarily, and without any coercion.

Researcher Questions (P)	Respondent's Answer		
	SDN 03	SDN 12	SDN 06
	control (less easily offended).	suggestions, and be disciplined in carrying out school obligations, leading to higher grades. Meanwhile, non-academic benefits are evident in their ability to socialize with fellow students, teachers, and school staff, as well as increased self-confidence and emotional control (less easily offended).	

Source: Primary Data Processed by Researchers Using Triangulation (2025)

3.2. Discussion

Tabulation of interview data to measure the effectiveness of Scouting extracurricular activities in elementary schools in East Jakarta, Region II. Measurement of effectiveness based on internal school indicators:

Table 4. Measurement of internal school indicators

No.	Process Indicators	Variable	Criteria	Measure of Effectiveness	Measurement results
1	Human Resources	There is a Scout Leader team	3 mentors, namely the Principal, Siaga mentor, and Penggalang mentor.	If complete with a minimum of 3 supervisors = Effective.	1. SDN 03 = not effective 2. SDN 012 = Effective 3. SDN 06 = Effective
		There is a Scout Coach team	3 trainers, namely the Principal, Siaga Trainer, and Penggalang Trainer.	If complete with a minimum of 3 supervisors = Effective.	1. SDN 03 = not effective 2. SDN 012 = not effective 3. SDN 06 = Effective
2	RKAS facilities and infrastructure	Availability and utilization of Scout equipment	Tent, Map and Compass, Flashlight and Batteries, Rope and Rope, Stove and Cooking Utensils, Sleeping Bag, First Aid Kit.	Effective = all available	1. SDN 03 = not effective 2. SDN 012 = not effective 3. SDN 06 = Effective
		Availability of Scout equipment	Scout Uniforms, Scout Hats, Scout Belts, Scout Pocket	Effective = all available	1. SDN 03 = not effective

			Books, Scout Pins and Badges, Backpacks, Field Shoes.			2. SDN 012 = not effective
	Availability of activity venues	Field		Effective		3. SDN 06 = Effective
3	RKAS Funds	Have financial support from BOP/BOS	Allocating activity funds through RKAS	Effective		1. SDN 03 = Effective 2. SDN 012 = Effective 3. SDN 06 = Effective
						1. SDN 03 = not effective 2. SDN 012 = not effective 3. SDN 06 = Effective

Source: Primary Data Processed by Researchers (2025)

Based on the input indicators used to gauge the effectiveness of Scouting extracurricular activities, the following results were obtained: Only two schools, SDN 012 Lubang Buaya and SDN 06 Lubang Buaya, were effective in terms of human resources input. These schools comprised three staff (as determined by the criteria) and had different coaching teams for each level, both Siaga and Pagalang. For the input indicator of facilities and infrastructure, only one school was effective in terms of the availability of Scouting equipment and supplies. However, all three schools were effective in terms of the availability of adequate fields for organizing Scouting extracurricular training. For the input indicator of RKAS funds, only SDN 06 Lubang Buaya submitted a Scouting activity budget accountably within the RKAS. This shows that the input indicators are not yet effective, because there are still schools that lack freedom in implementing Scout extracurricular activities, because based on the results of interviews, Scouts at SDN 03 and 012 Lubang Buaya were made a mandatory extracurricular activity at the school, so that awareness to realize the input indicators was low.

The results of this study indicate that Scouting is an extracurricular activity, particularly at the elementary school level. Scouting education helps students understand and apply Pancasila in their daily lives through various activities that encompass aspects of religion, humanity, unity, democracy, and justice.

Compared to SDN 03 Lubang Buaya and SDN 12 Lubang Buaya, SDN 06 Lubang Buaya is an effective elementary school in terms of human resource input for Scouting. The school consists of three staff members (as determined by criteria) and has a different coaching team for each level, both Siaga and Panggalang. For the input indicator of facilities and infrastructure, SDN 06 Lubang Buaya is effective in terms of the availability of Scout equipment and supplies, and SDN 06 Lubang Buaya is also effective in terms of the availability of adequate fields for conducting extracurricular Scout training. For the input indicator of RKAS funds, only SDN 06 Lubang Buaya submits its Scout activity budget accountably in the RKAS.

However, behind all the success, there are several shortcomings experienced by SDN 06 Lubang Buaya during the implementation of Scouting activities, such as parents of students may not agree with the implementation of activities outside of school because they are worried about safety or consider it to interfere with academic learning time, Strict regulations regarding outdoor activities can also be an obstacle, then Some students may be less interested or find scouting activities boring, especially if the delivery of the material is

less creative or too monotonous. Academic busyness and lack of support from the environment (including parents) can also reduce their motivation.

Measuring Effectiveness Based on Scouting Extracurricular Implementation Process Indicators

Table 5. Measuring effectiveness based on scouting extracurricular implementation process indicators

No.	Process Indicators	Variable	Criteria	Measure of Effectiveness
1	Coaching and monitoring	There are regular coaching and monitoring	Yes, in the form of routine training (2x training per year) = effective	1. SDN 03 = not effective 2. SDN 012 = not effective 3. SDN 06 = Effective
2	Recording and reporting of activities	There is recording and reporting of activities	Yes, routine (quarterly) = effective	1. SDN 03 = not effective 2. SDN 012 = not effective 3. SDN 06 = Effective
3	Parental/community involvement and support	There is support and involvement of parents/community	Available = effective	1. SDN 03 = not effective 2. SDN 012 = not effective 3. SDN 06 = Effective

Source: Primary Data Processed by Researchers (2025)

Based on the results of the researcher’s analysis of various responses from respondents at SDN 03 Lubang Buaya, SDN 06 Lubang Buaya, and SDN 12 Lubang Buaya, the condition of infrastructure varies across schools. However, all partners agree that Scouting education can shape students’ character for the better. This includes becoming more creative, fostering leadership skills, and developing students with competencies and character aligned with Pancasila values, such as being faithful and devoted to God Almighty, possessing noble morals, embracing global diversity, working together, being independent, having critical thinking skills, and being creative. These are all found in various Scouting educational materials, ranging from learning code (grass, Morse code, flags/semaphore), hiking (nature lovers), leadership competitions, quiz competitions, camping, and similar activities. For both students and Scoutmasters, scouting education has led to higher academic and non-academic achievements compared to students and instructors who do not actively participate in extracurricular Scouting activities.

This is in line with the research conducted by Qulub (2023), which states: 1) The character values embedded in the ceremony include discipline, religious values, and responsibility. 2) The character education values internalized in Scouting training include: PBB (Marching Education, consisting of the character education values of discipline and responsibility), cooking (consisting of the character education values of independence, responsibility, and creativity), and social service (consisting of the character education values of caring for others, giving to others, and compassion for others). 3) The character education values embedded in the games include social awareness, creativity, responsibility, critical thinking, and tolerance. 4) Factors supporting the development of the Pancasila Student Profile values through Scouting activities at Kalicilik Elementary School include the knowledge, skills, and abilities of the Scout Leaders and the students’ motivation to participate in Scouting activities.

Of the three public elementary schools in Lubang Buaya sampled for this study, only the Scouting Extracurricular at SD Negeri 06 Lubang Buaya consistently achieves non-academic achievements in Scouting values, from the village, district, and provincial levels, each year (both as individual and group winners). This is due to: 1) at SDN 06 Lubang Buaya, the Scouting extracurricular activity, held every Saturday and on holidays, is strongly supported by the principal, teachers, students, and parents compared to SDN 03 Lubang Buaya and SDN 12 Lubang Buaya. And 2) at SDN 06 Lubang Buaya, the Scouting extracurricular curriculum consistently implements the Independence Curriculum and the P5 Program (both theory and practice), which consistently promotes healthy competition, compared to SDN 03 Lubang Buaya and SDN 12 Lubang Buaya.

This also aligns with the research findings of Mawardini, Anisa, et al., (2025), which include scouting activities at SDN Banjarsari 01 are carried out actively and routinely every Saturday, although adjusted to the implementation of the Independent Curriculum and the P5 program. Scouting activities are aligned with the Student Union (SKU) and have begun actively participating in competitions, even achieving achievements at the sub-district level. To ensure the sustainability and quality of activities, the principal requires all teachers to become Scout Leaders. Also, to motivate students, leaders emphasize the positive and enjoyable aspects of Scouting activities, provide rewards, and demonstrate appreciation by signing the SKU.

As a result, scouting activities have a positive impact on students, including increasing self-confidence, fostering a love of nature and the environment, fostering cooperation, and enhancing UN skills.

4. CONCLUSIONS

Scouting as an extracurricular activity, particularly at the elementary school level, is crucial for character development and the application of Pancasila values (P5). By aligning P5 material with Scouting education material through the Dasadarma and Satya Pramuka values, Scouting not only helps students and educators/scout leaders learn life skills but also teaches moral values and noble character. Scouting education helps students understand and apply Pancasila in their daily lives through various activities that encompass aspects of religion, humanity, unity, democracy, and justice. This aligns with the objectives of the Independent Curriculum, which prioritizes the Pancasila Student Profile to develop students who are faithful, independent, collaborative, critical-thinking, creative, and globally diverse.

Therefore, Scouting serves as one way to achieve the national education goal of shaping student character and abilities commensurate with the values of Pancasila. Scouting activities in education make a big contribution in creating students who have the ability to act in accordance with the principles of Pancasila, build a sense of love for the homeland, and foster a sense of unity and togetherness.

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