Jurnal Penelitian dan Pengkajian Ilmu Pendidikan: e-Saintika
https://journal-center.litpam.com/index.php/e-Saintika/index

July 2025 Vol. 9, No. 2
e-ISSN: 2615-6881
pp. 170-183

Development of a Cub Scout Module Based on General Proficiency Requirements to Improve Elementary School Students' Learning Outcomes

* **E. Ediyanto, Dini Rakhmawati, R. Rasiman**

Elementary Education Study Program, Postgraduate Program, Universitas PGRI Semarang, Jl. Dokter Cipto No. 24 Semarang City 50232, Indonesia.

*Corresponding Author e-mail: ediyanto97@guru.sd.belajar.id

Received: May 2025; Revised: July 2025; Published: July 2025

Abstract

This study aims to develop a Cub Scout module based on General Proficiency Requirements (Syarat Kecakapan Umum/SKU) that is effective in improving the learning outcomes of elementary school students in the Cub Scout category. The module was developed using the PLOMP model, which consists of five stages: preliminary investigation, design, construction, evaluation and revision, and implementation. However, the implementation stage was not carried out, as the research focused solely on product development. The study was conducted at SDN Baros 04 Brebes with a sample of 20 Cub Scout students. The instruments used included expert validation sheets, observation sheets, questionnaires, and learning outcome tests. Data analysis was performed using quantitative descriptive methods and paired-sample t-tests. The module was deemed highly valid based on expert assessments, with an average score of 4.7. The average pretest score of 60.5 increased to 70.3 in the post-test, with an N-Gain score of 0.46, categorized as moderate. The paired-sample t-test showed a significant difference between pretest and post-test results (mean = 9.600; Std. Deviation = 5.720; Std. Error Mean = 1.280; t = -7.21; $p < 0.001$), indicating that the use of the module had a positive impact on students' learning outcomes. Students responded very positively to the module, with an average score of 4.1 (categorized as very good). The Cub Scout module based on SKU was proven to be valid and effective in enhancing students' understanding, motivation, and learning outcomes. Further development at the implementation stage is recommended to evaluate long-term impacts and expand its application to other educational levels and contexts.

Keywords: Cub Scout Module; General Proficiency Requirements; Plomp; Learning Outcomes

How to Cite: Ediyanto, E., Rakhmawati, D., & Rasiman, R. (2025). Development of a Cub Scout Module Based on General Proficiency Requirements to Improve Elementary School Students' Learning Outcomes. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, *9*(2), 170–183. https://doi.org/10.36312/e-saintika.v9i2.2921

https://doi.org/10.36312/e-saintika.v9i2.2921

INTRODUCTION

Scouting is a form of practical education that takes place outside the formal school and family environments. The primary goal of scouting education is to shape students into intellectually intelligent individuals with good morals and strong mental and spiritual character from an early age (Aningsih et al., 2022). To achieve holistic education, the Indonesian government has emphasized the importance of character education through the national curriculum and extracurricular activities (Irfandi et al., 2021). One of the extracurricular activities explicitly designed to foster character is scouting education. This activity is considered effective in instilling values

such as discipline, responsibility, cooperation, and independence from an early age (Nazon, 2021). At the elementary school level, scouting activities focus on the Cub Scout (Pramuka Siaga) group, which includes first to third grade students aged 7 to 10 years (Hasanah et al., 2023). At this level, scouting activities are designed to be educational, enjoyable, and developmentally appropriate (Fajar et al., 2024). To assess students' competencies, Gerakan Pramuka Indonesia has established the General Proficiency Requirements (Syarat Kecakapan Umum/SKU) as achievement standards encompassing spiritual, social, cognitive, and psychomotor aspects (Arsyad, 2015). Through scouting activities, values such as discipline, responsibility, leadership, cooperation, independence, and social awareness are systematically instilled and assessed (Yanti, 2024). This aligns with international perspectives, where structured scouting programs are increasingly used as pedagogical tools to improve children's behavior and engagement (Ertha et al., 2023; Hidayah et al., 2023; Hilliard et al., 2014.). For example, Wang et al. (2015) demonstrated that scout-based interventions incorporating weekly tasks and parental involvement significantly improved youth behavioral outcomes in urban communities. Brown et al. (2013) also found that leadership-based camp activities, as a form of non-formal education, positively influenced students' attitudes, particularly among extroverted learners. Most recently, Davis et al. (2022) highlighted that the programmatic structures of Scouts BSA—such as patrol systems and outdoor tasks—cultivate leadership, maturity, and independence during adolescence. These international studies reinforce the need for systematic, measurable Cub Scout modules that integrate core character values and align with national competency standards.

The implementation of scouting education faces several challenges at SD Negeri Baros 04. Based on preliminary observations and interviews with the scout instructor, scouting activities are conducted weekly on a regular basis; however, they have not yet utilized a learning module based on the General Proficiency Requirements (SKU). The instructor relies primarily on oral methods and personal experience, without structured guidelines, appropriate learning media, or clearly defined achievement indicators (Astra et al., 2024). As a result, students' enthusiasm for participating in scouting activities has declined, learning outcomes are poorly documented, and many students are unable to recall or perform basic skills required by the SKU during evaluations (Fujiarti et al., 2024). Research by Asmarani et al. (2021) also indicates that most schools lack systematic and SKU-based scouting learning modules. Scouting activities are often carried out ceremonially, without structured instructional planning or measurable objectives. Consequently, the outcomes related to character development and mastery of basic skills are not yet optimal (Padilla et al., 2024; Syamsuriyanti & Padipa, 2023).

Previous studies have shown that the development of contextual learning modules can enhance student learning outcomes. Surahman (2022) found that thematic modules based on local wisdom significantly improved students' motivation and understanding; however, the study did not focus on scouting activities. Wijayanti and Anggreani (2024) emphasized that scouting activities conducted regularly and systematically are effective in fostering student discipline and responsibility, but did not present the development of modules specifically based on the General Proficiency Requirements (SKU). Susilawati et al. (2023) developed a Cub Scout module based on the Pancasila Student Profile (P5), yet it was not designed according to the structure

and content of the Siaga Mula SKU, nor was it tested for its effectiveness in improving student learning outcomes. Meanwhile, Pardede et al. (2024) stated that SKU components can serve as a foundation for developing 21st-century skills such as collaboration and creativity, but they have not yet been implemented in the form of a structured learning module. Thus, no research has been found that specifically develops a systematic Cub Scout module based on the Siaga SKU that has been empirically tested for its validity, practicality, and effectiveness. This study aims to address that gap.

Therefore, this study aims to develop a Cub Scout module based on the General Proficiency Requirements (SKU) that is valid, practical, and effective in improving student learning outcomes at SD Negeri Baros 04. The developed module includes Siaga Mula SKU materials, such as recognizing national symbols, singing the national anthem, performing the Scout salute, basic knots, personal hygiene, and other basic skills. This module is designed for students in Grades I to III (ages 7–10), taking into account their cognitive, affective, and psychomotor development. The research involves validation by experts (in content, media, and language), practicality testing by teachers and students, and limited effectiveness testing through the improvement of student learning outcomes in terms of knowledge, skills, and attitudes. The scope of this study is limited to short-term evaluation and does not include long-term impact assessment on comprehensive character development. Therefore, the results of this research are expected to serve as an initial contribution to the provision of innovative, contextual Scout teaching materials aligned with the national curriculum, while also opening up opportunities for more in-depth follow-up studies.

METHOD

Research Design

This study employs a Research and Development (R&D) approach to develop a *Cub Scout* learning module based on the General Proficiency Requirements (SKU) aimed at improving elementary school students' learning outcomes. The development model adopted is the Plomp model (Plomp & Nieveen, 2013).

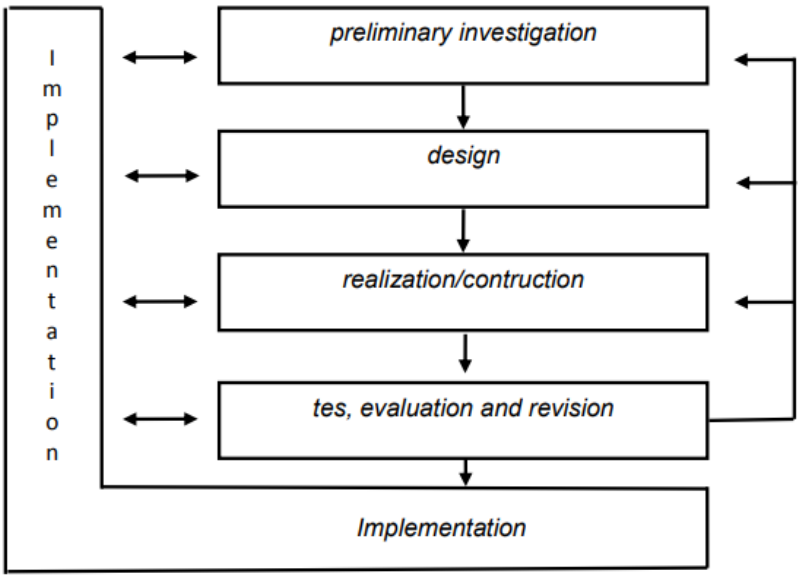

Figure 1. Plomp Development Model

The Plomp development model consists of five main phases: (1) Preliminary Investigation, (2) Design, (3) Realization/Construction, (4) Test, Evaluation, and Revision, and (5) Implementation. However, the implementation phase was not carried out, as the study was product-oriented and did not aim for broad-scale implementation. The phases carried out in this study are summarized in Table 1.

Table 1. Research Schedule

Plomp Model Phase	Implementation Date	Research Activities	Description
Phase 1: Preliminary Investigation	January 27, 2025	Initial observation, literature review, teacher interview	Identifying the needs and actual conditions of Scout learning at SDN Baros 04
Phase 2: Design	February 2025	Designing module content, layout design, compiling Siaga Mula SKU materials	Referring to the development of students aged 7–10 years
Phase 3: Realization/Construction	March 2025	Module development and prototype creation	Developed based on Siaga Mula SKU and student characteristics
Phase 4: Test, Evaluation, and Revision	April 8–11, 2025	Expert validation, limited trial (pretest, posttest)	Module revised based on feedback and effectiveness test results
Phase 5: Implementation	Not conducted	–	Omitted due to the product-oriented nature of the study

This study employed a mixed-methods design, which combines qualitative approaches (through observation, interviews, and expert validation) and quantitative approaches (through pre-test, post-test, and questionnaires). This design was used to ensure that the developed module aligns with students' learning needs and has been validated in terms of its validity, practicality, and effectiveness.

Sample and Participants

The research subjects were Siaga Scout students from grades I–III at SD Negeri Baros 04, Brebes Regency, Central Java, who actively participated in scouting activities. A total of 20 students were selected using purposive sampling based on their active involvement in Scout activities. Demographic data are presented in Table 2.

Table 2. Research Sample Demographic

Grade	Total	Average Age	Male	Female	Notes
I	6	7.2 years	4	2	Some had no prior SKU experience
II	7	8.1 years	3	4	Generally familiar with SKU
III	7	9.3 years	5	2	More accustomed to Scout activities

In addition to the 20 student participants, one classroom teacher who also served as the Scout leader and three experts were involved in the validation process, practicality testing, and in-depth interviews.

Instruments and Procedures

The instruments used in this study included expert validation sheets, observation sheets, interviews, and learning outcome tests. The expert validation sheet, adapted from Nursanti and Firman (2015), was employed to assess the feasibility of the module by content, media, and language experts. It covered the following domains: content accuracy, material relevance to SKU, readability, visual design, and linguistic clarity. The overall Content Validity Index (CVI) reached 0.86, indicating a high validity category.

A structured interview was conducted with the Scout leader to identify specific needs in the development of the learning module. To measure students' learning outcomes before and after using the module, a pre-test and post-test consisting of 20 multiple-choice questions were administered. Additionally, supporting documentation such as photographs, school profiles, and classroom notes was collected to enhance and reinforce the data throughout the module development process.

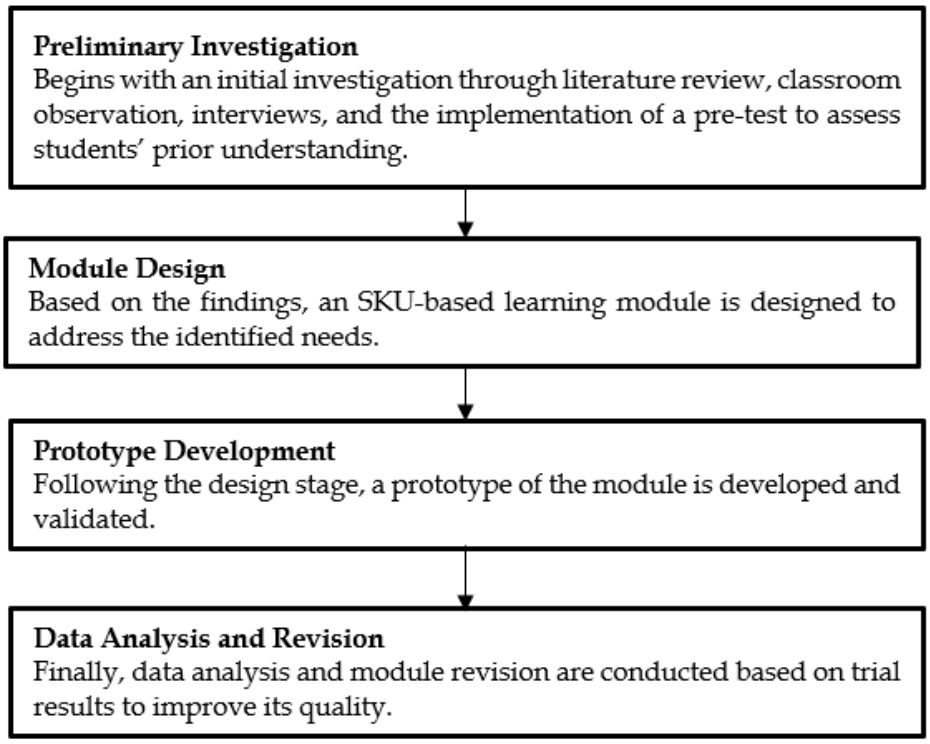

Figure 2. Research Procedure

The research procedure followed a systematic sequence of development steps. It began with a preliminary investigation involving literature review, classroom observation, interviews, and the administration of a pre-test to assess students' initial understanding. Based on these findings, an SKU-based learning module was designed to address the identified needs. Following the design stage, a prototype of the module was developed. This prototype was then validated by experts and followed by a limited trial to evaluate the module's practicality and effectiveness (Rahmatullah et

al., 2023). Finally, data analysis and module revision were conducted based on the trial results to improve its quality. The research procedure is summarized in Figure 2.

Data Analysis Techniques

The data in this study were analyzed using descriptive quantitative techniques and inferential statistics. Instrument validity was assessed through content validity by experts in subject matter, media, and language, as well as construct validity, which evaluated the alignment of the test items with the underlying theoretical framework. The content validity results from the three experts yielded a Content Validity Index (CVI) of 0.86, which falls into the high category.

To assess the quality of the test items, item discrimination analysis was conducted using the discrimination index formula by Tyas and Zulaikha (2021), and item difficulty was analyzed using the formula P = B/Js, where B represents the number of students who answered correctly and Js is the total number of test participants. Interpretation criteria were applied to classify the items into categories of easy, moderate, and difficult. Instrument reliability was analyzed using Cronbach's Alpha coefficient with SPSS version 27. The reliability test results are presented in Table 3.

Table 3. Instrument Reliability Test Results

Instrument	Number of Items	Cronbach's Alpha (α)	Category
Pre-test	20	0.74	Reliable
Post-test	20	0.77	Reliable
Practicality Questionnaire	10	0.82	Highly Reliable
Effectiveness Instrument	10	0.80	Highly Reliable

To test the normality assumption, the Shapiro-Wilk test was used at a significance level of 0.05. The results indicated that the data were normally distributed, as shown in Table 4.

Table 4. Normality Test Results (Shapiro-Wilk)

Variable	N	W	p-value
Pre-test	20	0.961	0.312
Post-test	20	0.955	0.278

Since the p-values are greater than 0.05, the data are considered to be normally distributed. If, in future studies, the assumption is violated ($p < 0.05$), a non-parametric test such as the Wilcoxon Signed Rank Test will be used as an alternative. For hypothesis testing, a Paired Sample t-Test was conducted to determine the significant difference between pre-test and post-test scores. The hypothesis is accepted if the p-value is less than 0.05.

Furthermore, to evaluate the effectiveness of the module, N-Gain analysis was employed to measure the improvement in learning outcomes. The gain values are categorized as follows: low ($g < 0.3$), medium ($0.3 \leq g < 0.7$), and high ($g \geq 0.7$). The module is deemed feasible if expert validation results show an average score in at least the "Good" category, based on the conversion of quantitative scores to qualitative categories (Suharsimi, 2016).

Ethical Considerations

This study adhered to ethical standards in educational research involving human subjects. Prior to data collection, informed consent was obtained from the school, the students' guardians, and the participating teacher. Participation was voluntary, and all respondents were assured of the confidentiality and anonymity of their responses. The research activities—including observations, interviews, tests, and questionnaires—were conducted with respect for the participants' rights and well-being. Ethical clearance for the study was granted by the relevant institutional authority overseeing research at SD Negeri Baros 04.

RESULTS AND DISCUSSION

Comparative Analysis of Students' Pre-Test and Post-Test Scores

Figure 3 presents a comparative analysis of individual students' pre-test and post-test scores. As shown in the graph, there is a consistent upward trend in post-test scores across nearly all students, indicating a notable improvement in learning outcomes after the implementation of the Cub Scout module.

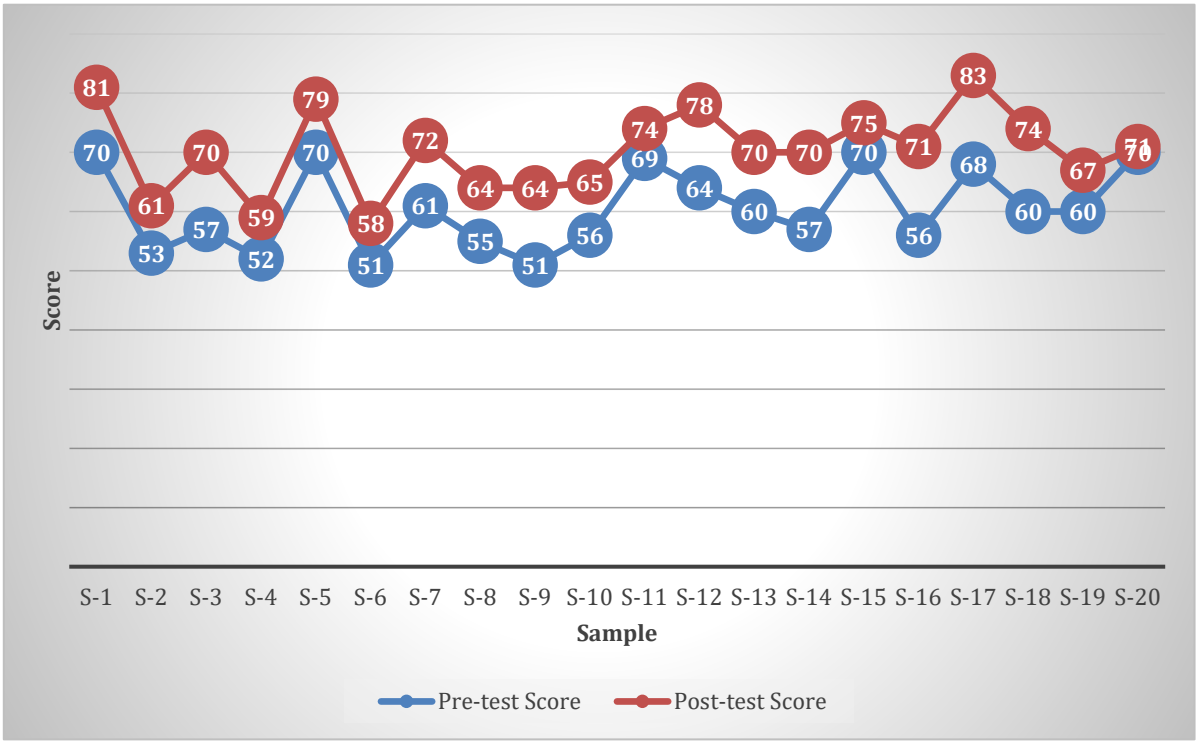

Figure 3. Comparison of Students' Pre-Test and Post-Test Scores

Expert Validation Results

Three experts conducted a validation of the SKU-based Cub Scout Module, covering four key aspects: content, presentation media, visual appearance, and language. The results showed that all aspects received average scores between 4.7 and 4.8 out of 5.0, which fall into the "Excellent" category. The highest rating was given to visual appearance (4.8 ± 0.12), suggesting that the module is visually engaging and well-designed for young learners. Meanwhile, the aspects of content, language, and media were rated consistently high (4.7), reflecting the clarity, accuracy, and appropriateness of both material and delivery format. These results confirm that the

module is pedagogically and visually ready to be implemented in elementary school settings (see Table 5).

Table 5. Summary of Expert Validation Results

Aspect	Mean Score ± SD	Category
Content	4.7 ± 0.15	Excellent
Presentation Media	4.7 ± 0.10	Excellent
Visual Appearance	4.8 ± 0.12	Excellent
Language	4.7 ± 0.13	Excellent

The practicality of the Cub Scout module was evaluated by 20 students and 1 teacher (who also served as the Scout leader). The results indicate a consistently positive perception from both groups. Students gave an overall average score of 4.1, suggesting that the module was perceived as understandable, visually appealing, and motivating. Notably, their highest ratings were in content comprehension, visual appeal, and learning motivation (each 4.1), indicating that the module not only conveyed the material clearly but also maintained engagement throughout the activities. The increase in students' learning motivation from 3.2 to 4.1, as shown in Table 6, suggests that the hands-on activities and visual elements in the module were successful in fostering student engagement, especially through its Scout-themed games, colorful illustrations, and collaborative tasks that aligned with their everyday experiences.

Table 6. Summary of Module Practicality by Students and Teacher

Domain	Average Student Score	Average Teacher Score
Content Comprehension	4.1	4.6
Visual Appeal	4.1	4.6
Learning Motivation	4.1	4.6
Ease of Use	4.0	4.6
Overall Average	4.1	4.6

The consistent improvement in comprehension scores may also reflect the module's integration of contextual examples and clear step-by-step instructions, which supported independent and peer learning. Meanwhile, the teacher provided an even higher overall score of 4.6, with all individual domain scores at the same high level. This reflects the module's strong usability from an instructional standpoint, especially in terms of clarity, implementation feasibility, and alignment with learning objectives. For example, the teacher noted that the module was "easy to navigate and clearly structured," making it highly adaptable for routine Scout meetings. These findings emphasize the module's balanced practicality—it is both learner-friendly and teacher-effective.

Data Analysis Results

The results of the paired samples t-test (Table 7) show a significant increase in student scores from pre-test to post-test, with a mean difference (Δ) of 9.8 points (SD = 5.72), $t(19) = -7.511$, $p < .001$. This confirms that the module had a statistically significant impact on student learning outcomes. The corresponding Cohen's d value of 1.71 indicates a very large effect size, suggesting that the intervention was highly

effective in improving students' mastery of the material. From a pedagogical perspective, this result implies that the SKU-based Cub Scout module not only facilitated measurable knowledge gains but also did so with a strong practical magnitude. This large effect size underscores the instructional value of the module, especially when used in structured, activity-based learning contexts such as scouting education.

Table 7. Paired Samples T-Test

Mean∆	SD∆	t	df	p	Cohen's d
9.8	5.72	-7.511	19	< .001	1.71

The N-Gain analysis shows that the experimental group achieved a gain score of 0.46 (46%), which falls into the medium category (Table 8). The average pre-test score increased from 60.5 to 70.3, indicating a notable improvement in student learning outcomes following the implementation of the Cub Scout module. This result supports the findings from the paired samples t-test (Table 7), confirming that the module had a positive and measurable impact on student comprehension. Although the gain is not categorized as high, it still reflects the module's ability to effectively enhance student understanding, especially within the limited intervention period. The structured design, engaging content, and integration with scouting activities likely contributed to this outcome (Rahmat, 2019; Schunk, 2012).

Table 8. N-Gain Test Result

Pre-test Score	Post-test Score	N-Gain	%	Category
60.5	70.3	0.46	46	Medium

Note: N-Gain was calculated using the formula: N-Gain = (Post-test − Pre-test) / (Maximum Score − Pre-test). Criteria: Low (< 0.3), Medium (0.3 – 0.7), High (> 0.7).

Discussion

The results of the study indicate that the Scout module for Siaga level students based on General Proficiency Requirements (Syarat Kecakapan Umum/SKU) is effective in improving student learning outcomes. A p-value of < .001 and an N-Gain score of 0.46 (medium category) demonstrate that the use of the module had a positive impact on student achievement (see Table 7). However, the N-Gain result falling into the medium category may be due to the limited duration of the intervention and the small sample size. This explanation is supported by findings from Santi et al (2024), who implemented a Project Based Learning model in a fifth-grade elementary science class and reported an N-Gain of 0.63—also classified in the medium category. This suggests that a moderate N-Gain does not necessarily indicate weak instructional design but may reflect factors such as student involvement, topic complexity, and contextual conditions. Similarly, Nurrafida and Qosyim (2019) found an N-Gain of 0.7 in a study applying collaborative learning to human body systems, which is close to the boundary between moderate and high categories. These findings reinforce the idea that a medium N-Gain is common and reasonable in real classroom implementations, especially when multiple influencing variables are involved. This study reinforces the findings of Fauziah et al. (2023), who stated that modules based on local wisdom can significantly enhance student motivation and comprehension. Although Rahayu's research did not focus on scouting, the shared contextual approach suggests that the

alignment of module content with students' everyday experiences plays an important role in learning effectiveness.

From a scouting education perspective, this study supports the findings of Wijayanti & Anggreani (2024), who emphasized that routine and systematic Scout-based learning promotes positive character development. The current module, which was systematically structured based on the SKU Siaga Mula, integrates values such as discipline, responsibility, and cooperation—aligning with their assertion. Similarly, Herlinawati et al. (2024) stated that the integration of elements related to the SKU, can support 21st-century competencies like collaboration and creativity. The current study confirmed this integration through student engagement in cognitive, affective, and psychomotor domains during hands-on activities, as supported by Plomp & Nieveen (2013) and Bakkar et al. (2019). In compare to the research by Susilawati et al. (2023), who developed a Scout module guided by the Profile of Pancasila Students (P5), this study offers a distinct contribution by empirically testing a module directly aligned with the official SKU structure. While both modules aimed at character development, Susilawati's research involved a longer implementation period and a broader sample. These differences in design scope and duration may explain why her results achieved higher gains, whereas the current study yielded only a moderate N-Gain.

Further justification for the moderate outcome can also be found by contrasting this study with Padilla et al. (2024), who explored Scout activities at SDN 050712 Hinai Kiri. Their study identified several implementation challenges—such as difficulty in managing Scout leaders, inconsistent program delivery, and low student discipline—which can diminish program effectiveness. In contrast, the structured approach used in this study helped mitigate such issues, even if optimal outcomes were not fully realized due to limited scale and time. Lastly, the practicality of the module was supported by positive responses from both students and teachers. Students gave an average score of 4.1, while the teacher gave 4.6, indicating that the module was perceived as clear, engaging, and useful. However, approximately 10% of students reported difficulty in understanding certain visual elements, suggesting that future revisions should simplify visuals to enhance accessibility and user-friendliness for younger learners.

This study has several limitations, including a small sample size (n = 20), the omission of the fifth phase (Implementation) of the Plomp model due to the product-oriented nature of the research, the absence of qualitative data from student or teacher interviews, and the limited duration of implementation, which restricted the observation of long-term impacts.

The SKU-based Scout module for Siaga level students can serve as a viable solution for enhancing character development and learning outcomes. Future research is recommended to involve larger and more diverse samples, adopt mixed-method approaches (quantitative and qualitative), conduct longitudinal studies to assess long-term effects, and refine the module based on broader feedback from teachers and students across different contexts.

CONCLUSION

The development of the SKU-based Scout Module for Siaga level demonstrated a high level of feasibility based on validation results from content, media, and language experts. The module was found to be aligned with the curriculum, visually

engaging, and effective in implementing instructional strategies that support students' focus and comprehension. Statistically, there was a significant improvement in students' learning outcomes, as indicated by the paired-sample t-test ($p = 0.000$), with an N-Gain score of 0.46, classified as a moderate gain. This moderate N-Gain reflects a meaningful yet realistic level of progress, which is reasonable considering the short duration of the trial. The module was also considered practical by the teacher, as it could be implemented without the need for additional training.

RECOMMENDATION

The SKU-based Scout Module for Siaga is recommended as a structured instructional resource for Scout extracurricular activities, particularly for Grades IV and V in primary schools. Its implementation supports teachers by simplifying the planning and execution of Scout learning without requiring additional scouting training, while enhancing student engagement and understanding of the material. For future development, it is suggested that the module be physically adapted for more practical use, enhanced with improved visual content, and integrated into a digital platform to support more flexible and adaptive learning. With these improvements, the module has the potential to support more standardized, engaging, and effective Scout education across diverse school contexts.

Author Contributions

Conceptualization, methodology, software, validation, formal analysis, investigation, resources, data curation, writing—original draft preparation, writing—review and editing, visualization, supervision, project administration, and funding acquisition: all performed by the author. The author has read and agreed to the published version of the manuscript.

Funding

This research did not receive any external funding.

Acknowledgement

The author would like to thank the headmaster, teachers, and students of SD Negeri Baros 04 for their cooperation and participation during the data collection and module trial process. The author also gratefully acknowledges the administrative and technical support provided by the school staff throughout the implementation of the study. Special appreciation is extended to the expert validators for their valuable feedback and suggestions, which contributed to the improvement of the module.

Conflict of interests

The author declares that there are no conflicts of interest in this study.

REFERENCES

Aningsih, Zulela, M. S., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the Education Character Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational and Social Research*, *12*(1), 371–380. https://doi.org/10.36941/jesr-2022-0029

Arsyad, A. (2015). *Media pembelajaran*. Raja Grafindo Persada.

Asmarani, N. E., Arief, M., & Churiyah, M. (2021). Meningkatkan hasil belajar peserta didik dengan menggunakan E-modul berbasis 3D pageflip professional dengan model discovery learning. *Jurnal Ekonomi, Bisnis Dan Pendidikan*, *1*(1), 59–70. https://doi.org/https://doi.org/10.17977/um066v1i12021p59-70

Astra, N. P. B., Hafid, E., & Suban, A. (2024). Scout Extracurricular Curriculum Management in Improving Student Discipline in Madrasah. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, *5*(2), 161–172. https://doi.org/10.31538/munaddhomah.v5i2.810

Bakkar, M. A., Shah, S., Akter, A., Shahadur, M. D., & Chowdhury, R. (2019). Cub Scout Program In Primary School: Current Practices, Challenges and Ways to Overcome. *International Journal of Advance Research and Innovative Ideas in Education*, *5*(3), 2019. www.ijariie.com

Brown, N. R., Terry Jr., R., & Kelsey, K. D. (2013). The Impact of Learning Styles on Learning Outcomes at FFA Camp: What Campers Retain Over Time. *Journal of Agricultural Education*, *54*(4), 206–220. https://doi.org/https://doi.org/10.5032/jae.2013.04206

Davis, W. J., Cox, M., Tevington, P., Urban, J. B., & Linver, M. R. (2022). "That's Just a Part of Growing Up": A Study of Non-formal Educators' Lay Theories of Adolescence. *Journal of Adolescent Research*, *37*(5), 714–742. https://doi.org/https://doi.org/10.1177/07435584211056076

Ertha, N. M., Adiningsih, R. N., Prayitno, H. J., & Firdausi, A. L. (2023). Character Building Through Scout Training for Elementary School Students. *Proceeding of the 1st International Conference on Education for All*. https://proceedings.alptkptm.org/index.php/iceduall/article/download/11/11/102

Fajar, D. W., Cholifah, P. S., & Ahdhianto, E. (2024). Implementation of discipline character education through scout activities at elementary school. *Ndonesian Journal of Primary Education*, *8*(1), 33–40. http://ejournal.upi.edu/index.php/IJPE/index

Fauziah, S. I., Rahayu, Y. S., & Asri, M. T. (2023). The Validity E-modules of Riau Local Wisdom Based to Enhance Students' Creative Thinking through Research. *International Journal of Social Science and Human Research*, *06*(02). https://doi.org/10.47191/ijsshr/v6-i2-47

Fujiarti, A., Meilania, D. K., Angraeni, M., & Umah, R. N. (2024). Literatur review: Pengaruh penggunaan e-modul terhadap hasil belajar siswa sekolah dasar. *Jurnal Jendela Pendidikan*, *4*(1), 1–15. https://doi.org/https://doi.org/10.57008/jjp.v4i01.694

Hasanah, U., Ika, M. L., & Dwiprabowo, R. (2023). Analysis of scout activities on the formations of students disciplinary character Analysis of Scout On the Informations of Students Disciplinary Character. *Proceeding of International Conference on Education-02*, 231–238. https://doi.org/10.37640/ice.02.564

Herlinawati, H., Marwa, M., Ismail, N., Junaidi, Liza, L. O., & Situmorang, D. D. B. (2024). The integration of 21st century skills in the curriculum of education. *Heliyon*, *10*(15), e35148. https://doi.org/10.1016/j.heliyon.2024.e35148

Hidayah, E. N., Murdiono, M., Wiratomo, G. H., & Hermawan, D. (2023). The role of youth and scouting education in enhancing student character development.

Jurnal Civics: Media Kajian Kewarganegaraan, *20*(1), 94–103. https://doi.org/10.21831/jc.v20i1.47673

Hilliard, L. J., Hershberg, R. M., Wang, J., Bowers, E. P., Chase, P. A., Champine, R. B., Buckingham, M. H., Warren, D. J. A., & Ferris, K. A. (2014). *Program Innovations and Character in Cub Scouts: Findings from Year 1 of a Mixed-Methods, Longitudinal Study*.

Irfandi, A., Yulianto, B., & Mintowati, M. (2021). Pengembangan model aktualisasi kepramukaan pada pembelajaran Bahasa Indonesia di SMA. *Stilistika: Jurnal Pendidikan Bahasa Dan Sastra*, *14*(1), 1–12. https://doi.org/https://doi.org/10.30651/st.v14i1.6561

Nazon, M. (2021). Implementasi kurikulum kepramukaan dan relevansinya dengan pendidikan agama Islam di Pondok Pesantren Dar El Hikmah Pekanbaru. *Jurnal Pendidikan Tambusai*, *5*(3), 10043–10052.

Nurrafida, S. T., & Qosyim, A. (2019). Peningkatan Hasil Belajar Pada Materi Sistem Gerak Manusia Setelah Diterapkan Model Collaborative Learning. *Pensa E-Jurnal: Pendidikan Sains*, *7*(3), 333–337. https://jurnalmahasiswa.unesa.ac.id/index.php/pensa/index

Nursanti, Ri., & Firman, S. (2015). *Buku Panduan Pramuka Edisi Senior* (1st ed.). Bee Media Pustaka.

Padilla, A., Herawati, H., Munthe, W. M. L., Adityia, W., & Sidik, F. (2024). Analisis pelaksanaan kegiatan pramuka di SD Negeri 050712 Hinai Kiri. *Jurnal Sadewa: Publikasi Ilmu Pendidikan, Pembelajaran Dan Ilmu Sosial*, *2*(3), 210–220. https://doi.org/https://doi.org/10.61132/sadewa.v2i3.971

Pardede, A. P., Maulana, A., Hasibuan, A. R. H., Nasution, A. M., & Siddik, F. (2024). Extracurricular Role of The Scouting Movement in The Formation of Children's Character in The Digital Era. *Journal of Multidisciplinary Sustainability Asean*, *1*(2), 1–7. https://doi.org/10.70177/ijmsa.v1i2.1016

Plomp, T., & Nieveen, N. (2013). *An introduction to educational design research*. SLO Netherlands Institute for Curriculum Development.

Rahmat, H. (2019). *Pengembangan modul pramuka siaga usia 7 sampai 10 tahun dalam membentuk karakter siswa SD/MI* [Skripsi, Universitas Islam Negeri Raden Intan Lampung]. https://repository.radenintan.ac.id/6769/1/SKRIPSI%20HENDRI.pdf

Rahmatullah, R., Zahrawati, F. B., & Herawaty, H. (2023). Internalization of scouting values in social sciences learning as an effort to form student character. *AL MA'ARIEF: Jurnal Pendidikan Sosial Dan Budaya*, *5*(2), 1–9. https://ejurnal.iainpare.ac.id/index.php/ALMAARIEF/index

Santi, M. N., Rahmawati, N. D., & Isnuryantono, E. (2024). Pengaruh Model Project Based Learning terhadap Hasil Belajar IPAS Siswa Kelas V Sekolah Dasar. *Journal on Education*, *06*(03), 16146–16152. https://jonedu.org/index.php/joe/article/download/5479/4403/

Schunk, D. H. (2012). *Learning theories: An educational perspective*. Pearson.

Suharsimi, A. (2016). Dasar-Dasar Evaluasi Pendidikan. In *Jakarta: Bumi Aksara*.

Surahman, D. (2022). Analisis Kebijakan Program Ekstrakurikuler Pramuka Pada Kurikulum Merdeka terhadap Sikap Cinta Tanah Air Peserta Didik di SMPN 4 Kecamatan Kemuning Kabupaten Indragiri Hilir. *Perspektif Pendidikan Dan Keguruan*, *13*(2), 8–16. https://doi.org/10.25299/perspektif.2022.vol13(2).10509

Susilawati, W. O., Anggrayni, M., & Kustina, K. (2023). Pengembangan modul P5 fase B tema kewirausahaan di sekolah dasar. *Innovative: Journal of Social Science Research*, *3*(2), 9799–9812. https://j-innovative.org/index.php/Innovative/article/view/1551

Syamsuriyanti, & Padipa, S. S. (2023). Penguatan Pendidikan Karakter Berbasis Literasi pada Murid Sekolah Dasar. *JUDIKDAS: Jurnal Ilmu Pendidikan Dasar Indonesia*, *2*(2), 75–84. https://doi.org/10.51574/judikdas.v2i2.892

Tyas, V., & Zulaikha, S. (2021). Character Building Through the Scout Extracurricular Program. *International Journal of Elementary Education*, *5*(1), 158–165. https://ejournal.undiksha.ac.id/index.php/IJEE

Wang, J., Hilliard, L. J., Hershberg, R. M., Bowers, E. P., Chase, P. A., Champine, R. B., Buckingham, M. H., Braun, D. A., Gelgoot, E. S., & Lerner, R. M. (2015). Character in childhood and early adolescence: models and measurement. *Journal of Moral Education*, *44*(2), 165–197. https://doi.org/10.1080/03057240.2015.1040381

Wijayanti, R. R., & Anggreani, S. P. (2024). Implementasi ekstrakurikuler pramuka terhadap karakter siswa. *Jurnal Pena Edukasi*, *11*(1), 60–69. http://jurnal.goretanpena.com/index.php/JPE

Yanti, N. (2024). Formationof Civic Character Through Extracturricular Activities in Elementary Schools. *International Journal of Students Education*, *2*(1), 393–397. https://journal.berpusi.co.id/index.php/IJoSE/article/download/677/586/3076