

The Effect of Scout Extracurricular Activities on The Character of Fifth Grade Students at Madrasah Ibtidaiyah Sabilul Muhtadin Teluk Sebong Bintan

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Abstract

This study was conducted to determine the effect of extracurricular scout activities on the character of students at MI Sabilul Muhtadin Teluk Sebong and to find out how much influence extracurricular scout activities have on the character of students. This research uses quantitative research methods. Data collection was carried out using a questionnaire method with the research population, namely students from class V MI Sabilul Muhtadin with a sample size of 30 students. Instrument analysis includes validity and reliability analysis. The results of the validity analysis show that all questionnaire statements are valid. Then the results of the reliability analysis show a reliability coefficient of 0.786 for the character of students (Y). The results of this study indicate that extracurricular scouting has an effect on the character of students at MI Sabilul Muhtadin Teluk Sebong. These results are obtained from the analysis of simple regression formulations, namely the level based on the results of $F_{count}=17.303$ with a significance level of $0.000 < 0.05$, in other words there is an influence between the extracurricular scout variable (X) on the student character variable (Y). Then it can also be seen based on the t value: it is known that t_{count} is $4.160 > t_{table} 2.048$, so it can be concluded that the scout extracurricular variable (X) has an effect on the student character variable (Y). While the results of the overall influence of extracurricular scout activities on the character of students at MI Sabilul Muhtadin are only 38.2%, which is taken from the results of the coefficient of determination analysis.

Keywords:

Scout Extracurricular
Character of students
Madrasah Ibtidaiyah

Abstrak

Penelitian ini dilakukan untuk mengetahui pengaruh kegiatan ekstrakurikuler pramuka terhadap karakter peserta didik di MI Sabilul Muhtadin Teluk Sebong dan untuk mengetahui seberapa pengaruh kegiatan ekstrakurikuler pramuka terhadap karakter peserta didik. Penelitian ini menggunakan metode penelitian kuantitatif. Pengumpulan data dilakukan dengan menggunakan metode angket dengan populasi penelitian yaitu siswa dari kelas V MI Sabilul Muhtadin dengan jumlah sampel sebanyak 30 Siswa. Analisis instrumen meliputi analisis Validitas dan Reliabilitas. Hasil analisis validitas menunjukkan bahwa keseluruhan pernyataan angket yang di nyatakan valid. Kemudian hasil dari analisis reliabilitas menunjukkan koefisien reliabilitas sebesar 0,786 untuk karakter peserta didik (Y). Hasil dari penelitian ini menunjukkan bahwa ekstrakurikuler pramuka berpengaruh terhadap karakter peserta didik di MI Sabilul Muhtadin Teluk Sebong. Hasil ini di dapatkan dari analisis rumusan regresi sederhana, yaitu taraf berdasarkan hasil dari $F_{hitung}=17,303$ dengan tingkat signifikansi sebesar $0,000 < 0,05$, dengan kata lain ada pengaruh antara variabel ekstrakurikuler pramuka (X) terhadap variabel karakter peserta didik (Y). Kemudian dapat dilihat juga berdasarkan nilai t: diketahui bahwa t_{hitung} sebesar $4,160 > t_{tabel} 2,048$, Sehingga dapat disimpulkan bahwa variabel ekstrakurikuler pramuka (X) berpengaruh terhadap variabel karakter peserta didik (Y). Sedangkan hasil dari keseluruhan pengaruh kegiatan ekstrakurikuler pramuka terhadap

karakter peserta didik di MI Sabilul Muhtadin hanya sebesar 38,2 %, yang diambil dari hasil analisis koefisien determinasi.

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1. INTRODUCTION

In life, there are several symptoms that can cause problems of moral and moral deterioration that afflict some of the younger generation. The symptoms of moral decline and also morals are caused by several things, including the spread of dirty words, bullying, violence, and other less commendable behaviors. In fact, not a few of the younger generation do not show commendable morals (*akhlak mahmudah*). It is as if it is not so attached to them and what is more ironic is that the attention of the national education world is still lacking in moral education. In fact, it can be said that the treatment of moral education is still neglected because our educational orientation leads to the cognitive dimension (knowledge). Most of our education experts still believe that if the cognitive side is well developed, then the effective side will also develop positively (Supriyoko, 2010, p. 3). This misunderstanding of viewpoint is what causes many students in this country to continue to fall into negative things because there is still a very lack of understanding of character education provided by teachers and practitioners in the world of education.

School activities should provide opportunities for students to think creatively, innovatively and religiously, so that in the end students become quality human resources. Quality human development can start from school education. Schools are not only a means to reach out to intelligent people, but also to train students with skills, socialization, and self-development abilities. Schools as formal educational institutions must be able to instill smart values through extracurricular activities that develop students' potential. Related to extracurricular activities at the elementary and secondary school levels as discussed in the Law on the National Education System Number 20 of 2003, Article 3 (2003, p. 4). The development of students' potential in accordance with the goals of national education can be realized through learning activities, extracurriculars, and extracurricular skills, our education also includes student character education.

Character can be a solution that can be applied in educational institutions. Considering that our current education system touches and focuses more on academic aspects. In the world of education, it is also necessary to develop the potential of students holistically, intellectual, spiritual, and emotional intelligence at the same time, because if intellectual intelligence is developed, emotional and spiritual intelligence will fall apart. Character improvement in education is not only carried out in formal education units, but in all learning units, for example in extracurricular activities, with the existence of these extracurricular activities can help students in developing academic competence, talents, interests, and personality and character of students. One of the efforts to build character in schools can be done through extracurricular activities, namely scouting. Because in this activity students are taught about activities that can develop character.

The word Pramuka comes from the abbreviation Praja Muda Karana (Anton Kristiadi, 2014, p. 27) which generally refers to the young generation who have a chivalric spirit in defending the country and the nation. Scout (Laila, n.d.) it is a very appropriate and important forum for the young generation to learn and create. Scouting is an extracurricular activity that must be carried out in educational institutions, but it is not mandatory for all students. Scouts teach students about the values to build character, starting from leadership, religion, discipline, love of nature, skills, responsibility, friendship, social, and independence. Scout activities carried out at the school include: inauguration, ceremony, camp and expedition. In addition, scouting activities also make a good contribution to the development of students' character (Febrianti et al., 2022) Such as: Through inauguration activities and ceremonies for new members, here students are trained to be disciplined both in time and obedience. Time discipline means participation, while rule discipline follows predetermined rules.

In Scout education, there is an Honor Code or Scout Code of Ethics which has been regulated in the Law of the Republic of Indonesia Number 12 of 2010 concerning the movement of scouts. In general, the Scout Honor Code consists of Tri Satya which means 3 promises, and Dasa Dharma which means ten duties or moral teachings (Nomor 12 Tahun 2010 - Tentang Gerakan Pramuka, 2010). From Tri Satya (Laila, n.d.) and the Dasa Dharma Pramuka above shows how strong the values of character education are in it. Values that can be taken from the Tri Satya in fulfilling their obligations to God Almighty by following government regulations or laws in Indonesia and the values contained in Pancasila. In addition, *Dasa Dharma* Scouts can educate students to be devoted to God Almighty, love nature and care for fellow humans, patriotic and

warriors, obey the rules, be agile and brave. help, diligent, disciplined, responsible and holy in their thoughts, words and deeds. Some of the programs made by the school are outbound around the school while paying attention to the environment and taking good care of it, several competitions are held by the school such as poetry, lectures or speeches, waste recycling contests, spiritual tourism and the implementation of each of the values of *dasa dharma*.

This study was conducted with the aim of finding out whether there is an influence of Scout extracurricular activities on the character of students at MI Sabilul Muhtadin Teluk Sebong Bintan, and how much influence Scouting extracurricular activities have on the character of students at MI Sabilul Muhtadin Teluk Sebong Bintan.

2. RESEARCH METHODS

This research was conducted at *Madrasah Ibtidaiyah* (MI) Sabilul Muhtadin, which is located at Jalan Pecah Gelas RT 01/ RW 02, Sebong Lagoi Village, Teluk Sebong District, Bintan Regency. The subject of his research was a student of MI Sabilul Muhtadin Teluk Sebong, Bintan Regency. In addition to the research subject, the research object is also the target of the research. The object of the research is the problem to be researched to obtain detailed and more targeted data. In this case, the object of his research is the influence of scouting extracurricular activities on the character of students at MI Sabilul Muhtadin Teluk Sebong, Bintan Regency. The population taken by the researcher is respondents consisting of the population, in this study are all students who participate in scouting extracurricular at MI Sabilul Muhtadin. The sample is part of the number and characteristics that the population has (2013, p. 81). In other words, a sample is part of the population that is the object of research. In determining the sample of the population, there is a rule, namely a sample that is representative of the population. In this study, the sample consisted of all students who participated in the class V scout extracurricular at MI Sabilul Muhtadin Teluk Sebong, Bintan Regency with a total of 30 people.

Questionnaire result data processing technique (2013, p. 142) This uses a Likert scale with scoring is done on the SS (Strongly Agree) answer with a score of 5, S (Agree) with a score of 4, R (Hesitant) with a score of 3, TS (Disagreement) with a score of 2, and STS (Strongly Disagreement) with a score of 1.

Before distributing the questionnaire, the questionnaire that has been prepared is first tested for validity and reliability. Data analysis (Budiwanto, 2017, p. 67) used by researchers in data processing is by using *Pearson Product Moment* correlation analysis to test validity. Reliability test (Sugiyono, 2013, p. 75) It is carried out to obtain the accuracy (regularity or regularity) of the data collection tools (instruments) used. Test the reliability of the instrument with alpha formula. The method of finding internal reliability is to analyze the reliability of the measuring instrument from one measurement, the formula used is Alpha.

The analysis requirements test is a pre-analysis examination of the data. To determine whether the data analysis for hypothesis testing can be continued. Therefore, an analysis of the testing requirements is needed. The normality test aims to find out whether the residual values or differences of the research are normally or abnormally distributed. The Kolmogorov-Smirnov test, which is a normality test, can be used in this study. The criterion is the distribution of normally distributed data if the two-tailed sig probability value > 0.05 . While the distribution of data is abnormal if the probability value of 2 tailed sig < 0.05 . The linearity test is carried out to determine whether or not two variables have a linear relationship or not. With the F_{count} value criterion listed in the dev column, a linearity test is carried out on each independent and bound variable. The relationship between variables follows a linear pattern if: a) alternative Hypothesis (H_a): If the value of $F_{\text{count}} > F_{\text{tabel}}$ then H_0 is rejected (significant regression); b) if the Zero Hypothesis (H_0) value of $F_{\text{count}} < F_{\text{tabel}}$ then H_0 is accepted (insignificant regression). In this study, it is used in the SPSS 27 application to conduct a linearity test. The analysis method uses a significance level of 95% ($\alpha=0.05$) which shows that there is a linear relationship between variables with a significant Sig.value of 0.05. Meanwhile, if Sig. > 0.05 , then the relationship between variables is non-linear. To test the influence, the researcher used a simple linear regression formula. The determination coefficient analysis is used to find out how high and low the influence of variable X on Y expressed as a percentage can be calculated using the determination coefficient formula (Wananda, 2021, p. 42), that is: $kd=r_s^2 \times 100$

3. DISCUSSION

a. Theoretical Approach: The Effect of Scout Extracurricular Activities on The Character of Students

Based on the Great Indonesian Dictionary, influence is a force that exists in or is produced by something, for example, a person, an object that helps shape a person's character, beliefs, or behavior. The influence is the power between the audience that results from the message communicated to make them do or not do something (Onong Uchjana Effendy, 1989, p. 176). Influence is the power exerted by something (a person, an object) that helps shape a person's character, beliefs, or behavior. Influence is

also a condition for the existence of a reciprocal relationship or causal relationship between the influencer and the one who influences (Suharso & Retnoningsih, 2017, p. 243).

Sopitin believes that extracurricular activities are one way to foster a healthy personality in students, starting from physical, spiritual and devotion to God Almighty, with a caring and responsible attitude towards the social and cultural environment (Wildan Zulkarnain, 2022, p. 56). Suryosubroto also said that extracurricular activities are activities that aim to develop areas of interest to a group of students, such as sports, art, various skills and scouting activities that are held at school outside of regular school hours (Marito, 2020, p. 9).

Extracurricular activities are also a process of perfecting education at the cognitive level towards sustainability to the affective and psychomotor aspects so that it can bridge the problem of school education with education in the family and the challenges of the rapid flow of globalization for developing countries, Indonesia. In general, private educational institutions have quality standards in terms of educators' orientation towards formal diplomas, learning facilities oriented and other ability-oriented learning traditions. The learning tends to be verbalistic and oriented towards subject mastery.

Learning focuses on students' understanding of the information contained in the subject matter. Then it is assessed whether the students have mastered the breadth/depth of the material. There are three aspects of learning, namely cognitive, emotional, and psychomotor aspects, and in the context of learning assessment, these three areas or regions must be the goal in every learning assessment activity. However, most of the assessments of student learning outcomes focus more on the cognitive realm, while the affective and psychomotor domains are less developed, strategic steps can be taken to improve the assessment of student learning outcomes in the emotional and psychomotor domains, especially through extracurricular activities.

Regulation of the Minister of National Education Number 22 of 2006 also explains this in the Self-Development Guide Extracurricular activities are regulated as follows: a. *individual*, namely the principle of extracurricular activities that are in accordance with the potential, talents, and interests of each student; b. *active involvement*, which is the principle of extracurricular activities that require the full participation of students; c. *Work ethic*, which is the principle of extracurricular activities that build students' enthusiasm to work well and successfully; d. *social benefits*, namely the principle of extracurricular activities that are carried out for the benefit of the community. Extracurricular activities at school contribute to improving learning outcomes. Extracurricular activities are not included in subject matter that is separate from other subject matter, the delivery of subject matter can be carried out on the sidelines of extracurricular activities being carried out, considering that these activities are an important part of the school curriculum. Extracurricular activities can be used as a forum for students to accommodate their interests and talents (Bangbang Syamsudar, 2012).

Education has an important role in the development of a person's character. One form of character development is through school culture. Students as citizens must develop their character, this can be done through school activities, such as extracurriculars. The functions of extracurricular activities as developmental, social, reactive and career preparation functions are: (Pradana, 2016, p. 56): a. *development function*, which is basically extracurricular activities function in order to support the development of individual students through the expansion of interests, potential development, and the provision of opportunities for the formation of responsible, creative, and innovative characters; b. *Social function*, namely extracurricular activities function to develop students' abilities and sense of social responsibility; c. *reactive function*, namely extracurricular activities are carried out in a relaxed, joyful and fun atmosphere so as to support the student development process. Extracurricular activities must be able to make school life and atmosphere more challenging and more attractive for students; d. *the function of career preparation*, namely with extracurricular activities, functions to develop students' career readiness through capacity building.

The word scout is an abbreviation for praja muda karana which has the meaning of young people who like to work. Scouting is a term for members of the scout movement which includes standby scouts, scouts (*pramuka siaga*), enforcement scouts (*pramuka penegak*) and pandega scouts (*pramuka pandega*) (Azrul Azwar, 2012, p. 5).

In addition, scouting is a continuous coaching process for young people, both individually and as members of society. Although the ultimate goal is to make them independent, caring, responsible human beings and adhere to the values and norms of the nation and state society.

Based on the above opinion, it can be concluded that scouts are a group of young members who follow the educational process outside the school environment whose ultimate goal is to become a whole person, including mental, moral, spiritual, emotional, social, intellectual and physical aspects, both as individuals and as members of the community under the guidance of coaches. Here are some basic principles in scouting: a. *faith and piety to God Almighty*; b. *caring for the nation and homeland, fellow*

lives and nature in it; c. care for himself; d. obey the Scout Honor Code (Anton Kristiadi, 2014).

The basic principle of scouting is a norm that must be attached to scout members, namely members who carry out activities, so that they can carry out their lives based on faith and piety to God Almighty, and can fulfill their obligations as good citizens and can provide comfort and welfare for themselves and others around them. Based on the opinion of the basic principles of scouting, it can be concluded that the principle of scouting is a guideline that must be held by scout members to think and act based on faith and piety to God Almighty, as well as to live a good life to provide comfort to themselves and others.

All of the basic principles have been summarized in the *dwi satya* and also the *dasa dharma*, where all scout members must have a Code of Ethics that is also related to character, the following *dwi satya* and *dwi dharma* of the scouts: *a. dwi Satya*: (1) for the sake of my honor, I promise to be serious: Carry out my obligations to God, the unitary state of the Republic of Indonesia, and follow family manners; (2) do good every day. *b. dwi Dharma*: (1) standby to be devoted to his father and mother; (2) be brave and not give up. The two honor codes mentioned above are moral standards.

The two honor codes mentioned above are the moral standards for a standby scout in behaving in society. So if there is a member of the standby scouts whose behavior is not in accordance with this moral standard, he cannot be called a scout. *a. Trisatya*, *Trisatya* comes from two words, namely "*Tri*" which means three and "*Satya*" which means promise. *Trisatya* means three promises. The content of the *trisatya* is as follows: (1) For my honor I promise to earnestly carry out my obligations to God, the unitary state of the Republic of Indonesia and practice Pancasila; (2) Helping others live and preparing themselves to build society; (3) Keeping the dharma (Vikiria Susanti, 2022). *b. Dasa dharma*, *Dasa dharma* comes from the word "*Dasa*" which means ten and "*Darma*" which means guidance. *Dasa dharma* means 10 guidelines for Indonesian scout behavior that must be applied in daily life. The contents of the *dasadharma* are as follows: (1) taqwa to god almighty; (2) love of nature and affection for fellow humans; (3) polite and chivalrous patriots; (4) obedient and willing to deliberate; (5) willingness to help and perseverance; (6) diligent, skilled, and happy; (7) frugal, meticulous, and unpretentious; (8) discipline, courage, and loyalty; (9) responsible and trustworthy; (10) sacred in thought, word, and deeds (Ali Munir, 2012, p. 10).

Based on the explanation above, it can be concluded that scouting activities are activities carried out outside of school and family. Scout activities are regulated by law so that the activities carried out are legitimate activities. Scouting activities are activities that can help shape character because scouting has an honor code and activities that are carried out positive and constructive activities. Every child must have a good character as a provision in life that will be faced in the life he will face so that children can be accepted in the environment where he or she is. Psychologically, the terms character (character) and personality are often used interchangeably, but *All port* in Suryabrata shows that usually the word personality indicates a normative meaning. He stated "*character is personality evaluated and personality is character devaluated*" (Suryabrata, 2015, pp. 241–242).

According to the language, character comes from English, character which means character, trait, and character (John M. Echols, 2003, p. 107). In Indonesian, disposition is defined as a human inner trait that affects all his thoughts and actions; And it also means character and ethics. Thus, character education is an effort to influence all the minds and inner traits of students in order to shape their character, ethics, and personality (WJS Poerwadarminta, 2006, p. 1149).

Character education (Jhon W. Santrock, 2009) is a direct approach to moral education, which is to teach students basic moral knowledge to prevent them from committing immoral acts and endangering others and themselves. The argument is that the behavior of lying, stealing, and cheating is wrong and that learners should be taught this through their education. According to the character education approach, schools must have clear moral rules and be clearly communicated to students. Any student who violates the rules must be sanctioned. The next opinion is the opinion of the originator of the first character education, namely German pedagogy named F.W. Foerster. He rejected the views of naturalists of the time such as Dewey and positivists such as Auguste Comte.

Character is something that qualifies a person. Character becomes identity, becomes characteristic, becomes a fixed nature, which overcomes the ever-changing contingent experience. So, character is a set of values that have become a habit of life so that it becomes a fixed trait in a person, for example hard work, never giving up, honesty, simplicity, and others. It is with that character that a person's qualities are measured. Meanwhile, the purpose of character education is the realization of the essential unity of the subject with his behavior and attitude/life values. So, character education can be done with value education in a person (Riantoni & Nurrahman, 2020, p. 76).

The character contains a broader meaning, which includes the understanding of attitudes, traits and temperaments. Character is a human inner structure that appears in certain actions and is fixed, whether

the action is good or bad, and is a characteristic of the person concerned. If temperament is greatly influenced by the constitution of the body and its induction, then character is more influenced by environmental factors, such as experience, education, intelligence and willpower (Riantoni & Nurrahman, 2020, p. 142).

Character in the Islamic perspective as published by Imam Gozali character is closer to morality, namely human spontaneity in behaving, or doing deeds that have been integrated in humans so that when they appear there is no need to think about it anymore (Gunawan, 2022, p. 3). Character education is also found in the work of *gurindam duabelas* (Rosmayanti, 2017) Where in it there are values of character education such as, religious, honest, not reproaching, keeping the heart, patience, gentleness, responsibility, trust, sincerity, willingness to sacrifice, obedience to parents, and love for the homeland. The values of character education in the *gurindam duabelas* by Raja Ali Haji are very relevant to today's education, in accordance with the goal of national education, namely with the values of national character education, so that the values of character education contained in the *gurindam duabelas* can be a guideline in today's world of education.

Student characteristics are the aspects or qualities of individual students that they have. Analyzing student characteristics, intended to know the characteristics of individual students. This is the result of the theory of Degeng, according to the Ministry of National Education there are 18 points that are used to form the character of quality students, which are as follows: (1) religious; (2) honesty; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) independent; (8) democratic; (9) curiosity; (10) enthusiasm; (11) nationality; (12) love of the motherland; (13) appreciate achievements; (14) friendly/communicative; (15) love of peace, love of reading; (16) environmental care; (17) social care; (18) responsibilities (Supinah & Parmi, 2011, p. 24).

Of the 18 points, only 4 were applied in this study, namely religious, discipline, hard work, and love of peace.

- 1) *Religious is a religion that comes from a foreign language religion as a form of noun that means religion or belief in the existence of a natural force over humans. While religious comes from the word religious which means the religious nature that is inherent in a person. Religious as one of the character values developed in schools, which is described as character values that are related to the relationship with God Almighty, include a person's thoughts, words, and actions that are always based on their divine values and/or religious teachings.*

This religious character is very much needed by students in facing the changing times and moral degradation, in this case students are expected to be able to have and behave with good and bad measures based on religious provisions and decrees. Religion is not a single thing, but a system consisting of various aspects. In religious psychology, religious awareness and religious experience are known. There are five aspects or dimensions of religion (Ruhansih, 2017, p. 2) namely: (1) *Religious Belief*. The dimension of belief is the degree to which a person accepts dogmatic things in his religion. In Islam, this dimension of belief is covered in the Pillars of Faith. The pillars of faith consist of faith in Allah, faith in the Angel of Allah, faith in the Book of Allah, faith in the Messenger of Allah, faith in the Day of Resurrection, and faith in the Destiny of Allah; (2) *Religious practice* (dimension of carrying out obligations). This dimension is where students have a level to what extent a person performs his religious ritual obligations such as carrying out mandatory prayers and sunnah, fasting obligatory and sunnah, praying before and after doing something, infak, shodakoh and so on; (3) *Religious Feeling* (Dimension of Appreciation). The dimension of religious experience and appreciation is the feelings or religious experiences that have been experienced and felt. For example, feeling close to God, feeling afraid when students commit a sin or mistake, feeling saved by God and so on; (4) *Religious Knowledge* (Dimension of Knowledge). The dimension of knowledge is how far a person knows about the teachings of his religion, especially those in the scriptures and others. This dimension is also called the dimension of knowledge which in Islam includes the knowledge of fiqh; (5) *Religious Effect* (Behavioral Dimension). This dimension is a dimension that measures the extent of a person's behavior that is motivated by his religious teachings in social life. For example, students visit their neighbors who are sick, help others who are in difficulty, donate property and so on. So, the formation of religious character is the result of efforts in educating and training seriously the various spiritual potentials contained in humans, especially in students.

In Islam, character is behavior and morals in accordance with what is taught in Islamic religious education lessons. That religious character is a person's character, character, morals or personality that is formed from the internalization of various policies based on religious teachings (Ahsanulhaq, 2019, p. 23).

- 2) *Discipline is one of the means in an effort to form an orderly personality in doing something, discipline can also be in the form of 33 times, in carrying out activities and others. Discipline is an action that shows orderly behavior and compliance with various rules and regulations.*

Examples of discipline are being punctual, carrying out duties appropriately and obeying applicable regulations. But in reality, as the times develop, the values of discipline are fading. This is proven when students leave for school, there are still many children who are late, forget or deliberately do not do homework, do not wear complete uniform attributes such as the color of shoes, ties and others. In addition, in the school scope, many students do not understand the meaning of discipline because there is no proper forum to form children's discipline attitudes, besides that, teachers have not yet given strict sanctions to students who have not been disciplined. One example of student behavior that shows an undisciplined attitude is violating school regulations. Therefore, it is very important that scout extracurricular activities can be a forum to educate children with character starting from basic education.

- 3) Hard work is an action that shows orderly behavior and compliance with various provisions and regulations. The meaning of hard work is that the activity is carried out because of the impulse to realize something, so that a great sense of responsibility grows. While the meaning of hard work, in this context, in terminology is the activity or activity that is carried out seriously.
- 4) Peace is interpreted as the absence of war or conflict and violence.

The causative factor for the occurrence of a peaceful atmosphere is when individuals have a sense of peace in themselves, have the ability to control their emotions and thoughts so as not to take actions that harm others and can trigger conflicts and violence. Peace-loving is "an attitude, word, and action that causes another person to feel happy and secure in his or her presence" (Sahlan & Prasetyo, 2016, p. 39).

Peace education is a process of promoting knowledge, expertise, attitudes and values to prevent, resolve and create peace at every level. Peace in the perspective of the Qur'an does not mean that there is no violence or war (*Absence of war*). The Qur'an says that peace is more than just the absence of war, but it is a positive statement about security and human freedom from fear and anxiety. The term Islam means *self-surrender to God*, the right belief in Allah. In fact, according to Riffat, almost every page of the Qur'an has words derived from the roots of the words s-l-m and a-m-n (salam/Islam and safe), which are the roots of the words Islam and Faith.

According to Gunawan (2022) provides recommendations for 10 principles to realize effective character education as follows: 1) Promoting basic ethical values as the basis of character; 2) Identifying characters comprehensively to include thoughts, feelings, and behaviors; 3) Using a sharp, proactive and effective approach to character building; 4) Creating a caring school community; Providing opportunities for students to show good behavior; 5) Have coverage of a meaningful and challenging curriculum that values all learners, builds their character, and helps them to succeed; 6) Strive to grow self-motivation in students; 7) Functionalize all school staff as a moral community that shares responsibility for character education and is loyal to the same basic values; 8) There is a division of moral leadership and broad support in building character education initiatives; 9) Functioning families and community members as partners in efforts to build character; 10) Evaluate the character of the school, the function of the school staff as character educators, and the extent to which students manifest good character (Gunawan, 2022, pp. 35–36).

b. Assumptions and Hypotheses

Based on the explanations that have been exposed above, the assumptions and hypotheses of the researcher in this study are:

1) Assumption

- The results of the research that will be obtained are the results of the acquisition in the field, which describes the condition of the character of the students to be researched.
- The response questionnaire will be filled out by students who participate in extracurricular activities in practice, without coercion from any party.
- The researcher is objective about the assessment that occurs on the data obtained.

2) Hypothesis

A hypothesis is a theoretical assumption or response or conjecture that can be rejected or not empirically rejected (Wardani, 2020, p. 15). So, a hypothesis is a temporary answer where, to answer the formulation of the problem that has been responded to and the theoretical conjecture may be rejected. From the meaning of the hypothesis, the hypothesis of this research is:

Ha : There is an influence of scouting extracurricular activities on the character of students at MI Sabilul Muhtadin Teluk Sebong, Bintan Regency.

H0 : How much influence do scouting extracurricular activities have on the character of students at MI Sabilul Muhtadin Teluk Sebong, Bintan Regency.

c. Results

The following are the results of the research found:

1) Validity Test

The results of the validity test on variable X, namely scout extracurriculars, out of 20 items/statements, all were valid. As for the Y variable, namely the Character of the Student, of the 20 items/statements, all of them are valid. The basis for making a decision on whether or not an item/statement is valid or not is based on the value measured from the r table. With the number of respondents (N) as many as 30 people with *degree of freedom* (df)=N-2 So that df=28 is obtained, which is the result of 30-2=28, and the level of significance (α)=5% or 0.05, then the r table I used is 0.361. The analysis of this study was carried out using the SPSS 27.

2) Reliability Test

The results of the reliability test test on the independent/unbound variable (scout extracurricular) and dependent/bound variable (student character) have a reliable value. Because the values of Cronbach's Alpha of the two are 0.748 and 0.786 and both have a $>$ value of 0.05. This is what strengthens that the statements that have been prepared have reliable properties (stable and consistent) which can then be used as a reinforcement for the analysis of this research.

3) Test requirements Analysis

A prerequisite test is an analysis used to find out whether or not data analysis for hypothesis testing can be performed. In this study, the prerequisite tests that will be carried out are 2 tests, namely normality and linearity tests.

a) Normality Test

According to Imam Ghozali (2013, p. 160), the normality test aims to test whether the regression model, perturbing variable or residual has a normal distribution. As is known, the t tests and f tests assume that the residual values follow the normal distribution.

Therefore, the author tests the two variables, namely scout extracurricular (X) and Character of students (Y), whether they have a normal data distribution or not, based on the following decision-making: If the significance value $>$ 0.05, then the residual value is normally distributed, or If the significance value $<$ 0.05, then the residual value is not normally distributed.

One-Sample Kolmogorov-Smirnov Test			
		Scout Extracurricular	Character Of Students
N		30	30
Normal Parameters ^{a, b}	Mean	78.33	73.00
	Std. Deviation	7.818	8.271
Most Extreme Differences	Absolute	.158	.186
	Positive	.158	.101
	Negative	-.158	-.186
Kolmogorov-Smirnov Z		.866	1.017
Asymp. Sig. (2-tailed)		.442	.252
a. Test distribution is Normal.			
b. Calculated from data.			

The results of the normality test used by the researcher were using *standardized residuals*, based on the table above, the researcher obtained the Kolmogorov-Smirnov significance of 0.442 and 0.252 where both $>$ 0.05. Based on the results of the normality test that has been carried out, it is possible to get an overview that the two variables are normally distributed.

b) Linearity Test

The linearity test is used to determine whether the two variables that will be subjected to the statistical analysis procedure show a linear relationship or not. Based on the decision making that if F is calculated more than F in the table or the significance is less than alpha 0.05, it can be concluded that the two variables have a linear relationship.

ANOVA Table					
	Sum of Squares	df	Mean Square	F	Sig.

Y * X	Between Groups	(Combine d)	1898.33	18	105.463	13.542	.000
		Linearity	757.774	1	757.774	97.302	.000
		Deviation from Linearity	1140.56	17	67.092	8.615	.000
	Within Groups		85.667	11	7.788		
	Total		1984	29			

Based on the results of the linearity test, if you look at the value of sig. deviation from linearity of $0.000 < 0.05$, it can be concluded that the relationship between scout extracurricular and linear learner character.

c) Simple Linear Regression

The purpose of this simple linear analysis is to test the effect of one independent variable on the bound variable. The basis for decision-making in a simple linear regression test can refer to two things, namely:

- (1) If the significance value < 0.05 , then the variable of scout extracurricular activities (X) has an effect on the character variable of students (Y).
- (2) If the significance value > 0.05 , then the variable of scout extracurricular activities (X) has no effect on the character variable of students (Y).

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	757.774	1	757.774	17.303	.000
	Residual	1226.226	28	43.794		
	Total	1984.000	29			
a. Predictors: (Constant), X						
b. Dependent Variable: Y						

Based on the results from the table above, F calculation=17.303 has been obtained with a significance level of $0.000 < 0.05$, then the regression model can be used to predict the participation variable or in other words there is an influence between the scout extracurricular variable (X) on the student character variable (Y).

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	21.784	12.371		.089
	X (pramuka)	.654	.157	.618	.000
a. Dependent Variable: Y (Karakter)					

From the table above, it can be seen that the output *result (coefficients)* (a) is 21.784, while the value of scout extracurricular (b/coefficients regression) is 0.654 so that the regression equation can be written:

$$Y = a + bX \Rightarrow Y = 21.784 + 0.654 X$$

So the equation can be translated: (1) The constant of 21.784 means that the consistency value of the character variable is 21.784; (2) The regression coefficient X of 0.654 states that for every 1% increase in the scout score, the character value of the student increases by 0.654. The Regression Coefficient is positive, so it can be said that the direction of influence of the variable X on Y is Positive.

d) Coefficient of Determination Test (R^2)

It was carried out with the aim of measuring how much the influence of the independent variable (X) on the dependent variable (Y) and its value ranged from zero to one. A value close to one, means that the independent variable (X) provides almost all the information needed to predict the dependent variable (Y).

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.618 ^a	.382	.360	6.618
a. Predictors: (Constant), X				

From the output above, the determination coefficient of R^2 has been obtained of 0.382=38.2%, so it can be concluded that the variation of scout extracurricular activities (X) has an influence of 38.2%, on the character variable of students (Y). Thus, it can be said that there is an influence of the coefficient interval of 38.2%, with the level of influence relationship in the Medium position.

4. CONCLUSION

Based on the analysis of data and the discussion in this study, regarding the Influence of Scout Extracurricular Activities on the Character of Students at MI Sabilul Muhtadin Teluk Sebong, Bintan Regency, the author can draw the following conclusions: It can be concluded that there is an influence of scout extracurricular activities on the character of students at MI Sabilul Muhtadin Teluk Sebong, Bintan Regency, by using the Simple Regression formula, namely the level of $F_{count}=17.303$ with a significance level of $0.000<0.05$, then the regression model can be used to predict the character variables of students or in other words there is an influence between the extracurricular variables of scouts (X) on the character variables of students (Y).

Then by looking at the regression coefficient X of 0.654 states that for every 1% increase in the scout score, the character value of the students increases by 0.654. The Regression Coefficient has a positive value, so it can be said that the direction of influence of the variable X on Y is Positive Influence. This means that the extracurricular role of scouts can improve the character of students at MI Sabilul Muhtadin Teluk Sebong, Bintan Regency.

Scout extracurricular activities have an influence on the character of students at MI Sabilul Muhtadin Teluk Sebong, Bintan Regency. There is an influence caused by scout extracurricular activities on the character of students, although the results are moderate, which is only 38.2%, which is obtained from the results of the determination coefficient test and the rest can be influenced by other positive factors that are not included in this study.

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