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By Universitas Muhammadiyah Sidoarjo

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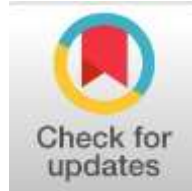
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High School Scouting Programs Establish Civic Disposition Through Moral Habituation: Program Pramuka Sekolah Menengah Atas Membentuk Disposisi Kewarganegaraan Melalui Pembiasaan Moral

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Abstract

General Background Character education constitutes a holistic development process encompassing cognitive, emotional, and evaluative aspects within academic institutions. **Specific Background** Scouting extracurricular activities function as a strategic informal educational platform for internalizing citizenship values among adolescent learners. **Knowledge Gap** While character development is widely implemented, the specific interplay between instrumental resources and socio-environmental variables in scouting-based character formation requires comprehensive evaluation. **Aims** This study analyzes the integration of citizenship values through extracurricular scouting to construct student character at SMAN 1 Telaga. **Results** The qualitative investigation reveals that character formation successfully merges moral knowing, moral feeling, and good character. Students demonstrated theoretical ethical understanding alongside practical applications in discipline, responsibility, and social concern. However, program execution faces instrumental input constraints due to budget limitations, alongside environmental input challenges stemming from variations in family support and peer dynamics. **Novelty** The research utilizes the ADAB evaluation tool as a key cognitive success indicator, advancing beyond traditional physical training to create emotional spaces that transform ethical sensibilities into concrete actions. **Implications** These findings suggest that educational institutions must foster continuous collaborative synergies involving internal resources, family environments, and community support to successfully construct responsible societal behaviors.

Highlights

- ♦ The internalization of citizenship values successfully merges cognitive understanding with practical emotional development.
- ♦ Financial constraints limit the optimal execution of certain extracurricular agendas despite adequate infrastructural planning.
- ♦ Variations in parental support and peer dynamics significantly determine student participation consistency.

Keywords

Character Education; Extracurricular Activities; Citizenship Values; Instrumental Input; Environmental Factors

INTRODUCTION

In a broader context, education is not just the process of acquiring knowledge. Above all, education should include holistic development that includes cognitive, emotional, and evaluative aspects. In this perspective, Plato has warned about the importance of education, emphasizing that its main goal is to make people better, and that good people clearly act with honesty. Understanding this education is not only about deepening one's intellectual knowledge, but also about cultivating intelligence (IQ), Emotions (EQ), and Spiritual (SQ). To achieve this, character education must be integrated into all aspects of education.[1]. He emphasized that education is not limited to the process of imparting knowledge, but is a global effort to develop exceptional, mature, and virtuous individuals who are in harmony with Plato's vision. It is important to integrate cognitive, emotional and spiritual aspects, to bring scientific relevance so that students can achieve all their qualities and contribute to society. To reframe this meaning, the term "character education" was first introduced in the early twentieth century by Thomas Ricona. One of his famous works "The revival of character education" The book follows Character Education: How Our Schools Teach Respect and Responsibility [2]It defines personality as a set of knowledge, attitudes, motivations, behaviors, and skills. There are three important aspects to this concept. In other words, to know the good (To the best of my knowledge), The Goodness of Love (I like good things), And do good, (That's okay) [3].

In reality, education is not limited to the process of knowledge transfer; It is also an important and profound effort to form mature and virtuous human nature that benefits society, nation and nation. This is also reflected in the implementation of character education in Indonesia, which began in 2010 under the leadership of the Ministry of National Education [3]This step is continued and strengthened by the Action Plan of the Ministry of Education and Culture, which provides guidelines not only for the recognition of Indonesians, but also to train outstanding Indonesians in their attitudes, morality and responsibility, by emphasizing important values such as religion, integrity, tolerance, perseverance, creativity, independence and love for the homeland.[4]When implemented, the vision and mission of character education are closely aligned. Citizens' situationWhy does this happen? The citizenship situation also emphasizes the formation of a mature citizenship consciousness based on morality, responsibility, conscience, and concern for the nation and its interests. In other words, this approach not only benefits the individual but also the collective interest to create a better and more mature Indonesian society, living together, maintaining unity and actively participating in the achievement of national goals. In this context, the vital role of educational institutions, families and communities is essential to realize this vision and to nurture the next generation of Indonesia, which is a marvelous, humane and reliable pillar of the nation in the face of the challenges of its time.[4].

The Situation of Citizens of Citizenship Education As one of the key elements (PKn), it focuses on promoting positive attitudes and behaviors. In short, Civic situations refer to trends or trends in which a person engages in attitudes and behaviors that are in accordance with good civic values such as social responsibility, national awareness, and active social participation. Civic education is education that strengthens the character of a nation. In Indonesia and Asian countries, civic education is a moral aspect(Personal character), public interests, national identity and international perspectives are put forward [5] While the United States and Australia place more emphasis on individual rights, democratic institutions, human rights, and the market economy, civic education (PKn) is understood as a comprehensive way to foster citizen intelligence, participation, and a sense of responsibility. Through three main paradigms. First of all, the PKn program is presented as a subject that focuses on the development of personal skills. Second, theoretically, PKn is designed to integrate cognitive, emotional, and psychomotor elements as they "meet or interact". Third, in practice, PKn emphasizes content that includes the value (The Value of Content Integration) and learning experience (Learning Experience) [6].

Civic education (PKn) plays a central role in raising strong civic awareness at the local, national, and global levels. At the local level, PKn guides students to explore and understand in depth the values, history and cultural richness that are essential to identity, strengthen the foundations of national identity and strengthen pride in cultural heritage. In the national sphere, civil society acts as a catalyst for the formation of responsible citizens, promotes an understanding of the rights and obligations of individuals in a socio-political context and strengthens knowledge of the national political system and government. On the global stage, PKn introduces students to international issues that are important to shaping an inclusive worldview, such as peace, human rights, and environmental sustainability. According to Branson, civics education is intertwined with three main elements. Above all, it is civic knowledge (Citizen knowledgeThis includes a thorough understanding of the structure of government, the rights and duties of citizens, the political process, and democratic principles. Then there is the capacity for citizenship (Civil Engineering TechnologyIt includes practical skills necessary for participation in a democratic society, such as discussion, collaboration, problem-solving, and informed decision-making. Third, the essence of citizenship (Civil LawThis includes attitudes, values, and beliefs such as empathy, respect for justice, and a strong willingness to actively participate and responsibly in the democratic process [7].

Civic education has a global purpose. First, it encourages individuals to think critically and creatively about a variety of civil rights issues. Second, participate responsibly in community, national and local activities and be prepared to act wisely; Third, to encourage active and democratic development based on the character of Indonesian society, allowing coexistence with other countries; Fourth, by taking advantage of advances in information and communication technology, it aims to develop the capacity to interact directly and indirectly with other countries on the global stage [8]. The study clearly states: Situation of citizens The Scouting program contains very important content, including respecting freedom, teaching compassion to students through the empathy that Branson has developed, encouraging active participation in democracy and social processes, and respecting individual rights [7]. These three elements support the development of intellectual and responsible personalities for students that are aligned with the civic education (PKn) paradigm, including a curriculum that promotes the potential of moral individuals, a theoretical approach that includes cognitive and emotional aspects, and a practical approach that focuses on learning experiences in everyday life [9]. Close relationship Situation of citizens This PKn

personality plays a role in the formation of strong citizens, strengthening their character through moral values and collective consciousness, ultimately strengthening the resilience of the nation [10] This is in line with the philosophy of Indonesian and Asian education, emphasizing moral aspects, public interests, national identity, and international perspectives [5].

Therefore, it is not surprising that Indonesia's national education system supports regulations regarding the nature and purpose of education. In due course, in accordance with Law No. 20 of the Republic of Indonesia (2003), a learning environment must be created where students can actively develop potential abilities such as mental strength, self-control, character, intelligence, noble morals, and skills that are beneficial to themselves, society, and the nation (Chapter 1, General Provisions, Article 1(1)). In addition, national education aims to foster the ability, character and civilization of decent citizens, to educate the lives of the people and to form loyal, obedient, noble, healthy, educated, capable, creative, independent, democratic and responsible citizens. (Chapter 2, Clause 3) In addition to these issues, it is important to understand that character education in the school environment also requires support through forums that promote character for students, such as school organizations that participate in extracurricular activities such as scouting. Adillax Dart defines Scouting as part of the educational curriculum outside of school and family, describing it as an active and organized outdoor activity that aims to shape the character, morals, and ethics of the nobility. Members of the Scouting movement include Scout Aid (ages 7 to 10), fundraisers (ages 11 to 15), implementers (ages 16 to 20), and pandega (ages 21 to 25). In addition, Scouts include Scout coaches, core members, training team members, Scout teachers, staff, and the board of trustees.[11].

Therefore, especially from the point of view of Scouting activities, it cannot be ignored that it is important to apply personal values regarding civic attitudes through extracurricular activities. In fact, scouting outside of school is one of the activities that contribute to the development of students' character. Through this activity, students can hone cognitive, emotional, and psychomotor skills. In addition, Scouting activities aim to shape the character, leadership and nationalism of students, playing an important role in their physical, mental, social and spiritual development.[12] On the other hand Extracurricular activities Scouts offer many benefits, including discipline, faith, noble morals, dedication, respect for the law, patriotism, defending the noble values of the nation, and becoming a citizen with the spirit of Panchasila, shaping the character and character of students.[13].

Based on observations on the implementation The situation of the SMAN 1 Program residents Through the annual after-school scout program in Terraga, it is carried out as a commitment to the development of students' character. As a result of the activities carried out within the framework of this program, student exchanges for inter-regional Scouting activities are organized. According to preliminary research findings, the Terraga Scout Program for SMAN 1 has continued to be implemented since the 2020-2021 school year, becoming an important part of the school's efforts to shape the character of students. Despite the challenges posed by the COVID-19 pandemic, health and environmental activities resumed in the 2021-2022 academic year. The program aims not only to improve technical and physical abilities, but also to instill values Civic status includes responsibility, active participation, consideration for others, tolerance and awareness of the rights and obligations of citizens. At the peak of 2023-2024, activities such as the National Limena and National Defense camps will further strengthen students' nationalism and love for their homeland. However, the reality on the ground shows that various challenges hinder the achievement of these ideal goals.

Interestingly, one of the main problems is the lack of balance between participation in extracurricular activities and academic obligations. Many students who actively participate in Scouting find it difficult to manage their study time, which affects their concentration in class and overall academic quality. In addition, unruly behaviors such as lack of classes are often observed, reflecting the low internalization of personal values in students' daily lives. Student personalities that are not optimally developed have the following applications: Civil situational discipline, accountability, respect for individual rights, and careful reflection have not been fully realized. On the other hand, limited facilities and infrastructure, such as limited activity spaces and inadequate reconnaissance equipment, also hinder the effectiveness of character development activities. In fact, The committee covers various aspects, ranging from civil rights and sensitivity to social issues, democracy, human rights, diversity and awareness of cooperation. Thus, although Scout activities have great potential to shape the character and attitudes of students, challenges related to implementation, environment and internalization of values remain obstacles that must be overcome comprehensively and sustainably. The importance of this research lies in the need to further evaluate the application of these values in the civic context. Scouting Through extracurricular programs, activities not only improve physical and technical abilities, but also nurture students with strong character and enable them to become responsible citizens who embody the values of Pancasila. This research aims to overcome the lack of balance between extracurricular and academic activities and to improve facilities and infrastructure that support the development of student character through scouting activities. Based on the explanation of these problems, this study focuses on a detailed analysis of the habituation of value habits Situation of citizens Through the Scout tutoring program, SMAN 1 Terra strives to develop the character of students, focusing mainly on three aspects: moral knowledge (Moral knowledge, moral feelings (Moral sentiment) and moral behavior. Moral Behavior Make sure that these civic values are internalized not only in theory but also in real action. In addition, this study aims to identify various obstacles such as: Instrument Input Constraints on facilities, infrastructure, training programs, and Environmental contribution These include social and environmental challenges, as well as time management imbalances between organizational activities and student academic obligations.

METHOD

This study uses qualitative research. Qualitative research focuses on understanding complex phenomena by analyzing non-numerical data such as interviews, observations, and documents in detail. According to Denzan and Lincoln, the primary goal of qualitative research is to explore and examine the meanings, experiences, and subjective perspectives of individuals and groups in specific social, cultural, and situational contexts. This method is often used to gain insights into patterns,

themes, and relationships that cannot be quantitatively measured, and to deepen theoretical understanding of the problem or problem being researched [14]. In addition, the type of approach used is technical. A descriptive approach is a research approach that provides a clear and detailed overview of a particular phenomenon, situation, or characteristic without changing or manipulating variables. By definition, the types of decoding in qualitative research include descriptive, analytical, and quantitative techniques. Narrative descriptions explain the phenomenon through storytelling and provide a detailed overview through quotes and data. Analytical explanations focus on identifying patterns, themes, and relationships in the data and providing detailed interpretations. In contrast, quantitative explanations explain data through statistics and figures, structure research results, and provide measurable presentations [15].

The main objectives of this study are divided into two points. First, through SMAN 1 Telaga extracurricular activities, students apply personal values using indicators of personal values such as religiosity, discipline, and creativity. Next, identify the factors that hinder the practice of these personality values. This includes internal factors such as students' attitudes and motivations, as well as external factors such as academic and community support. This study aims to assess how effective Scouting activities are in understanding the challenges faced by students in developing character and practicing personal values. This study uses two sources: primary and secondary data. Primary data refers to data obtained directly from sources using data collection techniques carried out by researchers. This data is collected directly from sources, respondents, or research subjects through various methods such as interviews, observations, and record-keeping. Primary data provides specific and relevant information tailored to the purpose of the study, and because it is obtained directly from sources without third-party interpretation or modification, they are generally considered more accurate and reliable [15]. Secondary data is not obtained directly from primary sources, but from existing media or sources. This data is typically collected by other stakeholders and used by researchers for a variety of purposes. Examples of secondary data include previous research reports, government statistical data, academic articles, books, and other relevant documents. Secondary data is often used to complement primary data, provide additional context, and support research analysis that leverages existing information [15].

Data collection techniques that do not rely on expert advice refer to methods that directly collect information from sources without relying on third-party interpretation or analysis. In this study, three methods were used: observation, interview, and recording. Observation is a data collection technique that directly observes phenomena, behaviors, and situations at the scene. In observations, researchers systematically record events that occur without affecting or interfering with the conditions of observation. Observations can be made in public when the subject is aware that he or she is being observed, and privately if the observer is unaware that he or she is being observed. This method allows you to realistically understand how things happen in their natural context [15]. Interviews are a method of data collection that provides detailed and detailed information through direct conversations between researchers and respondents. Interviews can be conducted in person, by phone, or through other media. There are several types of interviews: structured interviews with predefined questions, semi-structured interviews that allow for the development of flexible questions during the conversation, and unstructured interviews that are more like open discussions. This method allows researchers to explore respondents' experiences, perspectives, and understandings in depth. [15].

The research tools used in this study were made in the form of observation instructions, semi-structured interview instructions, and documented formats. The observation guidelines were developed based on research that focuses on the practice of civic attitude values through Scouting extracurricular activities such as religiosity, discipline, responsibility, cooperation, social interest and student involvement. The interview guidelines delve deeper into the process of character formation, the form of Scout activities, and the factors that support or hinder the realization of civic values. Instead, the document format is used for the Scout work program, activity schedule, activity photos, coaching notes and other documents related to the field of study. The use of these three devices aims to support the data triangulation process while obtaining complete data. In the SMAN 1 Terra study, information was extracted from five main sources selected according to their role and participation in the Scouting program. The first source of information is the Assistant Principal (Wakasek), who also acts as a Scout trainer and provides students with perspectives on politics and management. The second source of information is the Scout Coach, which provides data on the technical implementation of activities in the field. Outside of school, the researchers engaged three students as informants of the student element and observed their actual impact on personality formation. One of them is Class XI-7 (Informant 3), and the other is Class XI-3 (Informant 4 and Informant 5). The goal is to establish a triangular source to ensure the validity of research data through data collection at different levels of roles and roles. Documentation is a data collection method that collects and analyzes existing documents and archives. This document can include reports, notes, articles, photographs, recordings, or other written materials related to the research topic. This method is useful for obtaining information that cannot be obtained by observation or interview, and provides additional context and evidence to support the data collected through other means. Documentation is often used to supplement primary and secondary data and to track changes and trends over time [15].

Data analysis techniques are the processes used to organize, interpret, and draw conclusions from data collected during the study. The purpose of the data analysis method is to identify key patterns, relationships, and information that answer the research question or support the hypothesis being proposed. The analysis methods used in this study are quoted below [15]. Data reduction is the process of filtering, selecting, and reducing the complexity and volume of data to be analyzed. The goal is to simplify data by removing irrelevant information, organizing data by category and topic, and highlighting important information for later analysis. Data reduction helps researchers focus on the key elements needed to manage large and diverse data and address research challenges. Data presentation is the process of presenting data in a format that is easy to understand, understand, and analyze. In this study, the application of data analysis It is carried out continuously from the data collection stage to the conclusion drawn. In the data reduction phase, the researchers filtered data from interviews, observations, and papers, and classified them according to the research focus, i.e. the value of civil trends and the implementation of these constraints. In addition, during the data presentation phase, the concise results are summarized in

the form of descriptive explanations, matrices, and thematic groupings, which facilitate the identification of patterns in the relationships between the data. At the verification and conclusion stage, the researcher interprets the results by comparing them with relevant theories and previous research. To maintain the validity of the data, this study uses triangulation and source triangulation techniques to compare information from various sources, as well as compare interviews, observations, and recorded results to obtain reliable and responsible data.

RESULTS AND DISCUSSION

Through a tutoring program that fosters moral knowledge, moral sentiments, and good character, SMAN 1 Telaga students strive to form character and foster civic values.

Extracurricular activities are informal educational activities that are carried out according to the program outside of regular school hours. This activity aims to foster students' interest and talent.[16] Extracurricular activities serve as forums and programs that respond to changing times and social needs, strengthening students' advanced skills.[17] Originally, the word "extracurricular activities" came from Latin and consisted of two words. "Special Report" It means "beyond" or "beyond". "School curriculum" It means "program" or "learning path". Literally, "extracurricular activities" refer to activities that take place outside of the formal learning pathway or program. The term refers to activities in which students participate outside of regular classroom to develop their potential and talents. In fact, extracurricular activities are programs that plan and set rules for objectives, content, subjects, procedures, and strategies that serve as guidelines for achieving specific educational goals.[18] As part of this research, the extracurricular activities of Scouts at SMAN 1 Telaga serve to realize civic values, providing a wide space for students to develop character, leadership, responsibility, and social skills that cannot be fully obtained through out-of-school learning in the classroom.

Another perspective is that extracurricular activities consist of three words: "activities", "Special additions" and "That's the program." Etymologically, "extra" means an addition outside the formal system, while "curricular" refers to the curriculum. Thus, extracurricular activities can sometimes be interpreted as additional elements outside the curriculum. According to Skardi, extracurricular activities refer to activities that enrich students' experiences and expand their knowledge through lessons, especially during holidays. [17] Research shows that the rich experiential function is reflected in the civic character of the habit by encouraging students to participate in a variety of Scouting activities that promote discipline, cooperation, and social interest.

Scouting, or International Scouting Scouts, This book was introduced by Sir Baden Powell to encourage Britain to engage in violence. In Indonesia, the Scout movement began in 1923. National Scout Organization (OBN) and Indonesian Youth Scout Organization (JIPO) originated in the Netherlands and has since become Dutch Indonesian National Scout Organization (INPO) was established in 1926. The Indonesian Scout Organization was also involved Dutch Scout Organization (NPO) was renamed in 1912 Dutch East India Association (PIN) In 1916, Java Scout Organization It was founded in 1916 by H.P. Manknegara VII. The Scout Movement officially began in 1961. During this pioneering period, the Scout association was integrated, and Panchasila-based Scout training was organized based on MPRS Decree No. 2/MPRS/1960. [11]. The Scout movement is marked by several important events. First, on March 9, 1961, at the National Palace, the president/mandatary of the MPRS gave a speech, today known as the birthplace of the scout movement. Second, with the promulgation of Presidential Decree No. 238 on May 20, 1961, the Scout Movement was established as the official organization of the Scouts and was known as the beginning of the Labor Year. Third, on July 30, 1961, at the Senayan Sports Palace, a declaration summarizing the merger of the Scout organization into the Scout movement, known as the "Scout Movement Oath Day". Fourth, on August 14, 1961, the opening ceremony of Mafinas, Kwanas and Kwanari was held at the National Palace, accompanied by the handover of the flag of the Scout Movement known as Scout Day [11] This historical foundation shows that Scout activities were understood from the beginning as a means of forming the nation's identity, instilling values such as national awareness, responsibility and the spirit of unity through various activities.

Scouting is a hands-on educational method that is practiced outside the classroom or in a natural environment, conducted through training and growth-oriented activities. This activity is designed to be interesting, challenging, fun, healthy, systematic and meaningful. [19]. Scouting is a step-by-step process of self-study that aims to develop virtues not only for young people as individuals but also for members of society, which includes mental, moral, physical, intellectual, emotional and social aspects. In addition, Scouting is a system that nurtures and develops the potential of young people to become high-quality citizens and contribute positively to the well-being and peace of their communities.[20] The elements of Scouting include several important elements that support each other. First, students actively participate in the learning process as an educational subject. Then there is the Student Activity Program (PRODIK), which was created by students themselves under the guidance and support of the Scout coaches. Third, the basic principles and methods of Scouting, which are the basis of all activities. Fourth, the Scout Honor Code instills noble values in each member. Fifth, Scout coaches who act as mentors and facilitators in Scout activities. Sixth, the community supports and is an integral part of the Scout educational environment. Finally, nature, the main means of Scouting activities, provides students with hands-on experience and context-specific learning. [20] Research shows that the principles of independent and progressive learning lead students to active participation in social activities, regular exercise, and character building through hands-on experience.

The Scout Movement is a key organization at all stages of primary and secondary education in Indonesia, and is strengthened by the legal basis of Law No. 12 of 2010. As an informal education system, Scouts organize the learning process under adult supervision, enriching the values of *satiya* and *Dharma* through interactive and progressive methods in the open air. The main purpose of this education is to cultivate the character, character and morality of young people, to instill the spirit of nationalism and to foster love for the homeland and a sense of national defense. In addition, these

activities strategically equip students with a wide range of practical skills and diverse lives, helping them achieve an excellent and independent civic profile [11] Civic education (PKn) and the Scout movement are strategically important as the two main pillars of character formation that complement each other in the national education system. Basically, PKn provides a theoretical and legal basis for the national values and consciousness of Pancasila (Citizen knowledge) At the same time, scouting serves as a practical laboratory for turning these theories into real practice (Moral Behavior) This is done through a learning method based on field experience. These two relationships create synergies between cognitive, emotional, and psychomotor aspects, internalizing abstract civic values such as patriotism, mutual cooperation, and social responsibility through the honor codes of Satya and Dharma. Therefore, the integration of kindergarten education with Scouting activities can effectively shape the character of citizens (The situation among citizens is clear, and moral understanding becomes a habit of life.) (Moral habits) This is in line with the national goal of training intelligent, personal and virtuous citizens. Civic education supports a learning environment that continues to develop the three basic skills that students must have, with a focus on appropriate learning elements such as objectives, materials, educational and learning activities, methods, tools and resources, and assessment. These skills are, first, the knowledge of citizenship, and second, the citizenship skills; Third, the nature of citizenship. [21] The results of this study strengthen the citizenship values learned in the PPKn course through the practice of Scouting activities, allowing students not only to understand the concept of citizenship but also to apply it in daily life, thus strengthening this perspective.

For this reason, PPK education is an important place for character education, with the main goal of instilling and maintaining the noble values of Pancasila in the morals, ethics and principles of citizenship of students. Through PPKn, students are guided to understand values such as integrity, responsibility, tolerance, cooperation and love of the country, as well as to practice them in daily life. PPKn also plays an important role in shaping the character of students by fostering strong character, high social awareness and active participation in community life, national and local. Naturally, PPKn subjects cover these four areas in all paths, levels, and types of education. The 2013 program includes the following three citizenship competencies: Knowledge of citizenship (Citizen knowledge) As far as knowledge about KI 3 is concerned, Citizenship Technology (Citizen Technology) KI Skills 4, and Situation of citizens (Civil attitude) is included in the mental and social attitudes of KI 1 and KI 2. [22] Here, if the correlation between the characters corresponds to the content of the definition, it is because, according to Ricona, the letters are defined as follows "A trustworthy inner figure who responds morally and solidly to situations" It is an inner tendency to react morally to a situation. Ricona also explained that personality is made up of three interconnected elements: moral knowledge. Moral knowledge, moral feelings (Moral sentiment) and moral behavior. Moral Behavior). Your Excellency (Good people) includes an understanding of goodness (Moral Knowledge) It fosters a commitment to moral sentiment (Moral sentiment) And in the end, it manifests itself in good deeds (Moral Behavior) [2] In other words, character is a combination of knowledge (Acknowledgments), attitude (Motivation attitude (Motivation), behavior (Operation), and technology (Competencies: Mutually support to form individuals who act ethically and responsibly. [23] Meanwhile, John M. Ekol and Hassan Sadiri claim that the term "character" comes from the Latin word for "character", and Carax also It also includes the Greek letters that are derived from this word. Orange, In other words, it means sculpting and creating in depth. In English, "Character" It can refer to a personality, character, trait, role, or personality. [24] In this case, Muspillo and Mega King said the same thing. Personality refers to attitudes, behaviors, motivations, and skills that encourage individuals to do their best and contribute positively to the environment. [25] In this study, the relationship between polite character and character can be seen as forming more responsible and authentic student behavior, as it develops simultaneously through Scouting activities through the habituation of moral knowledge, moral emotions, and good character.

Value Realization Situation of citizens In SMAN 1, Terraga is implemented through a value transformation mechanism that moves from the realm of doctrine to practical experience. This process begins with strengthening Moral Knowledge Not only is there literacy in ethical norms, but the meaning of Dasa Dharma and Trisatiya is reconstructed, integrating the values of worship through regular bi-weekly accompaniment. Outstanding Elements What's new about these findings is that the ADAB tool is used as a key indicator of cognitive success. Understanding rules is no longer measured by simply memorizing SKUs; It requires students to think critically about their identity as loyal and civilized citizens. This process continues at a later stage Moral sentiment Through the Empathy Lab strategy, the school launched real social activities such as role-playing, which incorporates traditions that align grief and intergenerational interactions. This practice goes beyond traditional physical training, creating an emotional space that transforms students' moral sensibilities into a love of kindness. Above, Good personality, organic habit formation, 3S (Smiling, greetings, greetings), voluntary social activities and discipline in the classroom take place without external coercion, which leads to different personality discrimination compared to non-Scout students [26]. This finding is in line with Ricona's theory, which presents moral knowledge, moral emotions, and moral behavior as a unit of personality formation. In the context of SMAN 1 Telaga, the three dimensions are gradually developed through scout coaching, which aims not only to understand values, but also to evaluate and habituate positive behavior in daily life. In addition, this condition shows that Scouting activities serve as an effective way to internalize values and bridge the gap between moral and behavioral knowledge, showing that students are accustomed to practicing civic values both in the school environment and in real social life

The effectiveness of integrating cognitive, emotional and psychomotor aspects highlights the pre-guidance of extracurricular activities as a strategic means of civic education in educational institutions. The synergy that emerges between spirituality and technological progress Situation of citizens This event not only fulfills the requirements of the 2003 program and Law No. 20 of 2013, but also serves as a Scout movement to fulfill the mission of Law No. 12 of 2010 and shape the character and spirit of humanity in accordance with the values of Pancasila. The Character Development Model of SMAN 1 Terra proves that critical obstacles can be overcome by establishing the Scouting Code of Ethics as a living tradition and building students' moral resilience. Thus, the theoretical framework of Ricona and the practical functions of Scouting activities are synchronized, successfully bridging the gap between normative moral understanding and actual action in society, and strengthening Scouting as the primary means of cultivating honest and ethical citizens. Value Realization Situation of

citizens Through Scout extracurricular activities, the Scout program has proven to play an important role in building student character. The scouting activities of SMAN 1 Telaga deepen their understanding of Pancasila values, morals, ethics, and civic principles through an integrated moral approach, helping them integrate them into their daily lives. In addition, Scout education systematically promotes the development of national values and civic awareness, providing students with practical experience to practice discipline, cooperation, and responsibility [27] The application of the curriculum based on Islamic values in Scouting activities is in line with Judge Silas and shows the role of extracurricular activities in the formation of moral character, while helping to strengthen students' spiritual and ethical awareness [28] In addition, Scouting activities promote a culture of social awareness. Through activities that promote empathy, mutual cooperation, and responsibility towards their environment, we strive to help students become proactive individuals who value their communities [29].

Other research shows that character education programs through scouting activities in Islamic high schools continue to strengthen students' moral behavior and social skills, and that this approach is effective for character development [30]. The results of the research of SMAN 1 Telaga further strengthen these findings, especially in terms of social awareness, increasing accountability, strengthening discipline and strengthening the nation's identity through routine and continuous Scout activities. Extracurricular activities have a significant positive impact on the development of students' character. Participation in extracurricular activities has been shown to strengthen students' character education, including responsibility, discipline and social welfare values [31] In addition, these activities help students develop a variety of personality traits that are beneficial to their academic and social lives [32]. The effectiveness of extracurricular activities for personality enhancement is also manifested in scores that are close to theoretically high [33]. Internationally, actively participating in extracurricular activities provides a platform for character development through social interaction, collaboration, and hands-on experience [34]. Finally, strong interest and participation in these activities strengthens students' attachment to the school, thus supporting the formation of positive character [35]. Research in the context of Islamic education shows that Scouting and other extracurricular activities reinforce the values of spiritual, ethical and social responsibility of students [17],[18] The book emphasizes that extracurricular activities are an effective way to strengthen students' character, integrate moral, social, and civic values, and develop social, leadership, and discipline skills in daily life [38], [39], [40] In accordance with these various studies, it has been revealed that student participation in Scouting activities contributes to the formation of civic character through increased discipline, social interest, cooperative skills and awareness of the fulfillment of rights and obligations as good citizens.

Factors that hinder the application of civic attitudes, instrumental value contribution and environmental contribution in extracurricular programs aimed at character development at SMAN 1 Telaga.

In the process of character formation, the quality of trainers, learning facilities and resources must be adequate to support the success of character education. That's it Instrument Input This is one of the key elements to implement student character development. In addition, the success of personality training is influenced by the social and cultural environment that shapes students' daily behaviors and habits. Thus, character formation is not only determined by facilities and infrastructure, but also by the support of the environment around students [6]. Based on the findings of the study, the discussion shows that the factors that harm the value of the civic attitude of SMAN 1 Terra through extracurricular activities can be seen both from an instrumental and environmental perspective. Research results on these factors Instrument Input In realizing the value Situation of citizens SMAN 1 Telaga has proven that it has enough equipment to support its activities, but there are still funding problems. Infrastructure such as playgrounds, auditoriums, and dedicated exercise rooms significantly improve the regularity of activities, but budget constraints remain a major obstacle that prevents some work programs from being executed optimally. On the other hand, the programs associated with independent programs and regular weekly schedules are excellent and not a hindrance. Therefore, the constraint on the dimension is Instrument Input This approach is closer to the technical and financial aspects than the administrative or conceptual aspects, optimizing the facilities available through trainers and students to ensure that character development continues despite financial constraints. Research results on these factors Environmental contribution In realizing the value Situation of citizens At SMAN 1 Telaga, the school culture and leadership support are excellent, but the main obstacle lies in school activities and relationships with students' families. The role of parents is ambiguous. On the one hand, it provides significant financial support for strategic activities, but on the other hand, there are concerns about the duration of activities until the afternoon, and there are obstacles to obtaining permits. It emphasizes that open communication and high-quality interpersonal relationships between students, schools, and families are important factors in ensuring active student participation. In addition, peer influence is an important environmental factor, and a positive and active ecosystem of friendship in Scouting activities has been shown to increase students' motivation to continue participating in the character-building process.

According to the findings of the study, the factors that hinder the practice of civic values through the SMAN 1 Telaga Extracurricular Scout Program can mainly be seen from two perspectives: instrumental views and environmental perspectives. Input tools, facilities, infrastructure, training support, and activity time allocation are well established, so that no major obstacles are found. However, due to budget constraints, some Scouting programs may not be implemented optimally. On the other hand, external factors such as the mental environment, especially the home environment, create more barriers for students. Differences in parental support levels—for example, concerns about extracurricular activities, permission restrictions, situations of students caring for their parents at home—these are factors that affect participation in Scouting activities. In addition, peer and social influence also influence student engagement decisions. However, overall, the school environment and the community continue to provide good support, and the existing obstacles do not hinder the implementation of the overall activity; They only affect the optimization of participation and the implementation of certain programs.

Value Realization Situation of citizens It mainly involves two aspects: the instrumental contribution of the environment and the mental contribution. Important suggestions include trainers, facilities, and the quality of learning resources available;

The mental environment is related to the relevance of the learning environment, a balanced assessment of cognitive, emotional and psychomotor aspects, and the effectiveness of extracurricular activities that support the development of participants' character [6]Extracurricular activities refer to informal educational activities carried out in accordance with programs outside of regular school hours. This activity aims to foster students' interest and talent.[16]Extracurricular activities serve as forums and programs that respond to changing times and social needs, strengthening students' advanced skills.[17].

According to the study, the factors that hinder the practice of civic values through the Extracurricular Scout Program of SMAN 1 Telaga can mainly be analyzed from two angles: instrumental input and environmental mindset. In terms of input tools, facilities, infrastructure, training materials and activity schedules are well organized, and discussions reveal that there are generally no fundamental obstacles. However, the results of the survey revealed budget constraints in the implementation of several Scouting programs that were not optimal. Regarding the mental environment, the discussion revealed that these barriers are more common than external factors that affect students, especially the home environment. Factors affecting Scout participation rates include concerns about extracurricular activities, there are differences in the level of parental support, such as licensing restrictions and the situation of students caring for their parents at home. In addition, peer and social influence also helps shape student engagement levels.

The application of civic attitude values through pre-practice and extracurricular activities in SMAN 1 Telaga generally follows the theory of Putra & Budmansyah (2012), which mainly emphasizes two aspects: instrumental input and environmental mentality. From the instrumental perspective of input, the theory states that the quality of instructors, facilities, and learning resources should be sufficient to support character development. The survey results showed that facilities, infrastructure, training materials and activity schedules were well managed and in line with theory, but budget constraints limited the optimization of some Scouting programs. On the mental side of the environment, he emphasized the importance of an environment that is conducive to learning, balancing cognitive, emotional and psychomotor aspects, as well as the effectiveness of extracurricular activities. The findings of the study show that the biggest barriers for learners are external factors, in particular, these come from the diversity of family supporters, concerns about extracurricular activities, limited permissions, responsibilities within the household, peer influence, and the social environment, all of which indicate that these factors affect the level of involvement of participants. It emphasizes that an environmental mindset is an important factor in the development of civic disposition, but its practical effects may depend on the actual circumstances of the student. Thus, even though the implementation of leadership activities at SMAN 1 Telaga is in line with this theory, there are still obstacles that must be considered to increase the effectiveness of the participants' personality development.

Factors that hinder the practice of values Situation of citizens Through Scouting activities, Instrument Input Although budget constraints affect some recruitment programs, the facilities, infrastructure, training facilities and uptime allocation are relatively adequate. This condition is in line with the conclusion that institutional support and coaching quality play an important role in strengthening personal values. Situation of citizens Incorporate a moral approach to engage students [26]. We The biggest barriers to mental health come from external factors such as differences in parental support, permission to participate in activities, responsibilities within the household, peer influence, and the social environment. These findings are in line with research that values reinforcement in the civilian context The social and family environment of students is greatly influenced [41], [42]In addition, the effectiveness of Scout activities also affects appropriate extracurricular activities, because external constraints and suboptimal program management hinder discipline and character development of students [43], [44]Based on these results, you can analyze which constraints hinder the realization of value Situation of citizens SMAN 1 Telaga was born not because of the weakness of the Scout program, but because it was not an optimal supporting factor. About Dimensions Instrument InputDue to budget constraints, some programs are not delivered as planned, and space to embody civic values such as responsibility, leadership, and social engagement is increasingly limited. On the other hand Environmental contributionThe diversity of family support and social environment affects the consistency of student participation in each coaching activity. The provisions are as follows: Situation of citizens This depends not only on the quality of the programs designed by the school, but also on the synergy between institutional resources, family support, and the social environment around the learners. Therefore, character development through Scouting activities must be understood as a collective process that integrates various elements of education.

As far as budget constraints are concerned, these are Instrument Input In realizing the value Infrastructure of the citizensCitizensThere are allocations for equipment and training time, but some Scout programs are not implemented optimally due to limited funds. This is in line with the theory that reducing extracurricular activities due to budget constraints reduces student motivation and decreases the effectiveness of activities [45]Additionally, budget planning that does not involve all stakeholders, including the board of education and parents, can affect the quality of activity delivery and student engagement. This lack of participation reduces the accuracy of fund allocation and limits opportunities for students to fully engage with the activities available [46]This is in line with the idea that poor budget management can affect the outcome of planned extracurricular activities. Another important factor is the visibility of extracurricular activities, which depend on public funds. This dependence can be influenced by fiscal policy, limiting the scope and intensity of student activities [47]These results show that funding is not only a matter of management, but directly affects the effectiveness of the process of building student character. Budget constraints can reduce the intensity of activities, limit the scope of the learning experience, and limit opportunities to acquire civic skills through hands-on activities. In fact, Situation of citizens By gaining hands-on experience in areas such as collaboration, leadership, decision-making, and community service, students are more likely to internalize these skills. Therefore, strengthening financial support should be seen as an investment in character education that develops responsible citizens and encourages active participation in people's lives.

In contrast, the integration of personal values is carried out through the general competency requirements tool (SKU), and the practice of Dasa Dharma is in line with research findings at the primary education level, showing that this method is

effective in instilling the values of nationalism and discipline procedurally [48] Despite the differences at The Rocks, the consistent use of Scouting as a way to learn values such as religiosity, responsibility, and independence is evident even at the college level, and these personal values are also included Exodus Universal Recognition Method [49]. The uniqueness of the research on the crucial role of parental support and school facilities at SMAN 1 Telaga is supported by research conducted in other high schools and at the MAN level, showing that environmental sociological support is a determining factor and a major obstacle to program sustainability [50] However, the fundamental difference from this study lies in the depth of the integrated analysis of the values and etiquette of worship. Outstanding Elements It gives the concept a stronger spiritual aspect Situation of citizens Traditional research has leaned toward general ethics and nationalism, but ultimately, the success of a program should be judged by how well learners manage their value orientation, perception, and satisfaction. Properly aligned group identities strengthen program integrity [51] In other words, this part of Scouting activities is not just an organizational activity, but an event for identity change, transforming abstract values into concrete actions that remain in the character of each student. Research shows that there are barriers to implementation Situation of citizens The Scout tutoring program at SMAN 1 Telaga varies depending on the situation and structure. In other words, the obstacles found do not functionally eliminate Scouting as a means of character development; rather, they affect the level of optimization during implementation. Aspects of Budget Constraints Instrument Input It also includes a variety of family and social support environments. Environmental contribution This suggests that the character training process requires multidimensional support. In this context, Situation of citizens This depends not only on the quality of teachers and program implementation, but also on their ability to build ongoing collaborative relationships with parents and the community. The stronger the synergy between these three elements, the more opportunities students have to develop characters that reflect civic values, social responsibility, and dedication to national and local life.

From the point of view of the factors that influence the application of personality values, we read from the point of view of the interior of the students and their environment around them. As an internal factor, the obstacles to student participation in Scouting activities are related to habits, willpower (Ilafta) and aspects of awareness. Especially when time is spent at school, family, or personal interests, not all students are equally motivated to participate in activities. Differences in habits formed in the family environment also affect preparation for the practice of civic values such as discipline, responsibility and social consideration. In this context, the success of character formation depends not only on the programs offered by the school, but also on the psychological preparation and awareness of the individual that internalizes the values transmitted through Scouting activities. Thus, personality is essentially the result of the interaction between innate potential, personal will, and habits that persist throughout a student's life [52]. On the other hand, in SMAN 1 Telaga, the application of civic values leads to the real impact of external factors. Family support, social environment, school culture and quality of education are key factors that determine the success of student character development. The differences in parental support observed in this study – such as restrictions on participation in activities or requests for help with household chores – suggest that the home environment contributes significantly to the rate of participation in Scouting activities. In addition, social and peer influences can be supportive or limiting factors in strengthening civic character. This situation reinforces the idea that character education cannot be fully implemented in schools and the need for social participation that supports the process of inhabiting positive values. A positive environment accelerates the internalization of responsibility, discipline, social issues, and nationalism, while an unsupportive environment can hinder this process [52].

In addition, Hudiartanta explained that the application of personal values is greatly influenced by ethical education, and the development of creativity, hobbies and kalsa functions is guided to be in harmony with noble values. This perspective is part of research that shows that the success of Scouting activities does not only depend on the acquisition of knowledge, but also on the ability to practice the values gained and practice these practices. Thus, the barriers associated with input and environmental factors actually affect the emotional development of students, which is at the core of civic character formation. The more educational, family, and social environments that support students' creativity, leisure, and intellectual development, the more likely they are to form strong, responsible, and shared civic character [53]. Conditions that arise in the application of values Situation of citizens Through scouting activities at SMAN 1 Telaga, it is proven that the formation of the students' character is inseparable from the continuity of the function of Panchasira and civic education. Obstacles that appear here Instrument Input and Environmental contribution This shows that successful character education requires a strong connection between the learning process in the classroom and the social experiences gained through extracurricular activities. In this context, PPKn serves as the foundation of values, norms, and civic orientation, while Scouting activities provide a platform to achieve these values through concrete actions. As a result, limited funding and diversity of family environmental support can delay the shift from knowledge values to sustainable behaviors. This condition shows that character education requires not only cognitive mastery but also social experiences that allow students to practice and realize civic values in daily life [54].

Further analysis revealed that reinforcements had succeeded Situation of citizens This is closely related to the integration of the learning process, examples, reinforcement and habituation. The regular Scouting program provides opportunities for students to develop discipline, accountability, social well-being, and collaborative skills. However, the success rate in internalizing these values is influenced by various environmental conditions, so this is not always uniform for all students. Strong family support tends to accelerate the process of personality adaptation, but limited support from the family or social environment reduces student participation in coaching activities. This situation shows that character education is essentially a collective process, which requires the harmony of values in schools, in the family and in the social environment, and that the process of internalization is carried out in a coherent way [55].

Another perspective that this condition can explain is that it becomes a barrier to the practice of values Situation of citizens It's not just about the implementation of the Scout program, but also about the ongoing process of forming a personal culture. Character education is basically about cultivating positive habits that are rooted in students' thoughts, attitudes, and behaviors. Thus, the success of character formation is not only measured by participation in extracurricular activities,

but depends on the grades that can be achieved in daily life. In this context, PPKn functions as a means of learning values, and continuity makes scouting a very important habit. Through this, students not only understand the concept of good citizenship, but also demonstrate behaviors that reflect responsibility, social concern, independence, and national commitment [56], [23] Therefore, the integration of the two educational spaces is a strategic element to form a civic character that is in harmony with the values of Pancasila and its national educational goals.

CONCLUSION

This study shows that the values of civic tendencies at SMAN 1 Telaga are applied through extracurricular activities through an adaptation process that is integrated into various Scout activities. Routine activities can promote religious attitudes, discipline, responsibility, social interests, cooperation and active participation in schools and communities. Through this process, students not only learn to understand civic values, but also develop attitudes and behaviors that reflect the character of good citizens in daily life. In addition, the implementation of the value of citizen allowances involves institutional and environmental factors. As a result of these problems, several obstacles remain. In terms of equipment delivery, budget constraints have been a barrier to optimizing some Scouting programs, but facilities, infrastructure, training materials, and time allocation of activities are well established. In contrast, in terms of environmental impact, differences in family support, limited parental permission, student responsibilities at home, and limited social impact. All of these factors also affect the level of participation in Scouting activities. Nevertheless, a positive and welcoming school, coach, and environment remain key elements that support the sustainability of student character development. The contribution of this research lies in strengthening the understanding that Scouting activities are not only a strategic means to develop skills in civic education, but also promote students' character and civic values. Research shows that the character-building process is most effective when there is synergistic support from the student's school, family, and social environment. Therefore, continuous efforts are needed to improve facilities and funding, as well as strengthen communication and cooperation between schools and parents to strengthen support for the Scout program. Therefore, Scouting activities are ideal to support students who develop character, responsibility and a strong sense of citizenship.

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