

## SCOUTING JOURNEY: Experience and Future Direction (A Qualitative Research on Indonesian Rover Scout Member)

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**Abstract.** *Pramuka Indonesia is a scouting organization that has the largest member in the world. Scouts are considered as an ideal youth education and in 2013 became a compulsory extracurricular in primary and junior high school. Cub Scout and Boy Scout groups are the groups with the highest number. This study aims to get an overview of Indonesian Rover Scout members's journey from experience and future direction. The method used is qualitative with data collection using FGD. The FGD was conducted on 7 members from various high schools. From the results it was found that they became scout members preceded by mandatory factors. But they become actively interested due to several factors such as outdoor activity, cool uniforms and good Scout Master. Things that drives them to continue to be Rover Scout is because they are used to being active and want to apply scouting. In case of future direction of scouting, its shows a tendency to discontinue to be scouts members. All female members stated there was no intention to continue scouting. In the late teens, Pramuka must demonstrate the activity that spark the members's interest in scouting not only joint because of the mandatory factors.*

**Keyword:** *Scouts, Pramuka, Experience, Indonesia, Future.*

## INTRODUCTION

Praja Muda Karana Movement, abbreviated as the Indonesian Scout Movement, is a scouting organization that aims to provide education for young people who were established since the Dutch colonial era in 1912 and joined the World Organization of the Scout Movement (WOSM) in 1953. The Scout Name officially used in 1961 (FactofIndonesia, 2017).

Indonesian Scouts are indeed very appreciated in the world, because it is the only one of 162 member countries of the World Scout Movement (World Organization of Scout Movement / WOSM) which has the largest member in the world. By 2030 the World Scouting Agency, expected that the number of Indonesian Scouting members increase to 22.7 million which is currently still 17 million members. In 2030 the vision of WOSM reaches 100 million members worldwide. Indonesia is expected to achieve the target of 22.7 million Indonesian scout members having the highest density in the world. Of the 109 million young people in Indonesia, 21.8 million are Boy Scouts. The ratio is 1: 5. That is, one in five young Indonesians are members of Boy Scouts (kemenpora.go.id, 2019 & tirta.id)

In Indonesia, Scouts are considered an ideal youth education forum. This is based on the Law of the Republic of Indonesia Number 12 of 2010 concerning the Scout Movement stating that Scouting in Indonesia is an educational activity for the formation of national character. With the enactment of the 2013 National Education Curriculum, Scouts are now the main reference for youth education outside the classroom and become compulsory extracurricular. This is reinforced by Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education which also requires all students to take part in Scout extracurricular activities.

Thus, the Scout Movement became a spearhead in the nation's character education. Scouting as an activity that is always carried out in schools becomes very relevant in the success of this Strengthening Character Education Movement. Scouts become the frontline in instilling and growing the nation's character. This curriculum does not require students to continuously learn in class, but encourages students to develop their

positive character through extracurricular activities. This obligation is applied in the elementary and junior secondary education curriculum. Teachers in this case the scoutmaster is the spearhead of character education in schools.

Set scout as mandatory activity is reasonable since character education is something that must be done continuously. Individually, character can be inborn but it does not work for the nation character. Nation character is not inborn. Nation character will be strong if the individual character of the people is also strong (Koellhoffer 2009). As important elements which determine nation power, nation character must be implanted or cultivated to young generation. Young generation is the owner and the agent of change of the nation.

The concept of character education is:

1. Character is not taught but it is a habitual formation for example internalizing values, choosing good choice, doing them as habits, and providing examples;
2. Educating character to youth has to involve the youth situation and condition.
3. In Education some issues should be considered are; learning situation, learning process, learning materials, and learning evaluation.
4. Character education is never ending process.

The success of education character can be influenced by the technique or approach used in the teaching and learning process. Suparno, Paul, Moerti, Titisari, and Kartono (2002: 42-44), there are four models of teaching and learning in character education and most of those concept and models can be found and applied through scout activities.

The models are:

### 1. Monolithic Model

In this model, character education is considered to be a special subject. So, character education subject is treated like other subjects. This means that the teacher of character education should develop curriculum, syllabus, lesson plan and teaching Medias to teach character education subject to students. The good point of this model is that the concept of

character education is delivered to students clearly. However, this means that the value learned by students is dependent on the curriculum design which means artificial. In other words it does not really give chance to students to internalize the value of character education.

## **2. Integrated Model**

In this model, the teachers can choose some character values to be inserted in their subject. By this model, it is expected that students will internalize character values habitually during their learning time.

## **3. Out of School Time Model**

Character education can also be done out of school hours. This usually focuses more on some activities out of school and then followed by discussion after the activities. This leads students to have a real experience in practicing some character values but since it is out of school time means that this is not part of the curriculum. Thus, it is considered to be less effective to cultivate character values to students within the limitation of time.

## **4. Integrating Model**

Integrating model integrates the integrated and out of school time model. This can be done through cooperation between teachers and some other people out of schools. This model leads to a shared and cooperative activity among schools academics and people around the schools. In addition, the students will be overwhelmed by character education at school and then practice it out of school.

As a scouting organization with the largest number of members, if explored further through the profile of the number of active Scout members it can be seen that the trend in the number of members decreases as members ages. this is can be seen through the profiles obtained by the cub scout member group is the group with the largest number. In the boy scout group, the number of members decreased by 17%. However, entering the enforcement period, the number of scout members has decreased sharply reaching 94%. While in

the Rover scout group decreased by 70%. Thus, it can be concluded that the sharpest decline was in the rover scout (data.go.id).

As we reviewed, why the enforcement period has decreased sharply, one reason that come up is because the rover scout period is the age of high school, in high school in Indonesia scouts are no longer mandatory. It can be assumed that the large number of Scout members does not reflect the great enthusiasm of scouting activities, but only mandatory activities that must be carried out due to curriculum demands. In today's digital era, when the number of internet users among young people continues to show increasing numbers (tekno.kompas.com), Scouting activities seem to be losing prestige among today's generation. Outdoor camp activities are invincible with the excitement of playing online games. With this basis, this research was raised with the aim to explore the picture of Indonesian law enforcement members from the scouting experience factor, which made them able to survive in the era of digital and digitalization in their daily life and the direction of their scouting in the future.

## **METHOD**

The method used in this study is a qualitative method with data collection using focus group discussion (Patton, 2002; Creswell, 2013). The FGD was carried out by giving 3 main questions namely how the experience of joining Scout members, how was the scouting experience that made them survive as members of the rover scout and how their future directions related to Scouting.

The FGD was conducted on 7 rover scout members, namely 3 girls and 4 boys from various high schools and vocational schools in Bandung. The sampling technique used was purposive sampling with active criteria being members of the rover Scouts, both being administrators at the local group and district council. Obtained by 2 boys and 2 girls who are rover and ranger council of scout group in their school, 1 girls is active on a branch work and 2 boys are active participants in the rover special unit at the city level.

## **RESULT AND DISCUSSION**

In the FGD process the first question session, related to the experience of joining

a Scout member. Participants told how the origin of their participation in scout activities which all took place in their respective school environments. All participants told that the first time they joined was when they were in elementary school. Initially they said to participate because of the obligations of the school. Scouting is a mandatory extracurricular activity. For them this obligation gave rise to a positive value, one participant recalled that if there were no obligations, he might never be interested and would not know about Scouts.

In the experience of scout participation in elementary schools from the results of the FGD it was found that the behavior of Scout members was initially divided into 2 categories, namely active members or passive members. For active members, they generally routinely participate in scout training, willing to test their skills and even improve their abilities in scouting material outside of compulsory school activities. Whereas in passive members, generally only registered members, inconsistent in scout training, even can only wear a scout uniform without following scouting education.

The active members generally say that their interest in scouting activities tend to be increase which causes them to continue and want to participate in various activities that exist in scouting. One of the activities that is quite popular is scouting competitions that make them add friends and skills. One male participant said that he followed Scouts while living in Aceh Province, where the School Scouts were very fun because there were many outdoor activities, such as Saturday-Sunday camp (Persami) with Scout Masters who could package activities into adventure-like activities. One of the participants also said that the trainers of young school alumni also made them feel that the exercises tended to be more interesting. Their senior trainers usually delivered scout training with an easy and friendly way. There was also female participants who told stories to be active girl scout because older sibling were earlier active in scouts and had uniforms that looked cool. she was motivated to test her skills in scouting, to look cool because she got badges in her uniform.

In passive members, they generally state that the Scouting activities at their school are not attractive and the school does not have a skilled Scout Master. Scout exercises are lived as monotonous activities, only taught in lines and singing compulsory songs. They told me that Scouting activities in their schools were only formalities, sometimes there was no material at all during scout training and were only instructed to run. The absence of Scout Masters who can manage this interesting Scouting activity, which they feel is the basis reason of why they choose to become passive members.

Therefore, the results of the initial experience session following the Scouts can be summarized into the following scheme:

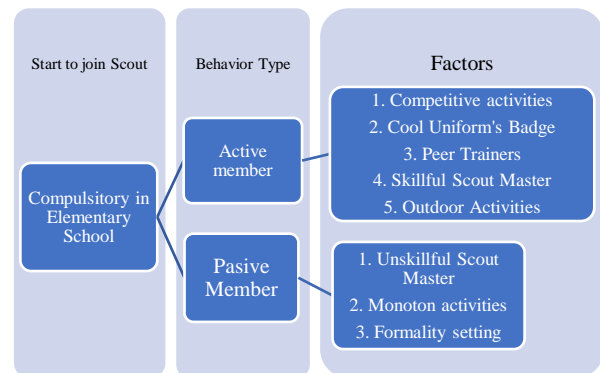


Figure 1. Initial Experience in Scouting

In the second FGD process the second question session, related to how the scouting experience that made them survive as members of rover scout, generally they were accustomed to being members of Scouts before and it was their habits to always in active motion. Outside the habit of becoming a member, the participants' answers are divided into 2 groups of answers namely:

Table 1. Rover Scout Experience

Categories	Explanation
Apply scouting material	<ol style="list-style-type: none"> <li>1. The experience of being a rover scout is felt as an effort in applying scouting material previously obtained during cub scout or boy scout.</li> <li>2. Generally said that they participated in training activities in the group base in their alma mater school or</li> </ol>

	<p>in their new high school.</p> <p>3. When training they feel the benefits that are immediately felt, for example get money as the honorarium of training the scouts from the school where they train.</p>
Develop scouting skills	<p>1. Have a lot of opportunities to share with adult members about life and new Scout skills.</p> <p>2. Joining the Saka activities that doesn't exist in Boys Scout and Cub Scout.</p> <p>3. Independently practice the ability to administer their own scouting organization, especially on the crew council.</p>

about the future. The possibility of fostering this only arises if their work careers can support this. But if you have to choose between working or scouting, then they will confidently choose to work and leave scouts.

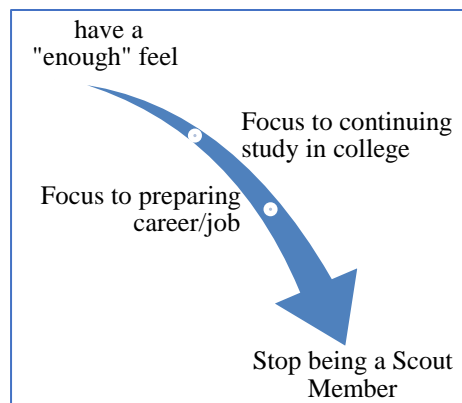


Figure 2. Direction of Scouting in The Future

This result illustrates the appreciation of the subject in scouting while still in elementary school, their experience being scouts in adolescence and the direction of their scouting at the end of adolescence and towards maturity. The liability factor becomes the main factor they first join in scouting, but other factors determine whether a person can maintain his activities in scouting. Another factor is the form of activities and skill and competencies of Scout Master's skills factor.

As we get older, one's needs and interests also change. The same thing happened to scout members. The thing that keeps them from being members of the rover scout is because there is room for them to apply their scouting knowledge and activities that can develop their interests. However, this space is still very limited and special unit or called Saka's activities have not been able to attract the digital young generation. Saka's activities can only be of interest to some circles.

Scouting activities in Rover Scout's age have not been able to help it's members to prepare their lives in the future, especially in education and career paths. Thats why, it is an important matter for Scouts to demonstrate the activities that spark the members' interest in scouting. Not only for organization purposes but also to fill the needs of it's members. In their late teens, Rover Scout needs direction to prepare for their education and work

In the FGD process for the third question session, how the future direction of the participants related to scouting, the data obtained showed a tendency to stop following the scouting activities. Basically, they stated that they had felt a long time following Scouts and wanted to think about their own future without involving Scouts in it.

Because participants are in their late teens, generally they start thinking about their future orientation, especially in education and employment (Santrock, 2011). Participants who came from high school stated that they wanted to focus on continuing education to college. For male subjects from vocational schools, they tend to want to prepare for a career in the future. One of the subjects said that he wanted to give a shot to be a military or become a police officer. All female members stated there was no intention to continue scouting. They felt they did not need to do Scouting activities after graduating from school and did not want to become Scout Masters. The intention arises in the male members for possibilities to become a Scout Master, even though they are still uncertain

(Faturochman, et al, 2018). The need for improvement in scouting education material so that it is more relevant to the digital world and helps direct the scout members towards adulthood in preparing the world of higher education and the direction of their work professions. If not, the declining trend in interest in participating in scouts will continue to decline as members become more mature. Because in late teens, the mandatory factors could not be used anymore. This result illustrates the need for revitalization of Indonesian scouting education.

## CONCLUSION

From the results it was found that Rover Scout initially became scout members because the mandatory factors. There are several factors to increase the interest of Pramuka members such as outdoor activity, cool uniforms and good Scout Master. Things that drives them to continue to be Rover Scout is because they are used to being active and want to apply scouting. In case of future direction of scouting, its shows a tendency to discontinue to be scouts members.

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