



## Management of Scouting Method Teaching and Its Impact on the Learning Outcomes

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DOI: <https://doi.org/10.61987/jemr.v4i4.1145>

### ABSTRACT

#### Keywords:

Scouting Method,  
Environmental  
Education,  
Cooperative Learning

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This study investigates the impact of the scouting method on the learning outcomes, specifically on the "Aku Peduli Lingkungan" (I Care About the Environment) material. The findings showed that mastery of the material was low, with 6 out of 20 students scoring below the minimum mastery criteria, mainly due to the use of conventional teaching methods. The research used a quasi-experimental design, specifically a One-Group Pretest-Posttest Design, involving 20 students selected through purposive sampling. Data were collected using pretest and posttest assessments with 20 items on the "Aku Peduli Lingkungan" material. The data analysis included validity and reliability tests, normality tests using Kolmogorov-Smirnov, and hypothesis testing using the Paired Sample T-Test. The results showed high validity (all items valid) and very high reliability (Cronbach's Alpha = 0.912). The Paired Sample T-Test revealed a significant difference ( $p = 0.000 < 0.05$ ), indicating that the scouting method significantly improved learning outcomes. Observations also showed positive development in independence and cooperation, with most students categorized as "Developing as Expected" (BSH) and "Very Developing" (SB). The study's management implications suggest that scouting-based activities can enhance learning and character development in educational settings.

#### Article History:

Received: May 2025; Revised: June 2025; Accepted: July 2025

#### Please cite this article in APA style as:

Cahya, A, A., Rozy, F. (2025). Management of Scouting Method Teaching and Its Impact on the Learning Outcomes, *Journal of Educational Management Research*, 4(4), 1597-1609.

## INTRODUCTION

Environmental education is an essential aspect in shaping character and awareness among students. One of the key objectives is to instill awareness and concern for the environment (Abedi et al., 2023; Ali & Chatti, 2023; Aydemir & Türkel, 2022). At this stage, learning not only focuses on improving academic abilities but also on the development of attitudes, values, and social skills relevant to daily life. As stated in Law No. 20 of 2003 on the National Education System, "National education functions to develop the ability and form the

character and civilization of a dignified nation to enlighten the life of the nation, aiming for the development of students' potential to become individuals who are faithful, pious, moral, healthy, knowledgeable, capable, creative, independent, and responsible citizens". This is further reinforced by Law No. 32 of 2009, Article 70, Paragraph 1 on the Protection and Management of the Environment, which states that "The public has the right and opportunity to participate actively in environmental protection and management."

Character education can begin early, including through environmental care education. Through the "I Care About the Environment" material, students are expected to understand environmental-based character principles and enhance their awareness of environmental preservation. This way, students can easily understand the material and apply it well in school, ensuring they help preserve the environment and avoid damage (Dina, 2022).

Education and the environment are closely linked and mutually supportive. A supportive educational environment is crucial for effective teaching and learning (Hussain & Javed, 2019; Islamiah & Maulidiah, 2024; Mahmud & Malik, 2024). The relationship between education and the environment is like a living organism in ecology, always existing in its habitat (Aydemir & Türkel, 2022; Bela & Santosa, 2023; Maulida et al., 2024). This effort aims to shape a generation with noble character who can protect and manage the environment, not only during the learning process but also outside of it.

The cultivation of environmental care as a noble character reflects human responsibility for the preservation of nature and the future of the earth (Islamiah et al., 2024; Yusefri et al., 2024). This character development can be effectively carried out through enjoyable and meaningful learning methods, such as scouting activities (Maftuh et al., 2023; Tyas et al., 2021). In scouting, students not only learn theoretically but also apply their learning practically, such as by disposing of waste properly and cleaning classrooms (Putra et al., 2022; Sitepu et al., 2021), all in a spirit of camaraderie and outdoor adventure, making the learning process engaging and never boring.

In the context of educational management, implementing the scouting method as part of the curriculum can enhance learning effectiveness. Good management in the learning process involves not only managing educational resources but also applying methods that integrate academic teaching with character development (Faiz et al., 2023; Sari, 2024). The successful implementation of this method also depends on the active role of teachers and other stakeholders in creating a supportive learning environment (Hasriani et al., 2025; Pomou et al., 2023). For example, the National Scout Movement explains that scouting is an educational process carried out in a fun, healthy,

and practical manner in the outdoors, aimed at forming students' character and morality.

Based on observations at Inovatif Al Wahyu Rewwin Elementary School, particularly in the "I Care About the Environment" material, student mastery of the material remains very low. The main cause is the use of conventional teaching methods that limit student involvement in the learning process. This is reflected in assessment results, which are below the minimum mastery criteria, with 6 out of 20 students not meeting the expected standard.

Therefore, this study aims to examine the impact of the scouting method on the learning outcomes of students in the "I Care About the Environment" material. This research is expected to provide valuable insights for teachers and other stakeholders to improve the quality of Pancasila education, particularly in instilling understanding and awareness of environmental care as part of students' responsibilities as citizens.

## **METHOD**

This study uses a quantitative approach with a quasi-experimental design. A quasi-experimental design is a type of research that closely resembles true experiments, where the researcher directly tests the effect of one variable on another and tests the hypothesis of a cause-and-effect relationship. A quasi-experimental design includes both an experimental group and a control group; however, in this study, the control group cannot fully function to control the external variables that may influence the execution of the experiment (Hall & Liebenberg, 2024).

This design was chosen because it allows for flexibility in its implementation. The study does not use randomly assigned groups but rather uses pre-existing groups, such as the second-grade class at SD Inovatif Al Wahyu Rewwin. As a result, the study will take place naturally, without making students feel like they are being experimented on. This natural environment can positively impact the validity of the research, as students will remain comfortable in participating in the learning process.

The design used in this research is the One Group Pretest-Posttest Design. This design involves only one experimental group without a control group. Before the treatment is applied, the experimental group will first undergo a pretest to assess their initial understanding of the "I Care About the Environment" material. After the pretest, the experimental group will be given treatment using the scouting method, which includes various learning activities based on direct experience, such as environmental observation, group collaboration, and real actions in environmental preservation.

After the treatment, the experimental group will undergo a posttest, which is the same as the pretest, to measure changes in students' knowledge and attitudes after participating in the learning process using the scouting method. The goal of this process is to determine whether there is a significant improvement in students' understanding and environmental awareness after the application of the scouting method.

After the data is collected, data analysis will be conducted to determine the effect of the scouting method on the learning outcomes of the second-grade students at SD Inovatif Al Wahyu Rewwin during the 2024/2025 academic year. In this analysis, the change between the posttest and pretest scores (O2 - O1) will be evaluated to determine the extent of the impact of the scouting method on improving students' understanding and attitudes toward environmental preservation.

Based on the method described earlier, which involves selecting samples from existing groups (whole groups), the researcher does not choose individual members of the population but rather selects a pre-existing group (Nasir & Sukmawati, 2023). This is done because of the homogeneity of the population, particularly in terms of the students' cognitive abilities. From all the available classes, the researcher chose one class, which is the second-grade class at SD Inovatif Al Wahyu Rewwin for the 2024/2025 academic year, as the experimental class. This class consists of 20 students, with 11 female students and 9 male students, because the second grade is the class that conducts the AKM (Minimum Competency Assessment).

In this research, the data collection technique used is testing. The researcher uses two types of tests: pretest and posttest. Both tests have identical topics, with the only difference being the timing of their administration. The pretest is given at the beginning of the study, before the treatment is applied, while the posttest is given after the treatment has been implemented. Both the pretest and posttest are administered at the school using the provided test sheets.

The instruments used in this study consist of tests, which include pretests and posttests containing 20 questions. The questions used are related to the "I Care About the Environment" material, which is part of Pancasila education. The questions are derived from Pancasila education books and the KIPIN School application, an application containing books from the Ministry of Education and Culture. As such, the researcher does not need to perform validity and reliability testing, as the source of the questions is trusted. These instruments are used to measure students' learning outcomes regarding their mastery of the "I Care About the Environment" material, and to determine

whether the scouting method influences students' learning outcomes in Pancasila education.

In this study, the data analysis technique consists of two main stages: prerequisite analysis and data analysis. The prerequisite analysis aims to ensure that the data meets the necessary assumptions before conducting further statistical testing. The first step in prerequisite analysis is normality testing, which is used to determine whether the data is normally distributed. Normality testing can be done using the SPSS statistical software with the Kolmogorov-Smirnov test or manually with the chi-square test. In this research, the normality test used is the Kolmogorov-Smirnov test with the assistance of SPSS. The basis for the decision used in the normality test is as follows:

If the p-value  $>0.05$  → the data is normally distributed

If the p-value  $<0.05$  → the data is not normally distributed (Batadi et al., 2025)

Once the data is normally distributed, data analysis is performed using a parametric test, the Paired Sample T-Test. The Paired Sample T-Test is used to determine whether there is a significant difference between the independent and dependent variables, as indicated by the difference in the mean before and after treatment. Although the data analysis was performed using SPSS, the Paired Sample T-Test can also be performed manually using the following formula:

$$t_{hit} = \frac{\bar{D}}{\frac{SD}{\sqrt{n}}}$$

Information:

$t_{hit}$  = t-value

$\bar{D}$  = average difference between measurements 1 and 2

$SD$  = standard deviation of the difference between measurements 1 and 2

$n$  = number of samples (Montolalu & Langi, 2018)

The decision-making basis used in the Paired Sample T-Test is as follows:

1. A significance value of  $> 0.05$  means  $H_0$  is accepted and  $H_a$  is rejected.
2. A significance value of  $< 0.05$  means  $H_0$  is rejected and  $H_a$  is accepted.

If  $H_0$  is accepted, there is no effect of the use of the Scouting method on the learning outcomes of the "I Care About the Environment" material. If  $H_0$  is rejected, there is an effect of the use of the Scouting method on student learning outcomes. If the data is not normally distributed, a non-parametric test in the form of the Wilcoxon signed range test using SPSS version 16 is used to analyze the results of observations based on two data sets to determine whether there is a difference in the average. This test aims to serve as an alternative to the Paired

Sample T-test if the data is not normally distributed. If the Asymp, Sig (2-tailed) value is less than  $\alpha = 0.05$ ,  $H_0$  is accepted. If the Asymp, Sig (2-tailed) value is greater than  $\alpha = 0.05$ ,  $H_0$  is rejected and  $H_a$  is accepted.

## RESULT AND DISCUSSION

### Result

This study aims to determine the effect of the Scouting method on student learning outcomes in the "I Care for the Environment" topic in second-grade students at Al Wahyu Rewwin Innovative Elementary School. The following are the results of the data analysis:

The validity test aimed to measure the appropriateness of the test items in measuring student learning outcomes. The validity test was conducted using Pearson correlation on 20 test items. The test results are presented in the following Table,

**Table 1. Results of the Test of Question Item Validity**

Question Item	r count	r table	Description
1	0,591	0,468	Valid
2	0,533	0,468	Valid
3	0,705	0,468	Valid
4	0,598	0,468	Valid
5	0,684	0,468	Valid
6	0,637	0,468	Valid
7	0,582	0,468	Valid
8	0,594	0,468	Valid
9	0,703	0,468	Valid
10	0,679	0,468	Valid
11	0,705	0,468	Valid
12	0,677	0,468	Valid
13	0,643	0,468	Valid
14	0,631	0,468	Valid
15	0,67	0,468	Valid
16	0,577	0,468	Valid
17	0,653	0,468	Valid
18	0,687	0,468	Valid
19	0,593	0,468	Valid
20	0,68	0,468	Valid

The test results showed that all items had a significance value (Sig. 2-tailed)  $< 0.05$  and  $r_{table} < r_{count}$ . This indicates that all items used in the pretest and posttest were valid and appropriate for measuring student learning outcomes in the "I Care for the Environment" topic.

The instrument's reliability was tested using the Cronbach's Alpha formula to determine internal consistency between items. The analysis showed a Cronbach's Alpha value of 0.912, which is in the very high reliability category ( $\alpha > 0.90$ ). Thus, the instrument used in this study can be considered highly reliable.

**Table 2. Reliability Statistics**

Cronbach's Alpha	N of Items
,912	20

A normality test was conducted to ensure that the pretest and posttest data were normally distributed, as required for parametric testing. The Kolmogorov-Smirnov test was used, with the following results,

**Table 3. Tests of Normality**

Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Hasil pretest	,183	20	,079	,929	20	,147
posttest	,164	20	,166	,922	20	,110

a. Lilliefors Significance Correction

Based on the results above, all significance values were  $>0.05$ , thus concluding that the pretest and posttest data were normally distributed and met the requirements for proceeding to the paired sample t-test.

The paired sample t-test was used to determine whether there were differences in learning outcomes before and after treatment. The analysis results showed:

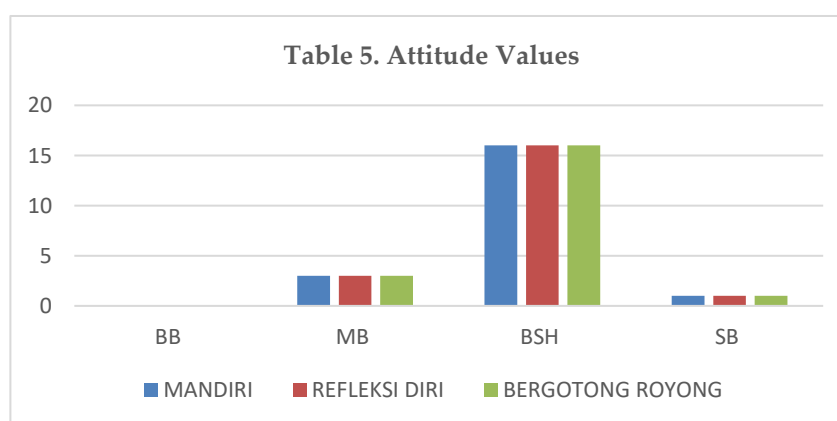
**Table 4. Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Mean	Lower			
Pair 1	Pretest - Posttest	-8,150	1,226	,274	-8,724	-7,576	-29,734	19	,000

Based on the results above, the significance value is  $0.000 < 0.05$ , so  $H_0$  is rejected and  $H_1$  is accepted. Therefore, there is a significant difference between the pretest and posttest scores. Therefore, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. This means that there is a significant influence of the scouting method on improving student learning outcomes.

## Attitude Observation Results

To determine the development of student attitudes during the learning process using the scouting method, observations were conducted on two main indicators: independence and mutual cooperation. Observations were conducted based on the following assessment criteria: Not Yet Developed (BB), Beginning to Develop (MB), Developing as Expected (BSH), and Very Developed (SB). The results of the student attitude observations are presented in the following table:



Based on observations, students demonstrated positive behavioral development. The majority of students were in the Developing According to Expectations (BSH) and Very Developing (SB) categories across all indicators. This indicates that the scouting method not only impacts cognitive aspects but is also effective in shaping students' character, such as responsibility, independence, and cooperation. Therefore, it can be concluded that learning through the scouting method has a positive holistic impact, both on improving learning outcomes and strengthening character values in students.

## Discussion

Based on the data analysis results, it has been proven that the application of the scouting method has a significant impact on students' learning outcomes, particularly in the "I Care About the Environment" material in Grade 2 at SD Inovatif Al Wahyu Rewwin. This was evidenced by the comparison of pretest and posttest scores, which showed a significant difference, indicated by a Paired Sample T-Test result with a significance value (Sig.) of 0.000. This number suggests that there was a significant change in students' understanding after the application of the scouting method. The scouting activities, designed with a direct approach, group work, outdoor learning experiences, and the

basic symbolism system, successfully enhanced students' involvement and understanding of the material taught in Pancasila education.

These findings align with the statement by Nabila (2023), who claimed that the scouting method positively influences students' learning outcomes through various activities, such as group work, discussions, community service, and prayers. These activities strengthen students' engagement in the learning process and help them internalize the values in Pancasila education (Akbar et al., 2022; Karyono et al., 2023). This research also supports the view of Juardi et al. (2021), who noted that scouting activities outside the classroom effectively develop Pancasila values through contextual approaches. Values such as mutual cooperation, tolerance, and deliberation, taught in PPKn, become easier for students to grasp through practical experiences outside the classroom and through group work.

Moreover, the application of the scouting method in learning not only focuses on improving academic learning outcomes but also positively impacts the development of students' character values and their concern for the environment. This is in line with the goals of Pancasila education, which aims to foster not only cognitive aspects but also character formation. In this study, in addition to improved learning outcomes in the cognitive domain, students also showed significant improvement in the affective domain, particularly in the aspects of independence and mutual cooperation. The attitude assessment conducted throughout the learning process demonstrated that the scouting method is effective in instilling character values in students.

The emphasis on strengthening attitudes is also supported by research conducted by Antini and Adi (2019), which found that scouting activities significantly cultivate religious, honest, socially caring, and disciplined attitudes in students. This is in line with the research conducted by Izzah et al. (2023), which shows that regular scouting activities can instill character values through habitual attitudes in various activities, from ceremonies to exploration and first-aid simulations. This research further strengthens the evidence that the scouting method is not only effective for improving academic knowledge but also for developing positive attitudes and student character, in accordance with national education goals.

## CONCLUSION

Based on the research results and data analysis, it can be concluded that the implementation of the scouting method has a significant impact on students' learning outcomes in the "I Care About the Environment" material. This is evidenced by the Paired Sample T-Test results, with a significance value (Sig.) of 0.000, indicating a significant difference between the pretest and

posttest scores of the students. The instrument used in this study was found to be valid and reliable, with Pearson and Cronbach's Alpha values of 0.912, indicating that the questions used to measure mastery of the material were of good quality. Furthermore, the data were normally distributed (Sig. > 0.05), allowing for further analysis using parametric tests, which strengthens the conclusions.

In addition to its impact on cognitive learning outcomes, the scouting method also effectively strengthens students' affective character values, such as independence, cooperation, and responsibility. By engaging students in enjoyable, challenging activities based on direct experience, this method not only enhances their academic understanding but also shapes positive attitudes that can be applied in daily life. Therefore, the scouting method is beneficial not only for academic learning but also for the development of students' character.

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