



Development of a Module-Based Scout Extracurricular Program to Enhance Discipline and Independence among Senior Rover Scouts

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Abstract:

This study aimed to develop a Module-Based Scout Extracurricular Program to strengthen discipline and independence among Senior Rover Scouts by integrating scouting principles and character education. The study employed a Research and Development (R&D) approach adapted from the Borg and Gall model, involving needs analysis, product development, expert validation, revision, and field testing. Data were collected through observation, interviews, documentation, expert validation, and student questionnaires and analyzed using descriptive quantitative and qualitative techniques. The developed module integrated the Basic Principles of Scouting, Scout Method, Tri Satya, Dasa Darma, learning by doing, patrol system, reflection, assessment, and follow-up activities. Expert validation produced an overall feasibility score of 97.89%, categorized as Very Feasible. Field testing involving 41 Senior Rover Scouts yielded Very Good responses for discipline (89.17%) and independence (87.90%). The study concludes that the module provides a feasible and structured framework for character development. This implies that systematic scouting modules can help schools manage extracurricular programs that promote observable discipline, independence, responsibility, and initiative.

INTRODUCTION

In contemporary society, education is expected not only to transmit academic knowledge but also to prepare young people with character, responsibility, and practical life skills (Ikhsan et al., 2026). Discipline and independence are particularly important because students increasingly encounter complex academic, social, technological, and occupational demands that require self-regulation and responsible decision-making (Kosim et al., 2024; Pusvitasari, 2023). Character development therefore extends beyond the school environment, shaping students' readiness to participate constructively in families, communities, and future workplaces. In Indonesia, this expectation is consistent with the National Education System Law No. 20 of 2003, which emphasizes the development of learners who are knowledgeable, capable, creative, independent, and responsible citizens (Heryati et al., 2026; Samsuri, 2026). Accordingly, character education should be implemented through meaningful and sustained learning experiences. Strengthening discipline and independence through structured

extracurricular education is therefore important for developing students who can manage responsibilities and contribute positively to society (Salman et al., 2023; Wachsmuth et al., 2023).

A persistent problem in education is the difficulty of transforming character values from abstract principles into consistent student behaviors. Discipline and independence cannot be developed effectively through verbal instruction alone because both characteristics require repeated opportunities for students to practice responsibility, decision-making, self-management, and adherence to agreed rules (O'Donnell et al., 2023; Verner-Filion et al., 2025). Discipline refers to conscious, consistent compliance with applicable regulations, whereas independence involves the ability to act, make decisions, and accept responsibility without excessive dependence on others (Daulay et al., 2023). Previous studies indicate that weak discipline can interfere with learning effectiveness and students' ability to manage time and responsibilities. Therefore, schools need structured character-development programs that provide systematic, practical, and continuous experiences for students.

In vocational high schools, this challenge is particularly relevant because students are preparing simultaneously for further education, employment, and participation in wider society. Field observations at SMK Negeri 2 Jakarta indicated that scouting extracurricular activities lacked sufficiently structured guidelines and systematic programs specifically oriented toward character development. Scouters struggled to organize activities that consistently linked practical scouting experiences to targeted indicators of discipline and independence (Amilda et al., 2023; Halik et al., 2025). Without operational modules, activities may be implemented based on situational needs rather than a coherent developmental sequence. These conditions can reduce scouting's potential as a character-education environment. This phenomenon demonstrates a practical need for an organized instructional framework that helps scouters plan, implement, monitor, and evaluate activities while ensuring that discipline and independence are explicitly integrated into Senior Rover Scout development (Ruyadi et al., 2026).

Previous studies have established that scouting can contribute substantially to character formation because its activities emphasize responsibility, cooperation, leadership, rule compliance, problem-solving, and practical life skills. The National Scout Quarter also positions scouting education as a way to develop personality, noble character, and life skills among young people (Bardach et al., 2023; Huda et al., 2024). Other studies have examined character development through scouting activities and demonstrated their relevance to student discipline and independence. However, much of the existing literature emphasizes scouting's general contribution rather than the development of a structured, module-based program that translates character values into explicit activities, procedures, and assessment indicators (Munadi & Khuriyah, 2023). This limitation creates a gap between recognizing scouting's character-building potential and providing practical tools that enable scouters to implement it systematically.

Furthermore, existing character-education research tends to examine outcomes or describe extracurricular implementation without sufficiently integrating program development with systematic feasibility and effectiveness testing. Studies identifying implementation barriers have highlighted problems involving planning, instructional guidance, and consistency in extracurricular character formation. Nevertheless, research remains limited on an operational scouting module designed specifically for Senior Rover

Scouts and its feasibility and effectiveness through field implementation (Hamad, 2025; Nasrullah et al., 2023). This gap matters because Senior Rover Scouts are at a developmental stage in which students are expected to demonstrate greater autonomy, responsibility, leadership, and conscious compliance with organizational norms. A program designed without age-appropriate developmental considerations may fail to transform scouting activities into meaningful character-learning experiences (Osman, 2024). Consequently, research is needed to bridge the gap between theoretical character values and an implementable scouting program supported by systematic evaluation.

The state of the art in this study lies in integrating scouting education, character development, and module-based program design into a coherent intervention that specifically targets discipline and independence among Senior Rover Scouts. Rather than treating scouting merely as an extracurricular activity, the proposed program positions scouting experiences as structured character-learning processes in which objectives, activities, implementation procedures, reflection, and assessment are systematically connected. The novelty is therefore represented by the development of a practical module that translates discipline and independence into observable behaviors and contextual scouting activities while providing scouters with operational guidance. The program also addresses the implementation gap identified in previous research by linking product development to feasibility assessment and field-based effectiveness testing. This contribution is important because it offers not only conceptual support for scouting-based character education but also an applicable educational product that can strengthen the quality, consistency, and evaluability of extracurricular character development.

Based on these considerations, the research problem concerns how a Module-Based Scout Extracurricular Program can be designed, validated, and implemented to strengthen discipline and independence among Senior Rover Scouts. The first research problem addresses designing a program that aligns with scouting principles, character-education objectives, and the developmental characteristics of Senior Rover Scouts. The second concerns the feasibility of the developed product in terms of content quality, implementation procedures, and contextual suitability. The third examines whether implementation of the program can produce meaningful improvements in students' discipline and independence. The underlying argument is that a systematically designed module can give scouters clearer operational guidance. At the same time, structured activities and explicit character indicators create repeated opportunities for students to practice responsible and independent behavior. Accordingly, the study proposes that a feasible and contextually appropriate module-based program will contribute positively to the development of discipline and independence among Senior Rover Scouts.

RESEARCH METHODS

This study employed a Research and Development (R&D) design based on the simplified Borg and Gall model adapted by Assirri et al., 2026. The R&D approach was selected because the study aimed to develop, validate, revise, and test an educational product in the form of a Module-Based Scout Extracurricular Program designed to strengthen discipline and independence among Senior Rover Scouts. The development procedure consisted of eight stages: needs analysis, product planning, module development, expert validation, product revision, field testing, final revision, and final product production. The adapted Borg and Gall model was operationalized through a

systematic sequence of eight development stages. The overall research and development procedure, from needs analysis to final product production, is visually presented in Figure 1.

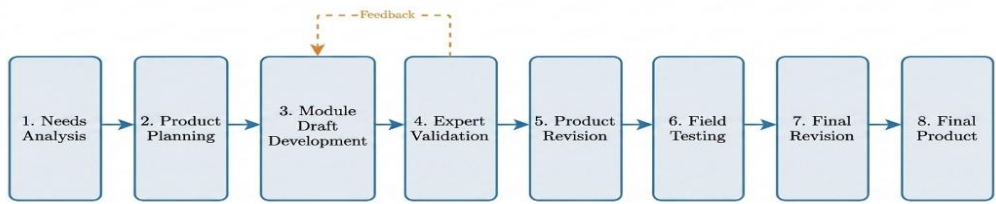


Figure 1. Research and Development Procedure based on Simplified Borg and Gall Model

The study was conducted at SMK Negeri 2 Jakarta, Indonesia, focusing on the Front Unit (Gugus Depan) scouting extracurricular program. The school was purposively selected because it had an established scouting environment involving Senior Rover Scouts, and preliminary observations indicated a need for more systematic guidance linking scouting activities to discipline and independence development. The research was conducted from February to August 2026 and involved 41 Senior Rover Scouts, three expert validators, and scouters who facilitated the program implementation. The adapted Borg and Gall model was operationalized through eight systematic stages, each producing specific outputs that informed the next stage of development. The stages and corresponding outputs are presented in Table 1.

Table 1. Research and Development Stages (Adapted Borg and Gall Model)

Stage	Description	Output
1	Needs Analysis: Observation, interviews with scoutmasters, and documentation study of existing programs	Analysis report identifying gaps in character education
2	Product Planning: Formulation of program objectives, activity structure, materials, implementation steps, and evaluation instruments	Program design framework
3	Module Draft Development: Creation of initial product including objectives, materials, procedures, and assessment tools	Draft module document
4	Expert Validation: Assessment by scouting education expert, character education expert, and education practitioner	Validation scores and feedback
5	Product Revision: Improvement based on expert validation results	Revised module
6	Field Testing: Implementation with 41 Senior Rover Scouts and measurement of discipline and independence	Field test data
7	Final Revision: Product refinement based on field test results	Finalized module
8	Final Product: Production of operational guideline module	Complete module-based program

We collected data through observation, semi-structured interviews, documentation, expert validation, and student questionnaires. The data collection

process focused on existing scouting practices, students' discipline and independence, the module's feasibility, and implementation experiences. Participants included three expert validators, 41 Senior Rover Scouts, and scouters who facilitated the scouting program at the Front Unit (Gugus Depan) of SMK Negeri 2 Jakarta. Data collection was conducted during the needs analysis, validation, revision, and field-testing stages from February to August 2026. Observations were conducted during scouting activities to assess students' punctuality, rule compliance, responsibility, initiative, decision-making, and independent participation. Semi-structured interviews with scouters explored existing program conditions, implementation challenges, and the module's perceived contribution to character development. Documentation was used to examine existing programs, activity schedules, instructional materials, and relevant records. Expert validation assessed the module's conformity with scouting principles, integration of character education, and practical feasibility. Student questionnaires included 20 items measuring discipline and 20 items measuring independence, using a five-point Likert scale ranging from 5 (Very Capable) to 1 (Not Capable). Three expert categories evaluated the module using indicators covering scouting principles, character education, and practical feasibility, as detailed in Table 2.

Table 2. Expert Validation Indicators by Category

Expert Category	Indicators Assessed	Number of Items
Scouting Education Expert	Conformity with Basic Principles of Scouting; Conformity with Scout Method; Application of learning by doing; Application of patrol system; Suitability with Senior Rover Scout characteristics; Integration of character-building objectives	7
Character Education Expert	Stimulation of discipline character; Development of responsibility; Cultivation of independence; Opportunities for independent decision-making; Integration of character values; Application of moral knowing, feeling, and action; Support for continuous character formation	7
Education Practitioner	Ease of module use; Clarity of material presentation; Feasibility of learning activities; Usefulness for scoutmasters; Suitability with extracurricular implementation conditions	5

The three expert categories provided complementary assessments of the module's content appropriateness, character-development integration, and practical usability before field implementation.

Data analysis followed the interactive model of Miles, Huberman, and Saldaña, comprising data condensation, data display, and conclusion drawing and verification. During data condensation, we selected, simplified, coded, and categorized information from observations, interviews, documentation, and field testing according to themes related to student discipline, independence, implementation conditions, and module feasibility. The condensed data were then displayed through thematic descriptions, tables, and descriptive summaries to facilitate systematic interpretation and comparison across data sources. Conclusion drawing and verification involved identifying recurring patterns, comparing evidence across data sources and research stages, and determining the module's development needs, feasibility, implementation conditions, and observed outcomes.

We analyzed expert validation and student questionnaire data descriptively using percentages and mean scores. Expert validation was calculated using the following percentage formula:

$$P = \frac{\Sigma X}{\Sigma X_{max}} \times 100\%,$$

The resulting percentages were interpreted according to five feasibility categories: very feasible (81–100%), feasible (61–80%), fairly feasible (41–60%), less feasible (21–40%), and not feasible (0–20%), as presented in Table 3. Student questionnaire responses were similarly analyzed descriptively and interpreted using corresponding categories of very good, good, fairly good, less good, and not good. Integrating qualitative and quantitative analyses enabled the researchers to assess both the substantive findings and the feasibility of the developed module.

Table 3. Interpretation Criteria for Validation Results

Percentage Range	Category
81% – 100%	Very Feasible
61% – 80%	Feasible
41% – 60%	Fairly Feasible
21% – 40%	Less Feasible
0% – 20%	Not Feasible

The trustworthiness of the qualitative findings was established through triangulation of sources, techniques, and research stages. We conducted source triangulation by comparing information from scouts, students, and expert validators. Technique triangulation was achieved by comparing evidence from observations, interviews, documentation, expert assessments, and student questionnaires. Time triangulation was applied by examining data obtained during different stages of the R&D process, particularly needs analysis, module validation, implementation, and field testing. Expert validation also strengthened the product's content appropriateness and practical relevance. The researchers repeatedly reviewed the condensed data, thematic displays, and emerging conclusions to minimize premature interpretation and ensure consistency between the evidence and the conclusions. These procedures strengthened the credibility, dependability, and confirmability of the findings. It ensured that the final Module-Based Scout Extracurricular Program was grounded in identified field needs and systematically evaluated before its finalization.

RESULTS AND DISCUSSION

Results

Product Description

The developed Module-Based Scout Extracurricular Program was produced as an operational guideline that integrates the Basic Principles of Scouting, Scout Method, Tri Satya, and Dasa Darma with structured character-building activities. The module comprises program objectives, scoutmaster guidelines, thematic materials, implementation procedures, reflection activities, assessment instruments, and follow-up activities. Its practical activities emphasize learning by doing and the patrol system, providing students with repeated opportunities to practice responsibility, initiative, cooperation, rule compliance, decision-making, and independent participation. The integration of reflection, observation-based assessment, self-evaluation, and follow-up activities further enables systematic monitoring and reinforcement of character development. Thus, the resulting product connects scouting activities with observable indicators of Discipline and independence while providing scouts with a structured

framework for planning, implementing, monitoring, evaluating, and following up extracurricular activities.

Table 4. Module Components and Character Development Mapping

Module Component	Description	Character Aspet Targeted
Program Objectives	Discipline and independence development goals for Senior Rover Scouts	Discipline, Independence
User Guidelines Activity Materials	Operational instructions for scoutmasters Activity Materials Integration of scouting principles (Tri Satya, Dasa Darma) with skill development	Facilitation support Moral knowing, Moral feeling
Implementation Procedure	Structured activity flow using Scout Method	Discipline, Responsibility
Learning by Doing	Practical exercises: camping, pioneering, navigation	Independence, Initiative
Patrol System	Small group activities with distributed leadership	Responsibility, Cooperation
Reflection	Guided discussion on character experiences	Moral feeling, Selfawareness
Assessment	Observation rubrics and self-evaluation	Self-monitoring
Follow-up	Extended projects and community service	Social responsibility

Table 4 demonstrates that the developed module systematically integrates scouting principles, structured activities, and character development objectives. The program objectives establish clear targets for strengthening Discipline and independence among Senior Rover Scouts, while the user guidelines provide scouters with operational direction for facilitating activities. Activity materials integrate Tri Satya and Dasa Darma with scouting skills, supporting moral knowing and moral feeling. The implementation procedure applies the Scout Method to organize activities coherently, while learning by doing provides practical experiences such as camping, pioneering, and navigation that encourage independence and initiative. The patrol system further promotes responsibility and cooperation through small-group activities and distributed leadership. Reflection activities enable students to discuss and internalize character experiences, thereby strengthening moral feeling and self-awareness. Assessment through observation rubrics and self-evaluation supports self-monitoring, while follow-up projects and community service extend character formation beyond regular sessions and cultivate social responsibility. Overall, the module establishes a continuous and integrated pathway for developing Discipline, independence, responsibility, cooperation, and social awareness through scouting experiences.

Expert Validation Results

Expert validation was conducted to determine the feasibility of the developed Module-Based Scout Extracurricular Program before its field implementation. Three experts assessed the product from complementary perspectives: scouting education, character education, and educational practice. The scouting education expert evaluated the module's conformity with the Basic Principles of Scouting, Scout Method, learning by doing, patrol system, Senior Rover Scout characteristics, and character-building objectives. The character education expert assessed the module's capacity to stimulate Discipline, responsibility, independence, decision-making, moral knowing, moral feeling,

and continuous character formation. Meanwhile, the education practitioner evaluated its practical usability, clarity of material presentation, feasibility of activities, usefulness for scouts, and suitability for extracurricular implementation. The results of these assessments, including validation scores and expert feedback, are presented comprehensively in Table 5.

Table 5. Comprehensive Expert Validation Results

Validation	Score	Percentage	Category
Scouting Education Expert	34/35	97.14 %	Very Feasible
Character Education Expert	35/35	100 %	Very Feasible
Education Practioner	24/25	96 %	Very Feasible
Average	93/95	97.89 %	Very Feasible

Table 5 shows that the developed Module-Based Scout Extracurricular Program achieved a very feasible level across all expert assessments. The scouting education expert awarded 34/35 (97.14%), indicating strong alignment with scouting principles and program requirements. The character education expert provided the highest score of 35/35 (100%), confirming that the module strongly integrates Discipline, independence, responsibility, and other character-development elements. The education practitioner assessed the module at 24/25 (96%), demonstrating its high practical usability and suitability for extracurricular implementation. Overall, the module scored 93/95 (97.89%) and was categorized as Very Feasible. These findings indicate that the product met the expected standards of content appropriateness, character integration, and practical implementation, supporting its use in the subsequent field-testing stage.

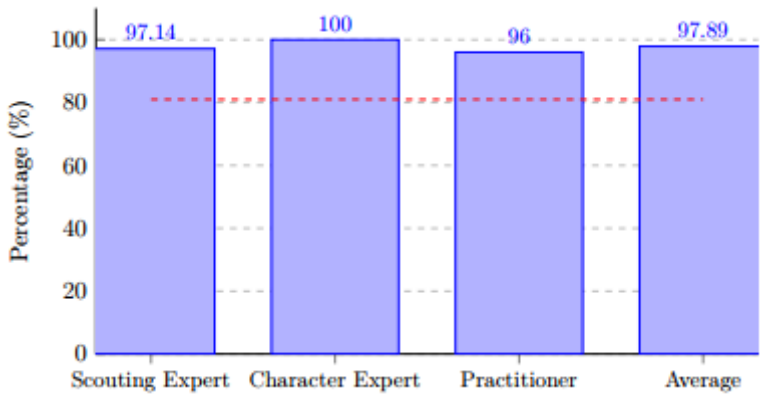


Figure 2. Expert Validation Results Comparison

Figure 2 illustrates that all expert assessments placed the developed module within the very feasible category. The character education expert gave the highest feasibility score (100%), followed by the scouting education expert (97.14%) and the education practitioner (96%). The overall average reached 97.89%, indicating consistently high assessments across the three validation perspectives. The relatively small differences among the scores suggest the module demonstrated balanced quality in scouting content, character-development integration, and practical implementation. Overall, the figure confirms that the module was considered highly appropriate for the subsequent field-testing stage.

Field Test Results

Following expert validation and product revision, the developed module was implemented in a field test involving 41 Senior Rover Scouts. The field testing aimed to examine students' responses to the module's implementation, particularly regarding the targeted development of Discipline and independence. Data were collected using structured student questionnaires with 20 items measuring Discipline and 20 items measuring independence, with responses assessed on a five-point Likert scale. The questionnaire focused on students' experiences and perceptions of character development during module implementation. The field test provided empirical information regarding the extent to which the developed activities created opportunities for students to practice Discipline, responsibility, initiative, decision-making, and independent participation. The results obtained from the two assessed aspects are summarized in Table 7 and illustrated in Figure 3.

Table 7. Field Test Results: Student Response Summary

Aspect	Average Score	Percentage	Category
Discipline	89.17	89.17 %	Very Good
Independence	87.90	87.90 %	Very Good

Table 7 shows that both assessed character aspects were categorized as Very Good based on student responses. Discipline received an average score and percentage of 89.17%, the highest among the two dimensions. Meanwhile, independence achieved an average score and percentage of 87.90%, also within the Very Good category. These findings indicate that students responded positively to the module in relation to both discipline and independence development. The slightly higher discipline score suggests that the implemented activities were particularly well received in supporting disciplined behaviors. In contrast, the high independence score indicates that the module also provided meaningful opportunities for students to develop autonomous participation and decision-making. Overall, the results demonstrate strong student responses across both targeted character dimensions during field implementation.

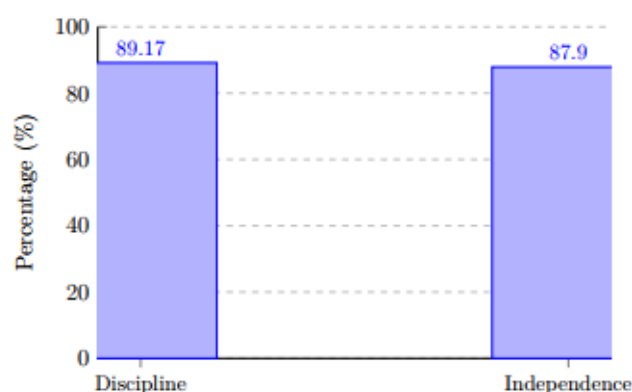


Figure 3. Student Response Results: Discipline and Independence Aspects

Figure 3 illustrates that students' responses to the developed module were consistently high across both targeted character dimensions. Discipline received 89.17%, while independence reached 87.90%. The discipline score was slightly higher than the independence score, indicating a marginally stronger student response toward activities supporting disciplined behavior. Nevertheless, the relatively small difference of 1.27 percentage points demonstrates that both aspects received similarly positive responses. Overall, the figure confirms that the module generated very good student responses in developing both Discipline and independence during the field-testing stage.

Module Implementation Framework

The conceptual framework in Figure 4 illustrates how the Module-Based Scout Extracurricular Program integrates scouting principles with character education to systematically develop students' Discipline and independence. The framework connects the Basic Principles of Scouting, Scout Method, Tri Satya, and Dasa Darma with structured learning experiences, including learning by doing and the patrol system. These components are implemented through practical activities, reflection, assessment, and follow-up processes. The framework therefore demonstrates a continuous relationship between scouting experiences and character formation, enabling students to practice, reflect on, and reinforce targeted values within structured extracurricular activities.

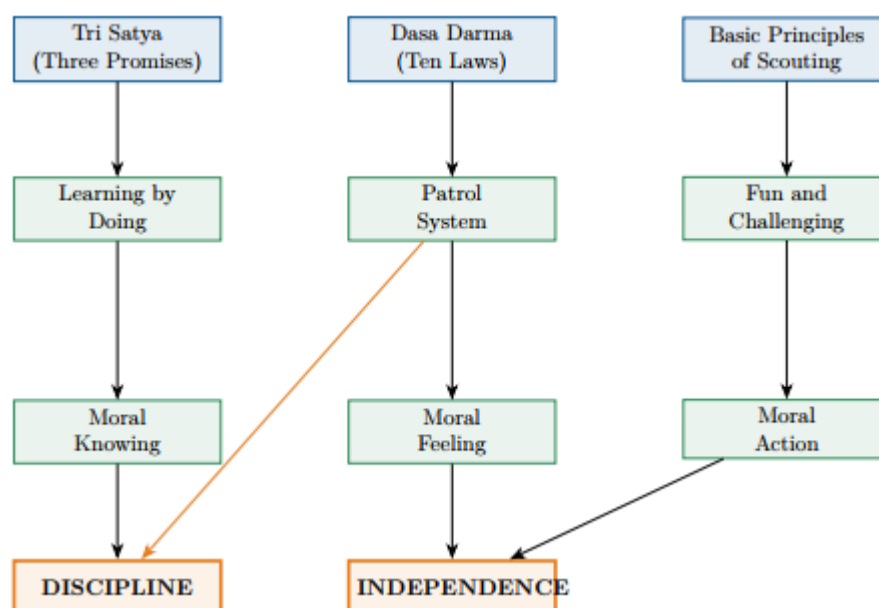


Figure 4. Conceptual Framework of Module-Based Scout Program for Character Development

Figure 4 presents the conceptual framework of the Module-Based Scout Extracurricular Program, illustrating the process through which scouting principles and methods are integrated into character development, particularly students' discipline and independence. The framework begins with the Basic Principles of Scouting, Scout Method, Tri Satya, and Dasa Darma as the foundational values guiding program implementation. These principles are translated into structured learning experiences through learning by doing and the patrol system, allowing students to develop character through direct participation in practical scouting activities. The process is strengthened through reflection, assessment, and follow-up activities that provide opportunities for students to evaluate their experiences and reinforce the targeted character values. Thus, Figure 4 shows that character development is not achieved through the delivery of values alone, but through a continuous cycle of practice, reflection, assessment, and reinforcement, in which repeated scouting experiences gradually strengthen students' discipline and independence.

Discussion

The validation findings indicate that the module achieved very high feasibility, with an overall score of 97.89%, consistent with studies emphasizing the importance of structured scouting programs for character formation. Indawati & Surjati, 2026

highlighted scouting's potential to develop student character, while Septiani & Setiadji, 2026 identified weaknesses arising from insufficiently systematic activity guidance. This finding extends these studies by showing that translating scouting principles into an operational module can address this implementation gap (Kosim et al., 2024; Sibthorp et al., 2026). Rather than merely describing scouting as character-building, the module connects objectives, activities, procedures, reflection, and assessment. This integration strengthens the practical application of scouting principles.

The scouting education validation score of 97.14% indicates strong alignment between the developed module and scouting principles, particularly the Scout Method, learning by doing, and patrol system (Deekoontod et al., 2026). This finding aligns with literature emphasizing responsibility, cooperation, leadership, and practical skills as key outcomes of scouting activities (Ruyadi et al., 2026; Szałachowski et al., 2024). However, this study offers a more operational perspective by embedding these principles in sequenced activities and explicit character targets. This differs from approaches that primarily examine scouting's general contribution to character formation. The finding reinforces scouting as structured experiential educational practice.

The character education expert's perfect feasibility score of 100% supports integrating moral knowing, moral feeling, and moral action within scouting activities. This result corresponds with character education literature emphasizing that values become meaningful when students understand, experience, and enact them (Sinde & Alves, 2024). The module operationalizes this framework through activity materials, guided reflection, observation, self-evaluation, and follow-up tasks. Compared with studies that discuss character development primarily as an outcome, this study contributes an instructional mechanism for connecting value understanding with repeated behavioral practice (Pusvitasari, 2023; Salman et al., 2023). Theoretically, it demonstrates compatibility between character education stages and experiential scouting.

The education practitioner's validation score of 96% demonstrates strong practical applicability, particularly regarding usability, clarity, activity feasibility, and relevance to school conditions. This finding supports Patimah & Suherman, 2025 argument that extracurricular character programs require practical guidance while retaining contextual flexibility. It also responds to implementation concerns identified by Suprpti et al., 2024, particularly those related to planning and consistency. The present study's practical contribution is to provide scouters with an operational resource to guide activity preparation, implementation, monitoring, and evaluation. Thus, the module does not replace scoutmaster professional judgment; instead, it provides a structured framework for consistent implementation (Goldenberg et al., 2025; Wachsmuth et al., 2023).

Field testing produced student responses for both Discipline (89.17%) and independence (87.90%), indicating strong positive student receptivity to the program. These findings are consistent with Salsabila et al., 2026 and Sa'adah et al., 2026 who reported the relevance of scouting activities to discipline and independence development. This study extends the literature by linking these character dimensions to a structured module rather than examining scouting participation in general. The slightly higher discipline response may reflect the module's rules, punctuality expectations, and responsibility structures, whereas independence is supported through decision-making and initiative. However, these responses indicate perceived outcomes, not causal effects (Assirri et al., 2026; Verner-Filion et al., 2025).

The findings have implications for educational management and character education. Theoretically, the study demonstrates that scouting principles, experiential learning, and character education can be integrated within one framework (Amilda et al.,

2023). Practically, the module offers schools a mechanism for planning, implementing, monitoring, evaluating, and following up on character-oriented extracurricular activities (Daulay et al., 2023; O'Donnell et al., 2023). Its contribution is particularly relevant because Senior Rover Scouts require opportunities to exercise autonomy while remaining accountable to collective norms. The patrol system provides this dual context by combining rule adherence with distributed responsibility and decision-making. Future studies should use comparative or longitudinal designs to establish behavioral change over time.

CONCLUSION

This study demonstrates that a Module-Based Scout Extracurricular Program can provide a structured mechanism for integrating scouting principles with character education to support Discipline and independence among Senior Rover Scouts. The key lesson is that character values become more actionable when translated into systematic activities, reflection, assessment, and follow-up rather than delivered only as normative instruction. The principal scholarly contribution extends scouting-based character education from a general extracurricular approach into an operational, module-based framework that connects learning by doing, the patrol system, and moral knowing, feeling, and action. However, the field test involved only 41 students and relied on student responses without a control or comparison group; therefore, the findings should not be interpreted as definitive evidence of causal effectiveness. Future research should employ larger samples, comparative or experimental designs, and longitudinal measurements to examine sustained behavioral changes.

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