

Scout extracurricular activity: A positive effect on students' potential entrepreneurial character

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Abstract: Scout extracurricular activity in the education world can create entrepreneurship as indicated by working hard, discipline, responsibility, independence, creativity, motivation to be successful, and innovativeness. This study was aimed to examine scout extracurricular activity effect on the potential entrepreneurial character of students at junior high schools in Indonesia. This research employed a qualitative approach with a case study research design. This research was conducted in junior high schools in Sumatra, Java, Kalimantan, Sulawesi, Nusa Tenggara, Bali, and Papua. About 700 students were employed as the sample. The sample was selected using a random sampling technique. Instrument in the form of questionnaire was distributed to the participants using google form. The result of the research shows that 83% of respondents strongly agree with Scout extracurricular activity. 86% of respondents strongly agree with the positive effect of perceived entrepreneurial spirit. Overall, scout extracurricular activity can contribute positively to the entrepreneurial character in junior high school students.

Keywords: *extracurricular, scout (pramuka), entrepreneurial character*

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INTRODUCTION

Protecting every one and all Indonesian homeland and promoting public health, educating life of the people, and participating in the world orderliness based on independence, eternal peace, and social justice, are the statement contained in the Republic of Indonesia's Constitution pg 1945 about the national objective in which education world plays a very important part in achieving the national objective. Education plays a main role in achieving a state or a community's objective, constituting the key to a successful resource quality existing in the state. It is in line with Rifai (2011) stating that a developed nation is inseparable from its education advance, and therefore can raise degree and give position equal to the developed countries. In line with the Law Number 20 of 2003 about national education system confirming that national education has a function in developing ability and creating prestigious nation character and civilization in the attempt of educating the life of the people, aiming to developing the potency of students into faithful human beings who are believe in God the Only One, healthy, knowledgeable, have noble, competent, independent, and creative character in order to be democratic and responsible citizens.

Considering this, it can be underlined that conceptually, education world has been directed to create a good individual character. It is confirmed in the Strategic Plan of the Ministry of National Education, that education can produce an intelligent human

spiritually, emotionally, socially, intellectually, and kinesthetically (Kemendiknas, 2010). The four intelligences have obviously reflected the target of education emphasizing on the creation of nation character. On the other hand, unconsciously, education world emphasizes cognitive (knowledge) aspect more than develops affective aspect or attitude and or psychomotor aspect or skill in teaching-learning activity (Wiyani, 2012). It has an impact on the failed development of smart and moralized human character. It of course indicates that education in this present time development has not been able to change a student's behavior into the better one. This problem is homework for the government to create character education.

In line with the problem, character education should be the basic point to be applied to the students in the learning activity in school environment. This character education is considered as important because it can be a bridge to create better student behavior. It is in line with Nata (2013) stating that character education can produce an individual having freedom to decide his/her choice without compulsion and responsible, a dynamic, independent, responsible pious individual who appreciates others and has good creativity and innovation.

One of activities that can create the character of students that is oriented to left and right brains is scout extracurricular activity (Aji, 2016). So many characters instilled into scout extracurricular activity are expected to help education world realize the character education. Scouting education is one of nonformal educations accommodating self potency development in order to have noble character, self control, and life competency to create the cadres who continue the nation and state struggle (Law Number 12 of 2010 about Scout Movement, n.d.). Thus, the inculcation of so many characters into scout activity is expected to create an individual with positive character. The creation of student character is forged and practiced, and so is the entrepreneurial character. Such condition can support the government's need in the attempt of preparing golden generation in 2045. Referring to the high ideals, education system plays a fundamental part in promoting behavior and skill a student should have in entrepreneurship.

Bourgeois (2011) states that European Union has designed tactic and strategy to take an action in line with entrepreneurship promotion. Such awareness should have been adopted and applied in Indonesia as an early measure to create a generation with entrepreneurial skill. In other words, entrepreneurship education system that encourages creativity, invention, and entrepreneur should be improved at all educational levels. Lourenço and Jayawarna (2011) assume that many discussions have been found in the literature concerning whether or not education system should encourage entrepreneurship in students. As such, entrepreneurial skill can be learnt in some ways and media, moreover information in digital era is very accessible. Education system should encourage the skill expected by the students to put foundation and improve their working ability (Teijeiro, Rungo, & Freire, 2013).

Mulyani (2012) also reveals that there are six active learning models that can grow entrepreneurship values at school. One of models is implemented through integrating it into extracurricular activity. The entrepreneurship value integration models are not only the responsibility of education unit but also needs support from other education ecosystem, such as parents, people around the school, and other stakeholders. It is in line with Syaifuddin and Kalim (2016) stating that entrepreneurship education model is implemented through including entrepreneurship character integrated into the learning. The character instilled to the students

includes: leadership, responsibility, discipline, creativity, innovativeness, taking risk bravely, work hard, strong motivation, perseverance, cooperativeness, and communicativeness. In fact, it is also in line with the independent curriculum currently giving the students big opportunity of getting more meaningful experience in the learning process in education unit, and supported with (Republic of Indonesia's Regulation Number 87 of 2017 about Character Education Reinforcement, n.d.) encourages the learning direction to the development of six characters expectedly created sustainably. The six profiles of Pancasila students are, faithful, believing in God the only One, and having noble character, global multiculturalism, mutual cooperation, independence, critical reasoning and creativity.

Entrepreneurship becomes more crucial because of its relevance to global process of creating job opportunity and economic growth (Baumol, 2010). In a utopian modern fluid community (Bauman, 2000) like that today, life and career become more unpredictable and relative (not-absolute) states that the job prospect is more uncertain and less predictable today, with the job transition often occurring making the workers feel insecure with their job position. In this era, everyone should be able to embrace flexibility more than stability, and they should be able to build opportunity for themselves (Savickasetal, 2009).

Therefore, education realm should read this time's demand and need. The application of character education values become important, particularly those related to entrepreneurship. As aforementioned, the integration of entrepreneurship values can be done through extracurricular in school. As the activities done out of learning activity hours, extracurricular activities evidently can develop students' competence adjusted with their talent, potency, and need. Extracurricular activity is one of activities included into operational set curriculum in education that is implemented in some activities example scout extracurricular activity. Scout activity in education world can create entrepreneurship as indicated with work hard, discipline, responsibility, independence, creativity, motivation to be successful, and innovativeness (Wati, Pranawa, & Rahman, 2020). It is in line with Dulatip, Sari, and Heriyawati (2020), stating that students can find new innovation and improve their creativity through pramuka activity and thereby they can be entrepreneurs with little capital and maximum output.

Considering the explanation above, this research aims to study whether or not Scout extracurricular activity affects positively the potential entrepreneurship character of students in all Junior High Schools distributed in some Indonesian areas. The result of research is expected to be a solution or a material of evaluation in education world.

METHOD

This research employed qualitative approach with case study research design (Creswell, 2009; Saunders, Lewis, & Thornhill, 2016). The research was conducted in Junior High Schools existing in some Indonesian areas: Sumatera, Java, Kalimantan, Sulawesi, Nusa Tenggara, Bali and Papua. This research involved one public and one private Junior High Schools from the areas, respectively. Out of all areas, a total of 700 students were employed as the sample of research. The sample was selected using random sampling technique in which each member has equal opportunity to be selected as the sample (Fraenkel & Wallen, 2008) causing the pole inequality relations between men and women. Therefore, in this study wanted to dismantle the detail view of some theories, both social and feminist about gender relations in the family. Each of these theories (structural functional, conflict and feminist.

The instrument used in this research was close-ended questionnaire. The close-ended questionnaire was composed by providing complete answer choice to enable the respondents to choose the appropriate answer (Mertens, 2009). The questionnaire was distributed to the participants by using google form. The participation is voluntary in nature; the participants were encouraged to answer as honestly as possible and there is a guarantee that their answer will remain to be confidential. Document study was conducted on the journal articles relevant to the title of research. In addition, questionnaire was distributed to a number of respondents. Before it is used for research purpose, the instrument had undertaken validity test by the expert. The result of validity testy on the questionnaire conducted by the expert can be seen in the Table 1.

Table 1
Result of questionnaire validation by expert

No	Aspect	Mean (%)	Criteria
1	Content	82.00	Valid
2	Construction	91.45	Valid
3	Language	100.00	Valid
		91.15	Valid

Table 1 shows that the questionnaire instrument that will be used has been stated as valid or feasible to use. The criterion of validation used for the analysis of percentage product resulting from the expert validation is interpretation (Arikunto, 2010)

Data analysis was conducted the analysis on the compatibility and the suitability of extracurricular activity to the positive effect on entrepreneurship character. The result of research will be the recommendation to education institution and contribute theoretically and practically to the education leader policy.

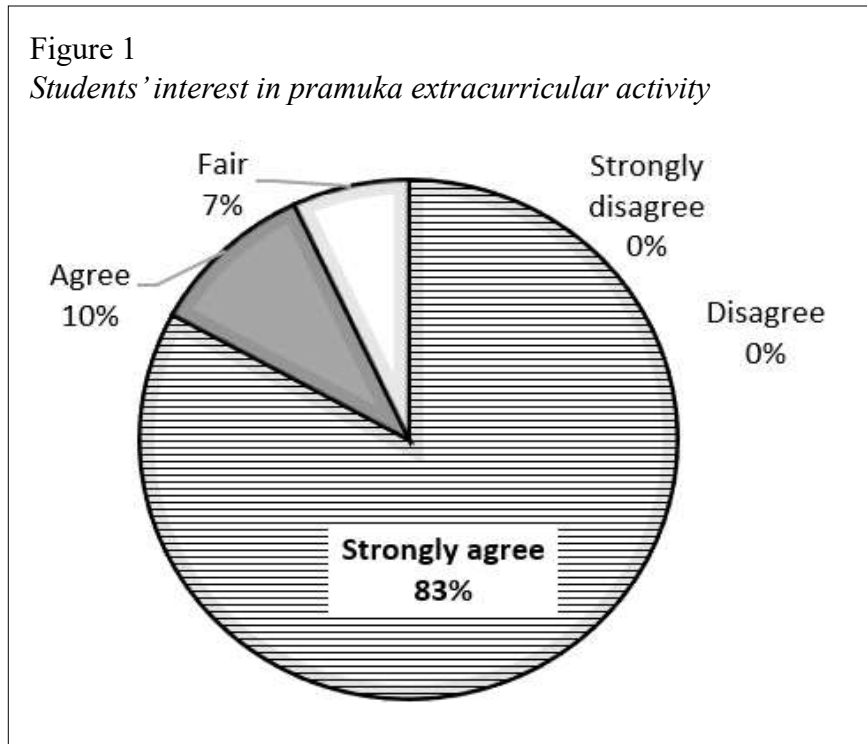
FINDINGS AND DISCUSSION

Result of respondent characteristics. Table 2 shows the statistic result of respondent characteristic based on sex and grade. By sex, the percentage of female respondents is 63.3%, higher than that of male respondents, 36.7%. Furthermore, by class, the characteristic of respondents indicates that 7th grade has percentage of 31.8%, followed by 8th grade with the largest percentage of 34.2%, while the 9th grade has percentage of 32.4%.

Table 2
Result of respondent characteristic (N= 700)

Group	Characteristic	Frequency	Percentage (%)
Sex	Male	257	36.7
	Female	443	63.3
Grade	7	233	31.8
	8	240	34.2
	9	227	32.4

Result of questionnaire concerning students' interest in Scout Extracurricular activity. The result of questionnaire was obtained from 700 respondents consisting of public and private junior high school students distributed in Indonesian areas. The result summary of questionnaire concerning students' interest in pramuka extracurricular activity is presented in the Figure 1.



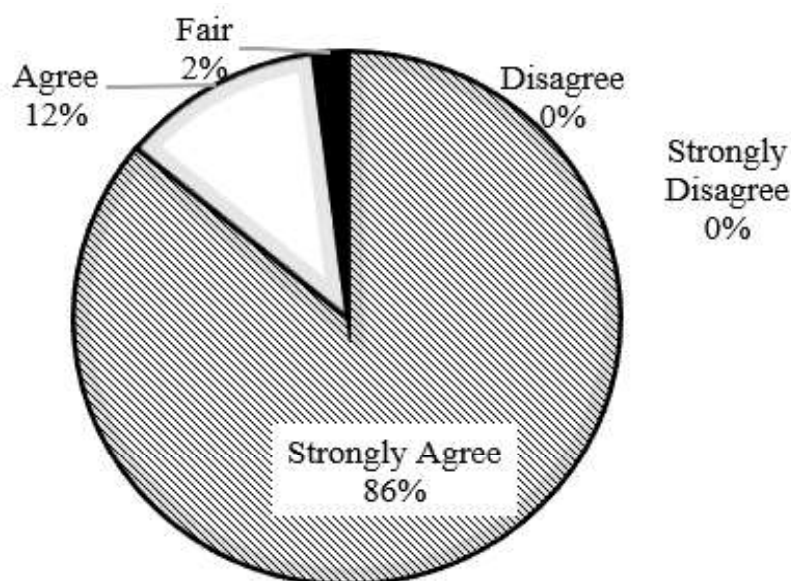
The chart presented in the figure above indicates the result of respondents' assessment on their interest in pramuka extracurricular activity. The result of test shows that 83% or 415 respondents strongly agree, 10% or about 50 respondents agree, and 7% or 35 respondents give fair comment. It implies that overall, the students are very enthusiastic with pramuka extracurricular activity.

Result of questionnaire about the perceived potential entrepreneurial character. The result summary of students' interest in pramuka extracurricular activity in relation to the perceived entrepreneurial character is presented in the Figure 2.

The chart presented in the figure 2 indicates the result of respondents' assessment on the students' interest in scout extracurricular activity in relation to the perceived entrepreneurial character. The result of test indicates that 86% or 430 respondents strongly agree, 12% or 60 respondents agree, 2% or 10 fair. Overall, it implies that scout extracurricular activity can contribute positively to the entrepreneurship character in Junior high school students distributed throughout Indonesian areas.

Discussion. Further analysis on the characteristics of students studied indicates that a students joining scout extracurricular activity more likely develop their self entrepreneurial potency. The entrepreneurial decision in Junior High School students improves in the context of those attending extracurricular activities, particularly scout. In addition, scouting activity is a means of improving students' character (Ramda & Suryono, 2020). No gender difference

Figure 2
Perceived potential entrepreneurial character



is noteworthy, because only a little difference results from the percentage obtained by male and female students in relation to their wish to develop their entrepreneurial spirit. It is similar to the finding of other studies, some of which have been mentioned in the beginning of article, viewing that there is no difference between male and female in their predisposition to take entrepreneurial initiative, particularly in early age. However, most students show the opposite when the real data on entrepreneurship was analyzed. The factor affecting this result is that in some recent years, educational authority starts to promote the importance of entrepreneurship education, and the attempt of improving knowledge on curriculum forms at primary education level and policies aiming to develop equality that have apparently attenuated gender difference.

Significant difference is also not found, in relation to the education level type and the grade of students. The difference of normalized gain percentage value in this study is too small between public and private education units and between 7th, 8th, and 9th grades; thus a conclusive result may not be obtained. The difference of score among those attending scout extracurricular activity merely indicates very positive perception on the preference to develop entrepreneurial potency studied in adolescence. It can be explained partially by the character of scout activity based scouting oriented to the development of practical life experiences according to age level. Schools should encourage entrepreneurial attitude among their students by utilizing the synergy of students participating in extracurricular activities, just like those found in this study.

The result showing that the students participating in extracurricular activities, particularly scout, tend to have positive perception on entrepreneurship activities is in line with the finding of studies conducted in the last decades. Education should promote theoretical

and practical knowledge, procedure and attitude (responsibility, perseverance, creativity, flexibility, adaptability, complex problem solving and decision making abilities) for the company's sustainability in very competitive and globalizing world. Generally, innovative, creative, and imaginative entrepreneurs have not found compatible answer in education system. Teacher and counselor in the school should participate in promoting personal autonomy and initiative of students through curriculum and sustainable counseling program with extracurricular activities.

The result of current research indicates the importance of reflection on the students' characteristics affecting their attitude to entrepreneurship. The organizer of education organizer should take these features into account to promote it in education unit. Those responsible for educational policy should design appropriate strategies to improve the entrepreneurial skill of students at school. Education affects entrepreneurial attitude in long term. Special training affects attitude in short term and prepares the students through simulation activity and real practice to plan, to organize, and to implement innovative business projects. The public action line intended to promote entrepreneurship should combine the factors aforementioned.

In secondary education, entrepreneurship is not integrated into the curriculum of different subjects. Academic and career counseling does not help students reflect the importance of entrepreneurship. It implies that *Entrepreneurship-Contained Productive Ability Learning Model* can be implemented directly to technopreneur education realm (Jaedun, Hariyanto, & Raharjo, 2017). Coordination between integral parts of education system and business is very important. Some strategies should be designed to offer high-quality educational counseling service and extracurricular activity development to the students, particularly at Junior High School (SMP) level. Mentoring will be a fundamental orientation instrument, if it is implemented by skilled professionals in the coordinate of information and science community (Castells, 1998a; 1998b; 1998c).

Learning process with new technology is a potent instrument helping combine innovative teaching resources; they also can help disseminate information on job market and entrepreneurship opportunity. However, educational issue cannot be solved merely through implementing IT in the class. As suggested by Postman (1999), an open and authentic humane dialogue should be established between students and teachers to open an appropriate methodological strategy to deal with the students' varying abilities. Attitude, value, and habit are constructed in mutual cooperation in the process of planning learning activity and common effort is needed from schools, teachers, students, and their parents. Shortly, a plan should be made to integrate some stages of education process and all members of educational community to grow entrepreneurial competence.

The result of current study is relevant to that of study conducted by Bakar (2014) entitled creating Ecoentrepreneurial campus through entrepreneurship-based learning. Bakar's study involved college students being the respondents, meaning that their education level is higher than Junior High School. Nevertheless, in that study scouting is considered as the most potential organization in developing its members' entrepreneurial potency. Gender did not significant difference in that study; thus male and female have equal opportunity to develop entrepreneurial potency. Another study entitled Training for Information Technology Application as Entrepreneurial Vehicle to scout has been conducted by Haryanto (2013). The study has been presented and uploaded in the proceeding of International seminar on Research and Community Service Output of Unindra in 2013. In the study, the scope of respondents

involved was narrower, the respondents in Scout Movement of West Jakarta Regency Council. In addition, Haryanto's study focused merely on the application of information technology to entrepreneurship for Scouts.

Similarly, a research entitled *Extracurricular Activity in Creating Social Awareness in the students of MTs Negeri 6 Kediri, East Java* conducted by Al Ghazi (2020) concluded that the implementation of scout extracurricular activity in MTs Negeri 6 Kediri was done in some activities ceremony (opening and closing practice, new member recruitment), joint practice with other group, exhibition of guide scouts' work; art performance or bonfire, rigging, exploration, competition for guide scouts, guide scout service camping, commemoration of national holiday, and other activities not breaking scout movement's Law and Bylaw. These varying activities were conducted systematically and innovatively in four stages: weekly, monthly, semester, and annual activities. The activity models were made more challenging but still joyful. The varying scout activities implemented in MTs Negeri 6 Kediri have grown social awareness among students. It can be seen from the early process to be new students through the recruitment of scout new members to the process of being guide scouts in the school.

Considering the result and discussion aforementioned, this research identifies and predicts earlier the entrepreneurial potency through scout activity. Thus, any potencies the students have can be developed further in the next education level; thus, the expectation to meet demographic bonus and Indonesian gold generation in 2045 can be realized and run as expected. This research also describes really that scout extracurricular activity can be a means for students to develop their entrepreneurial interest and potency through the preexisting scouting education character.

CONCLUSION

Considering the finding of research conducted in junior high school level, there is no gender-based difference in the development of entrepreneurial potency in the students. Both male and female students have relatively equal entrepreneurial opportunity and potency. Similarly, there is no significant difference between the grades of Junior High School; thus, 7th, 8th, and 9th have equal opportunity to develop entrepreneurial potency. Nonetheless, significant difference is found in the types of extracurricular activity. Scout is an appropriate extracurricular activity as an organization at Junior High School to develop students' entrepreneurial spirit. In addition, students' perception tends to be developed continuously in the next education level through the same extracurricular scout activity. Through this extracurricular activity, the entrepreneurial spirit the students of Junior High School have will be improved expectedly in the next levels, both Senior High School and College.

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