

The implementation of pramuka prasiaga activities in character education for early childhood independence at an islamic school

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Received: 15-10-2024

Revised: 11-11-2024

Accepted: 29-12-2024

KEYWORDS

Pramuka Scout;
Independence;
Early Childhood;

ABSTRACT

Character education for Early Childhood (AUD) is a crucial aspect in forming the foundation of a child's character. The Pramuka Prasiaga activities at Islamic Schools serve as an effective method for instilling independence values from an early age. This study aims to examine the implementation of Pramuka Prasiaga activities in developing the character of independence in children aged 5-6 years at an Islamic School, as well as to identify the supporting and inhibiting factors in its implementation. This research employs a qualitative descriptive approach, with data collection techniques including observation, interviews with Scout Leaders, School Principals, and Classroom Teachers, as well as documentation. The results show that through Pramuka Prasiaga activities, children demonstrated improvements in aspects of independence, such as the ability to manage learning tasks independently, perseverance, initiative, responsibility, and self-confidence. Additionally, children exhibited strong social skills, including communication, cooperation, empathy, and mutual respect. However, there are some inhibiting factors, such as schedule conflicts between Pramuka Prasiaga activities and other school activities, weather conditions limiting outdoor activities, and interpersonal conflicts among children that reduce active participation. This study provides recommendations to improve coordination and enhance the implementation of Pramuka Prasiaga activities to maximize the development of independence character in early childhood within the school environment.

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Introduction

Early childhood education is a critical period in individual development, during which children experience rapid growth and build the foundations of their character and personality. The character of a nation is a crucial aspect of the quality of human resources, as it determines the progress of a country (Sulfemi, 2019). Building quality character must be initiated from an early age, which is a critical period in shaping a person's character. Failure to instill good personality traits during early childhood may result in problematic individuals in adulthood (Utami et al., 2022).

For this reason, young children require a supportive educational environment, including the role of teachers as the primary facilitators in fostering values, skills, and positive attitudes. The success of parents and teachers in guiding their children through personality conflicts at an early age is crucial to determining their success in social life as adults (Nurhasanah et al., 2021). As mentioned above, character must be built on a solid early foundation. Character building at the early childhood education (PAUD) level can be implemented through various activity-based approaches, one of which is activities packaged in the form of *Prasiaga* Scouting.

Early Childhood Education (PAUD) plays a pivotal role in establishing the character foundation that can influence a child's future life. Childhood is a crucial time when children begin to develop fundamental values that will shape their attitudes and behaviors throughout their lives. One of the main aspects to be emphasized at this stage is character development, which includes values such as independence, responsibility, and social skills. Character development can be achieved through various learning methods that emphasize the active involvement of children in their environments (Khaironi, 2017).

One way to foster these character traits is through educational extracurricular activities such as *Prasiaga* Scouting (Rosmayanti, 2021). The approach in *Prasiaga* Scouting activities employs group play models focusing on individual development. These activities emphasize not only individual engagement but also cooperative group activities (Kemendikbudristek, 2019).

However, despite the significant potential of *Prasiaga* Scouting activities, their implementation in Islamic schools does not always run smoothly. Common challenges include limited time available in formal education schedules, conflicts with other activities, and environmental factors such as weather that hinders outdoor activities. Additionally, conflicts among children who have yet to learn to manage differences effectively can obstruct the success of these activities (Zahro, 2023). Therefore, it is essential to understand the factors that support or hinder the implementation of these activities so that strategic steps can be taken to optimize them.

This study aims to explore how *Prasiaga* Scouting activities can contribute to the development of independence in early childhood at Islamic educational institutions. Furthermore, the study seeks to identify the factors that support and hinder the implementation of *Prasiaga* Scouting activities. The research questions for this study are: 1) How can the implementation of *Prasiaga* Scouting activities contribute to the development of independence in early childhood at Islamic schools?, 2) What are the factors that support the success of these activities?, 3) What factors hinder the implementation of *Prasiaga* Scouting activities?

The hypothesis of this study is that *Prasiaga* Scouting activities can enhance children's independence, as evidenced by increased initiative, responsibility, and social skills. Furthermore, the primary factors supporting successful implementation include active participation by teachers

and Scouting facilitators, as well as support from the school community.

Method

This study employs a qualitative descriptive method to investigate the implementation of *Prasiaga* Scouting activities in building the character of independence in early childhood at TK Islam Tahfidzul Qur'an Al Ikhlas. A qualitative approach was chosen because the study aims to gain an in-depth understanding of the practices and experiences observed in the field (Narbuko & Achmadi, 2003) regarding Scouting activities and how these activities contribute to the formation of independence in early childhood. Triangulation is applied as a strategy to gather data from diverse sources and methods to enhance the validity and accuracy of the findings (Narbuko & Achmadi, 2004).

In this study, information is collected through three main methods: observation, in-depth interviews, and documentation (Sugiyono, 2018). Observation is conducted to directly observe the implementation of *Prasiaga* Scouting activities at TK Islam Tahfidzul Qur'an Al Ikhlas, focusing on activities that involve children as well as their interactions with peers and Scout facilitators. In-depth interviews are conducted with key informants, including Scout Facilitators, the Principal, and Class Teachers. The purpose of these interviews is to understand their perspectives on the goals and effects of Scouting activities on the development of children's independence, as well as the challenges they face in implementing the program. In addition, documentation such as activity reports, evaluation notes, photographs, and recorded activities (Narbuko & Achmadi, 2004) are collected to support the data obtained from observations and interviews.

This study uses source triangulation by comparing information from various key informants (Sugiyono, 2018), such as Scout Facilitators, the Principal, and Class Teachers, to ensure that the resulting data is not biased by a single perspective and reflects diverse views on the implementation of Scouting activities. Furthermore, method triangulation is applied by combining data from direct observation, interviews, and documentation, thereby producing a more comprehensive picture of the impact of *Prasiaga* Scouting activities on the development of independence in early childhood (Listiana, 2024).

This triangulation approach is expected to enhance the reliability and validity of the study's findings and provide deeper insights into the successes and challenges in implementing these activities at TK Islam Tahfidzul Qur'an Al Ikhlas.

Results and Discussion

1. Prasiaga Scouting activities at TK Islam Tahfidzul Qur'an Al Ikhlah

The Prasiaga Scouting activities at TK Islam Tahfidzul Qur'an Al Ikhlah are conducted with the primary goal of introducing children to various activities that can enhance their social skills and character development. The program is held once a week, lasting approximately 90 minutes per session, involving children in various activities such as group games, discipline exercises, and outdoor activities. These activities are designed to help children learn to interact with peers, work in teams, and develop a sense of responsibility and discipline (Kemendikbudristek, 2019).

During the sessions, children are assigned tasks that encourage them to actively solve problems, such as solving puzzles in groups, following instructions accurately, and assisting friends in need (Rosmayanti, 2021). These activities are carried out outside the classroom, such as in the schoolyard, allowing children to interact more freely and learn to regulate their behavior in different situations. Scout Leaders and class teachers serve as facilitators, providing direct guidance for each activity (Nurbayani, 2023).

Observations indicate that the majority of children show high enthusiasm during the activities. They actively participate in every game and activity, although some children appeared hesitant at first. However, with the assistance and encouragement of the teachers, they began to show greater engagement over time. The implementation process is also supported by documentation, which demonstrates improvements in the children's discipline, sense of togetherness, and responsibility..

2. The Impact of Prasiaga Scouting on Children's Independence Character

The implementation of Prasiaga Scouting activities at TK Islam Tahfidzul Qur'an Al Ikhlah has had a significant impact on shaping the independence character of early childhood students. Interviews with Scout Leaders and the Principal revealed that the Prasiaga Scouting activities encourage children to become more independent in completing assigned tasks. The children learn not only to rely on adults but also to begin finding solutions independently and collaborating with their peers.

According to observations, many children showed progress in various aspects of independence after participating in these activities. For instance, children more frequently take the initiative in classroom learning activities, actively complete tasks without being prompted, and demonstrate responsibility for assigned duties. Some children even displayed higher confidence when interacting with their peers and teachers (Ali, 2020). This

indicates that Prasiaga Scouting activities play an essential role in fostering an independent attitude in young children.

Interviews with Scout Leaders revealed that one of the main objectives of scouting activities is to develop children's independence character. The Scout Leader stated that they always strive to provide children with opportunities to take responsibility during activities, such as assigning tasks like organizing groups, leading games, or choosing paths in outdoor games. "We don't want them to just follow instructions. We aim for them to think, make decisions, and learn to take responsibility for their actions," said the Scout Leader. This aligns with child development theories emphasizing the importance of fostering independence from an early age (Ganesa et al., 2019).

Further observations showed that children actively involved in scouting activities tend to be more confident in completing school tasks. For example, during classroom learning activities, these children are more likely to volunteer to explain their answers to classmates or confidently express their opinions. A clear example is when children were asked to complete independent tasks; many of them began without hesitation and without direct assistance from the teacher. This demonstrates that Prasiaga Scouting activities contribute to increasing children's courage and confidence in facing challenges, both socially and academically.

Moreover, professional training and development for teachers play a critical role in supporting children's independence (Ahmad & Siregar, 2015). By participating in relevant training, teachers can develop more effective teaching methods and better understand how to support children in learning independently. This creates an environment where children feel motivated to participate in scouting activities and develop independence skills. Improved professional competence among teachers is directly correlated with enhanced student learning outcomes, including independence (Khoerunnisa & Aqwal, 2020).

Overall, the findings of this study indicate that Prasiaga Scouting activities at TK Islam Tahfidzul Qur'an Al Ikhlas play a crucial role in developing the independence character of early childhood students. By providing opportunities for children to take initiative, complete tasks independently, and learn responsibility, these activities have helped boost children's confidence and independence in various aspects of their lives. This process also teaches children to work collaboratively in groups, value others' opinions, and resolve conflicts positively. Furthermore, the support from teachers and a conducive school environment has also accelerated the development of the children's independence.

3. Supporting and Inhibiting Factors in the Implementation of Prasiaga Scouting Activities

The implementation of Prasiaga Scouting activities at TK Islam Tahfidzul Qur'an Al Ikhlah is supported by various factors that enable the program to run effectively and positively impact children's character development, especially in the aspect of independence. One of the main supporting factors is the strong support from the school administration. The Principal and teachers at the school highly endorse the inclusion of Scouting activities as part of the students' character-building efforts. They recognize that these activities not only teach physical skills but also instill profound social values such as responsibility, independence, and cooperation. Strong managerial support from the school leadership ensures the smooth and sustainable implementation of Prasiaga Scouting activities.

Moreover, the active involvement of teachers in assisting the children during Scouting activities significantly contributes to achieving the character-building goals. Competent and experienced Scout leaders adept at guiding young children can facilitate their learning process in a fun, non-pressuring manner appropriate to their developmental stage. Teachers are also trained to deliver clear, easily understood instructions and to create an environment where children feel encouraged to participate actively in every activity. Additionally, parental involvement in supporting these activities serves as another critical factor. Some parents willingly participate in certain events, such as outdoor activities or other Scouting programs. This parental involvement provides positive reinforcement, making children feel valued and motivated in their character development journey.

Despite the many advantages of Prasiaga Scouting activities in fostering children's character development, there are several obstacles that reduce the program's effectiveness. One significant challenge is scheduling conflicts between Scouting activities and other academic programs. As a school with a relatively packed curriculum, Scouting activities often need to be adjusted within limited timeframes, preventing some children from fully participating in the entire program. These scheduling conflicts also lead to rushed activities, which diminishes the children's ability to fully enjoy the Scouting process—a time meant to be a fun and leisurely opportunity for character learning.

Another hindrance is the lack of understanding among some parents regarding the importance of Scouting in developing independent character traits. Certain parents prioritize academic achievements and show less support for extracurricular activities that

they perceive as unrelated to formal education. This lack of parental support can dampen children's enthusiasm for participating, as they may feel less encouraged or appreciated in their involvement in these activities.

Conclusion

This study shows that the Prasiaga Scouting activities at TK Islam Tahfidzul Qur'an Al Ikhlas have a positive impact on the development of independence character in young children. Children actively involved in these activities demonstrated increased independence, both in decision-making and in completing tasks without relying on adults. They also exhibited a greater sense of responsibility towards themselves and their group, making the Prasiaga Scouting activities an effective method in shaping the independence character of young children.

However, the implementation of Prasiaga Scouting activities also faces several challenges, such as scheduling conflicts with other academic activities, which reduce the time allocated for Scouting. Therefore, it is recommended that the institution considers a more flexible schedule management and enhances facilities that support outdoor activities. Future research could expand the scope to other schools and conduct long-term studies to observe the impact of these activities on children's character development in the future, as well as explore their influence on other character aspects such as empathy and leadership.

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