

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

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DEVELOPMENT OF SCOUTING MODULES BASED ON LOCAL WISDOM IN FORMING DISCIPLINED CHARACTER OF STUDENTS AT MTS TARBIYATUL MUSLIMIN DASAN MAALAN

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Abstract

The purpose of this study is to develop and see the feasibility of a scouting teaching module based on the local wisdom of the Sasak tribe in forming the disciplined character of students so that it can make it easier for them to receive materials and maintain local wisdom, and make it easier for scout leaders to deliver materials and form the disciplined character of students. The development of a scouting module based on local wisdom is to develop scouting teaching materials into a module that is correlated with the local wisdom of the Sasak tribe. This study uses a quantitative approach with a type of development research. The purpose of this research is to produce teaching materials in the form of scouting modules based on local wisdom and observation sheets to help students develop disciplined character. Before use, modules and sheets observation validated by two validators with the results validation module show very valid criteria with mark validation Language by 90% and validation Contents by 86%. Meanwhile, the mark validation sheet observation formation character discipline student is in the very valid criteria with an average value of 3.55. The results of the study indicate that there is an influence of local wisdom-based scouting modules in forming students' disciplined character, this is evidenced by the t-test with the results of Sig. (2- tailed) < 0.05, namely 0.000 < 0.05, which has previously gone through a prerequisite test, namely the data normality test with initial results of 0. 067 > 0.05 which shows normally distributed data, and final results sig 0. 160 > 0.05 which is normally distributed and homogeneity test with sig results 0.145 > 0.05, meaning that the variable data for the formation of students' disciplined character has the same variant. From the data processing, there was an increase in students' disciplined character after being given treatment, namely learning using the developed module.

Keywords: Scouting Module; Local wisdom; Sasak tribe; Student Disciplinary Character

INTRODUCTION

Scouting extracurricular is one of the non-thematic activities that can be held by schools, as a non-formal educational activity used to instill discipline and courage in

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students (Tyas, Elianasari, and Zulaikha, 2021), as well as a forum for young people who teach discipline, skills, self-confidence, helping each other and to educate young people to become highly moral citizens (Language Development and Fostering Agency 2024). The task of the Scout Movement is to organize scouting by Presidential Decree 2009 number 24 article 5 which states that: The main task of GEPRA (Scout Movement) is to organize scouting for young people to prepare for future global growth and improve leadership and independence (Presidential Decree 2009).

The presidential decree, the need to instill scouting from an early age to help students develop an independent personality, understanding, and commitment to God Almighty, community moral standards, and Bhineka Tunggal Ika, as stated in the scout moral code (Dasa Dharma). Because in Amid rapid development, the value of discipline is fading, rules are used as formalities and written symbols for the school itself, rules are considered no longer important by students (Djati Sidi, 2011). Therefore, an educational institution needs to create additional programs to shape the character of student discipline, such as scouting extracurricular activities. This is by PERMENDIKBUD No. 63 of 2014 which contains: extracurricular scouting activities have become mandatory for all schools, including schools that implement the 2013 curriculum are required to allocate time for extracurricular scouting activities, at least 2 hours per week (Presidential Decree 2009).

In this 21st century, not only is discipline fading but knowledge of local wisdom is fading, so there is a need for correlation between learning materials and local wisdom materials. In accordance with what was expressed by Dwi in Nursyamsi the development of the 2013 curriculum prioritizes local culture and wisdom for students to learn so that they feel proud and can be implemented in everyday life (Nursyamsi and Rifki Alawiyah, 2023) .

Scouting materials and local wisdom are very suitable to be combined in the application of concrete learning and presented using a teaching module, especially local wisdom that applies in the community environment. However, many scouting movements in East Lombok do not yet have a scouting module that is correlated with local wisdom, one of which is at MTs Tarbiyatul Muslimin Dasan Maalan. The results of the researcher's initial observations showed that the number of teaching modules owned by the school is limited resulting in students being less disciplined in learning because when taking notes on scouting material, some students who are less interested in taking notes disturb their friends who are taking notes on the material. In addition, the modules used by the school moment This is received module from administrator center, where the material nature national, and mentor feel difficulty in integrating values sublime based on teachings Sasak tribe through its culture.

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Research conducted by Widayati, Nurasiah, and Khaleda (2023) proves that scouting activities can be used to improve students' disciplined character. In the research by Widayati et al., it is explained that scouting is one of the character education required by schools. This, based on the data obtained in this study, shows that students' disciplined character increased by 90%, and scouting activities also have great potential to be used to improve understanding of local culture. Research conducted by Novitasari, Ardhyantama, and Suryatin (2023) proves that scouting activities are effective in improving students' understanding of local culture. This study shows that there was an increase in students' understanding of local culture by 72.2% compared to understanding during *the pretest*.

Based on the observation of the problems and descriptions that have been explained previously, the researcher aims to develop a scouting module based on the local wisdom of the Sasak tribe to improve the character of student discipline. It is hoped that this module can be a guideline for instructors in improving the character of student discipline based on the noble teachings contained in the Sasak tribe culture implicitly.

METHOD

This type of research is development research using a quantitative approach and the product developed is a scout module based on the local wisdom of the Sasak tribe to form students' disciplined character. This module was then tested in class IX MTs Tarbiyatul Muslimin Dasan Maalan with *One Group Pretest post-test design*.

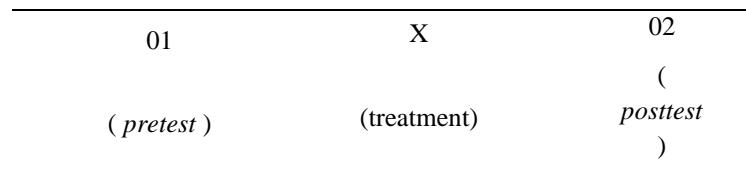


Figure 1. Trial Design. Source: (Cristensen LB, 2011)

The development model used is *the Four-D Model*, namely *design*, *define*, *develop*, and *disseminate*. The stages of this module development can be seen in Figure 2.

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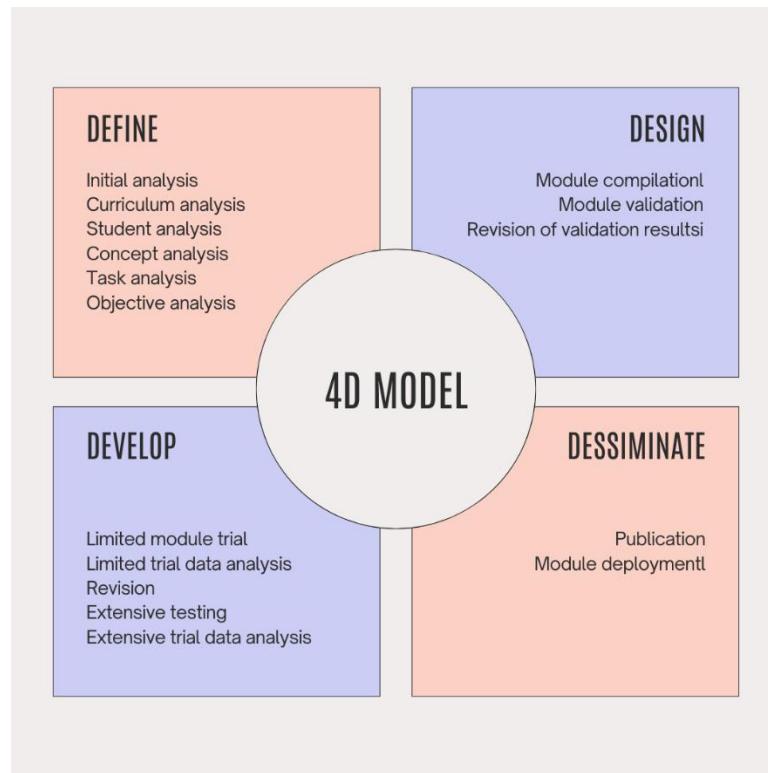


Figure 2. Module Development Stages

Before being tested, the module will go through a validation stage carried out by two experts in their fields using a validation sheet. The module validation analysis uses the following formula:

$$V = \frac{\text{jumlah skor yang di proleh}}{\text{jumlah skor maksimum}} \times 100\%$$

The validation values that have been analyzed using the formula above are then interpreted with the values in Table 1.

Table 1. Module validation value criteria

Mark	Criteria
81.25 < x < 100	Very valid
62.5 < x < 81.25	Valid
43.75 < x < 62.5	Invalid

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Data collection techniques in this study used various instruments such as validation sheets, module implementation observation sheets, observation sheets for the formation of student discipline characters, documentation, and test instruments.

The collected data were then analyzed using SPSS *software*. Before being able to conduct a student discipline character test, this data must first go through a prerequisite test, namely the normality and homogeneity test. The normality test aims to ensure that the data obtained is distributed symmetrically or normally. To test the normality of the data in this study using the *Kolmogorovs-Mirnov method*. To determine whether the data distribution is normal or not we need to compare the level of significance of the calculation with the 5% level. If the level of significance in the statistical test is greater than 0.05 then it is declared normally distributed.

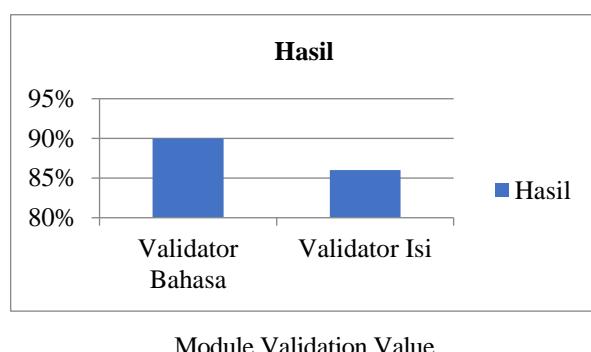
The homogeneity test aims to ensure that the variance of each group is the same or similar so that comparisons can be made fairly. In this study, *Levene's test was used*. If the *lavine statistical value* is greater than 0.05, the data has a homogeneous variance.

FINDING AND DISCUSSION

Learning media is anything that can be used to convey messages through various channels, such as the exchange of thoughts, feelings, and experiences of students so that it can encourage the creation of an effective learning process in adding new information to students, and helping to achieve learning goals optimally (Ani, et al., 2023). Good learning media is reviewed from three categories, namely; feasible, practical, and effective as expressed by Brog and Gall (WR and MD, 2015,).

Eligibility of Scout Modules and Student Discipline Character Observation Sheets

Before being applied in the teaching and learning process, the scouting module was first validated by two validators, namely the language and content validators, with the following results :



Module Validation Value

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Based on the validation values presented in Figure 3, show that the scouting module based on the local wisdom of the Sasak tribe has very valid validation criteria with a language validation value of 90%, while the content validation value is 86%. The material in the teaching materials or modules that contain local wisdom values can help students understand the lesson material more easily while broadening their horizons in line with what was expressed by Lestariningsih et al. (2017) that local wisdom-based learning also makes it easier for students to study, find, interpret, and apply various experiences and knowledge related to their surroundings.

In measuring the character of student discipline, researchers use two methods, namely, giving *a pretest* before being given module treatment and *a posttest* after being given module treatment to students. The indicators of student discipline character in this study are: (1) punctuality, (2) responsibility, (3) consistency of behavior, and (4) self-control and commitment to rules. The indicators of student discipline character are adapted from Prastika (2018, 87). In addition to using tests, student discipline character is also monitored through observation using observation sheets. The observation sheet before being given to the observer, first goes through a validity and reliability test. The following are the results of the validity and reliability of the test instrument and observation sheet from two validators :

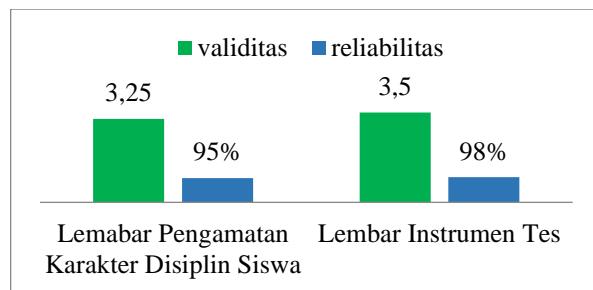


Figure 4. Instrument validation results test and sheet observation

From the two results of the validity test of the observation sheet, it can be concluded that the test instrument and the observation sheet of student discipline character are declared valid and reliable to be used as a measuring tool for student discipline character. The test instrument has very valid criteria with a validation value of 3.5 and *a percentage of agreement* of 98%. While the observation sheet has very valid criteria with a validation value of 3.25 and *a percentage of agreement* of 95%.

Practicality of the Module

The practicality of the module is the extent to which the learning module can be used easily by teachers and students in the learning process without experiencing significant difficulties. In this study, the practicality module in research is under review

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from implementation the module was observed by two people, namely coaches and trainers scout as an observer. Observation results from two observers are as following.

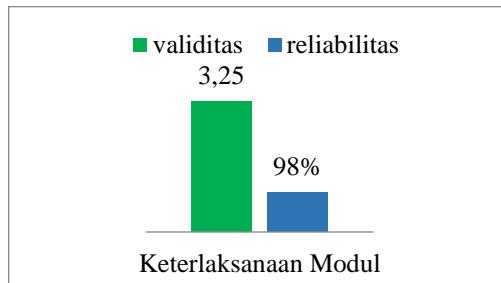


Figure 5. Results of observations of module implementation

The results of observations of the implementation of the module from two observers obtained an average value of 3.25 with a reliability percentage of 98% and stated that the module was implemented well.

Module Effectiveness

The effectiveness of the module can be seen from the formation of students' disciplined character through student test results and the results of observations by scout instructors and trainers. To determine the formation of students' discipline character, researchers conducted testing using *a t-test* which in SPSS is called *a Paired t-test*. However, before conducting the test, researchers first conducted normality and homogeneity tests.

The normality test is intended to determine whether or not data is normal. So that this data normality test is a step in the inferential statistical testing process. Inferential statistics is a way to make overall conclusions based on the data collected. In this case, to conclude the overall data normality test using *the One-Sample Kolmogorov-Smirnov Test*. The criteria for testing normally distributed data. If the level of significance (p) $> \alpha = 0.05$. Then the data is normally distributed. If the level of significance (p) $< \alpha = 0.05$. Then the data is not normally distributed. The results of calculations with SPSS 16 to see the symptoms of data normality appear.

Table 2. Results of the normality test

Variables	Test	Sig	Caption	Status
Discipline Character	Initial Test	0.067	$P > 0.05$	Normal
	Final Test	0.160	$P > 0.05$	Normal

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Based on the table above shows that the data obtained from the dependent variable is character discipline students the meaning that the data is normally distributed. This is because the significance (p) or sig > 0.05.

Table 3. Results of the homogeneity test

Test of Homogeneity of Variances

Pretest and Posttest Data

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ne	d	d	i
Statis	f	f	g
tics	1	2	.
			.
2.265	1	2	1
		4	4
			5

From the SPSS output table above, it can be seen that the data is homogeneous. The basis for decision making is through the *sig value* of 0.145, meaning the *sig value* of character discipline student greater than *sig* 0.05.

Student discipline character test to determine the influence of the module scouting to improve character discipline students, then the testing steps use the t-test which in SPSS is called *the paired t-test*. The results of the data processing are in the table below.

Table 4. *T-test results*

			S
			i
			g
V			.
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r		-	2
i	P	c	t
a	a	-	a
b	i	o	t
l	r	u	t
e		n	a
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			s
).

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D	P			
i	o			
s	s			
c	t			
i	t			
p	e			D
l	s	-		i
i	t	3	0	f
n	-	0	,	f
e	P	,	0	e
C	r	8	0	r
h	e	2	0	e
a	t	2		n
r	e			t
a	s			
c	t			
t				
e				
r				

Based on the table above, there are differences before and after treatment of each *dependent variable*. This shows that the level of significance of the variable is 0.000 or in other words $P < 0.05$. So it can be seen that there is a difference after being given local wisdom-based scouting learning treatment. So, the results of this study indicate that there is an increase in student discipline character after undergoing *treatment* using the developed teaching materials, this is evidenced by the sig. Value. (2-tailed) < 0.05 .

Character values Student discipline based on direct observations conducted by researchers can also be seen in Table 5.

Table 5. Pretest and Posttest Results Character Discipline student

Name	P	P
	P	o
	r	s
	e	t
	t	t
	e	e
	s	s
	t	t
ZA	3	7
	5	5

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AK	6	9
	0	0
SH	4	8
	0	0
FP	5	8
	0	5
BSA	5	9
	5	0
NOT YET	4	8
	5	5
RSL	4	8
	0	0
HE	3	7
	5	5
AO	3	7
	5	0
ZCH	3	7
	5	5
BBR	5	8
	0	0
TS	4	8
	0	0
J.A.	6	9
	5	5
Amount	5	1
	8	0
	5	6
	5	0
Average	4	8
	5	1
	5	5
	3	3

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Based on table 5, shows that the students' disciplinary character before the test (*pretest*) and after the test (*posttest*) experienced a significant difference. The difference that occurred was that the students' *posttest scores* were better than their *pretest scores*. The average *pretest score* for students' disciplinary character knowledge was 45 while the *posttest score* was 81.53. This shows that the local wisdom-based scouting module can shape students' disciplinary character. Thus, the integration of local wisdom in the scouting module can be an effective strategy in shaping students' disciplinary character (Iffah, et al., 2023) and increasing students' discipline through marching exercises, ceremonies, camping activities, and scout skills competitions (Robiah & Endang, 2024). The findings in this study on the scouting module not only add to the richness of learning materials but also strengthen the cultural identity and local values that are in the lives of students.

The effectiveness of the module was also seen from the results of observer observations during four meetings with the following results.

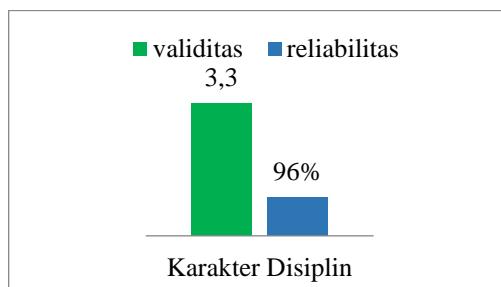


Figure 6. Results of Observation of Discipline Character

The results of observations carried out by two observers regarding the formation of students' disciplined character obtained an average value of 3.3 with the criteria of frequency with a reliability percentage of 96%.

CONCLUSION

Based on the data and data analysis in this study, it can be concluded that: the local wisdom-based scouting module is feasible to be used to shape students' disciplined character. The feasibility of the module is reviewed from three important aspects, namely validity, practicality, and effectiveness. (1) Validity of the module. The module language has an average validation value of 90% with very valid criteria and the module content has an average validation value of 86% with very valid criteria. The student discipline character test sheet has an average value of 3.55 with very valid criteria. (2) Practicality of the module. The average value given by observers to the implementation of the learning process was 3.5 with the criteria of being implemented well. (3) Effectiveness of the

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module. The results of the classical test of the formation of student discipline were complete and students showed a positive response to scouting activities.

Many factors affect student discipline, namely environmental factors, family factors, hereditary factors, and school factors. In this study, researchers limited the research to school factors with a focus on teaching materials. For researchers who will conduct the same research in the future. It is expected to conduct broader research and use better methods.

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