

The Role of Scouting in Forming the Character and Competence of Elementary Madrasah Teachers

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ABSTRACT

Through scouting activities, teachers not only teach moral values, but also develop classroom management and communication skills. The aim of this study is to analyze the role of scouting in shaping the character and competence of *Madrasah Ibtidaiyah* teachers. This study uses a qualitative research method with a case study research type, where the research subjects involve prospective teachers, scout teachers, and students. Data were collected through observation, interviews, and documentation. Data analysis adopted the Creswell model which consists of three main steps, namely (1) data collection, (2) data reduction, (3) data presentation. The results of the study showed that through scouting activities, teachers not only develop pedagogical skills, but also instill moral and ethical values in students. Extracurricular activities, including scouting, are an effective means of creating a fun learning environment and supporting the formation of student character. The synergy between formal education and scouting activities is crucial in creating a generation that is not only academically intelligent but also has noble character.

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Introduction

The main key to national development in the future is education (Susianita & Riani, 2024; Jahantab, 2021; Maekae, 2013). Because with education it is expected that every individual can improve the quality of their existence and be able to participate in the development movement. With the rapid development of the world in this era of globalization, especially in the fields of technology and science, national education must also continue to be developed in line with the times. In general, a school and education aim at how human life should be organized, in accordance with the values of fairness and civilization (Aryulianti et al., 2021). Everyone must have hopes and ideals about how a good

life is. Therefore, education in turn plays a role in preparing everyone to behave with full civilization. This condition is practically needed in every movement and behavior (Magdalena et al., 2023). Education is basically an inseparable part of human life. From the beginning of human birth, humans always learn things that happen around them, until humans grow old and even die, they continue to carry out preconditions in seeing the problems faced, and this is the learning process (Rambe, 2024). Through education, humans can be shaped into a better character. With the participation of education, humans can be humanized. Educated people and uneducated people can be judged from several aspects such as the behavior they display, the words they say, and emotional control in dealing with the problems they experience (Rasidah, 2021).

The series of activities contained in education, one of which is teaching and learning activities. Learning can be said to be something that is done repeatedly and has scientific value, either through education (formal, informal, and non-formal), or through experiences experienced by the individual concerned (Fauzi, 2023). Through learning, humans can form the mindset and knowledge they want. In the perspective of education, there are three main institutions that are very influential in the development of a child's personality, namely the family environment, the school environment, and the community environment (Rasyid et al., 2020). Cooperation between the three parties is a very determining factor in achieving educational goals. In today's global era, the problems of human life are changing very rapidly.

In the discussion about learning, it cannot be separated from the existence of a teacher. Teachers are one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources (Maharani & Chotimah, 2023). Because one of the teacher's duties is how to be a good educator for students starting from planning to evaluating learning. Teachers are responsible for the results of student learning activities through teaching and learning interactions, therefore teachers must master the principles of learning in addition to mastering the material being taught (Ilyas, 2022). Teachers also have a role in creating pleasant learning conditions for students. This existence requires teachers to have four professional teacher competencies. Law Number 14 of 2005 concerning teachers, in article 10 paragraph 1 concerning teacher competency in the world of education, in article 8 it states that a teacher's competency includes (Nasution & Rizkina, 2023); pedagogical competence, is the teacher's ability to manage student learning, planning and implementing learning, evaluating learning outcomes, and developing students. Personality competence, namely the quality of the individual teacher concerned, includes; (a) morals (b) wise and prudent, (c) steady, (d) honest, (e) mature, (f) able to be an example for students. Social competence is the ability of teachers as part of society who are at least able to communicate orally, in writing or by gesture, and socialize politely with the community. Professional competence is a real manifestation of the ability to master material broadly and deeply.

As an important part of the educational process, extracurricular activities and scouting also play a role in supporting the role of teachers in creating a fun and effective learning environment. These activities not only provide opportunities for students to develop social and leadership skills, but also allow teachers to apply their pedagogical competence in a more practical context. With extracurricular activities, teachers can interact more closely with students, understand their needs and potential, and evaluate the development of students' character and skills outside the classroom (Sahira & Herianto, 2023). In addition, scouting activities provide a platform for teachers to instill moral and ethical values, which

are in line with national education goals, thus enriching students' overall learning experience. Thus, the synergy between extracurricular activities, scouting, and teacher competence is key in forming quality and characterful human resources.

Extracurricular activities are educational activities outside of class hours to help the development of students according to their needs, potential, talents, and interests through activities specifically organized by educators or authorized education personnel in schools (Supiani et al., 2020). Extracurricular activities aim to broaden knowledge, understand the relationship between various subjects, channel talents and interests, and in the context of efforts to improve the quality of faith and piety towards God Almighty, awareness of nation and state, noble morals and so on (Hidayat, 2024). Extracurricular activities seem to be branding for an educational institution, especially madrasas, which are able to increase the interest of prospective new students. Even in a madrasa, not a few extracurricular activities get the main stage in order to raise the achievements of the madrasa (Fikriyah & Sutilah, 2022). The phenomenon of competition in the field of extracurricular activities that occurs in the world of education proves that Madrasas are competing to try in such a way to manage educational activities well and with quality, especially extracurricular activities (Khatami & Ahmad, 2022). A good madrasah is a madrasah that is able to produce high-achieving students and is able to utilize high-quality teachers and gain the trust of the surrounding community so that the quality of education will be guaranteed with increased student achievement and in accordance with expectations.

Pramuka is a call for members of the scout movement aged 7-25 years and have the status of students, which are divided into four 80 levels, namely *Siaga*, *Penggalang*, *Penegak* and *Pandega* (Putra et al., 2021). *Pramuka* is also an acronym from Sanskrit, namely *Praja Muda Karana* which means young people who like to work (Esensi, 2020). As explained in the basic budget and bylaws of the scout movement, the scout movement aims to educate Indonesian children and youth using the basic principles of the scouting education method whose implementation is adjusted to the conditions, interests and development of the Indonesian nation and society.

The challenges faced in shaping the character and competence of teachers in scouting are very diverse and complex. One of the main challenges is the lack of systematic training and professional development, which often leaves teachers with inadequate skills to deal with diverse classroom dynamics. In addition, high workloads and lack of support from the school environment can hinder teachers from carrying out their roles effectively. Uncertainty in education policies and curriculum changes are also obstacles, as teachers must continue to adapt to new demands that may not always be in line with students' needs.

In addition, the lack of awareness of the importance of character development in education often makes teachers focus more on academic achievement than on the formation of students' moral and ethical values. External factors, such as the influence of social media and the community environment, can also affect students' character, adding to the challenges for teachers in educating and guiding them. To overcome these challenges, collaboration is needed between the government, educational institutions, and the community to create an education system that supports the development of teacher character and competence in a sustainable manner.

There is previous research that discusses character, scouts, and teacher competence which states that in the competencies possessed by *madrasah* teachers can shape the character of students, one of which is the character of discipline (Khasanah et al., 2023). Teachers have a very important role as teachers, elevators, role models, advisors, and motivators. The success of teachers in shaping the character of students is certainly

inseparable from the supporting and inhibiting factors for its implementation. Supporting factors are madrasah programs and culture, as well as cooperation between all components of the madrasah and active contributions between teachers and parents of students. While the inhibiting factors are poor cooperation with parents, limited supervision of parents and teachers, the influence of friends' relationships and poor use of technology.

Then another study said that the character values that can be instilled through extracurricular activities are religious, hard work and communicative character values (Arisanti & Herwati, 2023). Furthermore, implementation of Islamic values learning activities in scouting is quite capable of applying Islamic values to students, the implementation of Islamic values in scouting learning is very effective and beneficial for all components of the school in developing character building programs for students by improving the data collection system related to Islamic values (Jailani, 2023). To familiarize students with everyday life in Islam such as getting used to praying 5 times a day in congregation and reading prayers before and after scouting activities at Madrasah.

In addition, other research states that Scouting activities play an important role in shaping students' character (Amreta, 2018). These activities not only teach practical skills, such as rope-tying and first aid, but also help students internalize crucial moral and social values, such as precision, discipline, and responsibility. In the context of the digital era, where social interactions can be negatively affected by technology, scouting activities serve as a counterbalance that supports the development of positive character. In addition, the role of the family and the surrounding environment is also very important, because parents are expected to be able to guide children in using technology wisely.

The difference between this research and previous studies lies in the focus and approach used. Previous studies emphasized the role of teachers in shaping students' disciplinary character, highlighting the importance of teachers' competencies as teachers, role models and motivators. They also noted supporting and inhibiting factors, such as madrasah culture and cooperation with parents, which were not discussed in the scouting context. Meanwhile, another study highlighted the strengthening of character values through *hadrah* extracurricular activities, more specifically on religious and communicative aspects, without directly touching on the role of Scouting.

Furthermore, another study emphasizes on the implementation of Islamic values in Scouting activities, showing that Scouting can be an effective means of teaching Islamic values. However, this research focuses more on the spiritual and religious aspects, while research on the role of scouting in the formation of character and teacher competence will examine how Scouting activities not only shape students' character but also strengthen teacher competence in the educational process.

On the other hand, there are studies that highlight the impact of Scouting activities on student character in the context of the digital era, emphasizing the challenges faced by students due to the influence of technology. Although there are similarities in looking at the role of scouting, this study focuses more on the internalization of social and moral values in digital situations. Research on the role of scouting in shaping the character and competence of teachers is expected to bridge the gap between student character development and the competencies needed by teachers, providing a more comprehensive perspective in the context of *Madrasah Ibtidaiyah* education.

The significancy of this study provides insight into how scouting activities can be an effective tool in shaping students' character, especially in instilling moral values, discipline, and responsibility. This study emphasizes the importance of teacher competence, showing

that they play a role not only as teachers, but also as role models and motivators. Furthermore, this study integrates broader educational values with Scouting activities, thus supporting holistic character formation. In the context of the digital era, this study offers a new perspective on how scouting can help students face the challenges posed by technology. In addition, the results of this study can be a basis for policy makers in designing more effective curricula and extracurricular programs. This study highlights the importance of cooperation between schools and families, encouraging better collaboration in supporting students' character education.

The novelty of this research lies in the approach that emphasizes the role of scouting in character building and teacher competence in *Madrasah Ibtidaiyah*. This research provides a new perspective on extracurricular activities such as scouting can contribute directly to teacher competence and a more effective learning process. In addition, this research shows scouting activities can serve as a tool to instill moral and ethical values to students, as well as strengthen positive character through concrete analyses of the skills taught. Based on the explanation above, the purpose of this article is to analyze the role of scouting in shaping the character and competence of elementary school teachers.

Method

This study uses a qualitative research method with a case study type of research. A case study is a study where researchers explore a particular phenomenon (case) in a time and activity (program, event, process, institution or social group) and collect detailed and in-depth information using various data collection procedures over a certain period. The subjects of this study were prospective teachers, scout teachers, and students. The research subjects were *Madrasah Ibtidaiyah* fifth grade students with a total of 30 students. The subjects of this study were chosen because prospective teachers as individuals who will become teachers at elementary madrasahs have scouting experience that can provide insight into how these activities shape their character and competence.

Scout teachers, with their knowledge and direct experience in implementing scouting education, provide an important perspective for evaluating the effectiveness of the program in an educational context. Meanwhile, students provide views on the impact of scouting education on the development of their character and skills, so their voices are very important to understanding how these activities are felt and applied in everyday life. The location of the study was at the State Elementary Madrasah (MIN) 5 Bandar Lampung. In this study, the number of subjects studied by students in *Madrasah Ibtidaiyah* will be analyzed both in general and by gender. include Mathematics, Indonesian Language, English Language, Natural Science, Social Science, Religious Education, Pancasila and Civic Education, Cultural Arts, and Sports. The objects of the study were character, competence, and scouting programs.

Data were collected through observation, interviews, and documentation. Research instrument using observation questionnaire. Data analysis adopts the Creswell model (Rosmita et al., 2024) which consists of three main steps, namely (a) data collection from various sources; (b) data reduction by filtering and summarizing relevant data to focus the analysis; (c) data presentation by compiling the reduced data in narrative or table form to facilitate understanding. During this analysis process, data triangulation will also be conducted to ensure the validity and accuracy of the information, by comparing results from different data sources. With these steps, the research aims to provide an in-depth and holistic understanding of how scouting activities contribute to character building and teacher

competence in *Madrasah Ibtidaiyah*. The analyses conducted are expected to produce significant and relevant findings for the development of educational curriculum as well as scouting practices in schools. The following flow of research is described in Figure 1.

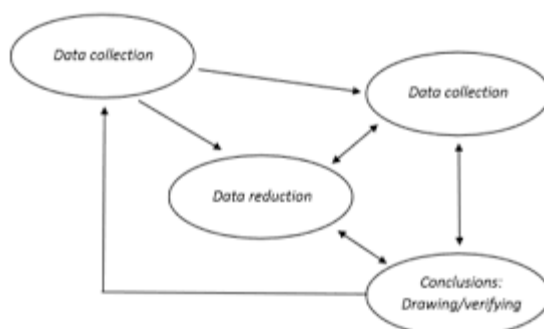


Figure 1. Effects of selecting different switching under dynamic condition

Results and Discussion

The position of extracurricular activities in the curriculum system should not be viewed as a filler of free time, but rather placed as a complement to the curriculum that is systematically designed and relevant to efforts to improve the quality of education. All activities are dedicated to improving student competency. The implementation of curricular and extracurricular activities to develop the abilities, talents and potential of students. Patterns of beliefs and values that are understood and imbued by members of the organization. Through these extracurricular activities, the development and development of student talents and interests as part of the younger generation are attempted and realized in Madrasahs. Extracurricular activities are a place for self-actualization that is sometimes not found in daily teaching and learning activities, both in leadership, sports, arts, and religion (Fayakun & Qowim, 2023). Extracurricular development can be beneficial for schools, namely as a means to promote schools to the community, especially the community around the school. With the achievements obtained by the school, it will increase the degree of the school in the eyes of the community. The activities held in the extracurricular program are based on the objectives of the school curriculum. Through various extracurricular activities, students can develop their talents, interests and abilities. The implementation of Scouting as a mandatory extracurricular activity in *Madrasah Ibtidaiyah*, is in line and relevant to the mandate of the National Education System and the 2013 Curriculum; regulated in the Regulation of the Minister of Education and Culture Number 81 A of 2013 and the guidelines for its implementation are regulated in Attachment 3 of the Regulation of the Minister of Education and Culture Number 81 A, which regulates extracurricular activities in Madrasahs. Furthermore, the regulation was followed up with the existence of a Joint Decree of the Minister of National Education and the Head of the National Scout Movement (Latifa, 2024).

To see the formation of student character and madrasah teacher competence through extracurricular activities, it can be seen from the activities developed by the madrasah such as scouting activities. This activity aims to form student character and madrasah teacher competence through direct experience and positive behavioral habits (Salim et al., 2024). Internalization of character values in extra-curricular scouting activities is carried out in various activities that develop character, the following activities and characters are formed in scouting activities, including (a) Rope Skills are expected to form the character of

precision, patience, cooperation, and responsibility. Making a stretcher is expected to form the character of precision, patience, cooperation, and responsibility. (b) Emergency first aid skills in finding and giving medicine are expected to form the character of precision, patience, cooperation, responsibility, and social care. Bandaging wounds, using splints and mitela are expected to form the character of precision, patience, cooperation, responsibility, and social care. (c) Pioneering dexterity; in the activities of making gates, observation towers and making flagpoles are expected to form the character of precision, self-confidence, perseverance, and cooperation. In the activities of making a swinging rope bridge and walking on one or two ropes are expected to form the character of courage, precision, self-confidence, perseverance, and patience. (d) Morse and Semaphore skills are expected to form characters of accuracy, precision, responsibility, and patience. (e) Scout code reading skills through activities to solve various codes, namely root codes, regular box codes, double box codes, red and white codes, nail codes, and number codes are expected to form creative characters, precision, cooperation, and responsibility. (f) Exploration with trail signs expected to form religious character, tolerance, love of the homeland, care for the environment, cooperation, and responsibility. (g) Adventure activities are expected to form independent character, care for the environment, tough, responsible, leadership, cooperation, social care, precision, and religious. (h) Marching Skills are expected to form disciplined, creative, cooperative, and responsible characters. (i) Camping aims to develop independent character and practice the ten scout principles.

Scouting activities contribute to the formation of character and competence of teachers at *Madrasah Ibtidaiyah*. Through training and field activities, teachers not only teach moral values such as cooperation, responsibility, and leadership, but also become role models for students. (Iswahyudi & Widiastuti, 2024). Involvement in scouting encourages teachers to develop better classroom management and communication skills, so they can be more effective in teaching and mentoring students. In addition, Scouting provides opportunities for teachers to collaborate and communicate with parents and the community, which strengthens the relationship between the school and the community. Thus, scouting not only shapes the character of students but also improves the professionalism and competence of teachers in carrying out their roles as educators.

Pedagogical competence is one of the four main competencies that must be possessed by a teacher, in accordance with the Law on Teachers and Lecturers Number 14 of 2005 in Indonesia. Pedagogical competence is related to the teacher's ability to manage effective learning, educate by paying attention to the characteristics of students, and develop a relevant and contextual curriculum. For prospective *Madrasah Ibtidaiyah* teachers, mastery of pedagogical competence is crucial because they play a role in educating students at an early age which is very important in the formation of character and basic knowledge.

Scouting education, as one of the non-formal educational facilities, plays an important role in developing pedagogical competence for prospective MI teachers. Through scouting activities, prospective teachers can learn various relevant pedagogical skills, such as the ability to manage a class, provide instructions, and guide and direct students effectively. One of the main aspects of pedagogical competence is the ability to manage a class. Scouting education involves activities that require effective group management, such as team games, camping, and social project activities. In each of these activities, students (including prospective teachers) are trained to organize the course of activities, ensure the involvement of all group members, and maintain discipline within the group. Through group activities in scouting, prospective teachers are trained to manage social interactions between fellow participants. They learn how to manage group dynamics, manage conflicts, and maintain a

spirit of togetherness and collaboration. This experience is very important when they later have to face classes with diverse student characters, where the ability to manage social interactions is the key to successful teaching.

Scouting involves leadership training, where each participant is given the opportunity to lead a group in a specific task. Through this process, prospective teachers learn how to lead a group of students, provide clear direction, and make wise decisions in real situations. This experience is very relevant to the teacher's task as a class leader who must ensure that every student is actively involved in the learning process. Scouting education also involves planning and implementing various activities that require skills in designing, organizing, and implementing programs effectively (Lisnawati et al., 2023). These skills are very important for prospective MI teachers, who will later have to design and implement learning activities that are interesting and meaningful for students. Through the experience in scouting, prospective teachers are trained to plan activities that are in accordance with certain goals, whether they are activities that focus on developing skills, character, or teamwork. This trains prospective teachers to think systematically in designing learning that is relevant to the needs and interests of students.

Scouting emphasizes experiential learning, where participants learn from direct experience. This approach is very much in line with modern student-centered learning strategies (Rizki et al., 2024). Prospective teachers involved in scouting will be skilled in designing learning that utilizes real-life projects and experiences as learning resources, so that students are more active and involved in the learning process. The ability to communicate effectively with students is an important part of pedagogical competence. A teacher must be able to convey material in a way that is easy for students to understand and build positive relationships in the classroom. In scouting activities, prospective teachers are involved in various situations that require good communication skills, both in the context of giving instructions, conveying moral messages, and providing guidance and support to team members.

Scouting trains prospective teachers to engage in active two-way communication. When leading a group or giving directions in an activity, they learn how to listen and respond to opinions or questions from other participants. This ability is very important for a teacher to create an inclusive and interactive learning environment. One of the challenges in teaching is providing clear and understandable instructions for students. Through scouting activities involving various complex games or projects, prospective teachers are trained to deliver instructions in a simple, clear, and structured manner. This experience is very helpful in the teaching process in the classroom, where clarity of instructions is often the key to successful learning. One of the main advantages of scouting education is the emphasis on character formation, which is in line with the educational goals in *Madrasah Ibtidaiyah* which not only focus on cognitive aspects but also affective and moral. Character education which is the core of scouting can be applied by prospective teachers in the learning process in the classroom, where they not only educate students to be academically smart, but also have strong characters (Nurhidayattulloh & Marzuki, 2021).

Through scouting, prospective teachers learn how to integrate moral values into daily activities. They will be accustomed to teaching values such as honesty, hard work, discipline, and responsibility through real activities, which can later be applied in classroom learning. This is very important in MI education, where character education is one of the main pillars. Scouting education uses a holistic learning method that combines cognitive, affective, and psychomotor aspects. Prospective MI teachers who are involved in scouting will be trained

to apply this approach in formal learning, which includes not only providing academic materials but also developing ethical and social values in the classroom. Scouting education makes a significant contribution to the development of the pedagogical competence of prospective MI teachers. Through involvement in scouting activities, prospective teachers acquire classroom management skills, lesson planning, effective communication, and the application of character education that are very relevant to their duties as educators. Thus, the integration of scouting education into teacher education programs can strengthen the pedagogical abilities and professionalism of prospective teachers, which will ultimately improve the quality of education in *Madrasah Ibtidaiyah*.

In the context of *Madrasah Ibtidaiyah* teacher education, the development of social and professional competencies is an important aspect that supports the role of teachers as educators who not only master the learning materials, but are also able to interact effectively with students, colleagues, and the community. Social competency involves the ability to communicate and interact well with various parties, while professional competency relates to mastery of teaching materials, use of appropriate methods, and the ability to continue to develop in accordance with the demands of the teaching profession. Scouting education contributes to strengthening these two competencies. Scouting activities are designed to hone the ability to interact, work together in groups, and build positive relationships with fellow scouts and the community (Yulianti, 2024). In addition, through direct experience in various activities involving planning, implementation, and evaluation, prospective MI teachers can strengthen their professional competencies. In this section, we will discuss further how scouting plays a role in strengthening the social and professional competencies of prospective MI teachers.

A teacher's social competence is reflected in their ability to interact and collaborate with students, parents, colleagues, and the wider community. In scouting education, students are involved in various group activities that require cooperation, communication, and an understanding of each individual's role in achieving common goals. Through scouting, prospective MI teachers gain various experiences that help them strengthen social competence that is important in carrying out their duties as educators. Scouting activities such as team games, camping, and community service projects involve close cooperation between group members. Prospective teachers who are involved in these activities are trained to work together, respect the opinions of others, and manage conflict constructively. The ability to collaborate with various parties will be very useful when they act as teachers who must interact with students, parents, and colleagues in the school environment. One important aspect of social competence is the ability to communicate well. Scouting education trains participants to communicate effectively, both in giving instructions, listening to opinions, and providing constructive feedback. This ability is very important for prospective teachers in establishing good relationships with students and parents, as well as in communicating learning objectives clearly and easily understood.

Scouting also emphasizes the importance of building positive relationships, both with fellow scouts and with the community. Prospective teachers who participate in this activity will learn how to build relationships based on trust, respect, and collaboration. This is important capital when they have to work together with various parties at school, including the principal, fellow teachers, and the surrounding community. Through scouting activities, prospective MI teachers are also taught to care about others and the surrounding environment. Social service activities, for example, help participants to be directly involved in humanitarian activities, which strengthens empathy and social responsibility (Romadhan & Sumitro, 2023). This social concern will help prospective teachers better understand the

needs of students and the school environment, and contribute to creating a more inclusive and supportive learning climate.

A teacher's professional competence is related to mastery of teaching materials, utilization of technology and learning methods, and the ability to continue to develop themselves through lifelong learning. Scouting education, although better known as non-formal education, provides an equally important contribution to strengthening the professional competence of prospective MI teachers. Scouting activities involve planning and implementing various activities that require an understanding of learning methods and strategies. Prospective teachers who are involved in scouting will learn how to design interesting and relevant activities, teach practical skills, and use methods that are appropriate to the characteristics of students. This experience will be very useful when they later have to design and implement learning in the classroom. Although scouting is mostly done in the open air and is based on direct experience, prospective teachers can use this experience to design innovative learning. For example, scouting activities can be integrated with digital technology to support learning in the classroom, such as using video documentation of scouting activities as learning materials or combining scouting games with technology-based educational applications. This will improve the professional competence of prospective teachers in utilizing technology in the digital era (Mufarihah & Sholihah, 2024).

One important aspect of professional competence is the commitment to continuous self-development through lifelong learning. Scouting education, with its principles emphasizing learning from experience and continuous learning, provides a strong foundation for prospective teachers to always seek new ways to develop their competence (Maryati & Suklani, 2024). Leadership training, activity planning, and evaluation activities carried out in scouting also teach prospective teachers to critically reflect on their teaching and seek ways to improve it. Scouting also teaches the importance of ethics and professional responsibility. In every activity, students are trained to carry out their duties with full responsibility, maintain integrity, and respect applicable rules and codes of ethics. These values are very important for prospective MI teachers who must maintain their professionalism in interacting with students, parents, and colleagues, as well as in carrying out their role as educators.

Scouting education contributes to strengthening the social and professional competence of prospective MI teachers. Through involvement in scouting activities, prospective teachers are trained to work together, communicate well, and build positive relationships with various parties. In addition, scouting also helps prospective teachers in strengthening their professional competence, both in mastering teaching methods, utilizing technology, and in developing themselves sustainably. Thus, scouting education can be an effective means in preparing prospective MI teachers to become competent, professional, and integrity educators.

Conclusion

Scouting plays an important role in shaping the character and competence of teachers in *Madrasah Ibtidaiyah*. Through scouting activities, teachers not only develop pedagogical skills, but also instill moral and ethical values in students. Extracurricular activities, including scouting, are an effective means of creating a fun learning environment and supporting the formation of student character. The synergy between formal education and scouting activities is crucial in creating a generation that is not only academically intelligent, but also has noble character. Suggestions for further researchers to conduct more in-depth

studies on specific aspects of scouting activities that contribute to student character and teacher competence, such as the training methods used and their impacts. Given the development of technology, further research can explore how technology can be integrated into scouting activities to improve students' skills and character.

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