

## Implementation of Religious Character Values in Scout Activities at Junior High School South Lampung

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### Abstract

In Indonesian education, the imperative challenge of cultivating robust character among the youth has surfaced prominently over the past decade, recognizing character's pivotal role in a nation's success trajectory. Innovative strategies, including the early integration of religious character values within educational settings like scout activities, become crucial responses to this challenge. Scout activities, renowned for their holistic approach to character development, serve as critical platforms in moulding religious character among students. This research aims to achieve three primary objectives: identifying embedded religious character values within Scout activities, exploring implementation methodologies, and investigating facilitating or hindering factors. The study navigates the intricate dynamics of religious character integration through a qualitative lens and employs semi-structured interviews, non-participant observation, and documentation analysis. The findings underscore the significance of rituals, notably communal prayers, as fundamental avenues for instilling religious values alongside activities promoting environmental stewardship deeply rooted in Islamic teachings. By elucidating the multifaceted role of Scout activities in nurturing religious character, this study contributes to the discourse on character education, offering insights for educators and policymakers to strengthen the moral fabric of future generations.

**Keywords:** Religious Character Values, Scout Activities, Religious Character Integration

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### INTRODUCTION

Education is a crucial part of a nation's life, as it prepares students to broaden their perspectives, enhance their intellectual, emotional, and spiritual qualities, and guide them toward becoming beneficial members of society (Hermino & Arifin, 2020). Thus, shaping students into individuals with faith and obedience to Allah SWT becomes a fundamental criterion in transforming one's attitudes and behaviours, highlighting the significance of religious education and nurturing students' souls as essential aspects of education (Eka Sari, Noviana Komsu, Sri Yanti, & Hecksa Manora, 2023). The classic view of education typically portrays it as an institution that fulfills three functions simultaneously: preparing the youth for future roles and transferring knowledge and values to maintain societal unity as a prerequisite for the continuity of society and civilization (Idris; & Mokodenseho, 2021). Hence, education serves not only as a transfer of knowledge but also as a transfer of

values, thus becoming a helper for humanity (Kamaruddin, Zulham, Utama, & Fadilah, 2023).

In today's educational landscape, globalization and significant technological advancements pose profound impacts, with global cultural influences beginning to permeate Indonesian society, inevitably bringing negative impacts and access to the younger generation (Kamaruddin, Waroka, et al., 2023). Therefore, the active implementation of religious character values becomes essential to raise awareness among Indonesians about the negative impacts of global cultural influences (Jaenullah, Ferdian Utama, 2022). Education should focus on an individual's intellectual religiosity and integrate other religious aspects, such as character or behaviour (Ramli, 2022). In Islam, character or *akhlak* holds a significant position and is considered to guide societal life. Therefore, in building and developing students' capabilities, education is expected to encompass all aspects of an individual, including intelligence, skills, and spirituality, to teach students how to treat others humanely (Fatimatul Zuhroh, 2022).

Many problems arise in Indonesian society, including the lack of character among students, such as religious character, lack of self-confidence, and discipline issues (Nadiia et al., 2022). Such issues indicate a breakdown in the morality and character of the nation, inviting disasters and crises in the educational realm (Pertiwi, Folara, Farhana, & Alam, 2022). To address this, character development activities are needed, one of which is through extracurricular activities such as scouting (Kristianto, Susetyo, Utama, Fitriyono, & Jannah, 2023). Scouting extracurricular activities aim to prepare the younger generation to become national leaders with noble characters, personalities, morals, and life skills (Eka & Wati, 2022). Therefore, scouting extracurricular activities can integrate and support students in enhancing knowledge, attitudes, and practices.

Religious character is an essential aspect that every individual must possess, reflecting one's faith in the Almighty and manifested in behaviours aligned with teachings and beliefs, respecting religious differences, and upholding tolerance towards the religious practices of others (Huda et al., 2020). Thus, religious character builds students' awareness of God and their relationship with the Creator, shaping their actions and worldview (Bryce, Bradley, Abry, Swanson, & Thompson, 2018). Therefore, to improve students' character, character education must be implemented. Through character education, students are encouraged to become individuals with excellent personalities and noble morals as the goal and function of national education (Kamaruddin, Zulham, et al., 2023). Implementing religious character education is essential in schools, homes, and social environments (Isroani & Huda, 2022). Religious character is an intrinsic trait that reflects one's identity, characteristics, obedience, or Islamic impression (Sulphey, 2023). In SMPN 2 Jati Agung, scouting extracurricular activities integrates students' character values, producing intellectually intelligent graduates with good character.

The positive values taught and instilled in scouting activities, derived from Tri Satya, Dasa Darma, and skills mastered by scout members, contribute to nurturing religious character (Astuti, Khairani, Destini, & Sulistyawati, 2021). Tri Satya represents a promising code reflecting religious, nationalist, and socialist attitudes. Dasa Darma means a moral code implanted and practiced by scout members to develop good personalities (Rohanah, Rahmawati, & Agustini, 2020). Meanwhile, skills and abilities in scouting activities enable students to be valuable members of society and nature. Based on initial interviews conducted by researchers at SMPN 2 Jati Agung, scouting activities are one of the extracurricular activities undertaken every Saturday from 1:00 PM until completion. In instilling religious character, SMPN 2 Jati Agung's scouting extracurricular activities cultivate small Islamic activities as customs, such as ensuring prayer during ongoing activities. However, some students perceive scouting activities as ordinary, and some even consider them burdensome for religious aspects in academic fields. Yet, scouting extracurricular activities serves as a character-learning tool. Thus, the role of analyzing

extracurricular activities in instilling students' religious character is significant.

The researcher aims to explore and study further how implementing scouting extracurricular activities contributes to developing students' good religious character and whether scouting extracurricular activities genuinely play a role in instilling students' religious character. Previous studies remain relevant to the current research topic. First, Faisal Efendy's (2019) study on "Formation of Religious Character of Students Through Humanistic Education" discusses the implementation of humanistic education in two different schools, providing insights into the formation of religious character through education. Second, Fitriyatu Rosidah's (2017) research on "Implementation of Religious and Social Values in Center and Area-Based Learning for Early Childhood" discusses the implementation of religious values in the context of early childhood learning. Although different, this study provides perspectives on implementing religious values in educational contexts. Third, Firman's (2016) study on "Implementation of Religious Humanism in Islamic Education Learning at Pesantren al-Junaidiyah" discusses the implementation of religious humanism in Islamic education. Although focusing on Islamic education in pesantren contexts, this study provides an overview of applying religious values in educational contexts. While there is no specific study on implementing humanistic and spiritual values in scouting activities, these studies provide insights into religious character formation, the implementation of values in educational contexts, and dignified interaction patterns. Thus, the ongoing research can significantly contribute to filling literature gaps and expanding the understanding of implementing religious values in scouting activities.

This research explores religious character values in scouting activities at SMPN 2 Jati Agung, South Lampung. The research focus includes character formation, moral and ethical improvement, spiritual awareness development, understanding, and religious tolerance. The research problems studied include the implementation of religious character values in scouting activities, the implementation of religious character values instilled in SMPN 2 Jati Agung, South Lampung, and the supporting and inhibiting factors of the implementation. The research aims to identify religious character values, analyze their implementation, and analyze supporting and inhibiting factors. This research's theoretical benefits include contributions to educational institutions' development and information about humanistic and religious education. In contrast, its practical benefits include additional knowledge for researchers, practitioners, teachers, communities, and parents in implementing religious character values through scouting activities, hoping to form noble student personalities.

## **METHOD**

The research methodology applied in this study encompasses several crucial aspects for collecting, analyzing, and interpreting data (Mohajan, 2020). The research location is SMPN 2 Jati Agung in South Lampung, conducted from July onwards. The chosen approach is qualitative, given its naturalistic nature, requiring an understanding of the context and meaning of the phenomena under investigation. Primary data sources include the school principal, Scout leaders, and students of SMPN 2 Jati Agung, while secondary data are obtained from official documents related to the school. Data collection techniques involve observation, interviews, and documentation to gain a comprehensive understanding of Scout activities and the implementation of religious character values at SMPN 2 Jati Agung. The collected data are then reduced, presented, and analyzed to draw relevant conclusions aligned with the research objectives. Data validity is tested through source and technique triangulation, ensuring that the research outcomes are reliable and beneficial for character education development in the school (Arias, Arias, & Rodríguez-Medina, 2021). By employing this method, it is expected that this research will significantly contribute to understanding the implementation of religious character values

in Scout activities at SMPN 2 Jati Agung in South Lampung.

## RESULTS AND DISCUSSION

### Implementation of Religious Character Values in Scout Activities

The researcher employed interview techniques and documentation to obtain information. The results of an interview with Mrs. Tri Lestari, M.Pd, the Scout leader at SMPN 2 Jati Agung in South Lampung, revealed that the implementation of religious character values through Scout activities involves systematically designed efforts. Scout activities at SMPN 2 Jati Agung in South Lampung occur from 1:00 PM to 4:30 PM every Saturday.

Based on the researcher's observations at SMPN 2 Jati Agung in South Lampung, religious values are evident when Scout activities commence, with all students gathering in the schoolyard for a collective prayer before the activities begin. Similarly, a prayer is offered after Scout activities before students return home. Additionally, congregational prayers during Scout activities embody religious character values. It is essential to instill these values in students to encourage obedience to Allah SWT, engage in righteous deeds, and avoid wrongdoing. Activities include Morning Faith Planting, congregational prayers (Dhuhr and Asr), voluntary fasting, and Morning Prayer.

Implementing religious character values through Scout activities includes congregational prayers during each session, collective prayers before Scout activities, cleanliness in the surrounding area, honesty, independence, and responsibility. The detailed schedule of extracurricular Scout activities at SMPN 2 Jati Agung in South Lampung is summarized in the following table:

Table 1. Schedule of Extracurricular Scout Activities at SMPN 2 Jati Agung

Extracurricular Activities	Type of Activity	Activity Implementation Day
Scout	Rigging	Saturday
	Semaphore	Sunday
	UN	Saturday/Sunday
	Pioneering	Saturday/Sunday

In implementing scout extracurricular activities at SMPN 2 Jati Agung South Lampung, there are several types of activities carried out to determine the extent of students' creativity, discipline and togetherness, including:

- a) Rigging activities by scout members carried out on Saturdays.
- b) Scout members carry out semaphore activities on Sundays.
- c) scout members carry out PBB activities (marching regulations) on Saturdays/Sundays.
- d) Scout members carry out pioneering activities on Saturdays/Sundays.

The Scout activity involves the Regulation of Line Formation (Peraturan Baris Berbaris - PBB). PBB consists of physical drills in line formation. Participants receive PBB materials to instill a responsive, disciplined, and responsible attitude (Nasution, Harapan, & Nasution, 2024). The character values apparent in PBB include discipline and responsibility because participants must heed instructions from their leader, ranging from guidance and warnings to executions. There's also instruction on the history of Scouting, motto, emblem, and Scout movement salutations at the Scout training in SMPN 2 Jati Agung, South Lampung. Through these materials, participants understand the figures in Scouting, reflecting patriotism by learning about Indonesian heroes such as Agus Salim the father of Indonesian Scouting, Soenarjo Admodipuro the creator of the Scouting emblem, and General Sudirman as the founder of the Pandu HW, which also laid the foundation for the Scouting movement. This demonstrates the character value of patriotism.

Next in Scout activities is pioneering. Pioneering combines sticks and ropes to form structures, promoting creative, friendly/communicative, and responsible character values. Pioneering is a Scouting curriculum teaching creative character in creating models and promoting friendly, communicative teamwork since each group must collectively create a model and show cooperation and responsibility because each group is accountable for forming a pioneering model.

In addition to pioneering, another Scout activity is creating chants (yel-yel). Each group must create chants. According to an interview with the Scout leader at SMPN 2 Jati Agung, the Scout activity instills the character value of joy. Participants joyfully create chants and must perform them before the Scout leader. Joy is developed through the Scout clap in every Scouting activity and always singing Scout chants during camping events.

In Scouting activities, participants receive instruction on codes. Codes teach secret messages. The Morse code can be transmitted by whistle, while the box code is a form and content of letters in a box (Pendidikan et al., 2023). Participants are required to decipher secret messages patiently. This is done in groups, thus requiring friendly/communicative character traits to foster teamwork and solidarity (Rahmayani & Ramadan, 2021). Similarly, semaphore signals messages to their group through flag movements, teaching the character values of confidence and friendliness/communicativeness to foster suitable cooperation with group members and participants' self-confidence in flag signalling. Scouting also teaches survival skills. Survival teaches survival techniques in emergencies. Character values are also taught through survival materials and teaching techniques for survival in emergencies (Sugiura et al., 2020). For example, building shelters, finding water, and identifying edible plants and animals. Survival practices occur during participant exploration activities in Scouting, where they walk a considerable distance (Wang, Chase, & Burkhard, 2021). Character values derived from survival activities include social concern and independence (Rush, Brown Urban, Davis, & Linver, 2022). Social concern because these activities require mutual assistance among group members, and independence because participants must survive independently in emergencies.

Traditionally, in Scouting, there's tent pitching. This is practiced during camping. Participants independently set up tents for their group during camping (Bannister, 2022). During camping, they live around forest fields, reside in tents, and cook their meals daily. The character evident during camping is discipline, as certain times are scheduled for activities, even ceremonies (Azbel, Morse, & Rhodes, 2020). During camping, participants must also adhere to the planned activities outlined by the organizers for the event to run smoothly and successfully. Additionally, camaraderie is evident during camping, where participants live with their friends for about three days with affection (Khanshan & Yousefi, 2020). This camaraderie is a guideline in the organization of Scouting. For example, during camping, affection among members is fostered by living together for 4 days and 3 nights, making participants a temporary family (Sulistiany, Soro, & Yoseptry, 2022).

Religious character values are evident at the beginning and end of activities with prayers and worship to the Almighty, performing Dhuha prayers, and performing Dhuhr prayers in congregation (Ahsanulhaq & Kudus, 2019). The character value of patriotism is manifested in learning about Scouting figures (Kutlu, 2023). The creative character value is embodied in pioneering activities. The character values of being friendly, communicative, and cooperative are manifested in pioneering activities, Morse and box codes, semaphore signals. The character of social concern is manifested in survival activities. The character of independence is embodied in survival activities. The character of camaraderie is embodied in camping activities. The character of confidence is embodied in semaphore activities. The character of joy is embodied in chant creation (Ramadhani, Dewi, & Furnamasari, 2022). The character values of discipline and responsibility are

embodied in PBB activities, understanding the history and figures of Scouting, pioneering, chant creation, Morse, box codes, semaphore, survival, and camping.

From this explanation, in line with the National Scout Headquarters's mandate, Scouting education aims to develop every Scout to:

1. Have a personality that is faithful, devout, noble, patriotic, law-abiding, disciplined, upholding the nation's noble values, capable of living, physically and spiritually healthy.
2. Become a citizen who embodies Pancasila, is loyal and obedient to the Unitary State of the Republic of Indonesia, and is a good and useful member of society, capable of developing themselves independently and jointly responsible for the nation's and state's development, caring for fellow human.

### **Factors Hindering and Supporting the Implementation of Religious Character Values in Scouting Activities**

In this study, factors influencing the implementation of religious character values through Scouting activities at SMPN 2 Jati Agung Lampung Selatan were found. There are factors that hinder and support the implementation of character education. Factors Hindering the Implementation of Religious Character Values Through Scouting Activities: Based on the results of interviews with Mrs. Tri Lestari, M.Pd., some obstacles faced in implementing Scouting activities to shape students' religious character at SMPN 2 Jati Agung Lampung Selatan are as follows:

**Limited Budget:** Budget constraints are one of the obstacles in organizing Scouting activities related to character formation. Budget constraints make it difficult or hinder the implementation of Scouting activities aimed at shaping students' character. In this context, limited budgets can limit the school's or Scouting organization's ability to provide the necessary facilities and resources to support character-building activities. Scouting activities often involve travel, training, or purchasing equipment that requires expenses. Budget constraints can hinder access to important character-building experiences or training materials such as honesty, cooperation, or responsibility. Adequate financial support is essential to optimize Scouting activities in developing students' character (Isroani & Huda, 2022). Efforts to overcome budget constraints may involve seeking additional funding sources, more efficient budget management, or collaboration with external parties to provide facilities or financial assistance.

**Weather Disturbance:** Unfavorable weather conditions also hinder activities in the field. Unfavorable weather conditions can be a constraint or hindrance in carrying out activities in the field, especially Scouting activities often conducted outdoors. Weather disturbances such as heavy rain, strong winds, or other extreme weather conditions can disrupt Scouting activities. The impact of unfavorable weather disturbances can vary, from the risk of accidents or injuries to participants, to limiting the ability to carry out various activities in the field, such as camping, hiking, or orientation activities. It is important for Scouting activity managers to consider weather conditions before conducting activities in the field. Efforts to overcome weather disturbances may involve careful planning, the use of appropriate equipment, or postponement of activities if weather conditions are highly unfavorable.

**Influence of Poor External Environment:** Negative influences from the environment outside the school can affect student behavior and hinder the formation of religious character values. The environment outside the school, such as students' residential environment or their social environment, has a significant influence on the formation of students' character in terms of religious values. A poor external environment, which may include factors such as negative peer influences, exposure to unsupportive media, or unstable social conditions, can hinder the desired character formation process by the school. The influence of a poor external environment can expose students to values

that contradict the religious values taught in school (Juwaniah, 2013). For example, if the environment around students tends to encourage behaviors that are inconsistent with religious teachings, such as juvenile delinquency or the use of foul language, then students may have difficulty internalizing the religious values taught in school. Educational institutions and student mentors need to understand the influence of the external environment and try to create a supportive environment both inside and outside the school. Efforts such as counseling, collaboration with families, and fostering a positive school environment can help reduce the negative impact of the external environment on student character formation.

These barriers indicate that the implementation of religious character values through Scouting activities faces various challenges that need to be addressed seriously in order to achieve the goal of character formation. Factors Supporting the Implementation of Religious Character Values Through Scouting Activities: According to Mrs. Tri Lestari, M.Pd., there are several factors supporting the implementation of religious character values through Scouting activities, including:

**School Policy:** Supportive school policies, including adequate budget allocation, are important factors in supporting the success of Scouting activities. Supportive school policies, especially those including adequate budget allocation, are crucial in ensuring the success of Scouting activities. Adequate budget allocation ensures that Scouting activities can be conducted properly and cover all aspects necessary for student character formation. Supportive school policies also include various rules and guidelines that allow Scouting activities to run smoothly and in line with the desired character education goals (Muthohar, 2021). This may include support from the school in terms of time, teaching staff, facilities, and other resources needed to support Scouting activities. Adequate budget allocation is crucial because Scouting activities often involve expenses for transportation, equipment, field activities, as well as training and skill development for participants. Without adequate budget allocation, Scouting activities may not be able to be run optimally, which in turn can reduce their effectiveness in shaping student character.

**Teacher and Student Approach:** Active approaches from teachers and students in instilling religious character education are key to the success of implementing these values. This approach is key to implementing these values in the context of Scouting activities or in the school environment in general. An active teacher approach involves efforts to consistently convey and practice religious values in various aspects of school life and Scouting activities. Teachers play a central role in providing direct examples, providing deep understanding, and facilitating discussions and reflections related to these values (Utama, Eka, Wati, & Yani, 2023). In addition, an active student approach refers to student participation and involvement in internalizing and applying religious values in daily life. Students need to be encouraged to understand the meaning and importance of these values, and to relate them to concrete behaviors and actions in the context of Scouting activities and their social life. An active teacher and student approach creates a supportive learning environment and facilitates the development of religious character. Teachers not only act as information providers but also as learning facilitators who motivate and encourage students to become responsible, caring individuals with high moral awareness. With an active approach from teachers and students, the process of forming religious character values can be more effective and sustainable. This is because this approach allows students to be actively involved in the learning process, creating a strong connection between the values taught in school and their practice in daily life.

The importance of the credibility of Scout leaders in delivering religious values as a supportive factor in shaping student character. Credibility here includes the integrity, honesty, and exemplary behavior of Scout leaders in practicing these religious values in everyday life. When Scout leaders have strong character and high credibility, students are more likely to be inspired and motivated to adopt and practice the same values.

Meanwhile, adequate facilities and a conducive environment as supporting factors in the success of implementing religious character values through Scouting activities. Adequate facilities include facilities, equipment, and other resources needed to support the implementation of Scouting activities with a focus on shaping religious character. A conducive environment from schools and parents creates an atmosphere that supports the growth and development of student character in the religious domain, providing the encouragement and support needed for students to instill these values in their daily lives. From the interview and observation results, it is concluded that to improve the effectiveness of implementing religious character values through Scouting activities, efforts need to be made to overcome existing obstacles and strengthen the identified supporting factors. This can be done through increasing support from school policies, active involvement of students and teachers, and improving the quality of Scout leaders in delivering religious character values.

The novelty of this study explains that implementing religious character values in Scouting activities is an exciting subject and has the potential to bring widespread positive impacts. Combining character education with religious values in the context of Scouting activities can lead to a paradigm shift in personality and leadership development among young generations. Research and practices that delve deeper into how religious values can be effectively and inclusively integrated into Scouting activities become increasingly relevant amid culturally and religiously diverse societies.

Firstly, implementing religious character values in Scouting activities can provide a strong moral foundation for Scout members. Through introducing and strengthening values such as honesty, cooperation, perseverance, and dedication derived from religious teachings, Scouting can become an effective means of shaping quality personalities. This is because Scouting has long been known as a movement that promotes positive values and life skills essential for personal development. By adding a religious dimension to this context, Scouting can provide its members a more holistic and profound experience, helping them internalize moral values more deeply and comprehensively.

Secondly, the implementation of religious character values in Scouting activities can also contribute to the formation of better tolerance and inclusivity among young generations. In an increasingly connected and multicultural world, it is important for individuals to have a strong understanding of the differences and similarities between religions and the ability to interact peacefully and respectfully. Scouting, with its organized structure and practical approach, can be an ideal platform for facilitating interfaith dialogue, strengthening the sense of brotherhood among members from different religious backgrounds, and promoting awareness of universal values such as love, compassion, and peace.

Furthermore, the implementation of religious character values in Scouting activities can help address the moral and social challenges faced by today's young generation, such as the increase in negative behaviors like drug abuse, violence, and intolerance. By providing clear and relevant moral guidance to its members, Scouting can help them develop a deeper understanding of the consequences of their actions and provide support and encouragement to make better choices in daily life. Through various activities such as group discussions, social projects, and community service, Scouting can create space for personal reflection and ongoing spiritual growth among its members, helping them become more responsible and caring individuals.

In order to achieve the full potential of implementing religious character values in Scouting activities, strong support from various parties is certainly needed, including the Scouting organization itself, schools, families, and religious communities. Further research is also needed to gain a deeper understanding of the effectiveness of various approaches and strategies in integrating religious values into Scouting programs, as well as evaluating their long-term impact on the personal and social development of its members. With

strong commitment and ongoing cooperation, the implementation of religious character values in Scouting activities has the potential to become a powerful tool in shaping a better, more empathetic, and more empowered younger generation.

The findings of this study provide important contributions to understanding the implementation of religious character values through Scouting activities at SMPN 2 Jati Agung Lampung Selatan. Firstly, this study identifies the character values taught and applied through Scouting activities, including religious values, discipline, responsibility, patriotism, creativity, friendliness/communicativeness, hard work, and independence. Through observation and analysis, this study depicts how these values are reflected in student behavior during teaching and learning activities at school. The second contribution of this study lies in the novelty findings about the implementation of religious character values in the context of Scouting activities. By combining aspects of character education with religious values, this study highlights the potential for widespread positive impact, especially in personality and leadership development among young generations.

The introduction and strengthening of moral values such as honesty, cooperation, perseverance, and dedication derived from religious teachings through Scouting activities can establish a strong moral foundation for Scout members. This helps them internalize moral values more deeply and comprehensively. Furthermore, the implementation of religious character values in Scouting activities has the potential to strengthen attitudes of tolerance, inclusivity, and help address the moral and social challenges faced by young generations. Scouting can become an ideal platform for facilitating interfaith dialogue, strengthening brotherhood, and promoting awareness of universal values such as love, compassion, and peace.

Thus, this study provides a strong basis for the development of more effective approaches and strategies in integrating religious values into Scouting programs and highlights the importance of support from various parties such as the Scouting organization, schools, families, and religious communities. Furthermore, further research is needed to understand the long-term impact of the implementation of religious character values in Scouting activities on the personal and social development of its members. Thus, this study provides an in-depth insight into the potential of Scouting as a powerful tool in shaping a better, more empathetic, and more empowered younger generation.

## **CONCLUSION**

Based on the research findings and discussions on the religious character values in scouting activities at State Junior High School (SMPN) 2 Jati Agung, several conclusions can be drawn. The implementation of religious character values at SMPN 2 Jati Agung, as carried out by teachers and scout leaders, has shown good quality. They instill etiquette to anyone, both peers and elders, and perform obligatory and voluntary prayers, as well as engage in social and spiritual activities. This is relevant to scouting, which involves practicing the Dasa Dharma and Tri Satya by students. Scouting activities at SMPN 2 Jati Agung also serve as an effective medium for the development and instillation of character, especially in the religious aspect. Some activities such as praying before and after events, greetings, maintaining environmental cleanliness, and performing congregational prayers serve as concrete examples of implementing religious character values. However, obstacles to implementing character values should also be noted. The school and family environments play a significant role in hindering the implementation of character values. Unstable mindsets among students can lead to quarrels and disobedience. On the other hand, families who perceive scouting activities as dangerous may hinder children's participation.

From these analyses, several suggestions can be proposed, such as maintaining well-functioning programs in implementing religious character through scouting activities and full support from the school in the form of adequate facilities. Additionally, it is

important for teachers to set a good example in enhancing religious character through scouting leadership. Active participation of teachers as role models will significantly influence the development of students' character. Scout leaders are also expected to provide full support for scouting activities by guiding and encouraging scout members and coordinating well within the organizational structure of SMPN 2 Jati Agung's scout group. Finally, students are expected to emulate the religious character values exemplified by their leaders and apply them in their daily lives as a tangible form of sustainable character development.

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