

## The Effect Of Scout and Sispala Coaching On Student Character Development at Darussalam Pannyangkalang Islamic Senior High School, Gowa Regency

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**Abstract.** This study aimed to examine: (1) the effect of Scout coaching on students' character development; (2) the effect of SISPALA coaching on students' character development; and (3) the simultaneous effect of Scout and SISPALA coaching on students' character development at Darussalam Pannyangkalang Islamic Senior High School, Gowa Regency. This research employed a descriptive correlational quantitative approach with a cross-sectional design. The population consisted of all students actively participating in Scout and SISPALA activities. Using total sampling, 24 students were selected as respondents. Data were collected through questionnaires and documentation and analyzed using simple and multiple linear regression with SPSS. The findings revealed that Scout coaching had a positive and significant effect on students' character development ( $t = 4.083$ ,  $p = 0.000 < 0.05$ ). SISPALA coaching also had a positive and significant effect ( $t = 2.888$ ,  $p = 0.009 < 0.05$ ). Simultaneously, Scout and SISPALA coaching significantly affected students' character development ( $F = 11.911$ ,  $p = 0.000 < 0.05$ ). The coefficient of determination ( $R^2 = 0.531$ ) indicated that 53.1% of the variance in character development was explained by Scout and SISPALA coaching.

**Keywords:** Scout Coaching; SISPALA Coaching; Character Development; Student Character; Extracurricular Activities.

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### 1. Introduction

Character development is a fundamental aspect of education because it contributes to shaping students who are not only intellectually competent but also possess moral integrity, emotional maturity, social responsibility, and the ability to adapt to changing times (Hajar, 2026). In the global context, character education has become increasingly relevant as a response to twenty-first-century challenges, such as moral degradation, rising individualism, declining social concern, and leadership crises across various areas of social life (Ibrahim et al., 2000). Modern education, therefore, can no longer be understood merely as a process of knowledge transmission; rather, it must be directed toward developing individuals who possess values, ethics, resilience, and social competence. In Indonesia, character development has gained strategic attention through the implementation of the Merdeka Curriculum, which positions the Pancasila Student Profile as the main orientation of learning (Wongkar & Herdi Pangkey, 2024). This curriculum emphasizes six major character dimensions, namely faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity as the foundation for developing an excellent generation (Febryanti et al., 2023).



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Strengthening students' character requires a holistic, participatory, and contextual approach that does not rely solely on intracurricular classroom learning, but also involves school culture and extracurricular activities. In educational practice, character is not formed instantly through normative instruction; rather, it develops through habituation, role modeling, direct experience, social interaction, and students' active participation in meaningful activities. Character development not only shapes individual attitudes but also creates a collective culture that reflects the noble values of the Indonesian nation (Muslim, 2020). Therefore, extracurricular activities hold an important position as a form of nonformal education within the school environment, enabling students to internalize the values of discipline, responsibility, leadership, cooperation, independence, and social concern in a more practical way. One extracurricular activity that is strongly relevant to character strengthening is Scouting, as it involves coaching processes based on direct experience, discipline, teamwork, and social service.

Scouting, as a mandatory extracurricular activity under Minister of Education and Culture Regulation No. 63 of 2014, has a strategic role in supporting student character development in schools. Scouting is designed to develop students' potential comprehensively through active, collaborative, and experiential learning-based activities. Various activities, such as marching practice, camping, group collaboration, social activities, inauguration ceremonies, and community service, provide opportunities for students to learn responsibility, discipline, independence, decision-making courage, and concern for others. These values are strengthened through the Scout Law, or *Dasadarma Pramuka*, as ten moral principles that include religiosity, love for nature and humanity, patriotism, discipline, honesty, responsibility, cooperation, independence, and purity in thought, speech, and action. In the context of formal education, the internalization of the *Dasadarma* functions not only as a normative guideline but also as an instrument of character formation that requires students' direct involvement in continuous social, environmental, and leadership experiences.

In addition to Scouting, the Nature Lovers Student Unit, known as SISPALA, also has significant potential as a medium for character development, particularly in fostering independence, responsibility, environmental awareness, solidarity, and resilience. SISPALA activities, which are based on love for nature, conservation training, hiking, environmental social service, and outdoor survival skills, can serve as a concrete and contextual space for character learning. Through these activities, students not only learn to recognize the natural environment but are also trained to make responsible decisions, work collaboratively in groups, maintain personal and collective safety, and develop ecological awareness. The values developed through SISPALA are aligned with the dimensions of the Pancasila Student Profile, particularly mutual cooperation, critical reasoning, independence, and global awareness. Thus, both Scouting and SISPALA are relevant instruments of character coaching that can strengthen formal learning in schools.

In the local context, Darussalam Pannyangkalang Islamic Senior High School in Gowa Regency, as an educational institution grounded in Islamic values, considers character development an important part of the student education process. The school has implemented Scouting activities regularly every week and during special events such as inauguration ceremonies and camping activities. However, the implementation of Scout coaching still faces several challenges, including limited supporting facilities, suboptimal student involvement, a lack of continuous training for Scout coaches, and the tendency of some students to participate merely because it is compulsory rather than because of intrinsic motivation for self-development. Parental support for Scouting activities also remains limited, meaning that character development carried out at school does not always receive continuity within the family environment. A similar condition is also observed in SISPALA activities, which are ideally expected to become a medium for developing students' environmental awareness and independence, but in practice still face low student participation, irregular program implementation, inadequate facilities, and the absence of a systematic evaluation mechanism to measure the effectiveness of character coaching.

Previous studies have shown that Scout extracurricular activities contribute positively to student character formation. Hanif and Yunitasari (2024) highlighted that Scouting can

foster students' discipline and mental resilience through enjoyable and educational activities, while Subaidi et al. (2023) found that Scouting plays a role in cultivating honesty, social concern, and tolerance. However, most of these studies have focused on describing coaching processes and experiences narratively, and thus have not provided sufficient empirical evidence regarding statistical relationships among variables. Similarly, Siregar et al. (2024) and Murdiono et al. (2023) largely measured character achievement using descriptive approaches without deeply analyzing the relationship between structured Scout coaching indicators and students' character development. Moreover, studies that simultaneously examine the effects of Scout and SISPALA coaching on student character development remain relatively limited, particularly in the context of Islamic senior high schools. This limitation indicates an important research gap that needs to be addressed through a quantitative approach.

Based on the gap between the ideal objectives of character coaching and the empirical conditions in the field, this study is urgent because it provides objective evidence regarding the effectiveness of Scout and SISPALA coaching in supporting student character development. Theoretically, this study is expected to enrich the literature on extracurricular activity-based character education, particularly by positioning Scouting and SISPALA as coaching variables analyzed empirically. Practically, the findings of this study may serve as a basis for schools, extracurricular coaches, and educational policymakers in designing more structured, measurable, and sustainable character development programs. Therefore, this study aims to examine the effect of Scout coaching on student character development, investigate the effect of SISPALA coaching on student character development, and analyze the simultaneous effect of Scout and SISPALA coaching on student character development at Darussalam Pannyangkalang Islamic Senior High School, Gowa Regency.

## 2. Literature review

### Scout Coaching

Scout coaching is a form of nonformal education in schools that focuses on character formation, life skills development, and student leadership through educational, enjoyable, and morally oriented activities. Scouting, known in Indonesia as *Praja Muda Karana*, is not merely understood as a scouting movement but also as a coaching system that guides young people to develop unity, solidarity, togetherness, and social responsibility (Kartika, 2023). In the educational context, Scout coaching is directed toward the holistic development of students' potential, including discipline, responsibility, leadership, and concern for others and the environment. Putra and Murdiono (2024) emphasize that Scout coaching functions to shape positive attitudes and behaviors that can be applied in daily life, while Antika et al. (2024) position Scouting as a space for developing students' personalities comprehensively, not only in terms of academic achievement but also in social and ecological awareness. Similarly, Dannari (2024) defines Scout coaching as a process of improving attitudes to achieve positive outcomes in students.

Normatively, Scout coaching has a strong legal foundation in Law of the Republic of Indonesia Number 12 of 2010 concerning the Scout Movement, which affirms that the movement functions as a medium for education and training, self-development, community service, and educational games. The purpose of Scout coaching is not limited to technical scouting skills but also includes the formation of individuals who are faithful, pious, morally upright, patriotic, law-abiding, disciplined, respectful of national values, and equipped with life skills to contribute to national development. These values indicate that Scout coaching integrates moral, social, national, and practical dimensions. Ilmi et al. (2024) emphasize that Scout coaching contributes to the formation of positive personalities rooted in moral values, while Antika et al. (2024) show that Scouting can foster patriotism and national awareness. Afandi and Rocmah (2015) add that Scout activities contribute to life skills development, while Nurlala (2023) highlights the importance of community service activities in building social responsibility among Scout members.

The principles of coaching for Rover and Senior Rover Scouts, as regulated in the Decree of the National Scout Headquarters Number 176 of 2013, show that Scout coaching has a systematic educational structure through the concept of *Tri Bina*, namely self-development, unit development, and community development (Kwartir Nasional Gerakan

Pramuka, 2013). Self-development emphasizes the development of personal potential, including mental, physical, social, and spiritual aspects. Unit development guides members to develop leadership skills and mentor other members in scouting activities. Meanwhile, community development positions Scout members as social agents who are prepared to take active roles in society. These three principles demonstrate that Scout coaching is not episodic but must be implemented continuously, regularly, attractively, educationally, and by utilizing available local resources. Therefore, the effectiveness of Scout coaching is strongly determined by program consistency, coach quality, student involvement, and the relevance of activities to students' character development needs.

### **SISPALA Coaching**

SISPALA coaching, or Nature Lovers Student Unit coaching, is a form of nature-based experiential character education that emphasizes environmental awareness, independence, responsibility, cooperation, courage, and resilience. SISPALA is not only a medium for channeling students' interest in outdoor activities but also functions as a means of character formation through activities that are physically, mentally, and socially challenging. Wicaksono (2020) states that SISPALA is an effective medium for shaping students' positive character because its activities require discipline, responsibility, independence, and teamwork in real-life situations. Thus, SISPALA coaching can be positioned as part of holistic nonformal education because students not only acquire knowledge about nature but also internalize values through direct practice.

The objectives of SISPALA coaching are closely related to contextual character development, particularly through activities that foster environmental concern, positive adventurous spirit, independence, responsibility, leadership, cooperation, discipline, and perseverance. Activities such as reforestation, environmental campaigns, nature cleanups, hiking, river exploration, and survival training help students understand the relationship between humans, the environment, and social responsibility. Suyatno (2019) states that SISPALA is an effective form of contextual character education because the values developed are derived from direct experience and reflective learning. This perspective shows that SISPALA coaching has pedagogical strength because character is not merely taught verbally but formed through experiences that require decision-making, responsibility, and reflection.

Character values in SISPALA coaching are formed through real experiences that require students to face natural challenges, work in groups, and make responsible decisions. Zubaedi (2011) asserts that character developed through direct experience tends to be stronger and more enduring than values obtained only through memorization or lectures. In this context, SISPALA plays a role in developing independence through self-management and logistics management, responsibility through task distribution, cooperation through expedition activities, social and environmental concern through conservation, discipline through adherence to activity rules, and leadership through organizational structures and field decision-making. Lestari and Nurhadi (2022) found that students' involvement in SISPALA activities significantly improved responsibility, social empathy, and leadership compared to students who were not active in similar activities.

The effectiveness of SISPALA coaching largely depends on implementation strategies and the role of teacher coaches. Activities such as Basic Nature-Loving Training, education and training programs, expeditions, conservation activities, environmental campaigns, and disaster simulations need to be designed in a structured, sustainable, and safe manner to provide optimal educational impact. Teacher coaches play an important role as facilitators, mentors, supervisors, and role models of character. Arifin (2018) explains that SISPALA teacher coaches are responsible for preparing annual work programs, providing technical guidance, ensuring participant safety, evaluating students' character development, and serving as role models in discipline and concern. From the perspective of experiential character education, SISPALA coaching is aligned with experiential learning theory, which emphasizes that character and social skills develop optimally when students are actively and reflectively involved in direct experiences (Kolb, 1984). SISPALA coaching is also consistent with the objectives of national education as stated in Law Number 20 of 2003 concerning the National Education System, which aims to develop students to become faithful, pious, morally upright, independent, creative, democratic, and responsible citizens.

## Character Development

Character development is at the core of modern education, positioning students as whole individuals who need to be shaped intellectually, morally, socially, spiritually, and emotionally. Character is not merely understood as knowledge of good values, but as habits of thinking, feeling, and acting based on ethical values that are consistently applied in daily life. Huy (2024) explains that character development is a program designed to instill ethical values, responsibility, and concern through students' interactions within school and community environments. This view is in line with Irawan et al. (2024), who emphasize the importance of internalizing moral and ethical values through role modeling, training, and habituation in the school environment. Takiling (2023) adds that character development is a long-term process aimed at consciously fostering good behavior, while Anggreni (2020) emphasizes the dimensions of awareness, concern, and active commitment in applying character values.

Substantively, character development has a strategic purpose in forming whole human beings while strengthening the moral foundation of the nation. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that national education aims to develop students' potential so that they become individuals who are faithful, pious, morally upright, healthy, knowledgeable, capable, creative, independent, democratic, and responsible. Omeri (2015) positions character development as a process of forming dignified individuals with national insight, cultural values, leadership, independence, creativity, and the ability to build a safe and honest learning environment. In the context of twenty-first-century challenges, Khumairoh (2022) emphasizes that the cultivation of character values is an urgent need to prepare young generations to face social, cultural, and technological changes. Therefore, character development functions both as a means of developing students' personal potential and as a value filter against the negative influences of globalization and cultural disruption.

The urgency of character development is also reflected in the need to shape students who possess social sensitivity, empathy, tolerance, responsibility, and the ability to live harmoniously in a diverse society. Fadhillah et al. (2024) affirm that character education is relevant for developing a generation that is intellectually competent and socially integrated. Munasib et al. (2023) further state that civic education needs to be developed as part of character education to address the weakening of national identity caused by globalization. Thus, character development is not merely an individual agenda but also a social and national agenda that requires the involvement of schools, families, communities, and extracurricular activities that provide students with direct experiences.

In the context of Scout coaching, character development strategies are implemented through the integration of the values of the Scout Law, group systems, leadership training, camping, discussions, competitions, cooperation, and social service activities. Syafitri and Listyaningsi (2023) show that extracurricular Scout activities contribute to the formation of exemplary leadership through team systems, rotating leadership, and student leadership training. Rasem (2023) emphasizes that Scout activities promote cooperation among students through team systems and group activities. Huda et al. (2024) found that Scout activities can strengthen discipline and leadership when integrated with the school curriculum. Antika et al. (2024) also affirm that Scouting contributes to building social responsibility and environmental awareness, while Pardede et al. (2024) emphasize the importance of collaboration among schools, parents, and Scout organizations so that character coaching can run optimally, especially in facing the challenges of the digital era.

## 3. Research Method

### Research Design and Approach

This study employed a quantitative descriptive correlational approach with a cross-sectional design. The research was conducted at Darussalam Panyangkalang Islamic Senior High School, located on Jl. Jannang Djibu, Panyangkalang Village, Bajeng District, Gowa Regency, South Sulawesi, Indonesia. The site was selected because the school regularly implements structured Scout and SISPALA coaching programs and integrates Islamic values into its extracurricular activities. The study was carried out from September to November 2025, during the active period of extracurricular activities at the school. The

quantitative descriptive correlational design was used to examine the influence of Scout coaching and SISPALA coaching as independent variables on students' character development as the dependent variable. This approach was considered appropriate because it enables the researcher to measure relationships among variables objectively, systematically, and statistically. The study did not involve any direct intervention or treatment but focused on identifying the direction, strength, and significance of the relationships between the variables at a single point of data collection.

### **Population and Sample**

The population consisted of all students at Darussalam Pannyangkalang Islamic Senior High School, Gowa Regency, who were actively involved in Scout and SISPALA extracurricular activities. The population included students from Grades X, XI, and XII who had consistently participated in extracurricular activities for at least one semester. The total population comprised 24 students, consisting of 6 students from Grade X, 8 students from Grade XI, and 10 students from Grade XII. Because the population size was relatively small and accessible, this study used a total sampling technique, also known as saturated sampling. Accordingly, all members of the population were included as research respondents. This technique was chosen to minimize selection bias and to ensure that the data represented the actual conditions of students participating in Scout and SISPALA activities at the school.

### **Instruments and Measures**

The study involved three main variables: Scout coaching, SISPALA coaching, and students' character development. Scout coaching was defined as all coaching activities conducted through the Scout extracurricular program, including the activeness of activities, coaching methods used by instructors, the involvement of Scout coaches in guiding students, and the types of activities implemented, such as camping, leadership simulations, and social service activities. SISPALA coaching was defined as a series of nonformal educational activities conducted through the Nature Lovers Student Unit. This variable included the intensity of outdoor activities, student involvement in environmental conservation, teamwork during expeditions, and coach involvement in survival training, disaster simulations, and environmental activities. Meanwhile, students' character development referred to the maturity and stability of students' moral, social, and personal values developed through continuous coaching. This variable was measured through five indicators: discipline, responsibility, leadership, empathy, and independence. The primary instrument used in this study was a scaled questionnaire designed to measure students' perceptions of Scout coaching, SISPALA coaching, and their own character development. Documentation was also used as supporting data to strengthen the questionnaire results.

### **Data Collection Procedures**

Data were collected using questionnaires and documentation. The questionnaire served as the main data collection instrument and was distributed to students who actively participated in Scout and SISPALA activities. The questionnaire was used to obtain quantitative data on students' perceptions of the coaching process and their character development. Documentation was used to support and verify the questionnaire data. The documents collected included student attendance records in extracurricular activities, extracurricular activity schedules, activity reports, and relevant photographs of Scout and SISPALA activities. These documents provided contextual evidence and helped confirm the consistency between students' responses and actual field conditions.

### **Validity and Reliability**

Before being used in the main study, the research instrument was tested for validity and reliability. Instrument validity was examined using Pearson Product Moment correlation by correlating each item score with the total score of each variable. An item was considered valid when the calculated correlation value was higher than the critical  $r$ -value at the 5% significance level. Instrument reliability was tested using Cronbach's Alpha. The questionnaire was considered reliable when the alpha coefficient was equal to or greater than 0.70, indicating adequate internal consistency among the items. These procedures were conducted to ensure that the instrument was appropriate for measuring the variables in the study.

### Data Analysis Techniques

The data were analyzed quantitatively using SPSS. The analysis began with descriptive statistics to describe the general condition of each variable, including the mean, minimum score, maximum score, and standard deviation of Scout coaching, SISPALA coaching, and students' character development.

Before hypothesis testing, statistical assumption tests were conducted to ensure that the data met the requirements for parametric analysis. The normality test was performed using the Kolmogorov–Smirnov test, with data considered normally distributed when the significance value was greater than 0.05. The linearity test was conducted using the Test for Linearity, in which the relationship between variables was considered linear when the significance value of Deviation from Linearity was greater than 0.05. Homogeneity was also examined as part of the preliminary assumption testing.

To determine the relationship between the independent and dependent variables, Pearson Product Moment correlation was used. This test identified the direction and strength of the relationship between Scout coaching, SISPALA coaching, and students' character development. Furthermore, multiple linear regression was used to examine the simultaneous influence of Scout coaching and SISPALA coaching on students' character development. The regression model used in this study was:

$$Y = a + b_1X_1 + b_2X_2 + e$$

where  $Y$  represents students' character development,  $X_1$  represents Scout coaching,  $X_2$  represents SISPALA coaching,  $a$  represents the constant,  $b_1$  and  $b_2$  represent the regression coefficients, and  $e$  represents the error term. Through this model, the study analyzed the partial and simultaneous effects of the independent variables on the dependent variable, as well as the coefficient of determination ( $R^2$ ), which indicates the percentage contribution of Scout and SISPALA coaching to students' character development.

## 4. Results and Discussion

### Research Results

#### *Simple Linear Regression Analysis*

Simple linear regression was used to examine the effect of each independent variable on the dependent variable. The decision criterion was that if the significance value was less than 0.05, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

#### *The Effect of Scout Coaching on Students' Character Development*

**Table 1.** Simple Linear Regression Results for Scout Coaching and Students' Character Development.

Variable	B	Std. Error	Beta	t	Sig.
Scout Coaching	0.797	0.195	0.657	4.083	0.000

Based on the t-test results, Scout coaching had a positive and significant effect on students' character development, with a t-value of 4.083 and a significance value of 0.000, which was lower than 0.05. The calculated t-value was also higher than the t-table value at the 5% significance level, with 22 degrees of freedom, namely  $4.083 > 2.074$ . Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. This finding indicates that better Scout coaching is associated with higher levels of students' character development.

***The Effect of SISPALA Coaching on Students' Character Development*****Table 2.** Simple Linear Regression Results for SISPALA Coaching and Students'

Variable	Character Development				
	B	Std. Error	Beta	t	Sig.
SISPALA Coaching	0.566	0.196	0.524	2.888	0.009

The regression results showed that SISPALA coaching also had a positive and significant effect on students' character development. The t-value was 2.888, with a significance value of 0.009, which was lower than 0.05. In addition, the calculated t-value was higher than the t-table value, namely  $2.888 > 2.074$ . Thus, the null hypothesis was rejected and the alternative hypothesis was accepted. This result suggests that stronger SISPALA coaching contributes to better student character development.

***Multiple Linear Regression Analysis***

Multiple linear regression was conducted to examine the simultaneous effect of Scout coaching and SISPALA coaching on students' character development. The hypothesis was tested using the F-test through the ANOVA table. The decision criterion was that if the significance value was less than 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted.

**Table 3.** Multiple Linear Regression Results.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1125.137	2	562.569	11.911	0.000
Residual	991.821	21	47.230	—	—
Total	2116.958	23	—	—	—

The results of the multiple linear regression analysis showed that Scout coaching and SISPALA coaching simultaneously had a significant effect on students' character development. The F-value was 11.911, with a significance value of 0.000, which was lower than 0.05. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. This finding indicates that Scout coaching and SISPALA coaching jointly contribute significantly to students' character development at Darussalam Pannyangkalang Islamic Senior High School, Gowa Regency.

***Regression Coefficient Test***

The regression coefficient test was used to determine the partial effect of each independent variable in the multiple regression model. The results are presented in Table 4.

**Table 4.** Regression Coefficient Results.

Variable	B	Beta	t	Sig.	Description
Constant	17.177	—	1.305	0.206	—
Scout Coaching	0.445	0.540	3.391	0.003	Significant
SISPALA Coaching	0.313	0.338	2.121	0.046	Significant

Based on the multiple linear regression analysis, the regression equation was formulated as follows:

$$Y = 17.177 + 0.445X_1 + 0.313X_2$$

In this equation,  $Y$  represents students' character development,  $X_1$  represents Scout coaching, and  $X_2$  represents SISPALA coaching. The coefficient for Scout coaching was 0.445, with a t-value of 3.391 and a significance value of 0.003. Since the significance value was lower than 0.05, Scout coaching had a significant partial effect on students' character development. Furthermore, the coefficient for SISPALA coaching was 0.313, with a t-value of 2.121 and a significance value of 0.046. Since this value was also lower than 0.05, SISPALA coaching had a significant partial effect on students' character development. Based on the standardized beta coefficients, Scout coaching had a more dominant effect on students' character development ( $\beta = 0.540$ ) than SISPALA coaching ( $\beta = 0.338$ ).

### ***Coefficient of Determination***

The coefficient of determination was used to determine the extent to which the independent variables explained the variance in the dependent variable.

**Table 5.** Coefficient of Determination.

Model	R	R Square	Adjusted R Square
Multiple Regression	0.729	0.531	0.487

The coefficient of determination showed an R Square value of 0.531. This means that 53.1% of the variance in students' character development could be explained by Scout coaching and SISPALA coaching simultaneously. The remaining 46.9% was influenced by other variables outside the research model. The Adjusted R Square value of 0.487 indicates that, after adjustment for the number of independent variables in the model, the contribution of Scout coaching and SISPALA coaching to students' character development remained moderate. Therefore, the regression model used in this study had a reasonably good ability to explain variations in students' character development.

## **Discussion**

### **The Effect of Scout Coaching on Students' Character Development**

The results of the simple linear regression analysis showed that Scout coaching had a positive and significant effect on students' character development at Darussalam Pannyangkalang Islamic Senior High School, Gowa Regency. The t-test produced a calculated t-value of 4.083 with a significance value of 0.000, which was lower than 0.05. The calculated t-value was also higher than the t-table value at the 5% significance level, namely  $4.083 > 2.074$ . Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. This finding indicates that the better the implementation of Scout coaching, the stronger the development of students' character.

Conceptually, Scout coaching is a form of nonformal education that emphasizes experiential learning and the internalization of character values, such as discipline, responsibility, cooperation, leadership, and independence. Through structured activities, students are trained to apply these values directly in real situations. Therefore, character formation does not occur only at the cognitive level, but also involves affective and psychomotor dimensions. This explains why Scout coaching can significantly influence students' character development.

This finding is consistent with Holisoh et al. (2025), who found that Scout coaching significantly contributes to students' character formation, particularly in developing independence, creativity, and responsibility. Similarly, Syawal (2019) reported that Scout extracurricular activities support students' social and emotional character development,

including self-awareness, social relationship skills, and responsible decision-making. These findings strengthen the results of the present study, although they were conducted in different educational contexts and levels. Furthermore, Murdiono et al. (2023) emphasized that Scout education plays an important role in instilling discipline, responsibility, and integrity as the foundation of students' character. Thus, the present study confirms that Scout coaching is a strategic medium for character development and should be managed consistently and sustainably in schools.

### **The Effect of SISPALA Coaching on Students' Character Development**

The results of the simple linear regression analysis also showed that SISPALA coaching had a positive and significant effect on students' character development. The t-test produced a calculated t-value of 2.888 with a significance value of 0.009, which was lower than 0.05. The calculated t-value was higher than the t-table value, namely  $2.888 > 2.074$ . Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. This result indicates that SISPALA coaching makes a meaningful contribution to students' character formation through nature-based and experiential educational activities.

Conceptually, SISPALA coaching is an extracurricular activity that emphasizes character education through direct interaction with nature, physical and mental resilience, and teamwork. Activities such as basic nature-loving training, leadership training, environmental activities, and field-based programs encourage students to develop discipline, responsibility, courage, environmental awareness, and social solidarity. The contextual and experiential nature of SISPALA activities allows students to internalize character values more deeply than through purely theoretical learning.

This finding supports Raharja (2016), who found that nature-loving extracurricular activities play an important role in character building and the development of students' leadership potential. Through training programs and expeditions, students involved in nature-loving activities demonstrated positive personality development and stronger leadership capacity. This supports the present finding that SISPALA coaching can serve as an effective medium for character development among senior high school students.

In addition, Saputri and Juliadilla (2024) revealed that nature-based education contributes significantly to the formation of environmental care, ecological empathy, and responsibility for sustainability. Student involvement in conservation and environmental preservation activities encourages the development of character that is not only self-oriented but also socially and environmentally oriented. Thus, SISPALA coaching has an important role in strengthening students' ecological awareness and social responsibility.

### **The Simultaneous Effect of Scout and SISPALA Coaching on Students' Character Development**

The multiple linear regression analysis showed that Scout coaching and SISPALA coaching simultaneously had a significant effect on students' character development. The F-test produced a calculated F-value of 11.911 with a significance value of 0.000, which was lower than 0.05. The calculated F-value was also higher than the F-table value at the 5% significance level, namely  $11.911 > 3.47$ . Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. This finding indicates that students' character

development is not shaped by a single extracurricular activity, but by the synergy of various forms of coaching that complement one another.

The coefficient of determination showed an R Square value of 0.531. This means that 53.1% of the variance in students' character development could be explained by Scout coaching and SISPALA coaching simultaneously, while the remaining 46.9% was influenced by other variables outside the research model. The Adjusted R Square value of 0.487 indicates that, after adjustment for the number of independent variables, the contribution of both activities remained at a moderate level. This suggests that the regression model has a reasonably good ability to explain variations in students' character development.

Substantively, this finding shows that Scout coaching and SISPALA coaching have different but complementary characteristics in shaping students' character. Scout coaching focuses more on discipline, leadership, responsibility, and social cooperation, whereas SISPALA coaching emphasizes resilience, environmental awareness, courage, and group solidarity. When these two activities are implemented consistently and simultaneously, students gain more comprehensive learning experiences that involve social, emotional, moral, and ecological dimensions.

This result is in line with Widodo (2019), who found that Scout extracurricular activities have a positive and significant influence on students' character formation, particularly in the aspects of discipline, responsibility, and cooperation. It is also supported by Sari (2020), who stated that SISPALA activities can improve students' character through direct experiences in nature, such as environmental awareness, courage, and independence. Therefore, the findings of this study confirm that the integration of Scout and SISPALA coaching is an effective strategy for strengthening students' character development. Schools should strengthen the synergy between these two extracurricular programs as part of a sustainable character education strategy, so that the goal of developing students' character can be achieved more effectively.

## 5. Conclusions

This study concludes that Scout coaching and SISPALA coaching significantly influence students' character development at Darussalam Pannyangkalang Islamic Senior High School, Gowa Regency, both partially and simultaneously. Scout coaching contributes to character formation by instilling the values of discipline, responsibility, leadership, cooperation, and independence. SISPALA coaching also has a significant influence through nature-based learning experiences that foster environmental awareness, courage, responsibility, and solidarity. Simultaneously, these two forms of coaching explain 53.1% of the variance in students' character development, indicating that the synergy between Scout and SISPALA activities plays an important role in strengthening character education within the school environment.

Theoretically, these findings reinforce the view that experiential extracurricular activities can serve as effective instruments for student character development, particularly when they are implemented in a directed, continuous, and developmentally appropriate manner. This study also contributes to the character education framework by positioning

Scout and SISPALA coaching as two complementary forms of nonformal education. Practically, the findings imply that schools should strengthen the planning, implementation, and evaluation of Scout and SISPALA programs as an integral part of character education policy. Coaches should also develop more innovative, contextual, and reflective approaches so that activities are not merely routine but provide meaningful learning experiences for students.

This study is limited by its relatively small sample size and its focus on a single school context; therefore, the generalization of the findings should be made with caution. In addition, this study only examined two extracurricular coaching variables, namely Scout and SISPALA coaching, whereas students' character development may also be influenced by other factors such as family background, social environment, school culture, peer groups, religious values, and other extracurricular activities. Future research is therefore recommended to involve larger samples, include several schools with different characteristics, and employ more diverse methodological approaches to obtain a more comprehensive understanding of the factors influencing students' character development.

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