Construction and Validation of the Development of a Scout Extracurricular Program Design Oriented Towards Scoutpreneurship to Enhance the Entrepreneurial Spirit of Junior High School Students

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Abstract: The Scout extracurricular program has great potential in shaping students' character, including developing an entrepreneurial spirit. This study aims to develop and validate the design of a scout extracurricular program based on scoutpreneurship to support the enhancement of entrepreneurial skills among junior high school students. The research method used is Research and Development (R&D) with the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation), which in this study has reached the Development stage. The research stages include needs analysis, program design, as well as development and validation by subject matter experts, language experts, and practitioners. Data collection instruments consist of expert validation questionnaires, language expert questionnaires, and practitioner questionnaires. The validation results indicate that the developed program design has a high level of feasibility ("highly feasible") based on assessments from experts and practitioners. This program design can be used for implementation in scout extracurricular activities to foster the entrepreneurial spirit of junior high school students.

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A. INTRODUCTION

21st century education requires schools to not only produce learners who are smart in literacy (including financial literacy) and competence (4C skills), but also have quality character (curiosity, initiative, perseverance, adaptability, leadership, social and cultural awareness) (Reimers & Chung, 2019). Character behaviors will emerge, develop, and strengthen when children understand the concepts and characteristics of these behaviors, have a positive attitude towards character values, and are accustomed to implementing them. Therefore, character education needs to be instilled through a logical, rational, and democratic approach (Abdul, 2017). In this context, extracurricular activities are one of the strategic pathways to realize holistic education, especially for junior high school students who are at an important stage of character building.

Extracurricular activities are programs allocated in the curriculum (Arifudin, 2022), especially in learning models that include learning media, learning methods, and lesson plans. This activity is designed and outlined in the annual work plan or education calendar of the education unit, which functions as a complement and support for the curriculum (Maknun, & Prihanto, 2017). One extracurricular activity that has long been recognized as playing a role in character building is Scouting. Scouting has proven effective in instilling values such as

discipline, responsibility, leadership, mutual cooperation, and courage through challenging and fun activities (Mahmud & Manda, 2016; RUBAT DU MERAC, 2015, Mawadda et al., 2024).

In the era of globalization and industrial revolution 4.0, the world is experiencing rapid changes in various aspects of life, including economic, social, and technological fields. These changes require the world of education to not only produce graduates who are ready to work, but also able to create jobs, innovate, and survive in various conditions full of uncertainty. It is in this context that entrepreneurship education becomes very important to be provided from an early age. Entrepreneurship education is not just teaching how to do business or seek economic benefits, but it is broader than that - it includes the formation of a creative, innovative and risk-taking mindset. It aims to foster a resilient character and independent spirit in learners, and equip them with relevant life skills to face future challenges (Badawi, 2024; Swargiary, 2024; Suguna et al., 2024.). Through entrepreneurship education, learners are encouraged to develop curiosity, initiative, persistence, adaptability, as well as leadership and socio-cultural awareness - all of which are 21st century skills that are needed in the world of work and social life.

In fact, there are still many school graduates who tend to have a job seeker mentality rather than a job creator mentality. In fact, the available job opportunities are limited and not proportional to the number of graduates each year. This is a big challenge for education, especially in Indonesia, to instill an entrepreneurial mindset in students from an early age, including at the junior high school level. By providing entrepreneurship education since junior high school, students are expected to be able to recognize their potential, practice critical thinking, and get used to finding solutions to various problems around them. This education will also strengthen their character in making decisions, working together in teams, and managing projects or ideas systematically. More than that, students will have the mental readiness and skills to become an independent person, not easily giving up, and ready to face the challenges of life in the future.

The concept of scoutpreneurship comes as an innovation to answer these needs. Scoutpreneurship is an approach that combines scouting principles with entrepreneurial values. The program is designed to foster an entrepreneurial spirit through contextual and applicable Scout activities, such as simple goods production training, buying and selling activities, resource management, and work exhibitions. Thus, Scouting activities not only shape character, but also equip students with life skills that are relevant in the global era. To develop the program systematically, a structured and model-based program development approach is needed. One of the appropriate development models to use is the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). This model is often used in the development of learning and training programs because it offers a systematic and iterative approach. In the Analysis stage, the needs and characteristics of learners are identified. The Design stage focuses on planning the content, strategy and format of the activities. Then the Development stage includes the preparation of program tools and media needed. Furthermore, at the Implementation stage, the program is tested or implemented in the field, and at the Evaluation stage, reflection and assessment of the success of the program are carried out.

This research aims to develop and validate the design of a scoutpreneurship-based Scout extracurricular program to support the strengthening of entrepreneurship skills at the junior high school level. By integrating entrepreneurial values into Scouting activities, the program is expected to create a contextual, inspiring, and productive learning space for junior high school students. The program is also expected to be an innovative alternative for schools in

developing the character and 21st century competencies of their students, while contributing to creating an independent, creative, and entrepreneurial young generation.

B. METHOD

This research is a research and development study focused on the validation process of an extracurricular Scout program based on entrepreneurship (scoutpreneurship) for junior high school level. The research aims to produce a program design that is feasible in terms of content, language, and implementation based on input from experts and practitioners. The development model used refers to the initial stages of the ADDIE model (Analysis, Design, Development), but in this study only focused on the initial product development stage and validation by experts.

Validation was conducted by three types of validators, namely: Material experts, to assess the suitability of program content with entrepreneurial principles and scouting activities. Linguists, to assess the readability, clarity, and use of language in accordance with the characteristics of junior high school students. Practitioners, namely Scout coaches or teachers who are experienced in extracurricular activities, to assess aspects of program implementation and relevance in schools.The approach used is mixed methods of concurrent embedded type, where quantitative data from the results of the validation questionnaire are used to assess the feasibility of the product, while qualitative data from the experts' suggestions and comments are used to improve the program.

C. RESULTS AND DISCUSSION
1. Initial Product Development Stage (Product Prototyping)

The purpose of this step is to implement the program design in a form that can be tested. The prototype includes guidelines, activity modules, evaluation instruments, and other supporting tools designed to be used by Scoutmasters and learners. The prototyping process was carried out systematically based on the ADDIE development model, especially in the design and development stages. The steps of prototyping include:

a. Program structure development

The program structure is based on indicators of entrepreneurial spirit. The program is designed in the form of modules containing four activity sessions, each with specific objectives, implementation steps, and evaluation. This structure ensures that activities are oriented towards the active involvement of learners through project-based learning.

b. Preparation of materials and activity modules

The module material was developed based on references to the entrepreneurship theory of Hisrich et al. (2017) and the concept of Scout-based education. Each module contains: (1) Learning objectives: to cover aspects of entrepreneurship; (2) Activity plan: guide the steps of activities, such as business simulation, group discussion, and product creation; and (3) Evaluation instruments: to assess learners' achievements in each session.

c. Development of evaluation instruments

The evaluation instruments were developed in the form of an entrepreneurial spirit questionnaire and a project assessment rubric. The questionnaire was designed to measure learners' abilities in innovation, hard work, and business skills. The rubric assesses learners' work based on criteria such as creativity, market viability, and social impact.

d. Supporting media

The product prototype was designed with attractive visuals to increase learners' interest. Supporting media, such as business templates, and learner worksheets, were also developed to support program implementation. The following is a table of the main components of the scoutpreneurship-based Scout extracurricular program prototype:

Tabel 1. Key Components of Product Prototypes

Component	Description
Activity module	The learning guide contains materials, activity steps, and evaluation.
Supporting media	Business layouts and templates to help implement activities.
Evaluation instrument	Kuesioner jiwa kewirausahaan dan rubrik penilaian proyek.
Coach guide	Entrepreneurial spirit questionnaire and project assessment rubric.
Report template	Report format for documentation of learners' project results.

2. Product Design Validation Results

a. Material Expert Validation Results

Validation in this section was carried out on the material aspects of the scoutpreneurship design. The material aspect of this validation consists of aspects of content and presentation feasibility. The assessment of the feasibility of the material aspect products was carried out by Abdul Gofur, M.Pd. as a Scout Trainer at SMP Lab School Kebayoran. The following are the results of the material expert validation.

Table 2. Recapitulation of Material Expert Validation Results

No	Material Assessment Indicators	Rating Scale			
		Σni	Σn	%	Criterion
1	Content eligibility	34	40	85	Highly Worth It
2	Presentation eligibility	30	36	83	Highly Worth It
	Total Score	64	76	84	Highly Worth It

Based on Table 2, it can be seen that the results of the validation of material experts on the content feasibility indicator show a percentage of 85% with very feasible criteria, and the feasibility of presentation shows a percentage of 83% with very feasible criteria. The results of the assessment conducted by the material expert illustrate that *the scoutpreneurship* design is stated to be very feasible to use/be tested. Based on the results of the validation of the subject matter experts, it can be seen that *the scoutpreneurship design* developed in general reaches the feasible category. However, when viewed from several indicators, comments and suggestions need a revision. The following are suggestions for the revision *of the scoutpreneurship* design developed after the validation process from material experts:

Table 3. Material Expert Advice and Input

No.	Suggestions and Feedback
1	The developed product may be given an attachment or additional related to the user manual.
2	Reduce explanations that use sentences/writing, and maximize the use of illustrations and relevant images.

b. Language Expert Validation Results

Language validation was carried out by a linguist lecturer on the design of scoutpreneurship on aspects of sentence structure, aspects of suitability for the level of thinking development of Scout members, readability, ability to foster entrepreneurial spirit, straightforwardness, coherence and conciseness of thought flow, conformity with language rules, use of terms and symbols / symbols. Language validation was carried out by lecturers at the Sultan Ageng Tirtayasa University Language Education Study Program who are experts in the accuracy and suitability of Indonesian. The linguist referred to in this study is Dr. Siti Aisah, S.Pd., M.Hum. Assessment of the feasibility of language aspect products to be tested was carried out with the following results.
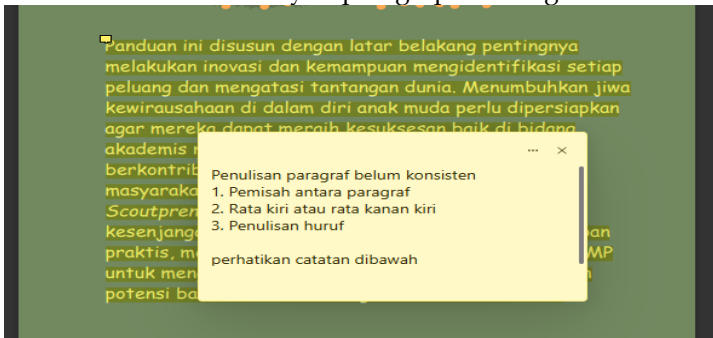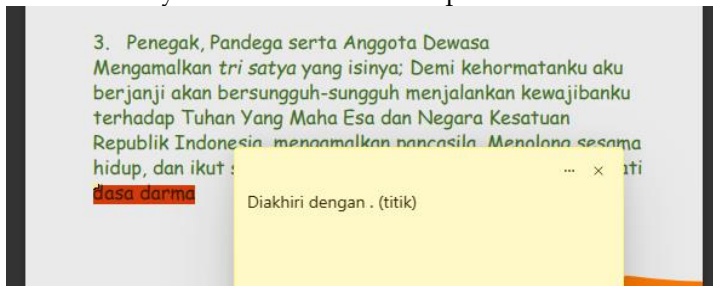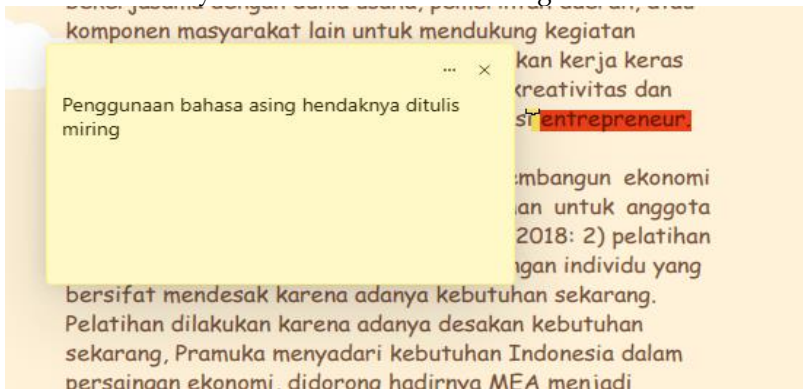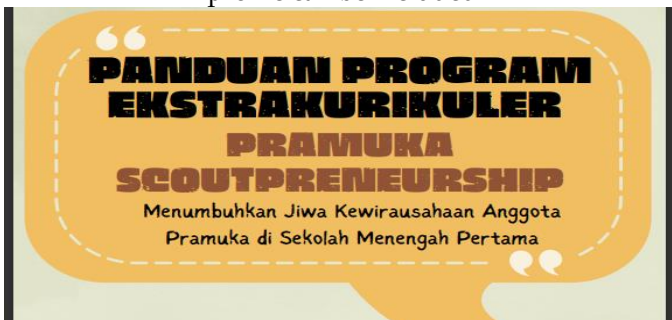
Table 4. Recapitulation of Linguist Validation Results

No	Language Assessment Indicators	Rating Scale			
		Σni	Σn	%	Criterion
1	Suitability with the level of development of students	6	8	75	Proper
2	Readability	3	4	75	Proper
3	Motivational ability	7	8	88	Highly Worth It
4	Harassment	6	8	75	Proper
5	Coherence and the collapse of concordance	6	8	75	Proper
6	Conformity with language rules	6	8	75	Proper
7	Use of terms and symbols/symbols	10	12	83	Highly Worth It
	Total Score	**44**	**56**	**79**	**Highly Worth It**

Based on Table 4, it can be seen that the results of linguist validation on indicators of suitability for the level of development of students show a percentage of 88% with very feasible criteria, readability shows a percentage of 75% with feasible criteria, motivating ability shows a percentage of 100% with very feasible criteria, straightforwardness shows a percentage of 75 with feasible criteria, coherence and conciseness of thought flow shows a percentage of 100% with very feasible criteria, conformity with language rules shows a percentage of 75% with feasible criteria, and the use of terms and symbols/symbols shows a percentage of 100% with very feasible criteria. The results of the assessment conducted by the linguist lecturer illustrate that the scoutpreneurship design is declared very feasible to be used/tested.

Based on the results of the linguist validation, it can be seen that the scoutpreneurship design developed generally reaches the appropriate category. However, when viewed from several indicators, comments and suggestions, a revision is needed. The following are suggestions for revising the design developed after the validation process from linguists.

Table 5. Suggestions and Feedback from Linguists

No.	Saran dan Masukan
1	Consistency in paragraph writing
2	Pay attention to the use of punctuation
3	Pay attention to the use of foreign letters
4	The product cover should contain the author's name, then on the final page the author's profile can be included

c. Practitioner Validation Results

Practitioner validation aims to explore information about the assessment and suggestions for the effectiveness of the developed product, its implementation and its feasibility. Practitioner validation was carried out by Laode Sismono, M.Pd. as a

Learner Practitioner within the Ministry of Education and Fatkhul Manan, M.Si. as the National Quartier of the Indonesian Scout Movement. The following are the results of practitioner validation.

Table 6. Recapitulation of Practitioner Validation Results

No	Practitioner Assessment Indicators	Rating Scale			
		Σni	Σn	%	Criterion
1	Content eligibility	79	104	76	Highly Worth It
2	Presentation eligibility	43	56	77	Highly Worth It
	Total Score	122	160	76	Highly Worth It

Based on Table 6, it can be seen that the results of practitioner validation on the content feasibility indicator show a percentage of 76% with very feasible criteria, and the feasibility of presentation shows a percentage of 77%. with very feasible criteria, showing a percentage of 76% with feasible criteria. The results of the assessment conducted by practitioners illustrate that the scoutpreneurship design is declared very feasible to use/test.

Based on the assessment by several experts and practitioners above, it can be seen that the recapitulation of the results of the validation of the scoutpreneurship-oriented extracurricular Scout design developed is as follows:

Table 7. Recapitulation of Expert and Practitioner Validation Results

No	Information	Rating Scale			
		Σni	S N	%	Criterion
1	Material Expert	64	76	84	Highly Worth It
2	Linguist	44	56	79	Highly Worth It
3	Practitioners	122	160	76	Highly Worth It
	Total score	**230**	**292**	**79**	**Highly Worth It**

Based on the recapitulation of the results of expert and practitioner validation, it can be seen that the program design is generally considered very feasible by material experts, language and practitioners. This shows that the design of the scoutpreneurship-oriented Scout extracurricular program is quite easy to understand and relevant to the needs of students, although revisions need to be made to some parts to further refine the suitability of the material and the completeness of the information. The results of this expert validation illustrate that the program has the potential to be implemented with some improvements, such as including more detailed examples in the guide and clarifying some terminology that may not be familiar to learners. Furthermore, the program will be tested on a wider scale to evaluate its effectiveness in enhancing learners' entrepreneurial spirit. This limited pilot phase shows that the scoutpreneurship approach has attracted the interest of learners and Scout leaders, and can be well integrated into existing extracurricular activities. This data provides a strong basis to continue further development and validation at the next stage.

Based on the results of the validation and the experts' comments, the Scoutpreneurship-oriented extracurricular Scout program design was revised and improved on aspects that required adjustments, changes, or refinements implemented in this design. Revisions were made to improve the quality, feasibility, and effectiveness of the design according to feedback from the experts. The results of this product design validation process will be an important guide in optimizing the Scoutpreneurship-oriented Scout extracurricular program design before it is piloted to Scout members. Contributions from the experts help to ensure that the

design has a strong theoretical basis, effective learning approach, and is appropriately Scoutpreneurship-oriented in achieving the goal of enhancing entrepreneurial spirit.

D. CONCLUSIONS AND SUGGESTIONS

This research successfully produced a scoutpreneurship-oriented extracurricular program design. This design includes indicators of entrepreneurial spirit, namely independence, creativity, risk-taking, action-oriented, leadership, hard work, and desire to learn. Each indicator is translated into activity steps integrated with the project-based learning method, making it relevant to the needs of students and the demands of 21st century education.

The program design developed has been tested through expert validation covering aspects of material, language, and practitioners. The validation results show that the program has a level of validity and feasibility with very feasible criteria with minimal suggestions for improvement. In addition, the results of the Focus Group Discussion reinforced the feasibility of the program to be implemented in the educational environment. The program is considered relevant, applicable, and able to provide meaningful learning experiences for students. With a high level of validity, the program can be adopted as a reference model for the development of other extracurricular scouting programs. The results of this study confirm that the involvement of material, language, and practitioner experts during the development process is an important step to produce a high quality and applicable program to optimize the research objectives.

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