

The Roles of the Branch Advisory Council on Students' Interest in Scouting and Entrepreneurship

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Abstract

Scouting, a globally recognized movement, has long been praised for fostering altruistic behavior among young people while instilling values such as leadership, collaboration, and community service. However, the influence of the Branch Advisory Council (Mabiran) on scouting, particularly regarding student interests and perceived entrepreneurial spirit, remains relatively unknown. This study aims to examine the relationship between Mabiran's role, students' participation in scouting activities, and their inclination toward entrepreneurship. Using a survey-based approach, the study seeks to explore essential components of Mabiran's functions and their impact on student engagement in scouting activities and perceived entrepreneurial tendencies. Survey findings indicate that while Mabiran commonly provides guidance and support for scouting education, it lacks in establishing cooperation with the business and industry sectors. Despite this, students' passion for scouting seems to be positively influenced by Mabiran's involvement. To maximize its potential, Mabiran should adopt a more proactive approach to collaborating with business sectors, thereby enhancing opportunities for students' entrepreneurial development.

Keywords: *Entrepreneurship, Scouting, Student Interest.*

Introduction

The evolution of education in society has expanded beyond formal learning to include informal learning opportunities. Smither (2006) advocates for a holistic view of education, emphasizing its lifelong nature intertwined with personal, social, and environmental factors. This perspective underscores the importance of fostering academic excellence, practical skills, leadership abilities, and entrepreneurial mindsets (Agarwal et al., 2020). In this context, scouting, a globally recognized movement, has been celebrated for nurturing altruistic prosocial behavior among youth, instilling values such as leadership, teamwork, and community service (Ruiz-Olivares et al., 2013). With the growing importance of entrepreneurial skills in response to economic changes (El Atmani et al., 2023), scouting's contribution to fostering these attributes becomes increasingly significant.

However, the impact of the Branch Advisory Council (Mabiran) within scouting, which provides guidance and support to troop leaders, remains relatively unexplored. Despite extensive research on scouting's influence on youth development (Wang et al., 2021; Cunha & Silva, 2015; Lynch et al., 2015; Wang et al., 2017; du Mérac, 2015), the specific contribution of Mabiran in shaping students' interest in scouting and its potential correlation with entrepreneurial development remains an intriguing area for investigation.

Scouts train various soft skills needed for the future, one of which is creativity. Creativity is very necessary in entrepreneurship or becoming an employee. Lee et al. (2018) revealed that employees who were intrinsically motivated to be creative were actively involved in scouting behavior. Apart from that, scouts make a significant contribution to the development of social and emotional character (Syawal, 2019) which is closely related to entrepreneurship. However, Asensio-Ramon et al. (2020) found that there was no statistically significant difference in the social skills of the scout movement. This requires further research on the relationship between social character and social skills so that it can provide a more comprehensive

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answer. Before that, with the proof that scouts train altruistic prosocial behavior, students' opinions regarding students' interest in the scout movement and entrepreneurship need to be explored.

This research seeks to explore the multifaceted relationship between the role of Mabiran, students' interest in scouting activities, and their propensity for entrepreneurship. Through a comprehensive review of existing literature, empirical research, and qualitative analysis, we aim to explain how Mabiran's role is implemented in the field, student interest in the scouting context, and how this experience relates to entrepreneurial intentions. Ultimately, the insights gained from this research have the potential to inform educational practices, policy frameworks, and youth empowerment initiatives aimed at cultivating proactive, innovative, and socially responsible individuals who are ready to shape the future.

Method

The research method used in this study is the survey method, which aims at analyzing and mapping basic information, particularly regarding the institutional capacity of the Subdistrict Scouting Movement (Kwarran) in carrying out its roles and functions. The reason for selecting this method is to assess the implementation of the Mabiran's role in the field and its impact on students' interest in scouting and entrepreneurship. The survey method in this research focuses on revealing relationships between variables, specifically directed at investigating causal effects on a variable. This research was conducted without any special treatment of certain data by the researcher. The survey collected information from a group of people for the purpose of describing some aspect or characteristic (Fraenkel & Wallen, 2009). This survey involved 108 administrators and members of Mabiran from Java and Bali, as fully detailed in Table 1.

**Table 1. The Total Number of Administrators and Members
Of Mabiran from Java and Bali**

No	Kwarda	Mabiran Administrator
1	Banten	38
2	Jakarta	2
3	West Java	9
4	Central Java	16
5	Yogyakarta	6
6	East Java	26
7	Bali	11
Total		108

Next, the interests of 700 junior high school students in Sumatra, Java, Kalimantan, Sulawesi, Nusa Tenggara, Bali, and Papua in scouting and entrepreneurship were analyzed. The student respondents' profiles can be found in Table 2.

Table 2. Student Respondents

Group	Characteristics	Frequency	Percentage
Gender	Male	257	36.7%
	Female	443	63.3%
Grade	VII	233	31.8%
	VIII	240	34.2%
	IX	227	32.4%

Results and Discussion

Mabiran significantly oversees and ensures the effectiveness of the scouting movement. Consequently, it's essential to delve deeper into students' interest in scouting activities and explore potential correlations with their entrepreneurial inclinations. The following is further explained.

Description of the Role of Mabiran

In accordance with the Decree of the National Scout Movement (Kwarnas) Number 224 of 2007, the Scout movement in Indonesia determines 11 Mabiran roles. These roles play an important role in driving the growth and development of scouting throughout the country. To assess the effectiveness and implementation of these roles in practice, a comprehensive survey was conducted in the field. This survey aims to provide insight into how these roles are perceived and implemented by Mabiran members.

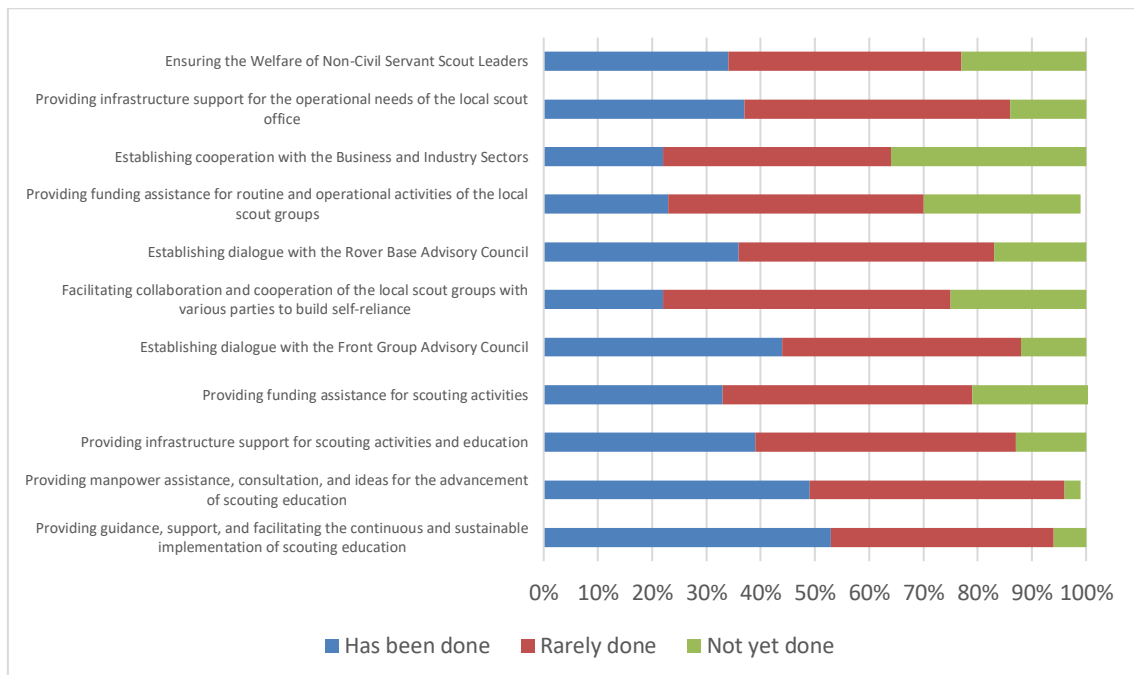


Figure 1. The Implementation of Mabiran Roles Based on the Survey

Based on the survey results of Mabiran roles in Figure 1, the most frequently performed role is "Providing guidance, support, and facilitating the continuous and sustainable implementation of scouting education." This suggests a significant focus on this particular aspect among Mabiran members. However, despite its prominence, it's concerning that only 53% of respondents actively engage in this critical role.

The prominence of the role of "Providing guidance, support, and facilitating the continuous and sustainable implementation of scouting education" among Mabiran members, as indicated by survey results, suggests its critical importance within the scouting community. However, the fact that only 53% of respondents actively engage in this role raises concerns about the effectiveness and sustainability of scouting education within Mabiran. One possible explanation for this gap could be a lack of understanding or awareness among members regarding the importance of their role in scouting education (Davis et al., 2021). It's essential for all members to recognize that their active involvement in guiding and supporting others not only enhances the overall scouting experience but also contributes to the personal growth and development of fellow scouts. Additionally, there may be barriers preventing some members from fully engaging in this role. These barriers could include time constraints, insufficient training or resources, or a lack of confidence in their ability to effectively fulfill the responsibilities associated with scouting education (Hoogerhyde, 2024).

Addressing these barriers requires proactive measures such as providing comprehensive training programs, allocating sufficient resources, and fostering a supportive environment where members feel empowered to take on leadership roles. Kirchhoff et al (2024) Say that the stimulating environment and supportive care provided by group leaders can yield many benefits. Another factor to consider is the need for ongoing evaluation and feedback mechanisms to assess the effectiveness of current strategies for promoting active engagement in scouting education. By regularly soliciting input from members and stakeholders, Mabiran can identify areas for improvement and implement targeted interventions to enhance participation and effectiveness in fulfilling this crucial role. Winstone and Boud (2022) stated that assessment and feedback processes are often seen as activities that operate side by side resulting in the blurring of their unique purposes conceptually and practically so it is important to ensure that the legitimate purposes of feedback and assessment are not compromised by an inappropriate conflation of the two. Furthermore, it's essential to recognize the interconnectedness of Mabiran's various roles and how they contribute to the overall mission and objectives of scouting. While providing guidance and support in scouting education may be a primary focus, it's equally important for members to actively participate in other roles, such as fostering a sense of community, promoting environmental sustainability, and instilling values of leadership and teamwork.

The Mabiran role that has been least performed is "establishing cooperation with the business and industry sectors," with only 22% implementation. This finding indicates a significant gap in the engagement of Mabiran members in establishing collaborations with the business and industry sectors. Establishing such cooperation is crucial for scouting organizations as it can provide valuable resources, support, and opportunities for scout activities, as well as promote the integration of scouting values into the broader community. This role is closely related to student entrepreneurship (Sutanto et al., 2024; Wang & Quan 2019). The low implementation rate of this role prompts several important considerations. Firstly, it raises questions about the awareness and understanding among Mabiran members regarding the potential benefits of collaborating with businesses and industries. There may be a need for increased education and training on how such partnerships can enhance scouting programs and contribute to the overall mission of the organization. Secondly, it suggests potential challenges or barriers that Mabiran members may face in initiating and maintaining cooperation with businesses and industries. These obstacles could range from a lack of networking opportunities to concerns about compatibility between scouting values and corporate interests. Addressing these challenges may require strategic planning, communication, and relationship-building efforts to foster productive partnerships (Ammey and Eddy, 2023; Mendoza, 2022). Furthermore, the low implementation rate of this role highlights missed opportunities for scouting organizations to tap into external resources and expertise that could enrich their programs and activities. By actively engaging with businesses and industries, Mabiran members can access funding, facilities, mentorship, and other forms of support that can enhance the quality and reach of scouting initiatives.

Result Of Questionnaire Concerning Students' Interest In Scout Extracurricular Activity

Students' interest in Scout extracurricular activities was also explored and is presented in Figure 2. Based on the results of the questionnaire, 83% of students strongly agreed with their interest in scouting. The high level of student interest in scouting is not separate from the role of the scout leader and student motivation. Upon further examination, in carrying out their programs, scout leaders are guided by the district leadership team. This indicates that the district leadership team also participates in influencing student interest in scouting activities.

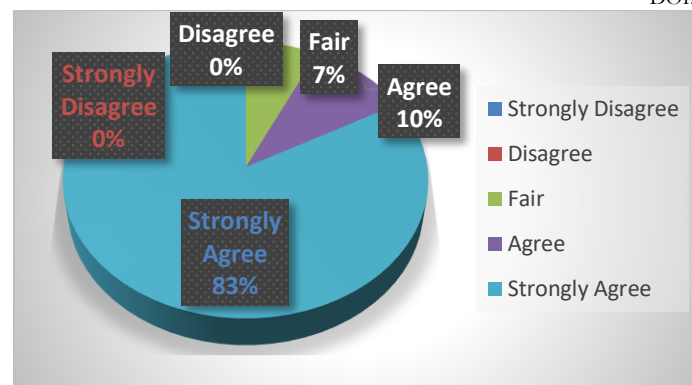


Figure 2. Student's Interest in Scout Extracurricular Activity

Mabiran plays a role in providing guidance to young scout leaders, such as scout leaders in schools or scout units. They provide the direction, knowledge, and skills necessary to manage scouting activities effectively. This guidance includes the internalization of equality values, tolerance values, justice values, responsibility values, honesty values, empathy values, cooperation values (Sakban and Sundawa, 2023) and strategies to inspire student participation. Furthermore, Mabiran also has an important role in providing support to students involved in scouting activities. They support students in overcoming challenges, developing potential, and strengthening the sense of community within the scout group. This support can take the form of motivation, recognition of achievements, and individual coaching to help students overcome obstacles in their self-development. Apart from that, Mabiran is also responsible for facilitating the implementation of scouting activities in a sustainable and sustainable manner. They assist in planning, organizing, and evaluating scouting programs that can stimulate continued student interest and involvement. By organizing activities that are interesting, varied and relevant to students' needs and interests, Mabiran can create an environment that supports the development of students' character, skills and knowledge through scouting education. Through their continuous role in providing guidance, support and facilitation, Mabiran is able to create an environment that triggers student interest in scouting activities. The successful role of Mabiran in inspiring, guiding and supporting students is a strong indication that scouting education can be an integral part of character building and personality formation for students in the future.

Even though the implementation of the role of Mabiran in terms of guidance and consultation in the field is only 53% of the total number of Mabiran respondents, the student response to this is very good. This shows that although not all Mabirans have carried out this role, their impact on students is still significant. Positive student responses related to the role of guidance and consultation show that they appreciate the contribution and support provided by Mabiran in supporting scout activities. Although not all students may have received direct guidance from Mabiran, the existence of Mabiran as a mentor and facilitator figure in the scout movement has had a positive impact on students' interest in and participation in scout activities.

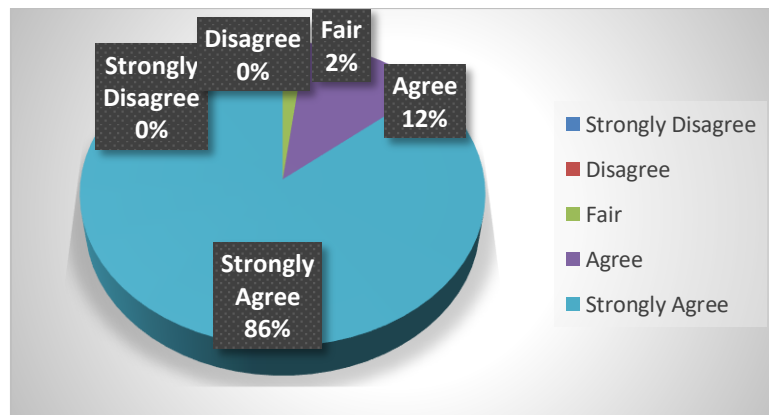
Result Of Questionnaire About the Perceived Potential Entrepreneurial Character

Figure 3. Perceived Potential Entrepreneurial Character

The survey results in Figure 3 showed that as many as 86% of students strongly agreed that they felt the potential for entrepreneurial character in scout activities. This reflects that scouts can indeed train entrepreneurial character. Various activities in scouting, such as outdoor training, involving engaging and directly challenging activities (Firmansyah, 2014), can develop important traits and skills necessary to become a successful entrepreneur. Through experience in the field, scout students are taught to be independent, creative, innovative and responsible. They learn to face challenges, take risks wisely, and work together in teams to achieve common goals. All of these are very important qualities in the world of entrepreneurship. Apart from that, in scout activities, students are also taught to have a leadership spirit, good communication skills, and a willingness to continue learning and developing. All of these are extremely valuable attributes for an entrepreneur, who needs to lead, interact with various parties, and always be ready to adapt to change. Thus, the survey results which show that students feel the potential for entrepreneurial character in scout activities reinforce the view that scouting can indeed be an effective forum for training and developing an entrepreneurial spirit among the younger generation. This shows the important role of non-formal education, such as scouting, in forming individuals who are tough, innovative, and ready to face challenges in everyday life and in the future.

Although the perceived potential for entrepreneurial characteristics among students is high, the role of Mabiran in entrepreneurship remains low. This is caused by several obstacles that are not only specific to entrepreneurship but also general constraints. These obstacles are reflected in the results of a survey conducted on respondents, which provides an overview of the challenges faced by Mabiran in carrying out their duties. Firstly, limited financial support is one of the main obstacles faced by Mabiran. A total of 67 respondents stated that limited funds were an obstacle in carrying out their roles. Lack of funds can limit the ability to organize quality scouting activities, provide necessary equipment and supplies, and facilitate training and personal development for scout members. Without adequate financial support, Mabiran may find it difficult to run scout education programs optimally. This obstacle is in line with that expressed by Kamarudin & Djafri (2022). Secondly, limited infrastructure support is also an obstacle faced by Mabiran. A total of 57 respondents identified that limited infrastructure, such as meeting rooms, camping equipment, and other outdoor facilities, was an obstacle in organizing scouting activities. Without adequate access to the necessary infrastructure, Mabiran may face difficulties in organizing scout activities that are safe, comfortable, and beneficial for students. Additionally, the limited human resources willing to become Mabiran administrators is also a significant obstacle. A total of 55 respondents stated that the difficulty of finding people willing to become Mabiran administrators was an obstacle in carrying out their role. The lack of interest and availability of individuals to be actively involved in scout organizations can hinder the ability of Mabiran to provide the guidance, support, and facilitation needed to manage scouting activities effectively. In facing these obstacles, Mabiran needs to find creative and proactive solutions to overcome the challenges they face. This may include efforts to raise financial support through donations,

sponsorships, or other fundraising programs. Apart from that, Mabiran also needs to collaborate with schools, regional governments, and local communities to gain access to the necessary infrastructure. Apart from that, efforts to increase interest and participation in becoming Mabiran administrators also need to be carried out through outreach, training, and guidance for prospective administrators. By identifying these obstacles and taking concrete steps to overcome them, Mabiran can more effectively carry out its role in supporting scouting education and ensuring the continuity of the scouting movement in the future.

Several efforts were proposed by respondents to overcome previously identified obstacles in carrying out the Mabiran role in the scout movement. These efforts reflect aspirations to increase the effectiveness and sustainability of scouting education at the local and national levels. First of all, the majority of respondents (79 people) stated the need for a clear legal umbrella regarding the involvement of State Civil Apparatus (ASN) in the Scout Movement. With an umbrella of strong laws, a solid foundation will be created to ensure ASN involvement in supporting scout activities in schools and other educational institutions. This can also strengthen the legitimacy of the role of Mabiran and encourage more ASN to be actively involved in the scout movement. Furthermore, respondents also highlighted the importance of improving Mabiran governance guidelines as an effort to increase efficiency and effectiveness in carrying out their duties. A total of 71 respondents expressed the need for improvements to Mabiran governance guidelines, which include guidelines regarding roles, responsibilities, operational procedures, and Mabiran performance evaluation mechanisms. With clear and well-structured guidelines, it is hoped that Mabiran can more easily manage scout activities and provide appropriate guidance to scout members. This is in line with the results of research conducted by Gurung et al. (2020) and Ruwaida et al. (2023) who stated the importance of guidelines to improve program management so that it is more directed. Then, as many as 67 respondents also emphasized the need for regulations governing ASN involvement in the Scout Movement as a measure of their performance. By establishing binding rules regarding ASN participation in scout activities, it is hoped that a stronger incentive will be created for ASN to be actively involved in supporting the scout movement. This can also help ensure that ASN's commitment to scouting education is measured and evaluated systematically. Finally, the majority of respondents (71 people) highlighted the importance of continuing to encourage volunteerism to increase community participation in the scout movement. By continuing to promote the values of volunteerism and the spirit of sharing among the community, it is hoped that an environment conducive to the growth and development of the scout movement will be created. Through collaborative efforts between Mabiran, schools, government and society, it is hoped that participation in the scout movement can continue to increase and have a positive impact on character formation and leadership of the younger generation. By implementing the efforts proposed by these respondents, it is hoped that a supportive environment can be created for Mabiran to carry out their roles more effectively and efficiently, as well as increase the contribution of the scout movement in forming the character and leadership of the younger generation.

Conclusion

Students' interest in scouting activities is influenced by the role of Mabiran in providing guidance, support, and facilitating the implementation of scouting education on an ongoing basis. In this context, scouting activities have a positive impact on the potential entrepreneurial character of students. However, this potential has not been fully utilized optimally by Mabiran, especially in terms of establishing collaboration with the world of business and industry. The important role of Mabiran in optimizing cooperation with the world of business and industry is the key to increasing students' entrepreneurial potential. By presenting business practices, hands-on experience, and involvement in collaborative projects with companies, Mabiran can help students develop entrepreneurial skills and knowledge relevant to the world of work. This can spur an entrepreneurial spirit among students and increase their chances of becoming successful entrepreneurs in the future. As a suggestion, there needs to be a more active effort from Mabiran in establishing cooperation with the world of business and industry. This can be done through a proactive approach to seeking partnerships, expanding networks, and identifying collaboration opportunities that can provide benefits for students. Apart from that, Mabiran also needs to strengthen its competencies and knowledge related to the world of business and industry, so that it can provide quality guidance to students in developing their entrepreneurial potential.

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