



THE INFLUENCE OF SCOUTING EDUCATION, ORGANISATIONAL EXPERIENCE, ON SKILLS AND ITS IMPLICATIONS ON SCOUT LEADER PERFORMANCE IN MENES DISTRICT, PANDEGLANG REGENCY

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Abstract

Scouting education is part of the national education system and plays a vital role in shaping students' character, skills, and personality through a systematic, continuous development process. Scouting not only functions as an extracurricular activity, but also as a non-formal educational vehicle that supports the national education goal of developing people who are faithful, moral, independent, and possess life skills. In this context, the quality of development is greatly influenced by the competence and performance of scout leaders. This study aims to analyse the influence of scouting education and organisational experience on skills and their implications for the performance of scout leaders in the Menes District, Pandeglang Regency. The study used a quantitative, explanatory design. Data were collected through questionnaires from 98 scout leaders who served as respondents using a saturated sampling technique. Data analysis was conducted using Structural Equation Modelling based on Partial Least Squares (SEM-PLS). The results showed that scouting education and organisational experience had a positive, significant effect on scout leader skills. In addition, scouting education, organisational experience, and skills significantly affected scout leader performance. Skills have been shown to have the strongest influence on performance and to mediate the relationship between scouting education and organisational experience on scoutmaster performance. These findings indicate that improved scoutmaster performance is not solely determined by education and organisational experience, but also by strengthening skills relevant to the coaching task. Therefore, developing sustainable scouting education, increasing organisational involvement, and strengthening scoutmaster skills programs are important strategies to improve the quality of scouter training in educational units.

Keywords: scouting education, organisational experience, skills, scoutmaster performance, SEM-PLS

INTRODUCTION

Scouting education is part of the national education system and plays a vital role in shaping students' character, skills, and personality through a systematic, continuous development process (Pawitra et al., 2023). Scouting not only functions as an extracurricular activity, but also as a non-formal educational vehicle that supports the national education goal of developing people who are faithful, moral, independent, and possess life skills (Ramda & Suryono, 2020). Law of the Republic of Indonesia Number 12 of 2010 concerning the Scout Movement emphasises that scouting education aims to shape a generation with personality, character, and noble character, as well as the skills to become responsible citizens (Pramuka, 2004). Thus, scouting education has a strategic role in supporting human resource development. In practice, the success of scouting education is largely determined by the quality of the scoutmaster, the primary implementer of the development process. Scouters serve not only as transmitters of material but also as learning facilitators, moral role models, and drivers of character education activities. Scouts' performance is a crucial factor in determining the effectiveness of scouting activities, as they are responsible for designing activities, guiding students, and ensuring optimal internalisation of Scouting values. Therefore, improving the performance of

scouts is a crucial issue in non-formal education management, particularly in the context of school extracurricular activities.

Scoutmaster performance does not stand alone; it is influenced by various factors related to individual competency and organisational social experience. One factor suspected to be influential is the scoutmaster's level of scouting education. Scouting education through formal training, such as the Basic Advanced Course (KMD) and the Advanced Advanced Course (KML), aims to improve scouters' understanding of scouting methods, character education principles, and student development techniques. This education and training is part of an effort to improve the professionalism of scouters so they can carry out their duties effectively and in accordance with the evolving needs of their students (Berkowitz, 2021). In addition to formal scouting education, organisational experience is a crucial factor in developing a scoutmaster's leadership, communication, and managerial skills. Organisational experience provides individuals with opportunities to learn through hands-on practice, build social networks, and enhance adaptability across various coaching situations (Alfarisyi & Satrio, 2021).

In addition to education and organisational experience, scout leaders' skills also play a role in determining the quality of coaching. These skills include pedagogical, social, and communication skills, as well as the ability to manage experiential learning activities. From a character education perspective, coaching success is determined not only by leaders' knowledge but also by their ability to foster positive relationships with students, serve as role models, and build intrinsic motivation. Character education models, such as the concepts of knowing the good, loving the good, and doing the good, emphasise that character education must involve cognitive, affective, and behavioural aspects in an integrated manner (Azizah & Maknun, 2022). Furthermore, the PRIMED model emphasises the importance of relationships among educators and students, role models, and empowerment in the character-learning process (Berkowitz, 2021). In the context of scouting, this concept is highly relevant because the Scout education method is based on experience, role models, and contextual learning.

Although scouting education plays a strategic role in shaping students' character, empirical conditions in the field indicate that various issues related to the quality of scout leaders persist. Data at the scout troop level indicates that not all leaders have adequate scouting education or sufficient organisational experience to support their coaching duties. Furthermore, some teachers still practice delegating coaching duties to alums or others, resulting in a less professional and sustainable coaching process. This situation indicates a gap between the ideal demands of scouting education and the readiness of the human resources to carry it out. If this condition is not addressed, scouting activities may be less than optimal in supporting students' character formation and social skill development.

Several previous studies have examined various factors related to scouting education and scoutmaster performance. Yuliani's (2018) research shows that scouting education shapes student

leadership through practical learning experiences. Hidayati's (2021) research also found that scouting activities can shape students' leadership character through experience-based activities. Meanwhile, Lusiria & Afiatin's (2018) research shows that achievement motivation significantly influences scoutmaster commitment, whereas self-efficacy does not. In the context of scouting organisations, Wardhani & Shalahuddin's (2023) research found that knowledge and skills positively influence the performance of scoutmaster administrators. However, other studies have reported different results, showing that skills or creativity do not always significantly influence scoutmaster performance. These differences in findings indicate that there is still inconsistency in research results regarding the factors influencing scouter performance.

Based on this study, research on scouting education and leader performance still has room for improvement, particularly in examining the relationships among scouting education, organisational experience, skills, and leader performance within an integrated research model. Most previous studies have examined only one or two variables separately, thereby failing to provide a comprehensive picture of how education and organisational experience can influence leader performance through skill development. Therefore, this study seeks to fill this gap by examining the direct and indirect relationships between scouting education and organisational experience and the skills they entail, and their implications for leader performance.

Based on this background and research gap, this study aims to analyse the influence of scouting education and organisational experience on scout leaders' skills and their implications for leader performance. This study also aims to examine the role of skills as a mediating variable bridging the relationship between scouting education, organisational experience, and leader performance. The results are expected to provide theoretical contributions to the development of non-formal education management studies and practical contributions to improving the quality of scout leaders in schools, particularly in strengthening the guidance system and developing leader competencies.

METHOD

This study uses a quantitative, explanatory design to examine the causal relationships between scouting education and organisational experience and the skills they imply for scoutmaster performance. The quantitative approach was chosen because it allows for objective measurement of relationships between variables through statistical analysis (Sugiyono, 2017). The study was conducted in the vanguard group in the Scout Movement Branch Office, Menes District, Pandeglang Regency, from April to August 2025. The research data consisted of primary data obtained by distributing questionnaires to all scout leaders who had participated in scouting education and training. The study population consisted of 98 people, and all were sampled using a saturated sampling technique because the population was relatively small, making all members eligible to serve as research respondents (Ajayi, 2017). The research instrument used a five-level Likert scale to

measure scouting education, organisational experience, skills, and scoutmaster performance, operationalised into indicators. The Likert scale was chosen because it is effective for quantitatively measuring respondents' attitudes, perceptions, and experiences (Sugiyono, 2013). The research procedure included instrument development, validity and reliability testing, respondent selection, data collection through questionnaires, and data processing before analysis. Data analysis was conducted through descriptive statistics to describe data characteristics and inferential statistics using Structural Equation Modelling based on Partial Least Squares (SEM-PLS). The SEM-PLS method was used because it can analyse relationships among latent constructs simultaneously and does not require strict distributional assumptions (Ghozali, 2014). Model testing included evaluating the outer model to assess construct validity and reliability and the inner model to examine relationships between variables, including direct and indirect influences, to determine the role of skills as a mediating variable in the research model (Ghozali, 2014).

RESULTS AND DISCUSSION

The results indicate that the structural model meets the feasibility criteria for both the measurement and structural models, and can be used to comprehensively explain the relationships among scouting education, organisational experience, skills, and scout leader performance. Based on the results of data processing using Smart Partial Least Squares, the outer loading values obtained are as shown in the following table:

Table 1 Outer Loading Values

Construct	Indicator	Outer Loading	Description
Scouting Education (X1)	PK1	0,893	Valid
	PK2	0,911	Valid
	PK3	0,898	Valid
	PK4	0,905	Valid
	PK5	0,907	Valid
	PK6	0,868	Valid
Organisational experience (X2)	PO1	0,928	Valid
	PO2	0,914	Valid
	PO3	0,912	Valid
	PO4	0,928	Valid
	PO5	0,921	Valid
Skills (Y)	K1	0,894	Valid
	K2	0,959	Valid
	K3	0,946	Valid
	K4	0,955	Valid
	K5	0,957	Valid

Source: Data processed from questionnaire results, 2025

Based on Table 4.6 above, the outer loading values for all indicators are above 0.70, indicating that each indicator meets the convergent validity criteria.

In addition, the Average Variance Extracted (AVE), composite reliability, and Cronbach's alpha values for all constructs were in the good category, indicating that the research instrument had adequate internal consistency (Ghozali, 2014). The AVE values obtained for each construct in the research model are shown below:

Table 2 Average Variance Extracted (AVE) Value

Construct	Average Variance Extracted (AVE)	Description
Skills	0,888	Valid
Scout Leader Performance	0,885	Valid
Scouting Education	0,805	Valid
Organisational Experience	0,848	Valid

Source: Data processed from questionnaire results, 2025

Table 3 Results of Construct Reliability Test

Construct	Cronbach's Alpha	Composite Reliability
Skills	0,968	0,975
Scout Leader Performance	0,967	0,975
Scouting Education	0,951	0,961
Organisational Experience	0,955	0,965

Source: Data processed from questionnaire results, 2025

Based on the analysis results in Tables 2 and 3, it can be concluded that all constructs in this study meet the criteria for the measurement model's feasibility. Table 2 shows that all constructs have Average Variance Extracted (AVE) values above 0.50, indicating that each construct meets the requirements for convergent validity because it explains the variance of its indicators well. Furthermore, in Table 3, all constructs show Cronbach's Alpha and Composite Reliability values that exceed the minimum limit of 0.70. These results indicate that each construct has high internal consistency, suggesting that the research instrument is reliable in measuring the latent concepts. Thus, the measurement model in this study has met the criteria for validity and reliability, making it suitable for use in the next stage of analysis.

After the measurement model is deemed to meet the eligibility criteria, the next stage is structural model testing to verify the research hypotheses. At this stage, the relationships among model variables are analysed to assess the statistical significance of each influence pathway. This testing aims to determine whether the independent variables have a significant influence on the dependent and mediating variables under study. The results of the structural model testing are presented in detail in the following table.

Table 4 Hypothesis Test Results

Hypothesis	Relationship Between Variables	Path Coefficient	t-statistic	p-value	Decision
H1	Scouting Education → Scout	0,194	2,093	0,037	Significant

Hypothesis	Relationship Between Variables	Path Coefficient	t-statistic	p-value	Decision
	Leader Performance				Influence
H2	Organisational experience → Scout Leader Performance	0,203	2,069	0,039	Significant Influence
H3	Skills → Scout Leader Performance	0,569	5,654	0,000	Significant Influence
H4	Scouting Education → Skills	0,483	3,685	0,000	Significant Influence
H5	Organisational Experience → Skills	0,438	3,277	0,001	Significant Influence
H6	Scouting Education → Skills → Scout Leader Performance	0,275	3,097	0,002	Significant Influence
H7	Organisational Experience → Skills → Scout Leader Performance	0,249	3,047	0,002	Significant Influence

Hypothesis testing indicates that scouting education has a positive and significant effect on scouter skills. This finding confirms that formal scouting training plays a crucial role in developing scoutmaster competencies, particularly in understanding scouting methods, designing experience-based activities, and managing systematic coaching processes. Scouting education through a tiered training program not only provides theoretical knowledge but also provides practical experience that strengthens scout leaders' abilities to apply character education principles. It aligns with the view that training-based education can improve individual competency through a structured learning process that integrates cognitive, affective, and psychomotor aspects (Berkowitz, 2021). From an educational management perspective, training is a key instrument for developing educators' professionalism, as it enhances their capacity to fulfil their roles effectively. Therefore, the higher the level of scouting education attended by scouters, the greater the opportunity for developing high-quality coaching skills.

In addition to scouting education, organisational experience has been shown to have a positive, significant influence on scoutmaster skills. These findings indicate that scouter skills are developed not only through formal training but also through social experiences within organisations. Involvement in organisations provides individuals with opportunities to learn through hands-on practice, navigate group dynamics, and develop communication and coordination skills. Organisational experience also strengthens situational leadership skills, which are essential in scoutmaster development, as scouting activities require scouters to adapt to diverse student conditions, environments, and activity situations. These findings support social learning theory, which emphasises that individual competencies develop through social interaction and direct experience within an organisational environment (Robbins & Judge, 2009). Thus, organisational experience is a form of contextual learning that complements formal education in developing scouter skills.

The research also shows that scouting education positively influences the performance of scout leaders. These findings indicate that leaders with a strong scouting educational background tend to perform more optimally in designing activities, implementing guidance, and evaluating student development. Scouting education provides a clear framework for leaders in carrying out their duties, thereby increasing the effectiveness of activity implementation. This finding aligns with previous research showing that professional competence is directly related to individual performance in educational organisations (Wardhani & Shalahuddin, 2023). In the context of scouting, formal education provides a foundational understanding of experiential learning methods, the among system, and the character values that are at the core of scouting education. Therefore, scouting education can be viewed as a foundation of competence that supports the improvement of leader performance.

Organisational experience has also been shown to influence scout leaders' performance positively. Leaders who are active in organisations tend to have stronger managerial skills, greater self-confidence, and the ability to build stronger social relationships with students and fellow leaders. Organisational experience broadens an individual's horizons in managing activities, resolving conflicts, and making decisions in complex situations. Organisational experience not only develops technical skills but also strengthens a leader's psychological readiness to fulfil their duties. From a human resource management perspective, work and organisational experience are important factors in determining the quality of individual performance because they provide practice-based learning that is not always obtained through formal education (Robbins & Judge, 2009).

Another important finding in this study is that scout leaders' skills have a significant direct influence on their performance. Indicates that skills are a key factor in determining the effectiveness of coaching in implementing the task. Leaders who possess strong communication skills, the ability to manage activities, and the ability to build positive relationships with students tend to create a more effective and meaningful coaching process. From a character education perspective, the skills of scout leaders serve to transform Scouting values into concrete learning practices, enabling students not only to understand these values but also to internalise them in their daily behaviour (Nasution, 2021). Thus, skills can be viewed as the actualisation of the coach's competency, directly influencing the quality of coaching.

In addition to its direct influence, the research also shows that skills mediate the relationship between scouting education and organisational experience in mentor performance. This finding suggests that education and organisational experience do not directly improve performance; rather, they first develop skills that contribute to improved performance. In other words, skills are the primary mechanism by which education and experience are translated into actual work performance. This finding reinforces the competency development model, which holds that individual performance results from the integration of knowledge, experience, and skills (Robbins & Judge, 2009). In the scouting context, formal education provides a foundation of knowledge, organisational experience

provides practical learning, and skills serve as the concrete application of both in the mentoring process.

Theoretically, the findings of this study contribute to the development of non-formal education management research by demonstrating that improving scoutmaster performance requires an integrated approach that combines education, organisational experience, and skills development. The results also extend previous research by demonstrating that the relationship between variables is not only direct but also mediated by mechanisms that explain the development of scoutmaster performance. Thus, this study provides an empirical model that can serve as a reference for developing scout policies at the school and scouting organisation levels.

In terms of practical implications, this study's results indicate that improving the quality of scout leaders requires a systematic, sustainable strategy. Educational institutions and scout headquarters need to ensure that every leader has access to tiered scouting education and can actively participate in the organisation. Furthermore, leader training programs should focus on strengthening practical skills such as activity management, educational communication, and experiential learning. This approach is expected to improve leaders' readiness to fulfil their duties and to strengthen the role of scouting education in shaping students' character. Overall, this study confirms that scouting education and organisational experience are important factors in shaping the skills and performance of scout leaders, with skills serving as the primary mechanism for bridging these two and improving the quality of scouting development in schools.

CONCLUSION

Based on the results of data analysis and testing, this study concluded that scouting education, organisational experience, and skills are important factors contributing to the performance of scout leaders in Menes District, Pandeglang Regency. Scouting education was found to have a positive and significant effect on the performance of scout leaders ($F\text{-squared} = 0.070$) and on skills ($F\text{-squared} = 0.418$), indicating that scouting education equips leaders with relevant competencies to carry out coaching tasks. Organisational experience also showed a positive and significant effect on both scout leaders' performance ($f\text{-square} = 0.80$) and skills ($f\text{-square} = 0.80$), confirming that active involvement in the organisation provides practical experience that strengthens leaders' ability to carry out their roles. In addition, skills have a strong direct effect on scout leaders' performance, with an $F\text{-square}$ value of 0.475, indicating they are a key factor in improving coaching quality.

The results also showed that skills act as a mediating variable, with scouting education and organisational experience having an indirect effect on performance through skills. These findings confirm that improving scoutmaster performance will be more effective if organisational education and experience are accompanied by strengthening the scoutmaster's practical skills. Therefore,

developing sustainable scouting education, increasing organisational participation, and strengthening scouters' skills are important strategies for improving the quality of scoutmastership in schools.

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