The Establishment of a Disciplined Character Development Module Through Scouting Extracurriculars

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Abstract: The expected goal of this development research is to describe the process of developing a discipline character-building module through scout extracurriculars in high school, and to find out the validity, practicality, and effectiveness of developing a discipline character-building module through scout extracurriculars in high school. This type of research is Research and Development (R&D) research, with the ADDIE model which consists of five stages, namely the analysis stage (analysis), the planning stage (design), the development stage (development), the implementation stage (implementation), and the evaluation stage (evaluation). Meanwhile, the subject studied was the development of a discipline character-building module through extracurriculars at Murni Padang High School, while the subject being developed was a discipline character-building module in scout extracurriculars. The results of this research show that the module developed is declared valid with a validation assessment score for the module material of 4.64 and is classified as very good; validation of the module form was 4.45 with a very good classification, while the response questionnaire from the coaching instructor obtained a score of 4.55 and was classified as very good so that it was suitable for use in developing disciplined character through scout extracurriculars and the results of the coaching results test carried out at the end of the research, the module developed was categorized as effective. This is shown by the percentage of learning completion for coaching participants which is in a very good classification with an average result of 28 participants (95.63%) of respondents being declared complete (passed) and only 2 participants (4.37%) of respondents who have not completed (did not pass).

Keywords: Development; Extracurricularies; Module

Introduction

Character education is a necessity to face the various challenges of the high number of cases of juvenile delinquency, especially among students in schools. Character education aims to develop a person's ability to make good and bad decisions which are realized in everyday life (Sulistyaniningsih, 2022). The formation of a person's character requires communities of character Because it is a habit. The role of schools as communities of character in character education is very important, therefore schools develop the character education process through learning processes, habituation, extracurricular activities, and collaborating with families and communities in their development (Murcahyanto & Mohzana, 2023). The development of students' soft skills is not only carried out in classes that are clearly structured through the curriculum but is also carried out outside the curriculum structure or in what is often called extracurricular activities (Anjum, 2020). Education in an ideal school conveys character values or provides a positive influence on students which will later be reflected in habits and then become discipline. According to Sahroni (2017), character is universal human behavioral values that cover all human activities, both about God, oneself, fellow humans, and the environment, which are manifested in thoughts, words,

attitudes, feelings, and actions based on religious norms, laws, manners, customs, and culture.

Discipline is an area where moral formation becomes firm (Warnick & Scribner, 2020). Disciplining wisely means setting expectations for children to be responsible and preventing their deviations by teaching them correctly and motivating them to do what is right. Discipline means being clear and firm but not harsh. Disciplinary consequences are necessary to help children realize the seriousness of what they did and motivate them not to repeat it (Dwivedi et al., 2023). So, disciplined character is a character, a habit that refers to a series of attitudes, orderly behavior, and compliance with various rules and regulations. Scout extracurricular activities carried out in the school environment can discover and develop students' potential to instill disciplined character, as well as provide great social benefits in developing communication skills, and collaborating with other people (Rahayu & Dong, 2023). In addition, Scout extracurricular activities can facilitate the different talents, interests, and creativity of students (Bint Eid Bait Bin Saleem, 2023).

So, each student can develop with guidance from the coach to achieve abilities according to their interests (Vikaraman et al., 2017). Explained that Scout extracurricular activities are activities outside normal school hours, which are carried out at school or outside school to expand students' knowledge regarding relationships between subjects, channeling talents and interests, and complete coaching. This activity is carried out within a certain time. The functional purposes of developing a Scout extracurricular program are (Yakin et al., 2022), preparing children to become responsible people; discovering and developing personal interests and talents; and preparing and directing toward a specialization. Meanwhile, Scout extracurricular activities aim to contribute to the personality development of students, especially those who participate in these activities (Wiedarjati & Sudrajat, 2021). Murni Padang High School has carried out various extracurricular activities, both mandatory and optional, including the Scout extracurricular activities. The implementation of Scout extracurricular activities is not optimal, even though Scout extracurricular activities are mandatory extracurricular activities. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 11 of 2014 concerning Scout Education, explains that Scout extracurricular activities are mandatory extracurricular activities in primary and secondary education to internalize divine values, culture, leadership, togetherness, social, love of nature and independence in students.

From the results of an interview on January 13 2023 with Mr. Yose Elwin as the supervisor of the front group of Murni Padang High School, data was obtained that the principal requires scouting activities as a mandatory extracurricular for Murni Padang High School students. With the full support of the principal, scouting activities have become extracurricular activities that must be taken by the class. In terms of facilities and infrastructure, 25% of the props needed to facilitate scouting activities have been met. Funding for scouting activities comes from school board contributions and financial assistance. The implementation of scouting activities for class City Level Enforcement Scouts because it is a participant activity, but in implementing the program several obstacles caused the activity to not run smoothly (Auliyah & Fauzi, 2021). These obstacles include the lack of participation from students in taking part in scouting activities.

Thus, in the implementation of Scout extracurricular activities, there are still various problems, one of which is training independence and training the level of discipline. However, students lack discipline in carrying out their activities. From observations made by researchers on February 13, 2023, all students who took part in the Scout extracurricular were still unable to apply discipline well. This is an illustration of the level of discipline through Scout Extracurriculars which has not been embedded optimally. The cooperative attitude that should be inherent in students has not been realized as it should be, for example, when they are ordered to gather for practice, they always arrive not on time for various reasons (Darling-Hammond et al., 2020). Apart from that, we don't yet have a book on the Scout disciplinary character guide, so the coaches only appeal to Scout members because there is no disciplinary guidebook.

This research is supported by research results found by (Sandria et al., 2022), which state that the disciplinary education applied in extracurricular activities still applies discipline that stems from compulsion due to government regulations requiring scouting activities to support the 2013 curriculum. Apart from that, children are not yet able to control themselves both in what they say and behave because at their age they control their emotions. still unstable, even if forced, children will rebel so the application of discipline is not optimal. Further research that supports this work is research conducted by (Wahyuni, 2016), that the implementation of strengthening the character of discipline and nationalism through Scout extracurricular activities is carried out with an attitude of obedience and obedience to all applicable regulations, having a national spirit and love for the Indonesian homeland which is demonstrated by various positive attitudes.

The disciplined character of Scout's extracurricular activities is demonstrated by students' accuracy in coming and carrying out assigned tasks, being orderly in

the rules, namely by dressing neatly and completely according to the regulations, and having a disciplined attitude in small matters, namely throwing rubbish in its place. Strengthening the character of discipline and nationalism in Scout extracurricular activities is carried out through examples, attitude examples, habits, learning, assignments, as well as educational games (Abubakar et al., 2019). Additional values that emerged during field observations were hard work, honesty, independence, self-confidence, politeness, democracy, and caring, however, there were still various obstacles that made the implementation of extracurricular activities less than optimal, namely the condition of students' feelings when participating in Scout extracurricular activities, Scout leaders, as well as parents (Sellars et al., 2018).

The research above explains that scouting activities have a big role in forming students' character, especially disciplined character. Therefore, researchers feel it is necessary to conduct research that aims to provide new guidelines for scouting extracurricular activities so that they can become activities that can shape students' disciplined character. maximally. Thus, researchers need to conduct research related to the development of discipline character development modules through Scout extracurriculars.

Method

This paper employed research and development, which is a research approach to conducting research, development, and product testing. According to (Busetto et al., 2020a), Research and Development (R&D) method is a research method used to produce certain products and test the effectiveness of these products. To be able to produce certain products, research is used like needs analysis and to test the effectiveness of the product so that it can function in the wider community, research is needed to test the effectiveness of the product.

Research and Development are used to design new products or procedures that are systematically tested in the field, evaluated, and developed in such a way that they meet the criteria of effectiveness, quality, or similarity to an ADDIE model standard proposed by Dick and Carry (Aini et al., 2021). The ADDIE model consists of five stages, namely the analysis stage, the design stage, the development stage, the implementation stage, and the evaluation stage (Suratnu, 2023). The following is a chart of the research steps for developing the ADDIE model.
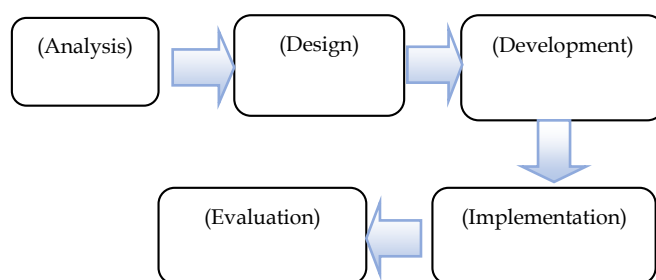

Figure 1. Steps in the ADDIE Development Model

The subject studied was the development of a disciplinary character development module through extracurricular activities at Murni Padang High School, while the subject being developed was a disciplinary character development module in extracurricular activities for scouts. In this research, the research instruments used in data collection were interviews, observations, questionnaires, tests, and documentation. The observation instruments in this research are observation sheets in the form of systematic observations, tests, and questionnaires.

Table 1. Instruments in each phase

Phase	Focus	Instrument
Analysis	Theory needs analysis	Interview Observation Sheet Documentation
Development	Expert Validation	Expert Assessment Questionnaire
Implementation	Practicality Effectiveness	Respondent Assessment Questionnaire Test
Evaluation	Formative evaluation Summative evaluation	Observation Sheet Test

The questionnaire instrument in this research is in closed form and on a graded scale (Likert scale). The Likert scale was used to compare the effectiveness of the discipline character development module through scout extracurriculars with that before the existence of the discipline character development module through scout extracurriculars to improve discipline character. Questionnaires are used to see the effectiveness of the module. Next, the documentation instrument in this research is a checklist. Documentation used to view data from pretest and posttest results for building disciplined character through scout extracurriculars. The following is a table of instruments used for each face in this study.

Instrument testing was carried out at Adabiah Padang High School. Aspects of expert assessment include the suitability of the questionnaire to existing indicators, the suitability of test questions to modules,

grammar, and use of sentences in each statement in the questionnaire and questions in the available modules.

Result and Discussion

Analysis Stage

Based on the results of the interviews in the table, the researcher found that several students who took part in the Scout extracurricular at Murni Padang High School had low competence in implementing disciplinary character, especially in instilling a disciplinary character through scout extracurriculars so students who took part in the scout extracurricular needed the modules that the researcher develop. Analysis of the implementation of disciplinary character through Scout extracurriculars was also carried out for 3 days, namely from 15 to 17 February 2023 through

documentation by searching and collecting data from relevant sources.

Based on needs analysis data obtained through interviews with 30 students who took part in extracurricular scouting at Murni Padang High School, it can be concluded that in general respondents have limited time for training at school, discipline is very poorly implemented in daily life, character education has not been maximally integrated, still not aware of the benefits, students are still lacking in scouting activities and students are not optimal in implementing disciplinary character through scouting extracurriculars. Below, the researcher presents a summary of the interview results regarding the need for a disciplined character development module through scout extracurriculars in the following table.

Table 2. Interview Results Regarding Students' Ability to Apply Disciplinary Character Through Scouting Extracurriculars

Focus	Finding
Understand the Basic Principles of Scouting	Only 2 out of 30 students can understand the Basic Principles of Scouting
The duration of implementing the Scout Trisatya	In general, 2 students have applied to Trisatya since junior high school, the rest are just starting to learn.
Get used to applying the Scout Principles	Generally, Murni Padang High School students who take part in Scout extracurriculars do not fully understand how to apply the 10 Scout Principles.
Carrying out ceremonies at the enforcement scout camp	Overall, all students who take part in scouting extracurricular activities at Murni Padang High School state that the ceremonies in the enforcement scouting procession are very important.
Carrying out activities in the outdoor activities	In general, all students who take part in scouting extracurricular activities at Murni Padang High School state that outdoor activities are very important, however, when there are outdoor activities, only some students participate in these activities.

The results of the analysis of disciplinary character through Scout extracurricular activities reveal that in understanding the basic principles of scouting and scouting methods, the scout code of honor, ceremonies in scout enforcement and activities in the open have not been implemented.

Design Stage

The design stage was carried out from February to March 2023. At this stage, the researcher prepared the elements needed in the module such as preparing a module requirement map and module framework, references used in developing material in the module, and instruments used to assess the module being developed. The framework of this module is as follows. Coaching opening ceremony and initial test: Introduction which explains the background to writing the module, competency targets, coaching objectives, competency map, scope and organization of coaching, and how to use the module; Coaching activity 1 which describes the Coaching Goals, Goal Achievement Indicators, Material Descriptions, Coaching Activities,

Exercises, Summary, Feedback, Reflection and Follow-up; Coaching activity 2 which describes the Coaching Goals, Goal Achievement Indicators, Material Descriptions, Coaching Activities, Exercises, Summary, Feedback, Reflection and Follow-up; Coaching activity 3 which describes the Coaching Goals, Goal Achievement Indicators, Material Descriptions, Coaching Activities, Exercises, Summary, Feedback, Reflection and Follow-up; Coaching activity 4 which describes the Coaching Goals, Goal Achievement Indicators, Material Descriptions, Coaching Activities, Exercises, Summary, Feedback, Reflection and Follow-up; Coaching activity 5 which describes the Coaching Goals, Goal Achievement Indicators, Material Description, Coaching Activities, Reflection and Follow-up.

Development Stage

The development stage was carried out from March to May 2023. At this stage, researchers carried out module development based on the design that had been

prepared. The module is then given to validators for validation and limited testing.

Module Development

Module development is carried out by preparing the contents of the module which consists of several activities that must be completed by coaching participants. These activities include analysis activities, reflective thinking, guidance, brainstorming, discussions, group discussions, practice, and presentations. This module was developed by the design principles prepared (Van Diggele et al., 2020). The module was developed with the competencies of Developing students understanding of the basic principles of scouting and scouting methods, the scout code of honor, ceremonies in scout enforcement, and how to carry out activities in the open; fostering students in applying basic scouting principles and the honor code; motivate students to take advantage of interesting and challenging activities in the open air.

Preparation of answer keys

The modules designed for training instructors also include answer keys. The answer key is printed at the end of the module after coaching activities.

Module Validation

The results of the validation are then analyzed by calculating the average score from the module assessment sheet and converting the average score into a qualitative value according to the assessment aspects.

A module is said to be valid if it meets the minimum good module assessment classification. The following describes the results of the validator's assessment of the module.

Table 3. Material Validation Results in the Module

Score	Averages
4.76	
4.53	4.64
4.61	
Category	Very Good

Based on the data in the table, it is known that the validation score for the module material is 4.64 and is classified as very good. So, it can be concluded that the material in the module is declared valid. The validation data is explained in detail in Table 4.
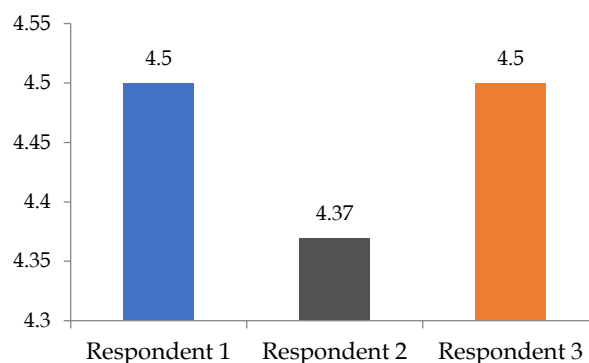

Figure 2. Result of Validation of Developed Module Form

Table 4. Assessment of material in the module

Statement	Score
Suitability of the material presented with the content of the discipline character development module	4.66
Suitability of material with expected competencies	4.66
Students likely understand the basic principles of scouting	4.66
Explanation of the basic principles of scouting as a norm of life for members of the scout movement	4.66
Scope of basic scouting principles	4.33
Explanation of the honor code in the Dasadarma	4.66
Explanation of the Honor Code in the Dasadarma	5.00
Ceremonies at the Enforcer Scout stand	5.00
The outdoors is an important factor in Scouting education	4.66
An interesting and challenging way of camping carried out in outdoor activities	4.66
Conformity of the title with the content of disciplinary character development	4.66
The modules presented support understanding and make it easier for participants to understand the concepts of the material	4.33
The module material presented supports the coaching objectives	4.33
Average	4.64

The next assessment is the form of the module developed. The following are the results of the validator's assessment of the form of the module

developed. Based on the data in the table, it can be concluded that the module form developed is declared valid with a module form validation score of 4.45 and is

classified as very good. The validation data is explained in detail in Table 5.

Table 5. Assessment of the Module Forms Developed

Statement	Score
Clarity of coaching goals	5.00
Clarity of using modules	5.00
Suitability of the material presented in coaching	4.66
Use of instructions in the module to attract attention in coaching	4.33
Techniques for using disciplined character development modules	4.00
Clarity of information on each illustration	5.00
Clarity and suitability of the size of the letters in the text displayed	3.66
Arranging the order of presentation and links between material	4.00
Average	4.45

Next, the validator assesses the motivation in the module. Below is a table of expert assessment results regarding motivation in the module.
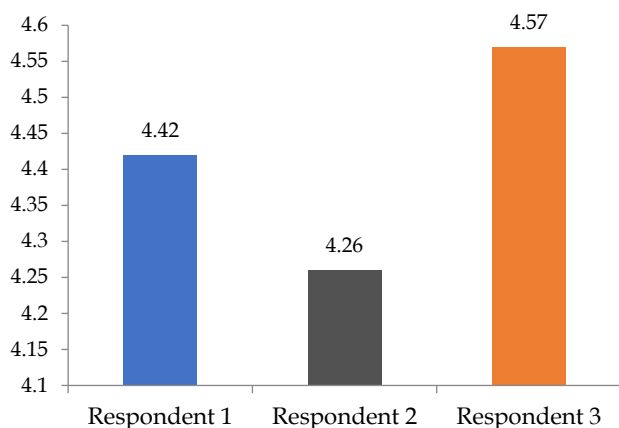

Figure 3. Motivation Validation Results in the Modul

Based on this data, it can be concluded that the motivation in the module is declared valid with a module assessment score of 4.42 and is included in the Very Good classification. The validation data is explained in detail in Table 6.

Table 6. Motivation Assessment in the Module

Statement	Score
The attractiveness of the module created	4.66
Modules can foster student motivation	4.33
Using modules can help remember material concepts	4.66
Suitability of module use with coaching speed	4.00
Modules help students to learn independently without being limited by space and time	4.66
The use of modules can generate learning activities	4.33
Modules are created according to student needs	4.33
Average	4.42

Finally, the validator assesses language and readability. In table 7 of expert assessment results on language and readability.
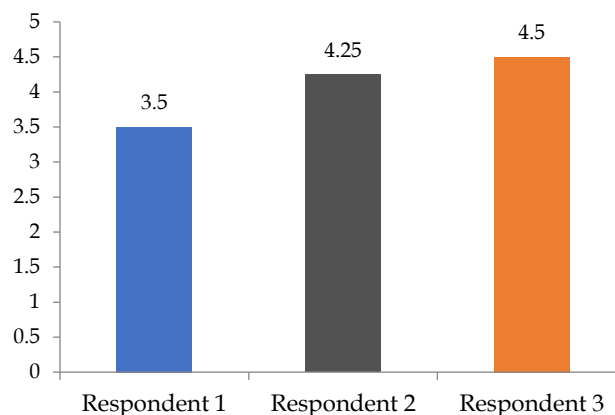

Figure 4. Module Language and Readability Validation Results

Based on the expert's assessment, it can be concluded that the language and readability of the module are declared valid with a module assessment score of 4.08 and are classified as Good. The validation data is explained in detail in Table 7.

Table 7. Language and Readability Assessment in Modules

Statement	Score
The language used in the module is appropriate to the student's ability level	4.66
The language used in the module is simple and communicative	4.33
The terms used are by the coaching material	4.00
The module is free from typing errors	3.33
Average	4.08

Module Revision

The validation results were then tested in a limited way and refined. Based on the validation results, this module was declared suitable for use.
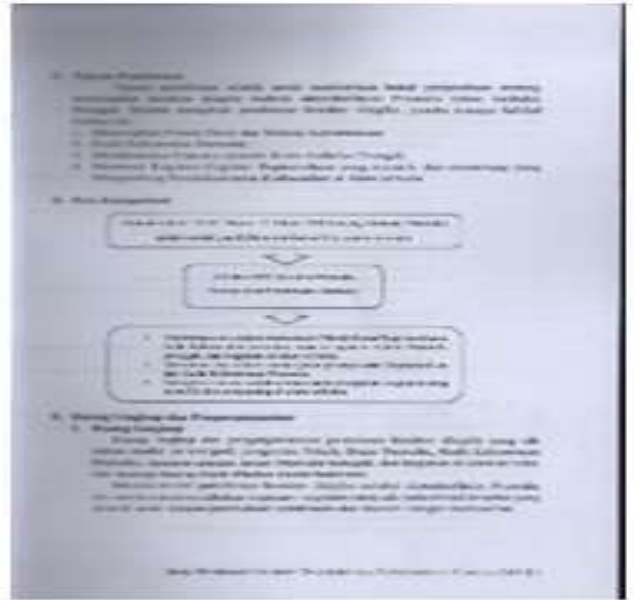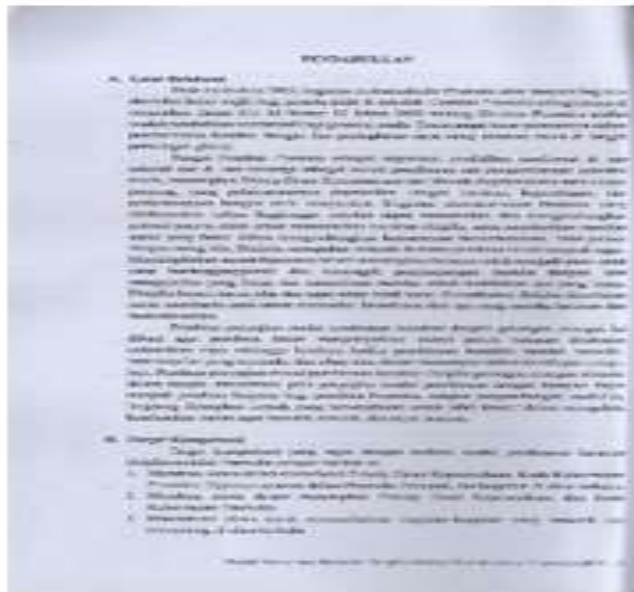
Figure 5. Cover of module

Figure 6. Introduction
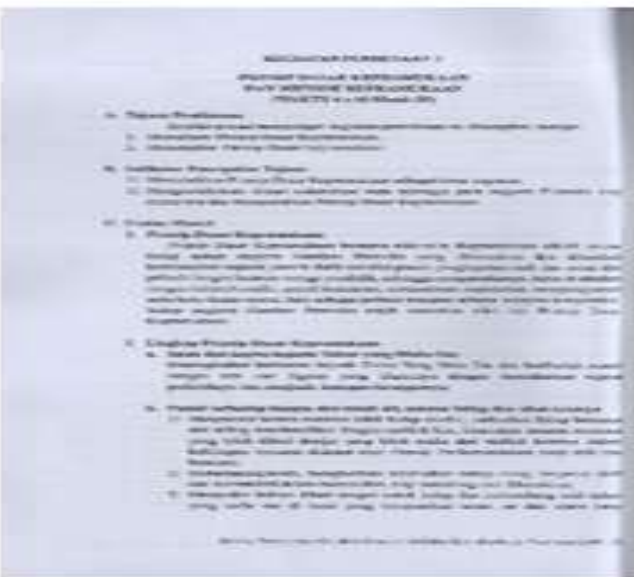

Figure 7. Competency Map

Figure 8. Coaching Activities 1

The implementation phase was carried out, starting from preparation to implementation of coaching, which was carried out in June-July 2023. At this stage, researchers together with schools (research subjects) prepared students who took part in scout extracurriculars (coaching participants), coaching instructors, and coaching media (classroom and field open). Next, researchers tested the effectiveness and practicality of the module. The module that had been validated and tested on a limited basis was then implemented experimentally on 30 respondents in the development of disciplined character through Scout extracurriculars consisting of the Pure Padang High School. In coaching, the coaching instructor from *Pembina Golongan Putra* who assisted the researcher in implementing this module was Mr. Yose Elwin. The media used in coaching is an open field owned by the respondent. The image of the coaching atmosphere at the Implementation stage can be seen in Figures 6 and 7.

Figure 9. The opening atmosphere of coaching and initial tests for the implementation phase, day 1 (Source: Author Documentation, 2023)

Figure 10. The opening atmosphere of coaching and initial tests for the implementation phase, day 2 (Source: Author Documentation, 2023)

At the implementation stage, researchers tested the effectiveness and practicality of the module on research subjects. Based on the implementation results, several findings were obtained as follows.

Module Practicality Testing

In this research, a respondent questionnaire was used to obtain data on the practicality of using the module. Data was obtained from respondent questionnaires for participants and coaching instructors. The results of the questionnaire analysis of participant respondents and coaching instructors can be seen in Table 10.

Table 10. Average Score of Response Questionnaire

Statement	Participant	Score Instructor
The disciplined character development module through Scout extracurriculars makes it easier for students to learn	4.56	5.0
The use of discipline character development modules through Scout extracurricular activities can raise students' motivation to learn to apply discipline character	4.70	5.0
The use of discipline character development modules through Scout extracurricular activities can make the stages of development carried out by researchers clearer	4.33	4.0
The use of disciplined character development modules through Scout extracurricular activities can make the stages of development carried out by researchers more organized	4.50	4.0
Disciplinary character development module through extracurricular activities. Scouts can find out the benefits of implementing disciplinary character	4.56	5.0
The coaching material offered in the module is according to student needs	4.26	5.0
The techniques offered in the module make coaching easier for students to understand	4.33	4.0
Discipline character building through Scout extracurriculars is interesting to follow	4.66	4.0
With the disciplinary character development module through scout extracurriculars, information is obtained on how to apply disciplinary character	4.63	5.0
Average	4.52	4.55
Category		Practical

Module Effectiveness Testing

To get a value for the effectiveness of the module, a test of coaching results before and after coaching is used. Learning outcome test data was obtained by documenting the coaching test results carried out by coaching participants (Scouting Extracurriculars) with a minimum completion criterion (KKM) of 75. The coaching test results can be seen in the following diagram.
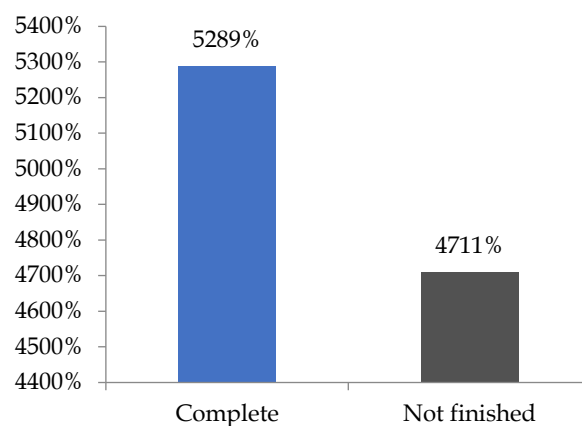

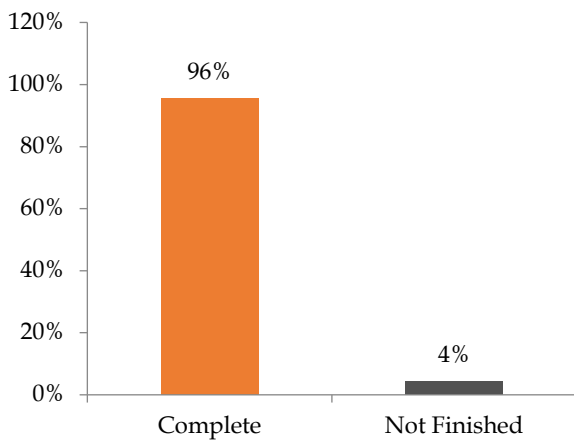**Figure 11**. Coaching Pretest Results

Figure 12. Coaching Posttest Results

The pretest results of the coaching participants from SMA Murni Padang showed that an average of 47.11% of the coaching participants had not completed (did not pass) and only 52.89% of the coaching participants had completed it. Thus, it can be concluded that before coaching, the average respondent did not pass.

Based on the evaluation results of the test results given before and after coaching, it can be concluded overall that this module has an effect because there is an increase in respondents' scores from before and after coaching. Table 11 of evaluation of coaching results.

Table 11. Evaluation of Coaching Test Results

Completeness	Pretest		Posttest		Category
	F	%	F	%	
Completed Participants	16	52.89	28	95.63%	
Participants who did not complete	14	47.11	2	4.37	Effective

Based on the results of the coaching process evaluation, it can be concluded that all aspects observed are "available" and on average "very good". The evaluation results of the coaching process are presented in the following table.

Table 12. Evaluation Results of the Coaching Process

Assessed aspect	Average	Category
Giving pretests to students to determine the level of student ability in developing disciplinary character through extracurricular Scouting.	4.63	Very good
Offering coaching by conveying to student what indicators they want to master from developing disciplined character through Scout extracurriculars.	4.60	Very good
Developing coaching materials by the competencies of disciplined character-building materials through Scout extracurriculars.	4.66	Very good
Observe students' understanding as often as possible by asking questions that are appropriate to the disciplinary character-building material through Scout extracurriculars.	4.90	Very good
Asking all students to work on the questions given	4.76	Very good
Calling students randomly to answer or solve questions.	4.60	Very good
Concluding coaching material.	4.66	Very good
Giving assignments.	4.76	Very good
Closing the coaching with a posttest which is carried out by students independently.	4.73	Very good

Discussion

The results of the assessment were carried out by media experts, material experts, and coaching instructors who collaborated with researchers as material experts as well as media experts, the module developed was declared valid because it met the minimum good classification. The average score given for the assessment of the module material is 4.64 with a very good classification. The average score given for the module form assessment is 4.45 with a very good classification. The average score given for the module motivation assessment was 4.42 with a very good

classification. The average score given for the language and readability assessment of the module was 4.08 with a very good classification.

The results of the respondent questionnaire given to coaching participants and coaching instructors, the module was declared practical because it met the minimum good classification. The average score given through the results of the coaching instructor respondent questionnaire is 4.55 so the Module is classified as very good. Meanwhile, the average score given through the results of the questionnaire for coaching participant respondents was 4.52, so the

module was classified as very good. The results of the tests carried out at the end of the research; the module developed was categorized as effective. This is shown by the percentage of learning completion for coaching participants of 95.63% so that coaching participants' learning completeness is in the very good classification. There are still 4.37% of training participants who have not completed it because these participants have difficulty understanding language that is too deep to understand Evidence of effectiveness is also known through direct observation during the coaching process.

On average, respondents previously had not been able to apply basic scouting principles and scouting methods, the scouting code of honor and outdoor activities had not been implemented. By developing disciplined character through scout extracurricular activities, respondents were able to apply what they had not previously known through modules that had been created by researchers. These results are also supported by the results of a questionnaire of respondents to coaching participants which found that 19 out of 30 participants stated that they strongly agreed, 10 other participants stated that they agreed and 1 participant stated that they quite agreed that the discipline character development module through scout extracurriculars made it easier for students to learn to apply discipline character in everyday life. Furthermore, 22 of the 30 coaching participants stated that they strongly agreed and 8 other participants agreed that the use of the discipline character development module through Scout extracurriculars could raise students' motivation to learn to apply discipline character (Hidayah et al., 2023).

Furthermore, 11 out of 30 participants stated that they strongly agreed and 19 other participants stated that they agreed that the use of the discipline character development module through Scout extracurriculars could make the stages of development carried out by researchers clearer. Furthermore, 15 out of 30 participants stated that they strongly agreed, 14 other participants stated that they agreed and 1 participant stated that they quite agreed that the discipline character development module through Scout extracurriculars could make the development stages more orderly. Furthermore, 17 out of 30 training participants stated that they strongly agreed and 13 other participants stated that they agreed that the discipline character development module through Scout extracurricular activities could reveal the benefits of implementing discipline character (Fitri et al., 2020).

In addition, 16 out of 30 participants stated that they strongly agreed and 14 other participants stated that they agreed that the coaching material offered in the module was appropriate to students' needs. Furthermore, 14 out of 30 participants stated that they strongly agreed and 16 other participants agreed that the

techniques offered in the module made the implementation of coaching easier for students to understand. Furthermore, 20 out of 30 participants stated that they strongly agreed and 10 other participants stated that they agreed that the discipline character development module through scout extracurriculars was interesting to follow furthermore, 23 out of 30 participants stated that they strongly agreed and 7 other participants agreed that the discipline character development module through Scout extracurricular activities, information is obtained about how to apply disciplinary character.

Discipline in scouting activities, if developed and implemented well, will have a positive impact on the behavior of Scout members (Irwanto, 2013). Discipline can encourage them to learn and work realistically in everyday life both at school and at home regarding positive things, such as: arriving on time, diligently carrying out assignments given by the teacher, doing things straight and correctly, and staying away from negative things (Blegur, 2020). By implementing discipline, students learn to adapt to a good environment, so that self-balance emerges in relationships with Scout members who have disciplined personalities who will get used to doing things correctly and can regulate their behavior patterns appropriately too (Sugiarto et al., 2019). According to Handoko (2017), The disciplined attitude embedded in Scout members makes them have self-control to behave in a manner that always obeys the rules, values , and norms that exist at school and in society (Asensio-Ramon et al., 2020).

They naturally know things that violate the rules and bad actions that are not by the values and norms that apply in society, so they will not do them (Morris et al., 2015). Apart from discipline, scouting activities can also shape Scout members with good manners. Politeness can be done anywhere and at any time. In class, when the teacher is explaining the material, we have to pay attention to someone in front of us or extracurricular activities at school, such as scouts. Scout leaders always teach Scout members that they should behave by the values and norms that apply in society in their daily lives both in the school environment and outside of school.

The results of this research show that the modules developed can be used appropriately and variedly, such as to increase motivation and enthusiasm for learning, develop the ability to interact directly with the environment and other learning resources which enable students or develop independent learning according to their abilities and interests and enable students or learning can measure or evaluate its learning. Research is supported by a study conducted, entitled: Development of a Scouting Activity Program in forming the Disciplinary Character Values of Public elementary school students in the Tegineneng Subdistrict,

Pesawaran District. The research results show that scouting program products based on disciplinary character values can be prepared, and the scouting development program that has been prepared has proven to be effective for improving the disciplinary character of students in Tegineneng District, Pesawaran Regency.

Thus, there are modules developed by researchers and supported by the intensity of disciplinary character building through extracurricular Scouts and related parties, skills in the field of science and technology which can continue to improve abilities and understanding, application, and instillation in everyday life, especially regarding principles. -basic scouting principles and scouting methods, the scouting code of honor, ceremonies on the scout's stand, the outdoors as an important factor in scouting education, and the interesting and challenging way of camping carried out in the outdoors.

Conclusion

The results of the assessment carried out by material experts, media experts and coaching instructors who collaborated with researchers as material experts as well as media experts, the module developed was declared valid with the module material validation assessment score being 4.64 and included in the very good classification; validation of module form 4.45 with very good classification; Motivation validation assessment score in Module 4.42 with very good classification; and the validation assessment score for language and readability was 4.08 with a very good classification and the results of data analysis from the questionnaire for participant respondents and coaching instructors, the module was declared practical with the results of the questionnaire for coaching participant respondents obtaining a score of 4.52; while the response questionnaire from the coaching instructor obtained a score of 4.55 and was classified as very good so it is suitable for use in developing disciplined character through extracurricular scouts and the results of the coaching results test carried out at the end of the research, the module developed was categorized as effective. This is shown by the percentage of learning completion for coaching participants which is in a very good classification with an average result of 28 participants (95.63%) of respondents being declared complete (passed) and only 2 participants (4.37%) of respondents who have not completed (did not pass).

Conflicts of Interest
No Conflicts of interest.

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