

## Study Internalization of Entrepreneurial Values in the Formation of Student Entrepreneurial Character through Scouting Activities

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### ABSTRACT

*The purpose of this research is to understand how the Internalization of Entrepreneurial Values can shape Entrepreneurial Character through Student Scouting. The subjects of this study consisted of five members and coaches of the Universitas Negeri Makassar Scout student activity unit, consisting of one coach, two administrators, and two members. This research uses a qualitative approach with a descriptive nature. Sampling was done through non-probability sampling technique, specifically purposive sampling. Data were collected through observations, interviews, and documentation, while data analysis used qualitative analysis methods. Based on the results of the research and discussion, it can be concluded that the internalization of entrepreneurial character through scouting activities includes values such as honesty, discipline, hard work, creativity, innovation, independence, responsibility, cooperation, leadership, perseverance, resilience to risk, commitment, realism, curiosity, communicative, strong motivation to succeed, and action-oriented contained in Scout activities. Some of these activities include practicing the Scout code of honor, achieving general proficiency marks, outdoor activities, deliberations, meetings and briefings, social services, spiritual activities, competitive activities, front cluster ambassadors, seminars and training, and outdoor activities. The internalization of entrepreneurial values in the Universitas Negeri Makassar Scout activity unit in shaping entrepreneurial character has proven to be well implemented. The coach, as an adult figure who directs scouting activities, tries to choose activities and methods to increase the creativity and ability of students in developing entrepreneurial character.*

**Keywords:** internalization, entrepreneurial values, entrepreneurial character, scouting

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## 1. INTRODUCTION

The issue of employment in Indonesia is a serious challenge that continues to be faced, especially in the context of unemployment. This situation is related to the inequality of employment and job opportunities, which is the main cause of the high unemployment rate. As stated by Ishak (2018), several factors that cause unemployment in Indonesia include the lack of jobs that can accommodate job seekers. The impact of this lack of employment creates inequality in access to employment opportunities, which in turn exacerbates the ongoing unemployment problem.

The inequality of employment and job opportunities in Indonesia creates significant challenges in addressing the problem of unemployment. Putra et al. (2020) provide insight that the lack of jobs that can accommodate job seekers is a crucial factor in understanding the root of the problem. This inequality also has the potential to create socio-economic disparities, where some people face difficulties in getting jobs that match their skills and qualifications. Therefore, holistic and planned solutions need to be found to create more job opportunities that can reduce the unemployment rate in Indonesia.

Efforts to address labor issues in Indonesia need to be carried out through a coordinated and targeted approach. Rianda (2020) highlights the importance of increasing employment in order to absorb more of the labor force that is looking for work. These measures can involve collaboration between the government, private sector and educational institutions to create programs and initiatives that support job creation and improve the skills and competitiveness of job seekers. In this way, concrete steps can be taken to address unemployment and create more inclusive and sustainable employment.

The imbalance between the number of job seekers and available jobs in Indonesia is a serious problem, in line with the views of Rodgers (2019). The high unemployment rate is caused by the lack of job distribution, especially in big cities, and the lack of effort in equalizing job distribution. In the perspective of Cairó & Cajne (2018), unemployment can occur because the rate of change in the labor force is high, but the available jobs are not able to accommodate adequately. Small labor absorption can be caused by the slow growth of job openings, which is not in line with the growing number of workers. Thus, serious efforts are needed to increase the distribution of employment in order to minimize the level of unemployment in Indonesia.

The statement by Agustina et al. (2011) highlighted the urgency of improvements in creating more equitable employment opportunities across Indonesia. This is becoming increasingly important as cities become centers of attraction for job seekers, while less developed regions face limitations in offering jobs. Addressing this issue requires a targeted job creation strategy and increased efforts to equalize the distribution of jobs across regions. By doing so, it is expected to create a more balanced situation between the number of job seekers and job opportunities, and reduce the overall unemployment rate.

In addition to the imbalance between the number of job seekers and job opportunities, the hardskill factor or the ability of the workforce is also a crucial parameter in the world of work. One of the reasons for the high unemployment rate is the lack of a workforce that has adequate qualifications and competencies. Research from Haryono (2020) shows that a culture of laziness also contributes to the increase in unemployment in Indonesia. Therefore, in dealing with this problem, it is important to pay special attention to the development of workforce competencies and overcome the culture of laziness that can be an obstacle in finding a job.

Responding to various challenges in the world of work, Hassi (2016) proposes a solution by instilling entrepreneurial competencies and values early on. This includes the ability to create one's own employment opportunities. This approach is considered important to address the problem of unemployment by empowering individuals to become entrepreneurs. Thus, building competencies and empowering entrepreneurial values as early as possible is a strategic step in creating a more reliable and independent generation of workers, which can reduce dependence on existing jobs.

Therefore, seeing increasingly difficult employment opportunities, it is necessary to instill entrepreneurial values early on through special institutions or agencies, where researchers intend to choose Scouting activities as a forum for instilling entrepreneurial values, because entrepreneurship is not just a monodiscipline (economics, mathematics, management, and so on) and also not only between disciplines (corporate management, agricultural economics, industrial psychology, and so on), but also across disciplines (environment, population, and so on).

Undang-Undang No. 20 tahun 2003 about Sistem Pendidikan Nasional of Indonesia confirms in Pasal 13 ayat 1 that education pathways are divided into three categories, namely formal, non-formal and informal education, and each has the potential to complement and enrich each other. Thus, the responsibility for organizing education is not only confined to formal education institutions. Formal education needs to be supported by non-formal institutions so that the education system can run effectively (Debarliev et al., 2022). One example of a non-formal institution that is effective in presenting entrepreneurship education is the Scout Movement.

The Scout Movement has a significant role in providing entrepreneurship education. Although not a formal institution, based on research from Erliani (2017), Scout activities are able to make a positive contribution in shaping entrepreneurial character through non-formal activities. By involving its members in various activities such as practicing the Scout code of honor, achieving general proficiency marks, and outdoor activities, Scouting effectively encourages the internalization of entrepreneurial values. Thus, cooperation between formal and non-formal educational institutions, such as the Scout Movement, is important in building a holistic and competitive education system.

The Scout Movement is the name of an educational organization that is a driving force in fostering young people. The development of the times to date covers various aspects of people's lives. In fostering young people, the Front Group is at the forefront of organizing scouting education to produce cadres of national buds who have faith, devotion, noble character, patriot spirit, law obedience, discipline, uphold the noble values of the nation and have life skills with the above basis, the Scout UKM of Universitas Negeri Makassar was formed at this time. The active members of the UNM Scout UKM are 86 people and 30 members who have entrepreneurial activities recorded.

In the Scout enforcer SKU, entrepreneurship points must be carried out so that members can reach the Bantara level, and then Laksana. This means that in the activity of extracurricular scouting activities, it is the duty of the coach to provide guidance or training on entrepreneurship. According to Asim et al. (2019), scouting activities consist of exercises that instill character values and also practice them directly towards mastering entrepreneurial competencies. Likewise, with the SKU Racana Pandega there are entrepreneurship points that must be achieved to get the Pandega TKU (General Proficiency Mark). As well as the formation of the entrepreneurial character of students carried out through the scouting activity program.

Some existing research on entrepreneurial character building through scouting includes the results of research from Triana & Ismanto (2020) The results of his research show that evaluating the extent to which the Scout extracurricular program in SMK contributes to the development of entrepreneurial characteristics in students. This evaluation involves aspects such as the development of creativity, innovation, leadership, responsibility, and cooperation. The results showed that the Scout program was effective in developing these characters, so it can be concluded that the program has the potential to influence the formation of entrepreneurial character in SMK students.

Scouting programs that have entrepreneurial character content have been implemented very well and are carried out and guided by professional coaches so as to achieve the goals to be achieved later, so as to form sixteen entrepreneurial character values, while one entrepreneurial value, namely taking risks, is not formed. The program such as the opening ceremony of the exercise, TKK camping, cooking and the ability to process used materials to be more useful.

The formation of entrepreneurial character has been carried out very well, the coach as an adult who directs the scouting activities tries to choose activities and ways to increase the creativity and ability of students in improving entrepreneurial character. The implementation of these activities includes gardening activities, hasta karya, utilization of used materials to be more useful and processing food and drinks from nuts, so as to form sixteen entrepreneurial character values, while one entrepreneurial value, namely taking risks, is not formed.

The equation of this research with several previous studies is the discussion of scouting and entrepreneurial values and the approach taken is a qualitative descriptive research approach. While the difference between the author's research and previous research is the object and subject of research where in previous studies the object of research focused on penggalang and penegak whose research subjects were in junior and senior high schools / vocational schools while the author's research object was to penengak and pendega whose research subjects were in higher education. This research includes research that has a level of novelty in the internalization process in the form of achieving general proficiency requirements that contain the content of entrepreneurial character values while previous research focuses on

the application of routine scouting training programs that contain entrepreneurial values and scout games that contain entrepreneurial values. Previous research made the author open thoughts about research variables, research structures, and strengthening the theory of this research.

Based on the above background, the problem in this study is how the Internalization of Entrepreneurial Values in Shaping Entrepreneurial Character through Scouting in the Scout Student Activity Unit of Universitas Negeri Makassar. The purpose of the research is written departing from the formulation of the problem with the aim to be achieved in this study is to find out the Internalization of Entrepreneurial Values in Shaping Entrepreneurial Character through Scouting at the Universitas Negeri Makassar Scout Student Activity Unit.

## 2. METHOD

This research uses a qualitative descriptive research approach. Qualitative research aims to understand the phenomenon of what is experienced by research subjects such as behavior, perceptions, motivations and actions and others. This descriptive qualitative research was conducted with the intention of analyzing scouting activities and the application of the Trisatya and Dasadharma Scout practices in describing the Internalization of Entrepreneurial Values in Character Building in UNM Scout UKM Members.

The data source is taken from a sample of 5 (five) people consisting of 1 (one) coach and 2 (two) administrators and 2 (two) members. The sample in question is Scout members who have completed or are completing the Penegak Pandega SKU who have businesses and coaches who participate in managing scouting activities. The main data in qualitative research is a word or action. While supporting data in the form of documents, photographs or other objects related to the focus of research.

The technique that will be used is through stages 1) Observations can be clarified based on observations by participating and not participating. In non-participating observation, the observer only performs one function, namely conducting observations. Observers play a role and carry out two roles at once, namely as an observer and at the same time an official member of the group being observed. In this observation, the author played two roles at once, namely as an observer and at the same time an official member of the group being observed. 2) An interview is a conversation with a specific purpose carried out by both parties, namely the interviewer who asks questions and the interviewee who provides answers to these questions.

An interview or interview is a tool for gathering information by asking a number of questions verbally to be answered verbally as well. 3) Documentation review is to obtain aspects related to the organization and laws and regulations that regulate an institution. Meanwhile, literature review is used to obtain information in research. Documentation is a data collection technique through written remains such as archives and also books about opinions, theories, propositions and laws. The documentation that researchers will later collect is documentation from the beginning of organizing the program, implementation up to the stage of achieving the achievements of the UNM Scout UKM in implementing the scouting development program.

Meanwhile, in data analysis, the author analyzes (processes) the data and uses descriptive qualitative analysis techniques to analyze it. Miles and Huberman explained that descriptive data analysis in qualitative research is carried out in three ways, namely: data reduction, data display and drawing conclusions. (Anshori, 2015). The data obtained by researchers from the field is then selected according to the topic of research discussion. Reducing data means summarizing, selecting the main things, focusing on the important things. Data reduction is the process of simplifying data, selecting main things that are in accordance with the focus of the research, and data that is not in accordance with the focus is discarded, so that it can be easily analyzed.

Then data display or data presentation is a process of organizing data, so that it is easy to analyze and conclude. In organizing this data, it is then classified and divided according to the

research focus. Researchers here compile and map scouting activities that contain entrepreneurial values in shaping the entrepreneurial character of UNM Scout UKM members. Finally, drawing conclusions or verification is the third step in the data analysis process. After the data is analyzed continuously during data collection during the process and after it is in the field, the process of drawing conclusions or verifying the results is carried out in accordance with the data the researcher collected from field findings. The researcher drew conclusions by including the process of internalizing entrepreneurial values and including the results of internalizing entrepreneurial values in the UNM Scout UKM.

### 3. RESULTS AND DISCUSSION

The formation of entrepreneurial character in the Universitas Negeri Makassar Scout Activity Unit is realized through various scouting activities which aim to internalize entrepreneurial values. A number of these activities involve Scout members in implementing the Scout code of honor, achieving general proficiency marks, and outdoor activities. Arrangements for deliberations, meetings and briefings are integrated as part of the process of forming entrepreneurial character, while social service activities and spiritual activities also play an important role in forming an attitude of responsibility and cooperation.

Competitive activities, involvement as front group ambassadors, as well as holding seminars and training, are all designed to strengthen entrepreneurial character. Games in scouting are also used as a means to train traits such as creativity, innovation, leadership and toughness through never giving up. The entire series of activities aims to form an entrepreneurial character that includes values such as honesty, discipline, independence, courage to take risks, commitment, realism, curiosity, communicativeness, and strong motivation to achieve success. Entrepreneurial character education through scouting activities is expected to make a positive contribution to the formation of a young generation who is ready to be involved in the world of business and entrepreneurship.

Based on the cone of experience proposed by Edgar Dale or better known as the Cone of Experience (Lee & Reeves, 2017). Edgar Dale provides an illustration that the learning experience obtained by UNM scout UKM members can be through the process of doing or experiencing for themselves what is being learned, the process of observing and listening through certain media and the process of listening through language. The more concretely members learn the teaching material, for example through direct experience, the more experience the members will gain. On the other hand, the more abstract the UNM scout UKM members gain experience, for example only relying on verbal language, the less experience the members will gain.

By referring to the concept of the cone of experience introduced by Edgar Dale, it can be concluded that the process of acquiring knowledge can be divided into two main categories, namely through direct experience and indirect experience. According to Hendriyanto et al. (2023) the basic principle that can be taken from the cone of experience is that the closer and more direct the student's relationship with the learning object, the more concrete the knowledge gained will be. Conversely, the more indirect or distant the student's involvement with the learning object, the more abstract the knowledge gained will tend to be.

By understanding this principle, learning approaches can be designed to maximize students' direct interaction with learning materials. Direct experience, such as practicums, field trips, or live projects, can provide clarity and concreteness to the knowledge gained. Meanwhile, indirect experiences, such as reading, listening to lectures, or watching presentations, may provide more abstract understanding. In this context, educators and instructors can choose learning strategies that are appropriate to the learning objectives and characteristics of the material. The use of a variety of learning experiences that include both dimensions, direct and indirect, can increase understanding and acceptance of knowledge by students.

From the description of the cone of experience, UNM scout UKM members will gain more concrete knowledge through direct experience, through imitation objects, experience in the field, demonstrations, tours, and through playing while learning. This is possible because members of the UNM scout UKM can directly relate to the objects being studied. Meanwhile, members will more abstractly gain knowledge through intermediary objects or tools.

Based on the research results of the Universitas Negeri Makassar Scout Activity Unit, in forming an entrepreneurial character through scouting, they carried out an internalization process, which is meant by internalization here. Internalization of entrepreneurial values is a learning process for a person to accept, develop and become part of his own values of creativity, courage, taking risks, discipline, tenacity, hard work, achievement, efficiency, independence, and faith-taqwa, as possessed by other individuals in their group or from their educational process. The following are several processes of internalizing entrepreneurial values through scout activities, including:

**a. Internalizing Entrepreneurial Values through Implementing the Scout Code of Honor**

Internalization of values, through the implementation of the Scout code of honor, occurs in the daily activities of the Scout activity unit. According to Ramda & Suryono (2020) through this process, every Scout member is expected to be able to internalize these values and apply them in their daily lives. One example is the implementation of the honor code, where Scout members are given the opportunity to make these values an integral part of their attitudes and behavior. Practicing the Scout code of honor is not just a formal routine, but rather a form of internalizing these values into the character of Scout members. According to Marzuki & Hapsari (2015), by always instilling the Scout code of honor in its members, the Scout activity unit tries to create an environment where these values are not only rules, but also a moral guide that is lived by every individual. In this way, Scouts act as agents of character formation who are able to encourage their members to practice the values of honor in every aspect of their daily lives.

**b. Internalization of Entrepreneurial Values through General Proficiency Marks**

For internalization in the form of entrepreneurship training, the focus is more on achieving TKU (General Proficiency Marks). In this case, there are points that must be completed by Scout members, namely the conditions that must be fulfilled by UKM Scout members to reach this level, namely Bantara Enforcement, namely point 6 which states that they are faithful in paying dues to the front group with money that is entirely obtained from their own efforts, point 16 with sound can explain entrepreneurship and point 17 can recycle used goods into useful items.

For Executors, point 16 is that they have entrepreneurial skills that can make money, and point 17 can make one type of appropriate technological equipment. For the pandega level, there is 1 related point, namely point 16, being able to make independent business proposals well and being able to carry out entrepreneurial activities. This is in accordance with the opinion of Suwena (2015), regarding entrepreneurship which can be interpreted as the soul, spirit, attitude, behavior and potential of a person's ability to handle businesses and/or activities that lead to efforts to find, create, apply ways of working, technology and new products by increasing efficiency in order to provide better service to obtain greater profits.

**c. Internalization of Entrepreneurial Values through Deliberations, Meetings and Briefings**

Deliberation activities, meetings and briefings that are part of the Scout extracurricular program at vocational schools have a positive impact on the formation of entrepreneurial character in students. In the context of deliberation, honest character becomes essential when students are expected to convey the truth openly and transparently. Discipline is demonstrated through student involvement in following the discussion, reflecting their commitment to developing communication and leadership skills. Creativity and innovation can develop in meetings, where students are invited to come up with new ideas and creative solutions to overcome the challenges they face.

Accountability is also a focus in the entrepreneurial character formed through this activity. Students learn to be responsible in reporting the results of the activities they carry out, building awareness of the importance of accountability in the world of entrepreneurship. According to Aji (2016), the ability to lead and be led in a deliberation is also classified as a characteristic of entrepreneurs being formed. Through interaction in deliberation activities, students can hone leadership skills and also learn to be part of a solid team. In addition, realistic characteristics are also honed when students are faced with decision making in a meeting context, which teaches them to consider real factors and solutions that can be implemented effectively. This entire series of activities creates an environment that supports the formation of an entrepreneurial character that is holistic and relevant to the world of work and entrepreneurship.

#### **d. Internalization of Entrepreneurial Values through Social Service Activities**

Social service activities in the Scout extracurricular program at universities have proven to be an effective step in the process of internalizing entrepreneurial values in students. Through social service, the character of hard work turns into courage and determination to help develop environments and communities in need (Astuti et al., 2023). Students are involved in designing and implementing activities in creative and innovative ways, showing that they are able to think outside the box to have a positive impact on the surrounding environment. Responsibility is also a focus, where students are assigned to certain tasks or jobs, teaching them to be responsible for the work at hand.

Collaboration is an important aspect in the process of implementing social service activities (Fauzzia et al., 2018). Students learn to work together in teams to achieve a common goal of helping the community. They are also involved in leadership dynamics, both as leaders and as team members. The character of never giving up and being brave enough to take risks emerges when students face obstacles and challenges in implementing social service programs in the field. This courage is not only limited to the physical aspect, but also includes resilience in facing uncertainty in the field.

Communicative character emerges through interaction with residents and related parties during the implementation of social services (Tabi'in, 2017). Students learn to communicate effectively, explore new information in the field, and be oriented towards concrete action. Apart from that, social service also gives students direct experience to take initiative in developing the surrounding area, making them positive examples in society. Thus, Scout social service activities in higher education actually help students internalize entrepreneurial values and apply them in concrete actions for the common good.

#### **e. Internalization of Entrepreneurial Values through Spiritual Activities, Competitions, Front Team Ambassadors, Seminars and Training**

In internalizing spiritual activities, regular recitation or routine taklim is one of the main pillars for building a foundation for honest attitudes and understanding Islamic norms and laws. Through this activity, participants can explore spiritual and moral values which are the basis for forming strong character. Apart from that, religious activities such as serving as a committee or jury in competitions, seminars and training are also an integral part of internalizing the value of honesty. Participants are not only expected to be disciplined in participating in activities, but are also challenged to compete hard in order to achieve the best results. Creativity and innovation become the focus after attending seminars or training, with the hope that participants will be able to apply the knowledge gained in everyday life. By working together in competitive activities, participants can hone their leadership skills and develop a spirit of never giving up, traits that are very necessary in achieving success, including in forming an entrepreneurial character.

In the context of sending front group ambassadors, this activity is not only aimed at representing the school in various events, but also to increase participants' curiosity and knowledge. By becoming ambassadors, they can become agents for disseminating information and knowledge that they gain through competitions or activities outside of school. Motivation to

succeed is the main basis for competing, and this is strongly instilled in the participants so that they are able to face challenges with high enthusiasm. Thus, the internalization of spiritual values through this activity not only creates individuals who are honest and have integrity, but also trains them to become leaders who are strong and full of enthusiasm to achieve success, including forming an entrepreneurial character.

#### **f. Internalization of Entrepreneurial Values through Activities in the Outdoors**

Activities in the open in the form of camping, looking for tracks, and so on are internalized in forming a disciplined entrepreneurial character in following activities and regulations at every campsite, and when exploring in rows, working hard in looking for trailheads or signs of the road and nature as well as who climbs and descends, is creative and innovative in building tents and makes tools that help him in activities at the camp, such as making kitchens, clotheslines and fences, is independent because when in nature, electricity and some technological equipment cannot be used and is independent in carrying out his activities accordingly. The job has been determined, cooperation in finding traces is very necessary in the division of tasks, each member gets their respective roles, group or team activities are trained so that members can lead and be led, never give up in conditions and situations in activities such as rain, getting lost and so on, dare to take risks, in this case camping and exploring activities involve risks in the form of accidents, getting lost, injury, tiredness, illness, running out of food or getting caught in the rain.

This has been prepared in the form of physical and mental strength to bear these risks. Action oriented, in this case every activity finds problems or obstacles that must be followed up immediately, such as when someone is sick, prepares a stretcher and medicine, creates a search team when the time is right. It was determined that the tracers had not reached it, in this case it was suffocated. Make irrigation in the tent to prevent rainwater from entering, realistically take action to look for natural phenomena in looking for tracks or camp when lost in the event of natural signs changing the sun, moss, insects in order to prepare to face risks and threats in the open air. As well as raising the enthusiasm of members and refreshing the minds of members, Scout games are played in scout games, namely playing while learning. Scout games have many benefits in forming entrepreneurial character in terms of hard work, cooperation, leadership, courage to take risks, and strong motivation to succeed.

The results of this research identify entrepreneurial characters that are in line with 17 entrepreneurial characters. These characters include honesty, discipline, hard work, creativity, innovation, independence, responsibility, cooperation, leadership, never giving up, courage to take risks, commitment, realistic, curiosity, communicative, strong motivation to succeed, and action-oriented (Putra & Sudarsono, 2024). The existence of these characters can be observed in various Scout activities which involve practicing the code of honor, achieving general proficiency marks, outdoor activities, deliberations, meetings and briefings, social service, spiritual activities, competitive activities, front group ambassadors, seminars and training, as well as games in scouting.

Meanwhile, the role of the Scoutmaster as an adult figure who guides scouting activities is very important. The coach tries to choose activities and methods that can increase students' creativity and ability to develop entrepreneurial character. In this way, coaches are not only facilitators of activities, but also mentors who help shape entrepreneurial character through a focused and in-depth approach in the scouting context.

From the results of research involving aspects of implementing the Scout honor code, achieving general proficiency marks, outdoor activities, deliberations, meetings and briefings, social service, spiritual activities, competitive activities, front group ambassadors, seminars and training, as well as outdoor activities, it can be seen that the internalization of entrepreneurial values in the Universitas Negeri Makassar Scout activity unit has been successfully implemented well. This research reflects the effectiveness of Scouts in forming entrepreneurial character through various structured activities. By integrating these aspects into Scout activities, it seems that there has been an internalization of entrepreneurial values among members. This success

can be measured from the ability of Scout members to apply entrepreneurial characteristics, such as creativity, responsibility and cooperation, which are reflected in their participation in these activities. In this way, Universitas Negeri Makassar Scouts make a positive contribution in shaping entrepreneurial character through a planned and directed approach in scouting activities.

The results of this research received support and justification from previous research conducted by Triana & Ismanto (2020), which stated that the scouting program has entrepreneurial character content which is able to form sixteen entrepreneurial character values. Scouting activities can be an effective vehicle for forming entrepreneurial character through program content. Research shows that the scouting program contains entrepreneurial character which is able to form sixteen entrepreneurial character values. Scouting has great potential as an effective vehicle for forming entrepreneurial character through its program content.

Through scout activities, students can be encouraged to develop entrepreneurial attitudes, such as creativity, innovation, leadership and competitive spirit. The scouting program not only focuses on aspects of practical knowledge and skills, but also builds a strong foundation of character to become competitive individuals in the business world. Thus, scouting is not just a recreational activity, but is also an investment in the formation of entrepreneurial character which will have a positive impact on the participants' personal and career development.

#### **4. CONCLUSIONS AND SUGGESTION**

##### **a. Conclusions**

Based on the results of the research and discussion, it can be concluded that the internalization of entrepreneurial character in scouting activities consists of the character of honesty, discipline, hard work, creativity, innovation, independence, responsibility, cooperation, leadership, never giving up, courage to take risks, commitment, realistic, curious, communicative, strong motivation to succeed, action oriented in Scouting activities such as implementing the Scout code of honor, achieving general proficiency marks, outdoor activities, deliberation activities, meetings and briefings, social service activities, spiritual activities, competitive activities, front group ambassadors, seminars and training, games in scouting.

The internalization of entrepreneurial values in the Universitas Negeri Makassar Scout activity unit in forming entrepreneurial character has been carried out well, the coaches as adults who direct the scouting activities try to choose activities and ways to increase the creativity and abilities of students in developing entrepreneurial character.

##### **b. Suggestion**

Based on the research results obtained, it is hoped that it can provide knowledge to students about understanding entrepreneurial values in UNM Scout UKM. Furthermore, there is a need for lecturers/prospective teachers to develop the formation of students' entrepreneurial character in the study of the internalization of scouting values. This research can be used as a reference for students or prospective lecturers who already teach on campus as a basis for providing teaching about entrepreneurship on campus.

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