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ANALYSIS OF THE ROLE OF THE AMONG SYSTEM IN HABITUATING SCOUT ACTIVITIES AT SDN 066 HALIMUN

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Abstract

This study examines the implementation of the Among System in Scout activities at SDN 066 Halimun and explains how it contributes to elementary students' character habituation. Using a qualitative case study design, the study involved educators or Scout leaders and students who were directly engaged in routine Scout activities. Data were collected through semi-structured interviews, activity observations, and documentation of Scout programs, schedules, and school records. The data were analyzed thematically by comparing evidence from different participant groups and data sources. The findings show that the Among System is implemented through three interrelated principles: Ing Ngarso Sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani. These principles strengthen character habituation by modelling discipline, motivating active participation, and providing guided autonomy for students. The study also identifies technical and non-technical constraints, including limited facilities, limited guidance time, variation in student enthusiasm, and the need for consistent leader capacity. The study contributes to character education scholarship by showing how the Among System can function as a practical mentoring framework in Scout-based extracurricular learning. Practical implications include the need to strengthen school-parent-community collaboration, integrate Scout values into daily school routines, and provide continuous training for Scout leaders.

Keywords: Among System, Scouting, character education, student engagement, qualitative case study

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INTRODUCTION

Scouting in Indonesia is not merely an extracurricular activity, but also a strategic medium for character education because it combines practical activities, group responsibility, leadership practice, and value habituation. Recent studies continue to show that Scout activities can support discipline, responsibility, cooperation, social skills, and self-confidence when they are implemented through structured mentoring and meaningful student participation (Ansori et al., 2024; Asensio-Ramon et al., 2020; Indriyani et al., 2025).

At the elementary school level, this role becomes especially important because students are still developing the habits, social awareness, and self-regulation that shape later learning behavior.

One pedagogical foundation that is closely related to Scouting and Indonesian character education is the Among System. The concept is rooted in the educational philosophy of Ki Hadjar Dewantara and emphasizes guidance that respects students' growth, freedom, and responsibility. The system is commonly expressed through the principles of *Ing Ngarso Sung Tuladha* (providing an example at the front), *Ing Madya Mangun Karsa* (building motivation in the middle), and *Tut Wuri Handayani* (supporting from behind). In practice, these principles position the Scout leader not merely as an instructor but as a pamong who models values, accompanies students, and gradually gives them space to make responsible decisions (Mahmudah et al., 2024).

The Among System is relevant to Scout habituation because character is not formed through verbal instruction alone. Discipline, cooperation, independence, leadership, and responsibility need to be repeatedly practiced in concrete situations. Scout activities such as marching practice, pioneering, group games, flag ceremonies, camping simulations, and community-oriented activities provide opportunities for students to experience these values directly. The role of the pamong is therefore to connect activity routines with moral meaning so that technical Scout skills become a medium for character development rather than isolated extracurricular tasks.

Although previous research has discussed character education through Scout extracurricular activities, several gaps remain. First, many studies describe Scout activities in general but give limited attention to how the three Among principles are operationalized during routine activities. Second, existing studies often emphasize outcomes, such as discipline or cooperation, without sufficiently explaining the process through which modelling, motivation, and guided autonomy produce those outcomes. Third, studies on Scout implementation in elementary schools rarely discuss how local constraints, such as limited facilities, limited time, and uneven student enthusiasm, influence the consistency of the Among System. These gaps reduce the practical usefulness of prior findings for schools that must implement Scout habituation under real institutional limitations.

Based on these gaps, the novelty of this study lies in its contextual analysis of the Among System as a mentoring framework for Scout habituation at SDN 066 Halimun. Instead of treating Scouting as a general extracurricular activity, this study focuses on the interaction among leaders, students, routines, and local constraints. This focus is important because the success of character education depends not only on the existence of activities but also on how values are modelled, practiced, reinforced, and reflected upon in daily school life.

Therefore, this study aims to analyze the role of the Among System in habituating Scout activities at SDN 066 Halimun, examine its contribution to students' character

development, identify the constraints that influence implementation, and formulate strategies for strengthening the program. The research problem addressed in this study is how the Among System is implemented in Scout habituation and how this implementation supports character education in an elementary school context. The findings are expected to contribute theoretically to the discussion of Indonesian character education and practically to the improvement of Scout-based character habituation programs in schools.

METHOD

This study used a qualitative case study design because the research focused on understanding a bounded educational practice, namely the implementation of the Among System in Scout activities at SDN 066 Halimun. A case study design is appropriate when researchers seek to understand a contemporary phenomenon in its real-life context and when the boundaries between the practice and its context need to be examined carefully (Yin, 2018). The participants were selected purposively based on their direct involvement in Scout activities. They consisted of educators or Scout leaders responsible for guiding the program and students who actively participated in routine Scout activities. The inclusion criteria were direct participation in Scout activities, willingness to provide information, and sufficient familiarity with the habituation practices implemented at the school.

Data were collected through semi-structured interviews, non-participant observations, and documentation. Interviews explored participants' experiences of Scout activities, perceptions of leader guidance, observed character changes, and constraints in implementation. Observations focused on routine Scout meetings, discipline practices, cooperation games, pioneering exercises, group leadership, and leader-student interactions. Documentation included activity schedules, attendance information, program notes, and available school documents related to Scout activities. The data were analyzed thematically by reading the interview notes, observation records, and documents repeatedly, generating initial codes, grouping the codes into themes, comparing the themes across data sources, and interpreting the findings in relation to the Among System principles (Braun & Clarke, 2021; Nowell et al., 2017). Trustworthiness was strengthened through source triangulation, method triangulation, peer debriefing, and an audit trail of analytical decisions. Member confirmation was also used by checking the accuracy of key interpretations with relevant informants. These strategies were applied to improve credibility, dependability, confirmability, and transferability in qualitative inquiry (Lincoln & Guba, 1985).

RESULTS AND DISCUSSION

1. The Role of the Among System in Habituating Scout Activities
    a. Principle of *Ing Ngarso Sung Tuladha* (Providing an Example)

One of the main roles of Scout leaders in implementing the Among System is to become role models for students. This role reflects the principle of Ing Ngarso Sung Tuladha, in which the leader provides concrete examples before expecting students to practice the same values. The observation notes showed that leaders attempted to model discipline by arriving before the activity started, wearing complete Scout attributes, preparing activity equipment, and giving clear instructions at the beginning of the session. Interview summaries with educators also indicated that students were more willing to follow rules when leaders consistently demonstrated punctuality, neatness, and responsibility. Thus, exemplary behavior functioned as the first stage of habituation because students were able to observe values before practicing them.

This finding strengthens the view that character education in Scouting requires consistent adult modelling. Studies on Scout-based character development have shown that discipline and responsibility are more likely to develop when students repeatedly encounter clear expectations and supportive adult guidance (Ansori et al., 2024; Indriyani et al., 2025). In the context of SDN 066 Halimun, leader modelling was not limited to formal instruction but was embedded in the way leaders managed time, uniforms, group order, and respectful communication.

b. Principle of *Ing Madya Mangun Karsa* (Building Enthusiasm)

The second principle, Ing Madya Mangun Karsa, emphasizes the role of Scout leaders as motivators and companions. The findings showed that leaders did not only supervise activities but also participated in the middle of student groups by giving encouragement, clarifying tasks, and maintaining an enjoyable learning atmosphere. During cooperation games and pioneering exercises, observation records indicated that leaders used verbal encouragement and group appreciation to keep students engaged. Interview summaries from students also suggested that they felt more confident when leaders accompanied the process rather than merely evaluating the final result.

This pattern is consistent with recent literature emphasizing that Scout activities become more meaningful when students experience active participation, emotional engagement, and collaborative learning (Hasriani et al., 2025; Indriyani et al., 2025). At SDN 066 Halimun, motivational guidance helped reduce students' fear of making mistakes and encouraged them to contribute in groups. The implication is that the Among System works not by creating dependence on leaders but by creating a supportive atmosphere in which students gradually become willing to try, communicate, and cooperate.

c. Principle of *Tut Wuri Handayani* (Providing Support)

The third principle, Tut Wuri Handayani, emphasizes support from behind by giving students responsible freedom. The findings indicated that leaders gave students opportunities to lead small groups, organize simple tasks, and make decisions during group activities. For example, in mini-camping simulations and group problem-

solving tasks, students were encouraged to plan roles, distribute responsibilities, and complete tasks with limited direct intervention. Observation notes showed that leaders intervened mainly when students needed clarification or when group conflict began to interfere with the activity. This practice gave students space to learn from experience while still receiving educational guidance.

This finding is important because character education requires opportunities for students to exercise responsibility, not only to receive moral messages. The Scout Movement has been associated with the development of social skills and self-confidence because it provides structured opportunities for youth to interact, lead, and solve problems in groups (Asensio-Ramon et al., 2020). In this study, guided autonomy enabled students to practice decision-making, leadership, and accountability in a safe school environment.

Taken together, the three principles show that the Among System operates as a staged mentoring process: leaders first model values, then build student motivation, and finally provide guided autonomy. This process explains why Scout activities at SDN 066 Halimun could contribute to character habituation even though the school still faced limitations in facilities and time. The theoretical contribution of this finding is that the Among System should be understood not only as a philosophical slogan but also as an operational framework for organizing character education practices.

2. The Impact of the Among System in Habituating Scout Activities
   a. Student Character Formation

The Among System implemented in Scout activities at SDN 066 Halimun contributed to the formation of students' character, especially discipline, responsibility, cooperation, and independence. The empirical basis for this finding came from the convergence of observation, interview, and documentation data. Observation notes showed that students who regularly participated in Scout activities became more accustomed to following schedules, wearing appropriate attributes, listening to instructions, and completing group tasks. Documentation of routine activities also indicated that character values were embedded in repeated practices such as flag ceremonies, group work, pioneering exercises, and activity preparation.

Educator interview summaries supported these observations by indicating that students involved in Scout activities tended to cooperate more easily with peers and showed greater willingness to complete assigned responsibilities. These findings are in line with studies showing that Scout extracurricular activities can internalize discipline, responsibility, and cooperation through structured routines and repeated practice (Ansori et al., 2024; Indriyani et al., 2025). The important point in this study is that character formation occurred through habituation supported by leader modelling and guided student participation.

b. Social and Leadership Skills

Scout activities that implement the Among System also play a role in strengthening students' social and leadership skills. Through activities involving group discussion, patrol leadership, public speaking, and task distribution, students were trained to communicate, listen to others, and make group decisions. Observation notes indicated that students assigned as patrol leaders became more confident when giving instructions or reporting group results. Interview summaries also suggested that students learned to respect different opinions because many activities required them to negotiate roles and solve problems together.

This finding is supported by research showing that participation in Scout activities can improve social skills, self-esteem, and academic-related confidence because students are involved in structured peer interaction and leadership experiences (Asensio-Ramon et al., 2020). In the context of SDN 066 Halimun, the Among principle strengthened this process because leaders did not dominate the activity; instead, they provided guidance that enabled students to assume responsibility within their groups.

c. Positive Habituation

The implementation of the Among System also contributed to positive habituation. Through structured and routine activities, students were taught to value time, complete tasks earnestly, and respect others. Observation notes from weekly activities showed that students gradually became more familiar with activity sequences, including gathering, checking readiness, participating in group tasks, and closing the activity in an orderly manner. Interviews with Scout leaders indicated that the routine schedule helped students understand that discipline and responsibility should be practiced repeatedly, not only discussed verbally.

The finding supports the argument that character education is most effective when moral values are integrated into daily or routine school activities rather than treated as separate lessons (Mahmudah et al., 2024). At SDN 066 Halimun, positive habituation was visible in the way students prepared for activities, worked in groups, and followed shared rules. However, because the study used a qualitative design, the findings should be interpreted as thematic patterns rather than as statistically measured changes.

The impact of implementing the Among System in Scout activities can therefore be summarized in three areas: character formation, social and leadership development, and positive habituation. These areas were supported by evidence from observations, educator and student interviews, and activity documentation. The findings confirm previous research on the role of Scout activities in character education while adding a more specific explanation of how Among-based mentoring supports the process.

This study also shows that Scout habituation is not automatic. The same activity can produce different educational value depending on how leaders model values, motivate students, and provide autonomy. Therefore, the quality of leader guidance is central to the success of the Among System.

3. Constraints in the Implementation of the Among System

a. Technical Barriers

The implementation of the Among System in Scout activities at SDN 066 Halimun faced several technical constraints that influenced the continuity and depth of implementation.

1) Limited Facilities or Supporting Equipment

The available facilities, such as camping equipment, ropes, and supporting tools for activity simulations, were still limited. Observation data showed that leaders sometimes needed to modify activities or use simple materials when standard equipment was not available. This condition did not stop the program, but it limited the variety and technical depth of some Scout practices. Similar challenges have been reported in studies of Scout extracurricular implementation, where funding limitations, facility shortages, and uneven support influence program quality (Ansori et al., 2024).

2) Lack of Time for In-Depth Guidance

The duration of Scout activities, which were held only once a week, also limited the depth of guidance. Interview summaries with educators suggested that leaders often had to balance technical activities, discipline formation, and value reflection within a short time. As a result, some students focused more on completing the activity than understanding the underlying character values. This constraint indicates the need to integrate Scout values into classroom routines and other school activities so that students encounter the same values more consistently.

b. Non-Technical Constraints

In addition to technical barriers, several non-technical challenges influenced the successful implementation of the Among System.

1) Variation in Students' Levels of Enthusiasm and Commitment

Not all students had the same level of enthusiasm and commitment toward Scout activities. Observation notes showed that some students participated actively in group games and leadership tasks, while others became passive when activities were repeated or perceived as less interesting. Educator interviews indicated that family encouragement and students' previous experiences with Scouting influenced their willingness to participate. This finding aligns with recent studies emphasizing that parental involvement and a supportive school environment are

important factors in strengthening Scout-based character education (Hasriani et al., 2025).

2) Challenges in the Consistency of Implementing the Among Principle by Scout Leaders

Consistency in implementing the Among principle by leaders also became a challenge. At times, leaders needed to focus on activity management, safety, and administrative preparation, which reduced the time available for personal mentoring and reflection. This condition can weaken the essence of the Among System because the pamong role requires attention not only to technical success but also to students' emotional, social, and moral development.

These constraints indicate that the implementation of the Among System requires comprehensive support from various parties. To overcome limited facilities, schools can involve the school committee, local government, alumni, parents, or nearby community organizations to help provide relevant equipment. Leaders can also use local resources creatively, but this should be accompanied by institutional support so that creativity does not become a substitute for adequate facilities.

Regarding limited time, Scout values need to be connected with daily school routines and relevant subjects. For example, values of honesty, cooperation, responsibility, and discipline can be reinforced in Pancasila and Citizenship Education, classroom organization, class duty schedules, and school ceremonies. This integration can make Among-based character education more continuous and not limited to one weekly activity.

To increase student enthusiasm, leaders need to involve students in simple activity planning and reflection. When students are invited to suggest games, choose group roles, or evaluate activities, they are more likely to feel a sense of ownership. Varied activities such as interactive games, outdoor exploration, creative competitions, and problem-solving challenges can also prevent monotony and support active participation.

Regarding leader consistency, periodic training and mentoring are necessary. Leader development should include not only technical Scout skills but also the philosophy of the Among System, child-centered communication, reflective facilitation, and strategies for guiding students with different levels of motivation. Without this capacity development, the Among System risks being reduced to routine activity management rather than character education.

With these strategies, barriers in the implementation of the Among System can be minimized, and Scout activities can function more effectively as a medium for character habituation.

4. Solutions and Strategies for Overcoming Constraints

a. Technical Solutions

Technical constraints in the implementation of the Among System can be addressed through resource optimization and collaboration among relevant

stakeholders. The proposed solutions are derived from the field findings and supported by recent studies on Scout-based character education.

1) Optimizing Existing Facilities through Scout Leaders' Creativity

In situations of limited equipment and facilities, Scout leaders can use creative approaches to maximize the potential of existing resources. For example, simple materials available around the school can be used for pioneering practice or group problem-solving activities. However, creativity should still be directed toward educational objectives: students should learn resourcefulness, cooperation, and responsibility while still receiving safe and meaningful Scout experiences.

2) Procurement of Supporting Equipment through Cooperation with the School Committee or Sponsors

The procurement of supporting equipment can be carried out by involving the school committee, parents, alumni, local community groups, or sponsors. The school can prepare a simple priority list of equipment needs based on the most frequently implemented activities. This strategy is consistent with findings that character education through Scout activities requires school policy support, adequate facilities, and stakeholder involvement (Ansori et al., 2024; Hasriani et al., 2025).

b. Non-Technical Solutions

Non-technical constraints related to student motivation and leader consistency can be addressed through a more structured and reflective approach.

1) Increasing Students' Enthusiasm through Varied Activities

To maintain students' enthusiasm, leaders need to design activities that are varied, interesting, and relevant to students' daily lives. Activities should combine movement, teamwork, problem solving, and reflection so that students do not only enjoy the activity but also understand the value being practiced. Student involvement in choosing roles or proposing activity ideas can increase ownership and participation.

2) Training and Capacity Development for Scout Leaders to Ensure Consistency in Implementing the Among Principle

Consistency in implementing the Among principle can be strengthened through periodic leader training and mentoring. Training should help leaders translate the three Among principles into observable facilitation behaviors, such as modelling discipline, motivating hesitant students, asking reflective questions, and giving students opportunities to lead. Digital training materials and peer sharing among Scout leaders can also support continuous improvement.

The proposed solutions show that success in overcoming constraints depends on synergy among creativity, collaboration, and leader competence. These three elements are mutually reinforcing: creativity helps leaders adapt activities, collaboration provides

resources and support, and competence ensures that activities remain aligned with the philosophy of the Among System.

In practical terms, SDN 066 Halimun can strengthen the program by mapping facility needs, preparing annual Scout activity plans, involving parents in selected activities, and conducting brief reflections after each meeting. These steps can make the program more systematic while preserving the flexible and child-centered spirit of the Among System.

For other elementary schools, the findings suggest that Scout habituation should not be treated as an administrative extracurricular obligation. It should be designed as a character education process supported by clear objectives, consistent mentoring, sufficient resources, and continuous evaluation.

5. Comparison with Previous Studies

The findings show that the implementation of the Among System at SDN 066 Halimun plays a meaningful role in character habituation through Scout activities. Theoretically, this finding supports Ki Hadjar Dewantara's view that education should guide students through example, motivation, and responsible freedom. The three principles of *Ing Ngarso Sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani* were not isolated concepts; they formed a sequence of mentoring practices that shaped how leaders interacted with students.

Compared with previous studies, this study confirms that Scout activities can support discipline, responsibility, cooperation, and leadership (Ansori et al., 2024; Asensio-Ramon et al., 2020; Indriyani et al., 2025). However, this study adds a more process-oriented explanation by showing that the educational value of Scouting depends on how leaders transform activities into repeated value-based experiences. In other words, the activity itself is not sufficient; the pedagogical relationship between pamong and students determines whether Scout routines become character habituation.

This study also extends recent discussions of the Among System in elementary character education. Mahmudah et al. (2024) explain that the Among System emphasizes asah, asih, and asuh as foundations for humanistic education. The present study demonstrates how these foundations appear in Scout practice: asah is reflected in problem-solving and group tasks, asih appears in encouragement and supportive mentoring, while asuh appears in guided autonomy and responsibility. This link between philosophical principles and observable Scout practices represents the main scholarly contribution of the study.

Another contribution is the identification of implementation constraints as part of the analysis, not as minor background information. Limited facilities, limited time, uneven student enthusiasm, and leader consistency directly influence how the Among System is enacted. This finding is important because character education models often appear ideal in theory but require adaptation in real school settings. By showing how constraints affect

the implementation process, this study provides a more realistic account of Scout-based character education.

Practically, the findings indicate that schools should strengthen Scout programs through institutional support, parent involvement, facility planning, and continuous leader training. Policy makers and school managers can use these findings to design extracurricular programs that are not only routine but also pedagogically meaningful. The Among System can be used as a framework for evaluating whether Scout activities include modelling, motivation, guided autonomy, and reflection.

Nevertheless, the findings should be read within the boundaries of a single qualitative case study. The study provides depth of understanding rather than statistical generalization. Future research may compare several elementary schools, include more detailed student reflection journals, use longitudinal observation, or combine qualitative findings with quantitative measures of character development to examine the sustainability of Scout-based habituation.

CONCLUSION

This study concludes that the Among System plays an important role in habituating Scout activities at SDN 066 Halimun by guiding students through example, motivation, and responsible freedom. The three principles of Ing Ngarso Sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani were implemented through leader modelling, active accompaniment, and guided autonomy in group activities. These practices contributed to students' discipline, responsibility, cooperation, independence, social skills, and leadership confidence. The study also found that implementation was constrained by limited facilities, limited guidance time, variation in student enthusiasm, and the need for consistent leader capacity.

The practical implication of this study is that Scout-based character education should be supported by collaboration among schools, parents, committees, and the wider community. Schools need to improve facility planning, integrate Scout values into daily school routines, involve students in activity planning, and provide periodic training for Scout leaders. The limitation of this study is its single-site qualitative design and the absence of quantitative measurement of character change. Future studies are recommended to compare implementation across schools, conduct longer observations, include more detailed student reflections, and examine the long-term effect of the Among System on students' character development.

AI Declaration

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