Interpersonal Analysis of Students through Scouting Implementation in Elementary School Teacher Education

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Abstract. The purpose of the interpersonal analysis of students through the implementation of scouting based on outcome based education in elementary school teacher education is to achieve the outcome standard, namely becoming a mentor who will apply Scouting values to themselves and students. The main aspect of the Scouting course in improving students' interpersonal skills that have the outcome of becoming a Scout mentor is the implementation of the Tri Satya and Dasa Dharma values which are the main foundations of a Scout. The results of the analysis showed an increase in the religious aspect of 84%, an attitude of obedience and patriotism of 85%, an attitude of helping each other and togetherness of 87%, a disciplined and careful attitude of 87%, and a responsible attitude of 87%, and this shows a change in students' interpersonal attitudes at the process stage and after participating in the activities.

Keywords: Analysis, Interpersonal, Scouting, Elementary School

1 Introduction

Implementation of Outcome Based Education (OBE) is the main basis for implementing the curriculum based on Merdeka Belajar Kampus Merdeka (MBKM) and is one of the indicators of international accreditation achievement. The achievement of international accreditation is a recognition of the quality of education implementation in study programs from external parties which includes quality assessments on input, process, output, outcomes, and education quality management systems.

The primary prerequisite for international accreditation is the implementation of the OBE achievement-based education system, which calls for a structure that is in line with the elements of the learning process and learning assessment and generates results that are in line with the competencies of study program graduates. A learning plan using the Semester Learning Plan (RPS), a learning process utilizing case studies and team-based projects, and

learning outcomes in the form of student outcomes from the application of lectures in the form of competencies are what indicate the achievement of OBE in a study program [1].

A curricular framework for learning focusing on outputs or outcomes and attaining graduation competences is called outcome-based education, or OBE. The output component of OBE implementation, which is the quantity of in-person lecture activities and assignment results applied to the course, generates graduate success skills focused on courses. As long as course graduates don't acquire core abilities that help them satisfy their everyday and professional needs in accordance with their study program competencies, the output will not stop producing results, i.e., the results of the course will have a lasting influence [2].

Students are able to apply their attitudes, knowledge, and skills to solve real-world situations, which is an influence of using OBE to attain competency results of attitudes, knowledge, and skills (learning outcomes) from each course. OBE-based courses are oriented towards developing abilities according to the competencies of study program graduates and are implemented to students to meet the indicators of lecture completion achievement. The OBE concept is the basis for developing education and academic systems and is an absolute policy of the University and Study Program in achieving global education quality with national and international standards [3], [4]

Outcome Based Education (OBE) has been implemented at the Faculty of Education of Universitas Negeri Medan since its establishment in 2021 and implemented by the PGSD Study Program and has achieved 41% or 25 courses out of 61 courses implemented with OBE until 2023. This condition is a category of achievement that is not good so that the role of each course is needed to be able to improve the achievement of OBE implementation which is not only in making learning plans in the plan of learning, but must also achieve the process and outcomes, especially students' interpersonal skills to have the competencies that must be possessed by PGSD Study Program graduates [5], [6].

The achievement of OBE in the Study Program also has an impact on the achievement of the MBKM Study Program's Main Performance Indicators (IKU) which obtained results of 75% of graduates who successfully obtained jobs with a waiting time of less than 6 months with a salary of 1.2 (one point two) times the Provincial Minimum Wage (UMP) which is included in the sufficient category, and this is not comparable to the excellence of the PGSD Study Program FIP Unimed which is the most favorite at the Universitas Negeri Medan (Unimed) with the first rank of the highest interest from all Study Programs. In addition, data was also obtained on the number of undergraduate graduates who successfully obtained jobs with a waiting time of between 6 and 12 months with a salary of 1.2 (one point two) times the Provincial Minimum Wage (UMP) entering the achievement of 4%, the number of graduates who carried out further studies, graduates who became entrepreneurs at 0%, and graduates working in the Business World and Industry (DUDI) reached a percentage of 0%. The results of the IKU achievement of the PGSD Study Program on graduates have a less than optimal assessment category, so that intensive implementation of OBE is needed and to improve the interpersonal skills of PGSD graduates to become superior and professional graduates. The intensive application of OBE in courses has an impact on strengthening students' interpersonal skills to be able to have communication skills and self-character. Communication skills and self-character are carried out by establishing relationships with others to obtain good ties and build communities so as to produce special bonds that can provide information and competency benefits as a form of obtaining self-development in careers and interpersonal relationships. Student interpersonal is a condition of character formation of students that is based on the academic environment combined with experience, learning, and interaction

during the lecture process. The results of student interpersonal achievements also include academic, social, and personal aspects and are based on activities on and off campus [7].

Student interpersonal is a reflection of the outcome of lectures obtained through the development of the Merdeka Belajar Kampus Merdeka (MBKM) curriculum concept which is transformed into a study program as a form of implementation of outcome learning. Key Performance Indicators success is impacted by the interpersonal development of students which are contained in two classifications of graduate competencies that are competent in attitudes, knowledge, and general skills as well as specific skills [8], [9], [10], [11]

Implementation of improving students' interpersonal skills can be realized in the Scouting course, which is a very new course, namely starting to be established in 2023 and becoming an OBE-based course in the PGSD Study Program. The determination of the Scouting Course as an OBE-based course was obtained from several factors, namely the needs of graduate targets in Elementary Schools that require Scouting extracurricular activities and Class Teachers to become their activity instructors. The Scouting Course has an outcome standard, namely becoming an instructor who will apply Scouting values to oneself and students. The main aspect of the Scouting course in improving students' interpersonal skills that has the outcome of becoming a Scout instructor is the implementation of the Tri Satya and Dasa Dharma values which are the main foundations of a Scout. The contents of Tri Satya and Dasa Dharma refer to be devoted to the Almighty God, to love the natural world and humankind, to be courteous and chivalrous patriots, obedient and willing to think things through, willing to lend a hand and steady, industrious, skilled and content, frugal, cautious and modest, disciplined, brave and loyal, accountable and trustworthy, and pure in words, deeds, and thoughts. After finishing the Scouting lectures of the Elementary Teacher Study Program, the contents of Dasa Dharma are assumed to become positive habits and cultures, serving as interpersonal markers of a Scout. The Elementary Teacher Study Program gives great responsibility to the Scouting course to be able to implement OBE optimally and achieve the IKU of PGSD Study Program Graduates with quality interpersonal skills and in accordance with the expectations of stakeholders and users of PGSD FIP Unimed graduates. On this basis, the implementation of OBE with the outcome of becoming a Scoutmaster is implemented by implementing a case method, namely by visiting Elementary Schools to obtain the needs and obstacles of Scoutmaster development in Schools, then reviewed together based on references to books, journals, and relevant research and the results are continued with focus group discussions (FGD) with experts in the field of scouting. The results of the FGD are then implemented as a Team Based Project, namely by providing solutions to problems found in the case method into a project that is developed in groups and implemented in target schools so that it has significant benefits for students and teachers in schools when carrying out Scouting activities. The final activity of the Scouting lecture is a simultaneous camp for all classes to measure the achievement of student outcomes and student readiness to become a Scoutmaster in schools with tests that include ceremonial skills for discipline, adventure for teamwork, ropes for skills, codes for cognitive abilities, and first aid for accidents for attitude skills and additional competencies in the form of health.

2 Method

The design of interpersonal development of students based on the outcome of the PGSD study program through OBE-based Scouting lectures is by using the research and development

(R&D) research method. Research and development or RnD in the implementation of the development of the lecture design concept based on the achievement of the outcome of optimizing the case method and team-based project by designing the concept structure and validating the product so that it has the feasibility of the research achievement results, namely the outcome aspect of the Scouting course [12].

The research implementation procedure carried out was by using the Borg and Gall concept (dalam [13]) which outlines ten research steps including planning, gathering data and conducting research, developing a preliminary version of a product, doing field testing beforehand, revising the main product, refining the main product, revising the operational product, revising the final product, and disseminating and implementing the changes. Rangkaian kegiatan prosedur pengembangan dilakukan sebagai berikut :

Research And Information Collecting : Finding the potential for optimizing outcome based education through elementary school scouting lectures.

***Planning* dan *Develop Preliminary Form A Product* :** Literature study related to the development of the case method and team based project concepts.

Operational product revision, Main Product Testing, Operational Field Testing, and Preliminary Field Testing *:* validation of design and product trials in accordance with students' interpersonal concepts.

Final Product Revision : Creating a Scouting lecture design based on Outcome Focus Group Discussions (FGD) in the Elementary Teacher Study Program specifically deal with the idea of improving students' interpersonal skills..

Dissemination and Implementation : Dissemination and implementation of products developed in the Faculty of Education.

The tool utilized is a scale of levels based on assessment indicators found in the following questionnaire: (1) lecture devices, specifically in the form of a learning plan; (2) successes with case methods; and (3) successes with team-based projects (specifically, assignment concepts for points 2 and 3); and (4) outcome achievements, specifically in the shape of final lecture exams. Observation and instrument filling are the methods used in the lecture process to carry out the formation of the OBE idea. The following are the instruments used for assessment:

Table 1. Interpersonal Outcome Instruments

No	A list of questions	Level Scale						
		1	2	3	4	5	6	7
	I experienced an increase in my religious attitude (religiousness/piety), during and after the Scouting activities							
	I experienced an increase in my caring attitude towards fellow friends and love for nature, during and after Scouting activities.							
	I experienced an increase in my attitude as a patriot (defender of truth), during and after the Scouting activities.							
	I experienced an increase in my attitude of obedience and compliance with certain regulations,							

No	A list of questions	Level Scale						
		1	2	3	4	5	6	7
	during and after Scouting activities.							
	I experienced an increase in the attitude of helping and assisting others, during and after Scouting activities.							
	I experienced an increase in my diligent attitude and care about improving my skills, during and after the Scouting activities.							
	I experienced an increase in my meticulous attitude in doing things, during and after Scouting activities.							
	I experienced an increase in discipline in all matters, during and after Scouting activities.							
	I experienced an increase in my sense of responsibility, during and after the Scouting activities.							
	I experienced an increase in my good words and deeds, during and after the Scouting activities.							

Description of the instrument table 1. is a statement using a rating scale based on the highest value is 4 which is very good and the lowest value is 1 with a very poor assessment. The assessment category can be seen based on the level of product significance, namely:

Table 2. Assessment Category

No	Category	Range of results
1.	Very good	85 – 100
2.	Good	75 – 84
3.	Enough	65 – 74
4.	Not good	55 – 64
5.	Very Poor	<55

The data analysis technique used in this study is to reduce data from data sources collected in writing, then make adjustments between the results and the formulation of the problem set. Adjustments between the results and the formulation of the problem will be obtained based on the results of the product assessment developed from the trial stage to the dissemination and implementation stages of the product.

3 Results and Discussion

The research results received were acquired by means of the research technique stage, which involved elucidating the analytical character of the design and development study, encompassing design, production, and evaluation. The following are the research findings derived from the methodology:

1. *Research And Information Collecting*

Identifying potential that emerges from the circumstance, namely the requirement for students' interpersonal development as a way to employ scouting lectures to optimize outcome-based education (OBE).

The results of data and information obtained on the Implementation of OBE in the 2023/2024 Academic Year PGSD Study Program sourced from the survey results of the Quality Assurance Group (GPM) of the Faculty of Education are :

a) Success There is an 81.22% Good correlation between graduate learning outcomes, course learning outcomes, and sub- with regard to gaining conceptual skills.

The explanation of the 81.22% ac course learning outcomes hievement indicates that the PGSD study program has successfully adjusted the Semester Learning Plan using the course learning outcomes targets that are incorporated into the course learning outcomes.

b) The achievement of Case Method and Task Based Project is 80.21% in the Good category.

In order to apply working on real projects, The case method and task-based project have shown positive outcomes for the Elementary Teacher study program. The principles of investigation, assessment, synthesis, exploration, analysis, and cooperation are all applied during the lecture process. This is explained by the achievement of 80.21%. Additionally, lectures are effective in generating genuine work that is contextualized and authentic, and the assignment procedure is completed in a set amount of time.

2. *Planning*

The process of learning information from books, journals, and other reading materials about the evolution of the Scouting idea and Outcome Based Education (OBE) is known as literature study. The development of students' interpersonal skills by the application of Scouting based on the results of the PGSD Study Program—that is, by gathering data using the reading source survey method—is the achievement of the problem formulation

The information gathered's outcomes demonstrate that the practical application of OBE serves as a model for developing student interpersonal achievement through scouting lecture activities, which serve as markers of academic excellence for lectures created at the study program level, specifically the lecture system stage, which can serve as an illustration of how to implement a curriculum. The standards for eligibility that serve as guidelines include : (1) diversity of learning reference source literature; (2) providing opportunities for students to gain learning experiences outside the study program, namely at school; (3) increasing scientific insight about interpersonal in various activities at school, especially extracurricular scouting; (4) direct experience and practice of scouting activities, (5) internalization of work cultures and professional attitudes that are appropriate and necessary for the business and/or sector; and (6) raising the standard of instruction and student proficiency.

The benchmark for students' interpersonal achievement in the implementation of OBE-based Scouting consists of the achievement of (1) supporting transdisciplinary learning as a collective approach to theory and practice, (2) internalization of attitudes based on the tri satya and dasa dharma consisting of attitudes of piety, love for others, politeness, obedience, mutual assistance, diligence, accuracy, discipline, responsibility, and maintaining words and actions; and (3) interpersonal implementation in daily activities, especially proven in camping projects. The three indicators of interpersonal achievement which are the main targets of the Scouting course realize the achievement of lecture outcomes that can be used as guidelines for daily activities and future professions.

3. *Develop Preliminary Form A Product*

a. Product Design

The product design plan is developed based on product feasibility achievement indicators so that the OBE product design can be determined in the Scouting course, including:

1. Having components of CPL appropriateness for the following courses, the Semester Learning Plan (RPS) for Elementary School Scouting courses is integrated with a collective approach and related to achieving Graduate Learning Outcomes (CPL) for the PGSD study program:

    a. Elementary School Physical Education

    b. Elementary School Sports

    c. Creative Learning

    d. Teaching and Learning Strategies

    e. Basic Skills of Elementary School Education

2. Using the idea of task- or team-based projects and assignments based on the case method when conducting scouting lectures, specifically by meeting completion criteria :

    a. Solving the problem of extracurricular scouting needs in schools

    b. Solving the problem of student interest development

    c. Solving the problem of integrated scouting with teacher competence

    d. Development of student character attitudes

    e. Analysis of program needs

    f. Developing facilities and infrastructure for school scouting needs

    g. Management of scouting activities in schools

3. Determine students' interpersonal achievements based on lecture assessments as an element to see the achievement of improving the quality of student competencies obtained, namely achieving the following competencies:

    a. Teaching skills that include social skills, personality, and pedagogy

    b. Competent in communicating effectively, both verbally and in writing

    c. Able to utilize information and communication technology for the benefit of developing and disseminating knowledge.

    d. Have the competence to work independently and in groups (team work setting)

    e. Competent in adapting to the work environment and society.

The design of interpersonal achievement in the Scouting course in the PGSD Study Program will be packaged in the form of RPS, case method assignments and task/team based projects, and final course achievement assessments. The interpersonal achievements achieved :

1. religious attitude (religiousness/devotion)

2. caring attitude towards fellow friends and love for nature

3. attitude as a patriot (defender of truth)

4. obedient and obedient attitude towards certain regulations

5. attitude of helping and assisting each other

6. diligent attitude and caring about improving skills

7. careful attitude in doing something

8. disciplined attitude in anything

9. responsible attitude

10. good words and deeds

b. Design Validation

Product Design Validation is conducted through constant validity and construct validity through Focus Group Discussion activities with the Elementary School Teacher Education Study Program's Quality Assurance Task Force Team and the Sports Expertise Lecturer Group Team. What constant validity yields is:

"Scouting Course is a course that is oriented towards developing hard skills in scouting and outdoor activities and soft skills in implementing character education values through scouting methods that are in line with the concept of education. Scouting is implemented as a course that can bridge its graduates to have the competence to become Scout leaders which is a mandatory extracurricular activity in every Elementary School level school. The content of Scouting activities is also an actualization of the National Education Curriculum that supports the achievement of competencies in each subject through collaborative exercises and means of student expression in creativity and innovation which are the impacts of a series of Scout activity structures. "

The structure of the material is as follows:

1. Getting to know Scouts as a strong foundation for student needs
2. Scouting Method Integration of Future Teachers
3. Traditional and Contemporary Scouting Activities integrated with the IT concept
4. Playing to improve attitudes through the concept of the Code of Honor, General Skill Requirements, and Special Skill Requirements) integrated with the concept of religion
5. Ceremonies as a character building tool integrated with the concept of moral education
6. Playing to improve memory (code) integrated with the concept of literacy and numeracy
7. Playing to be skilled at rope tying integrated with the concept of art
8. Playing while Helping (P3K) integrated with the concept of science and social studies
9. Playing exploration preparation with a compass and trail signs integrated with the concept of literacy and numeracy
10. Playing exploration preparation by estimating integrated with the concept of mathematics (literacy and numeracy)
11. Outdoor activities with ribbon maps and exploration integrated with the concept of literacy and numeracy
12. Creating an elementary school scout training program

4. *Preliminary Field Testing*

Product testing and revision in relation to the PGSD Study Program's OBE-based Scouting approach to the idea of interpersonal achievement. evaluations of (1) lecture devices, namely in the form of RPS; (2) case method achievements; (3) team-based project achievements (specifically, assignment concepts for points 2 and 3); and (4) result achievements, specifically in the form of lecture final evaluations, are used to carry out validation. During the lecture process, the observation and instrument filling procedure is used to carry out the lecture process for the formation of the OBE idea. An average score of 80 was obtained from the evaluation of the primary product test, which involved 50 participants divided into 2 (two) groups. An average score of 94 was obtained from the assessment of the operational product test, which involved 137 participants divided into 6 (six) groups. A total of 100 people were divided into 4 (four) groups for the main product test assessment, which produced an average score of 90.

Plan, Action, Observation, and Reflection are the four steps of the OBE concept, which is well-suited for team-based project concepts and the case method. It also boasts an outstanding lecture process. All of these aspects are evident in Elementary School Scouting courses. The evaluation is carried out impartially and openly in compliance with the lecture RPS's course assessment rules. Additionally, the output shows that the material is rather comprehensive in relation to the lecture's Competency Learning Achievements (CPMK). These conclusions come from the examination of the product assessment.

The revision analysis and product assessment results showed that the OBE development product for the Elementary School Scouting course was good, with an engaging implementation for users whether they were going to carry out lectures or study partners from home. The product did a very good job of supporting the elements of IKU 7 achievement, as demonstrated by the next analysis. These elements include group discussions, assignments, cooperative learning with materials related to elementary school themes, and the methodical organization of materials and creation of learning media that promote higher order thinking skills (Hots). The results of the effectiveness assessment portion of the final analysis showed how thorough the product's material was and in line with the lecture's Competency Learning Outcomes (CPMK), enabling students to apply lectures based on case studies and group projects.

5. *Main Product Revision*

Product creation is to create an interpersonal design through OBE-based Scouting lectures in the PGSD study program, then Focus Group Discussion (FGD) namely with the concept of interpersonal development. The results of the validation assessment achieved are (1) Lecture devices are 96.7%; (2) case method achievement is 95.4%; (3) team based project achievement is 94.7%; and (4) outcome achievement is 98.5%. The conclusion based on the overall research results is 96.3% and has a very good category, the results of the product assessment achievement can then be disseminated and implemented.

Development of development products in OBE-based Scouting courses in achieving interpersonal concepts is carried out through the following stages:

1) Lecture Preparation and Lecture Implementation Stages

Creating the Semester Learning Plan (RPS), textbooks, case method assignment themes, and team-based projects are all part of the preparatory step. The step of implementation involves putting the lecture materials into practice, which consist of:

1. Getting to Know Scouts
2. Scouting Method Integration of Future Teachers
3. Traditional and Contemporary Scout Activities – Integrated with IT Concept
4. Playing to Improve Attitude (Code of Honor, SKU, and SKK) – Integrated with Religion Concept
5. Ceremony as a Character Building Tool – Integrated with Character Education Concept
6. Playing to Improve Memory (Code) – Integrated with Literacy and Numeracy Concept
7. Playing to be Skilled (Rope) – Integrated with Art Concept
8. Playing while Helping (P3K) – Integrated with Science & Social Sciences Concept
9. Playing exploration preparation (Compass and Trail Marks) – Integrated with Literacy and Numeracy Concept
10. Playing exploration preparation (Estimating) – Integrated with Mathematics Concept (Literacy and Numeracy)
11. Outdoor Activities (Ribbon Map and Exploration) – Integrated with Literacy and Numeracy Concept
12. Creating Elementary School Scout Training Programs
13. Camping

2) Assignment Stage

Case Method

a. Conduct a school visit that can be accompanied by a Letter of Activity Permit from the Study Program or Faculty
b. Conduct documentation related to the Scout Extracurricular according to the group material that has been divided.
c. Conduct interviews with teachers/principals/students related to the documentation results you obtained.
d. Conduct observations of scouting activity tasks at the School related to your material
e. Joint analysis or focus group discussion (FGD) related to the results of your documentation review, interviews, and observations

Task/Team Base Project

a. Create a Scout Extracurricular Training Program for 16 meetings at school
b. Implement only 1 meeting at school involving students
c. Make a video recording consisting of:
d. Group introduction
   1. Brief explanation of the program
   2. Media needed

3. Implementation starting from (planning, implementation, and reflection)
4. Conclusion containing the results of student achievement from the activities implemented

6. *Main Field Testing*

Conducting trials on advanced level products with assessment indicators based on students' interpersonal needs in Scouting courses.

7. *Operational Product Revision*

Conducting product improvements based on learning plans, case method assignments and team-based projects, as well as output achievements that become outcomes with interpersonal achievements totaling 10 attitude indicators.

8. *Operational Field* **Testing**

Conducting trials on products at an operational level with assessment indicators based on students' interpersonal needs totaling 10 attitude indicators in the Scouting course.

9. *Final Product Revision*

Creating a Scouting lecture design based on OBE in the PGSD study program, then Focus Group Discussion (FGD) namely with the concept of developing outcomes in student interpersonal.

10. *Dissemination and Implementation*

Dissemination and implementation of products developed in the Faculty of Education.

The results of the assessment of students' interpersonal skills through OBE-based Scouting lectures are to achieve the following results:

Table 3. Student Interpersonal Achievement Results

No	Indicator	Results	Category
1.	Devotion	85.7	Very good
2.	Care for fellow friends	88.6	Very good
3.	Patriotic attitude	87.7	Very good
4.	Obedient and obedient	89.5	Very good
5.	Help each other	90.6	Very good
6.	Diligent and caring	88.5	Very good
7.	Be thorough	88.1	Very good
8.	Discipline	88.9	Very good
9.	Responsible	89.7	Very good
10.	Good deeds	88	Very good

Based on the description in table 3 related to the results of students' interpersonal achievements, it shows that the average results of students achieving the target of pious, caring, patriotic, obedient, helpful, diligent, careful, disciplined, responsible, and good deeds attitudes with an average result of all values of 88.5 with a very good category. The design of interpersonal achievements in the Scouting course in the PGSD Study Program will be

packaged in the form of RPS, case method assignments and task/team based projects, and final course achievement assessments. The interpersonal achieved are:

1. religious attitude (religiousness/devotion)
2. caring attitude towards fellow friends and love for nature
3. attitude as a patriot (defender of truth)
4. obedient and obedient attitude towards certain regulations
5. attitude of helping and assisting each other
6. diligent attitude and caring about improving skills
7. careful attitude in doing something
8. disciplined attitude in anything
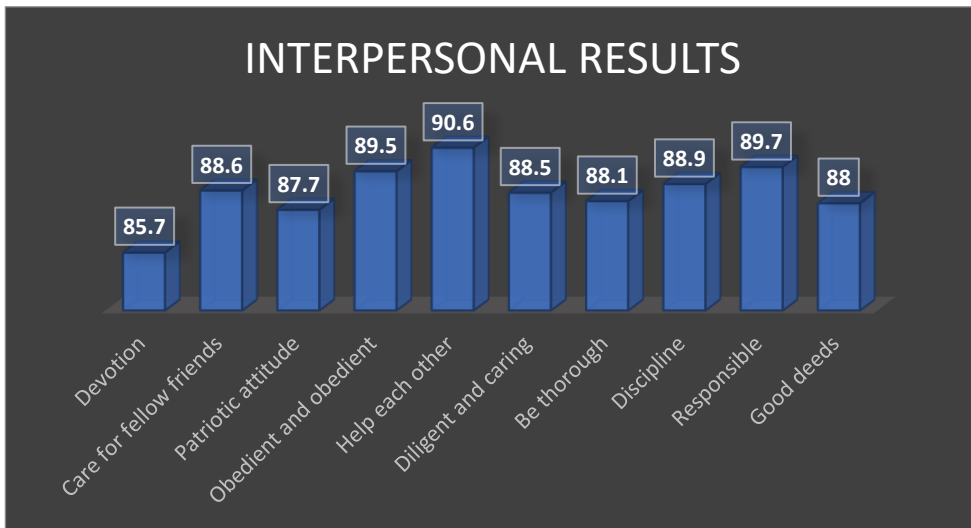9. responsible attitude
10. good words and deeds

Fig. 1. Interpersonal Outcome Diagram

Interpersonal achievement has an achievement of pious attitude with a value of 85.7, caring with a value of 88.6, patriotism with a value of 87.7, obedience with a value of 89.5, helping each other with a value of 90.6, diligent with a value of 88.5, careful with a value of 88.1, disciplined with a value of 88.9, responsible with a value of 89.7, and good deeds with a value of 88.0.

Analysis of the results of attitude achievement in the Scouting course based on Outcome Based Education (OBE) shows how interpersonal values are developed and measured among students. The following is a detailed study of each attitude measured:

1. Devotion (Score 85.7): The attitude of devotion, which reflects devotion and obedience to religious teachings, scored 85.7. Although this score is relatively good, there is still room for improvement. In the context of OBE, this attitude of devotion reflects how well students are able to internalize spiritual values in everyday life and how this affects their interactions with others. A slightly lower score compared to other attitudes suggests that

there may be a need to further integrate religious aspects into scouting learning, such as through reflection or activities that involve more spirituality.

2. Caring (Score 88.6): With a score of 88.6, the attitude of caring indicates that students have a high level of empathy and concern for others. This attitude is important in OBE because it reflects students' ability to work in teams, understand the needs of others, and contribute positively to the social environment. This score indicates that most students are able to demonstrate good concern in their social interactions, both inside and outside of scouting activities.

3. Patriotism (Score 87.7): A patriotism score of 87.7 shows a fairly high sense of love for the country among students. Patriotism is one of the important attitudes in scouting activities, which aims to form a generation that has a sense of love for the nation and state. In the context of OBE, this attitude shows how students apply national values in their activities, including appreciating cultural diversity and actively participating in activities that support national integrity.

4. Obedience (Score 89.5): Compliance with a score of 89.5 shows that students are very obedient to existing rules and norms. In OBE, this compliance is important because it shows how well students can follow instructions, understand their responsibilities, and work within the established framework. This high score reflects that students have developed a strong attitude of discipline and commitment to their duties and obligations, which are important qualities in academic and professional life.

5. Helping Each Other (Score 90.6): The attitude of helping each other with a score of 90.6 is the highest among all attitudes measured. This indicates that students are very willing and able to help others, both in academic and social contexts. This attitude is very important in OBE-based scouting activities, where teamwork and collaboration are highly emphasized. This value reflects that students not only care, but are also active in providing support to their peers, which is an indicator of success in developing strong interpersonal skills.

6. Diligent (Score 88.5): Diligent attitude with a score of 88.5 indicates that students have a strong work ethic and are persistent in completing their tasks. In OBE, this diligent attitude shows the student's commitment to the continuous and ongoing learning process. This value indicates that students generally have good internal motivation to learn and work hard, although there is still room for improving the consistency and intensity of their efforts.

7. Conscientious (Score 88.1): A score of 88.1 for conscientious attitude indicates that students tend to be careful and pay attention to detail in carrying out their tasks. Conscientiousness is an important attitude in OBE because it shows the student's ability to work with precision and high quality. This value reflects that most students are able to carry out tasks carefully, although there are some who may need to focus more to avoid minor mistakes that can affect the final result.

8. Discipline (Score 88.9): A disciplined attitude with a score of 88.9 shows that students have good self-control and are able to manage their time and responsibilities effectively. Discipline is a key attitude in OBE success because it ensures that students can complete tasks on time and according to the standards set. This value shows that most students have

developed strong discipline habits, which will be beneficial in their academic and professional lives.

9. Responsible (Score 89.7): A responsible attitude with a score of 89.7 reflects a strong commitment from students to their tasks and roles. In OBE, responsibility is one of the important indicators of maturity and readiness of students to face the challenges of the world of work. This value shows that students generally have a high sense of responsibility, both towards themselves and in collaboration with others, which is a positive sign of good character formation.

10. Good Deeds (88.0): A score of 88.0 for good deeds indicates that students consistently behave positively in various situations. Good deeds in OBE reflect how students apply moral and ethical values in their daily actions. This score indicates that most students are committed to doing good, although there may be opportunities to encourage more positive actions in daily interactions.

4 Conclusion

The achievement of students' interpersonal concepts in scouting courses is implemented through the application of OBE-oriented materials, namely (1) Scouting Methods integrating Future Teachers; (2) Traditional and Current Scouting Activities - integrated with the IT Concept; (3) Playing to Improve Attitudes (Code of Honor, SKU, and SKK) - integrated with the Religious Concept; (4) Ceremonies as a tool for character formation - integrated with the Concept of Education. Character Education; (5) Playing to Improve Memory (code) - integrated with the Concept of Literacy and Numeracy; (6) Playing to be Skilled (Rope) - integrated with the Concept of Art; (7) Playing while Helping (P3K) - integrated with the Concept of Science & Social Studies; (8) Playing in preparation for exploration (Compass and Tracking Marks) - integrated with the Concept of Literacy and Numeracy; (9) Playing in preparation for exploration (Estimating) - integrated with the Concept of Mathematics (literacy and numeracy); (10) Outdoor activities (Map Ribbon and Exploration) - integrated with Literacy and Numeracy Concepts; (11) Creating Elementary School Scout Training Programs; and (12) Camping.

OBE's achievement to achieve interpersonel through Scouting lectures in the PGSD study program achieved the assessment of (1) Lecture devices of 96.7%; (2) case method achievement of 95.4%; (3) 94.7% team-based project achievement; and 98.5% outcome achievement. The conclusion drawn from the entire research results is 96.3% and falls into the very good category. Following this, the accomplishments of the product assessment can be shared and put into practice. in interpersonal changes in students in religious attitudes (religiousness/devotion), caring attitudes towards fellow friends and love for nature, attitudes as a patriot (defender of the truth), attitudes of obedience and obedience to certain regulations, attitudes of helping and assisting each other, attitudes of diligence and caring about improving skills, attitudes of being meticulous in doing something, attitudes of discipline in anything, attitudes of responsibility, and good words and deeds. The results of interpersonal attitude achievements in OBE-based Scouting course activities show that students have very good interpersonal qualities. The values achieved reflect that students are able to internalize and practice important attitudes in their lives. This scouting activity is effective in developing student character in accordance with the objectives of OBE, namely to produce individuals who not only have knowledge and skills, but also have good attitudes and values in social and

professional life. However, there are several aspects that can still be improved to achieve more optimal results, especially in terms of improving religious values and thoroughness.

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