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The Influence of Scouting Extracurriculares on Interpersonal Intelligence of Primary School Students

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Abstract. The ability to communicate, interact, build social relationships, and empathize is known as interpersonal intelligence. This literature review uses an integrative review design to ascertain how scouting extracurricular activities influence the interpersonal intelligence of elementary school students. The attitudes and potential formed in scouting activities are related to several indicators of interpersonal intelligence: empathy, prosocial attitudes, social skills, and communication. This interpersonal intelligence is essential and must be developed, considering the current conditions with various cases of bullying, one of which is caused by the loss of empathy, compassion for others, and poor communication. Of course, this will have an impact on their future and also harm others. The basic principles and methods of scouting educate students to have faith in caring for the nation, others, the environment, and themselves, which can stimulate and develop interpersonal intelligence, one of which is practicing the scout code of honor. The group system in the scouting method provides the opportunity to learn to lead and be led, organize and be organized, take responsibility, and work and cooperate with others. Of course, this activity requires good communication, empathy, prosocial attitudes, and problem-solving skills in groups, which lead to the formation of interpersonal intelligence. This research is based on a literature review by examining several articles and books that are relevant to the research.

Keywords: Interpersonal Intelligence, Scouts, Elementary School Students

INTRODUCTION

One of the greatest gifts given by Allah SWT to humans is intelligence. With this intelligence, humans can continuously maintain and improve the quality of their increasingly complex lives through a lifelong process of thinking and learning (Hidayah & winarto, 2022). Gardner emphasized that human intelligence is plural, including verbal, spatial, logical-mathematical, motor, musical, interpersonal and intrapersonal intelligence (Gardner et al., 1995). Interpersonal intelligence is one of the various intelligences mentioned above. The ability to communicate verbally and non-verbally, relationship and teamwork skills, the ability to resolve conflict, build team spirit, and appreciate and be respected, are all components of interpersonal intelligence (Petrovici & Dobrescu, 2013).

The negative impacts resulting from low interpersonal intelligence can result in social conflict. In addition, children will find it difficult to solve problems effectively, have weak speaking and listening skills, and cause individuals to become less sensitive to social problems that arise in their surroundings. Of course, this should not be allowed to happen to students, especially teenagers in the school environment, because it can hinder the learning process and also have an impact on their learning outcomes. So, interpersonal intelligence in children must be developed so that unwanted negative impacts do not occur (Nirmala et al., 2021).

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Education in schools takes place formally and non-formally. The two components of formal education at school are extracurricular and intracurricular activities. Teaching and learning activities that take place during class hours are known as intracurricular activities. Extracurricular activities are a means for students to express their talents and interests outside the classroom. Activity Extracurriculars have an important role in developing students' personal potential and as a vehicle to achieve non-academic achievements (Susanto, 2015). While some extracurricular activities take place outside of school hours, other activities take place during school hours. Both activities are equally important and enhance each other (Puspitasari, 2023).

Extracurricular activities have a significant positive influence on student quality (Noor, 2012), including: a) conditioning the diversity of students' intelligence and potential, b) bringing education closer to the real world, c) having high flexibility in terms of programs and curriculum, and d) providing education in an interesting and pleasant . Extracurricular activities are a medium for developing students' abilities and creativity according to their wishes.

Melinda, (2013) Stated that in scouting activities, students are always directed to participate in various engaging, challenging, creative, and enjoyable activities so that students can have a disciplined attitude, be brave, respect others, care about the environment, love nature, and have independence. Basic Scouting Principles and Scouting Methods are always used in implementing scouting education. The principles of developing scouting activities which aim to shape the character of students are known as the Basic Principles of Scouting (PDK). Meanwhile, the Scouting Method (MK) is a way of providing character education to students through scouting activities (Wirajaya, 2012).

Based on the background above, scouting extracurricular activities can improve the development of students' interpersonal intelligence abilities, especially at elementary school age, which are adapted to the characteristics of the scouting level. From previous research on "The Influence of Active Participation in Scouting Extracurricular Activities on Interpersonal Intelligence" by Sundari (Sundari, 2015), the results of the F test calculations for this study showed that there was an influence of active participation in scouting extracurricular activities on interpersonal intelligence. Furthermore, "The Relationship between Verbal Bullying and Students' Interpersonal Intelligence" was studied by Khaerunnisa, Syamsuryani, Atjo, and Yusuf (Khaerunnisa, 2023) with research results, the correlation between verbal bullying and interpersonal intelligence shows that the relationship between the two is negative. In conclusion, when interpersonal intelligence decreases, verbal bullying increases. Conversely, students' interpersonal intelligence increases as verbal bullying decreases.

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Based on observations, especially in Salawu District, several elementary schools are actively scouting activities with competent instructors. However, some students are not very interested in extracurricular scouting activities, such as 1) lack of active participation of scout members during training, 2) lack of enthusiasm in participating in extracurricular scouting activities, 3) lack of support from students' parents, such as when there is a camping event, parents are too worried about their children. Likewise, the school environment is still less supportive and lacks supporting facilities, and homeroom teachers who have not mastered scouting are hampering its implementation.

From previous research and problems in participating in scouting extracurricular activities, researchers want to know again whether scouting extracurricular activities are able to provide an influence that can develop one's interpersonal intelligence, with characteristics such as: 1) being able to develop and create social relations, so that they can group with other people 2) being able to empathize with others, so that students have a sense of compassion for others, one of the characters that can prevent bullying 3) having practical communication skills. The aim is to find out how Scout extracurricular activities influence students' interpersonal intelligence, what factors influence students' interpersonal intelligence, and how much influence Scout extracurricular activities have on students' interpersonal intelligence.

METHODOLOGY

This study employs a literature review research method using an integrative review design. The integrative review method is utilized to analyze and synthesize findings from various previous studies and books related to the influence of scouting extracurricular activities on the interpersonal intelligence of elementary school students. Through this qualitative descriptive approach, researchers examine how scouting activities contribute to the development of interpersonal intelligence, including aspects such as empathy, prosocial attitudes, social skills, and communication. By integrating relevant sources, this method allows for a comprehensive understanding of the role of scouting in shaping students' interpersonal abilities.identify the academic and emotional consequences experienced by bullying victims.

RESULTS OF LITERATURE REVIEW

1. Scout Extracurricular

According to (Wiyani, 2013) states that "Extracurricular activities are activities carried out to develop certain aspects of what is found in the curriculum being implemented, including those related to how to actually apply the knowledge learned by students according to the demands of their life needs and the surrounding environment".

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The Scout movement is part of non-formal education, which is defined by offering creative, varied and situation-specific learning methods to children, teenagers and adults throughout the world. The following are important components of the Scout movement methodology, according to (Vallory, 2012): teaching values such as respect, responsibility, loyalty, service attitudes, and respect for the environment through the Scout spirit; and learning by doing through project work in each movement section, by age. Activities that define scouting methodology include projects, in which students plan, organize, carry out, and assess educational actions under the supervision of their monitors; development programs that are centered on participants' interests and requires direct engagement with nature in order to foster intellectual, social, physical, affective and spiritual development (Asensio-Ramon et al., 2020).

Humans are social creatures who essentially cannot live without the help of other people, so scouting education is very suitable for fostering a person's concern. To get help from others, humans must care for each other. Humans, as social beings, are basically inseparable from other humans, so the relationship between humans is an objective need (Soekanto, 2014).

Scouting extracurricular activities are one of the most comprehensive activities in character development. Students are taught about independence, leadership, social responsibility, and love of country. Scouts also teach the importance of cooperation and togetherness in achieving common goals (Ramopoly et al., 2024).

a. Scouting Goals, Basic Principles and Methods

The Scout Movement aims to teach Indonesian children and young people the basics of scouting and its methods, which are adapted to the needs, choices and progress of the nation (Dani & Anwari, 2015).

1. Its members become human beings with noble character, mentality, morals, noble character and strong beliefs.
2. Its members become humans who have high intelligence and skills.
3. The members become human who is strong and physically healthy
4. Its members become human beings who have the spirit of Pancasila and are loyal and obedient to the Unitary State of the Republic of Indonesia so that they become members of society with excellence and noble character, who are able to carry out nation and state development.

The basic principles and methods of scouting are characteristics that distinguish scouting from other educational institutions, which are implemented according to the interests, needs, situations, and conditions of the community (Budi, 2020).

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Basic principles of scout movement:

1. Have faith and devotion to God Almighty
2. Caring about the nation and homeland, fellow humans and nature
3. Care about yourself
4. Adhere to the Scout Code of Honor Adhere to the Scout Code of Honor

The scouting method is a progressive way of learning by:

1. Implementation of the Scout Code of Honor
2. Learning by doing
3. Team or group system
4. Challenging and progressive activities that contain education that is appropriate to the spiritual development and activities of students
5. Outdoor activities
6. Proficiency badge system
7. Separate units for boys and girls
8. Basic metaphors

b. Scout Code of Honor

The scout code of honor consists of a promise called Satya Pramuka and moral provisions called Dasa Darma Pramuka. The code of honor for scouts (Yusuf & Rustini, 2016)

a) Tri Satya

On my honor, I promise to mean it;

1. Carry out my obligations towards God Almighty, the Unitary State of the Republic of Indonesia, and practice Pancasila.
2. Helping other people and preparing to build society.
3. Fulfill the ten dharma.

b) Dasa Darma

1. Fear God Almighty
2. Love of nature and compassion for fellow humans
3. A polite and chivalrous patriot
4. Obedient and likes to negotiate
5. Willing to help and be steadfast
6. Diligent, skilled, and happy
7. Frugal, careful, and modest
8. Disciplined, brave, and loyal

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9. Responsible and trustworthy
10. Be pure in thoughts, words, and deeds

2. Interpersonal Intelligence

Education helps develop natural intelligence in many ways. Interpersonal intelligence is the ability to understand and communicate efficiently, which includes effective verbal and nonverbal communication , the capacity to recognize individual variations , sensitivity to the emotions and temperament of others , and the capacity to accept differing points of view.

Interpersonal intelligence relates to the capacity to understand the intentions, motivations, and desires of other people. This allows being able to work well with others. Educators, social workers , actors, politicians, salespeople, religious and political leaders , and counselors all need well-developed interpersonal intelligence (Scholar & District, 2018). (Hetland & Chalfen, 1997) define interpersonal intelligence as enabling someone to understand the feelings and intentions of others and to be able to create successful relationships with others.

a. Characteristics of Interpersonal Intelligence

In general, interpersonal intelligence is visible from the preferences that emerge in a person's behavior. Individuals with vital interpersonal intelligence are able to adapt and get along with others, lead effectively when given leadership responsibilities, and understand the opinions of others when negotiating, persuading, and gathering information. In other words, they really enjoy interacting with other people and have lots of friends (Yaumi, 2012).

Specifically, those who have interpersonal intelligence show the following characteristics:

1. Learn best in an environment that encourages interpersonal contact.
2. Feel happier when you interact a lot with other people.
3. Be productive and develop when learning cooperatively and collaboratively.
4. Chatting or teleconferencing is a fun way to engage in social networking relationships.
5. Enjoy being part of social, political and religious organizations.
6. Likes listening to and watching radio and television talk shows .
7. Likes playing on a team rather than playing alone
8. When you work alone, you always feel bored and uninspired.
9. Always participate in extracurricular activities and clubs.
10. Very aware and concerned about society's problems and challenges (Yaumi, 2012)

Anderson (Safaria, 2005) explains the characteristics of people who have high interpersonal intelligence, namely:

1. The ability to establish and grow new social relationships
2. Able to fully understand and empathize with other people
3. Able to maintain social relationships so that they do not deteriorate over time and can continue to grow deeper, more intimate and more meaningful.
4. Able to identify other people's verbal and nonverbal cues, or in other words, be sensitive to social changes and their demands.
5. Able to solve problems in social relationships using win-win strategies and, most importantly, prevent future problems in social relationships.
6. Listening, speaking, and writing effectively are components of communication skills, as is the capacity to present oneself in a way that meets social expectations.

According to (Musfiroh, 2023) people who are interpersonally intelligent have some or most of the intelligence indicators, namely:

1. In both professional and personal life, people often look to you for advice or recommendations.
2. Likes tasks that require cooperation. When it comes to sports, I prefer team sports such as football, volleyball and badminton.
3. Tend to ask for help or talk to others when facing challenges rather than trying to deal with problems alone.
4. Have lots of friends, at least three.
5. Prefers group games to pass the time, such as Monopoly, Snakes and Ladders, rather than individual entertainment, such as video games or solitaire (playing alone).
6. Enjoy the challenge of educating another person or group of people about things they are already good at.
7. Thinking of yourself as a leader or that you are viewed as such by others .
8. Finding pleasure or enjoyment in a crowd.
9. Enjoys being involved in social events related to work, places of worship, or the surrounding environment.
10. Prefer to spend the evening partying or discussing rather than staying at home.

If you pay attention, it appears that there is a common opinion regarding the unique characteristics of interpersonal intelligence above, namely:

1. Individuals with good interpersonal intelligence have positive social interactions with other people around them.
2. Social engagement is something that people with good interpersonal intelligence value highly.

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3. Individuals with high interpersonal intelligence are able to function effectively in groups or teams.

b. Interpersonal Intelligence Factors

(Boeree, 2006) Stated, "Interpersonal intelligence is influenced by the following factors":

1. Family environment. Children need the care and attention of their parents in a family environment.

2. Nutrition. Where the impact of malnutrition is indirect. Compared with children who receive adequate nutrition , malnourished children are typically children who are less responsive as adults, less eager to learn , and less active in exploration.

3. Personal experience in life. Family is a place where children grow and develop. People get their first social relationships from their parents. Parenting patterns are a factor that influences children's growth and development. Permissive, authoritarian and democratic parenting patterns greatly influence children's growth and development.Individual life experiences. Children grow and develop in a family environment.

(Izzaty, 2008) Stated that "Every parenting style given by parents will have a different influence and impact on each individual". (Izzaty, 2008) Explained that "The parenting style given by parents is divided into three types" as follows:

1. The permissive type is a parenting style in which parents tend to give their children more freedom in determining all their choices. Parents with this type of parenting give their children much freedom so that children sometimes feel less cared for.

2. Authoritarian parenting is a type of parenting in which parents tend to have a significant influence on the child's life. Children are under the full supervision of their parents and have limited freedom.

3. The authoritative type is a parenting style that is a combination of authoritarian and permissive patterns where parents continue to supervise and also give children the freedom to determine things.

c. Various Aspects Of Interpersonal Intelligence

Dimensions of Interpersonal Intelligence According to Anderson (Safaria, 2005), there are three main dimensions of interpersonal intelligence which together form a unity and strengthen each other. These three dimensions are as follows:

1. Social Sensitivity

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Social sensitivity is when someone is able to feel and observe the reactions or changes of other people, reactions or changes expressed both verbally and nonverbally, whether those reactions are positive or negative. The following are indicators of social sensitivity, according to Safaria :

a. Empathy

An empathetic, attitude is an understanding of another person based on that person's point of view , perspective , needs , and experiences.

b. Prosocial Attitude

Prosocial behavior, such as sharing, reaching out to those in need, working together, and showing empathy, are moral behaviors that need to be practiced.

2. Social Insight

A person's capacity to understand and find efficient solutions to problems in social interactions , without hindering it from destroying existing social connections and systems (Solihat et al., 2016). The indicators of social insight are:

a. Self-awareness

Self-awareness is the capacity to recognize and appreciate the totality of life in the world, hopes, dreams, aspirations and future goals (Solihat et al., 2016).

b. Understanding social situations and social ethics

Personality is influenced by their understanding of social situations and ethical .understanding. Students can differentiate what they can and cannot do by understanding social status and social ethics (El-Yunusi et al., 2022)

c. Problem-solving skills

In dealing with interpersonal conflict, skills in problem solving are very important to have. The better the individual's ability to solve problems, then the results obtained will be even more positive than interpersonal conflict resolution (Solihat et al., 2016).

3. Social Communication

The ability to use communication processes to create and maintain positive interpersonal relationships is known as mastery of social communication skills (Solihat et al., 2016). The indicators of social communication are:

a. Effective communication

The four fundamental communication skills that must be taught are giving feedback, expressing emotions, supporting and responding to others, and accepting oneself and others. Effective communication is the most important tool in human life and is a must for anyone who wants to be successful in life (Solihat et al., 2016).

b. Effective Listening

To make other people feel appreciated and understood, listening requires focus and empathy. The ability to listen is one of the communication skills (Solihat et al., 2016).

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DISCUSSION

According to research, shows that scouting extracurricular activities can foster a sense of social awareness, empathy and patriotism in students. Students' social awareness and character, in particular, improve significantly over time with regular scouting participation (Aqodiah et al., 2023). Then, the researchers (Nugraha et al., 2020) wanted to see an increase in prosocial behavior through scouting care activities. Scouting activities can increase students' prosocial behavior, as seen from the difference in scores before and after the exam.

Interpersonal learning can be done through sharing activities in groups, creating cooperative groups, board games, and various simulation activities. Interpersonal intelligence is characterized by discussing and describing activities involving cooperative learning groups (learning together), group projects, conflict resolution, reaching agreement (consensus), the responsibility of school and student organizations, friendships and moral life, and empathy (Armstrong, 2017).

Activities are a series of action sequences followed by behavioral modifications brought about by interactions with the surrounding environment. The word "activity" denotes "liveliness," everything that is done or happens , whether physical or not, is an activity (Mulyono, 2001). The activities in scouting activities can foster students' social awareness in a better direction. In scouting activities, some values can increase students' social awareness, such as ceremonies, camping, rope-making, marching, and hiking, which involve social cooperation in these activities (Nurhidayati & Indrawadi, 2020).

Table 1. Implementation of Scouting Methods with Interpersonal Intelligence Indicators

Souting Methods	Activity Description	Indicators of Interpersonal Intelligence
1. Practice the Scout Code of Honor in everyday life	a. Practice "Tri Satya and Dasa Dharma Pramuka" b. Develop good behavior in the school, home, and community environment c. Foster religious awareness, care for the environment, keep promises, and be honest in every activity	• Empathetic attitude • Prosocial attitude • Self-awareness • Understanding social etiquette and social situations
2. Learning activities while doing	a. Sharpening children's curiosity with new things b. Skills and experience in education	• Problem-solving skills • Effective speaking
3. Group activities, collaboration and competition	a. Dividing scout members into groups (squads) b. Level competitions (front group, sub-branch, branch, regional, and national)	• Effective speaking • Effective listening • Problem-solving skills

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		• Prosocial attitudes
4. Interesting and challenging activities	a. Arts and cultural performance activities b. Exploration of the postal system c. Playing all forms of games, including traditional games	• Effective speaking • Effective listening • Empathetic attitude • Problem-solving skills
5. Outdoor activities	a. Scout service camp b. Saturday-Sunday camp (Persami) c. New member acceptance and inauguration camp	• Empathy • Prosocial Attitude • Problem-solving skills • Understanding social situations and social ethics
6. Provide guidance, encouragement and support	a. The principal, teachers, and supervisors are actively involved in competition activities and provide advice and motivation to members. b. Supervision and evaluation before, during, and after the activity.	• Effective listening
7. Awarding of competency awards	a. Every scout member is required to fill in the SKU for the *Siaga* and scout groups b. SKU/SKK testing and pinning of scout member proficiency badges	• Self-Awareness • Problem-solving skills
8. Separate units (boys and girls)	a. Administration, front group numbers, and unit instructors apply separate units. b. Activities are adjusted according to gender between male and female members	• Understand social situations and social ethics.

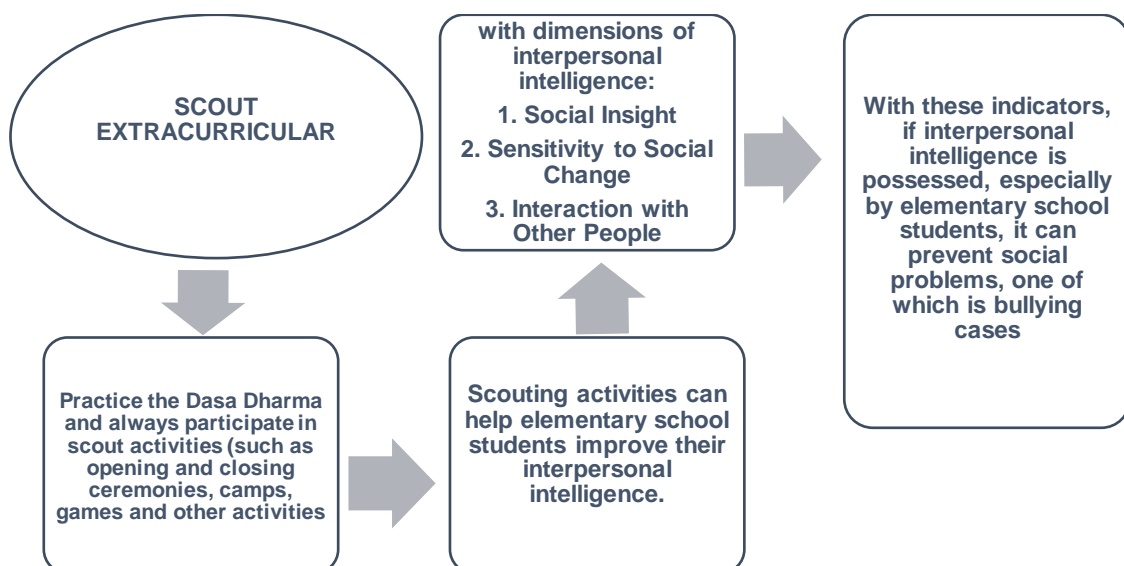**Figure 1**. How Scouting Extracurricular Activities Affect Interpersonal Intelligence

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CONCLUSION

Interpersonal intelligence is concerned with communicating with other people. Interpersonally intelligent individuals prefer to socialize with others and join groups. When viewed from the literature review and previous relevant research, scouting extracurricular activities with the practice of scouting methods can develop students' interpersonal intelligence in the aspects of social sensitivity, social Insight, and social communication. Scouting activities can also develop students' character values if they are practiced in daily activities, not just during training or when filling out General Proficiency Requirements. Support from schools, parents, and the community is essential, especially in participating in extracurricular scouting activities.

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