

Implementation of Papua Nature Exploration (PNE) in Scout Extracurricular Activities to Build Students' Responsible and Nature-Loving Character at Elementary School

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Abstract

Papua Nature Exploration (PNE) is an extracurricular Scout activity at Muhammadiyah Teminabuan Elementary School, South Sorong. This activity aims to shape students' character of responsibility and love for nature. This study aims to examine the implementation, supporting and inhibiting factors, and how to deal with obstacles in PNE activities. The study used a qualitative descriptive method with data collection techniques through observation, interviews, and documentation. The collected data were analyzed using qualitative analysis techniques, including data reduction, data display, and conclusion drawing. Data triangulation was applied to ensure validity by cross-checking information obtained from different sources. The results showed that Papua Nature Exploration (PNE) is a structured scouting extracurricular activity that fosters responsibility and love for nature through team formation, environmental education, outdoor survival training, exploration, conservation efforts, and interactive games. PNE activities were effective in building character of responsibility and love for nature in grades V and VI students. This is reflected in the attitude of caring, focusing, and protecting the environment during the activity. Supporting factors for the success of PNE include the involvement of Scout Leaders, Muhammadiyah Middle School students, PDM Sorong Selatan, and student enthusiasm. Obstacles found include the distance of the activity location which is far from the school and unpredictable weather. This study recommends the development of interesting activities to instill positive character in students. In addition, it is recommended to further develop PNE activities using experimental methods to test their effectiveness on a larger scale.

Keywords: Nature-Loving, Papua Nature Exploration (PNE), Responsible, Scout Extracurricular

Abstrak

Jelajah Alam Papua (JAP) adalah kegiatan ekstrakurikuler Pramuka di Sekolah Dasar Muhammadiyah Teminabuan, Sorong Selatan. Kegiatan ini bertujuan untuk membentuk karakter siswa agar bertanggung jawab dan mencintai alam. Penelitian ini bertujuan untuk meneliti pelaksanaan, faktor pendukung dan penghambat, serta cara mengatasi kendala dalam kegiatan JAP. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Data yang dikumpulkan dianalisis menggunakan teknik analisis kualitatif, termasuk reduksi data, penyajian data, dan penarikan kesimpulan. Triangulasi data diterapkan untuk memastikan validitas dengan memverifikasi informasi yang diperoleh dari berbagai sumber. Hasil penelitian menunjukkan bahwa Papua Nature Exploration (PNE) adalah kegiatan ekstrakurikuler kepramukaan yang terstruktur, yang menumbuhkan rasa

tanggung jawab dan kecintaan terhadap alam melalui pembentukan tim, edukasi lingkungan, pelatihan bertahan hidup di luar ruangan, eksplorasi, upaya konservasi, dan permainan interaktif. kegiatan JAP efektif dalam membangun karakter tanggung jawab dan cinta terhadap alam pada siswa kelas V dan VI. Hal ini tercermin dari sikap peduli, fokus, dan melindungi lingkungan selama kegiatan berlangsung. Faktor pendukung keberhasilan JAP meliputi keterlibatan Pembina Pramuka, siswa SMP Muhammadiyah, PDM Sorong Selatan, serta antusiasme siswa. Kendala yang ditemukan antara lain lokasi kegiatan yang jauh dari sekolah dan cuaca yang tidak dapat diprediksi. Penelitian ini merekomendasikan pengembangan kegiatan yang menarik untuk menanamkan karakter positif pada siswa. Selain itu, disarankan untuk lebih mengembangkan kegiatan JAP dengan metode eksperimental guna menguji efektivitasnya dalam skala yang lebih besar

Kata Kunci: Cinta Alam, Jelajah Alam Papua (JAP), Tanggung jawab, Pramuka

INTRODUCTION

Extracurricular activities are organized activities outside the formal curriculum at every level of education, which function to support the achievement of educational goals. These activities are designed to meet the diverse developmental needs of students, including differences in moral values, attitudes, skills, and creativity. Student development will be more prominent if the activities are carried out outdoors and packaged in an interesting and fun way, but also contain educational values to form certain personality traits. As in Bener 03 State Elementary School, Majenang, by carrying out scouting activities outdoors, it provides a creative element to students after a full day of studying in class (Cahya Neda Yani, Fitriani Prila Wardani, 2020).

Scouting education is a practical learning process carried out outside of school and family, utilizing the natural environment. This process refers to the basic principles and methods of scouting that are adapted to local conditions, with the main goal of forming character, personality, and noble morals in students. According to Bomans Wadu et al. (2020), Scouting activities in elementary schools carried out outdoors include marching, exploration, camping, competitions, pioneering, morse, and simapore. These activities are carried out in groups, which shows that values such as hard work and responsibility are applied collectively. In addition to focusing on building student character, outdoor activities also aim to train physical skills and increase sensitivity to the surrounding environment.

Character education can be obtained through non-academic activities. Scouting extracurricular activities carried out outside school hours. This activity is one of the activities that can foster character in students. As conveyed by Eki et al. (2017) in their research that scouting activities have succeeded in instilling an independent character gradually, through various planned activities such as routine training activities, nature exploration, camping activities, competitions at various levels and jamborees. A good learning environment is expected to be provided by teachers to shape, develop and strengthen students' character. This is in line with Arumsari et al. (2023) in their research that students' character increases with role models, habits, attention and advice, especially in forming a disciplined character in all matters.

Character problems that occur at Muhammadiyah Teminabuan Elementary School, through the results of initial observations and interviews with the principal and scout extracurricular instructors conducted on March 19, 2024, that the application of character values is less than optimal if only applied to the learning process in the classroom. To address this issue, the PNE program was introduced to provide experiential learning through outdoor activities, allowing students to develop responsibility, teamwork, and environmental awareness in a practical setting. The program offers real-life applications of character values, ensuring students internalize and practice these principles through direct engagement with nature, survival training, and conservation efforts. By immersing students in hands-on exploration, PNE fosters a stronger connection between learning and daily

behavior, ultimately enhancing the effectiveness of character development at Muhammadiyah. This is like the research conducted by Kristi (2020) that the application of character values cannot only be through the formal learning process but must also be through non-formal activities, one of which is scouting extracurricular activities. The implementation of scout extracurricular activities at Muhammadiyah Teminabuan Elementary School still has many shortcomings, one of which is in field practice activities and introduction to the surrounding environment. In addition, there are still many students who underestimate the teacher's assignments and there are still many students who are dependent on gadgets. This problem arises due to the lack of teacher involvement in implementing character values in academic and non-academic learning at school. Character education is one solution and tool to overcome these problems.

Research on character in scouting extracurricular activities has been widely conducted, but not many have focused on one activity in scouting extracurricular activities, so that discussions about certain activities are less than optimal. In addition, previous studies have not used nature exploration activities as scouting extracurricular activities used in forming character. As for those who use it, only a few do it at the elementary school level, and even then it is in the form of teaching modules used in academic learning, not in the form of nature activities carried out outside the classroom in non-academic learning. In addition, there has been no research on nature exploration, especially Papuan nature. Therefore, the researcher is interested in conducting research on the implementation of Papuan nature exploration activities in scouting extracurricular activities in forming responsible and loving nature characters at Muhammadiyah Teminabuan Elementary School, South Sorong.

This study has several differences with previous studies, where researchers focused more on the implementation of non-academic activities through Papua nature exploration to improve the character of responsibility and love of nature in students so that they can have good characters. Other research includes Nature Resources Contestation Between Native Papuans, this study examines the management and utilization of natural resources between local indigenous Papuans and indigenous Papuan migrants in the Cyclops Mount Nature Reserve. It highlights environmental sustainability and collaborative management (Marthen et al., 2024). The Effect of the Intensity of Scout Extracurricular Activities on Leadership Character, this paper explores how scouting extracurricular activities influence leadership character and democratic attitudes in students (Agus & Pudjiastuti, 2023). Implementation of Character Education in Dasa Darma of Scouts, this research discusses the integration of character education within scouting activities, focusing on the values embedded in the Dasa Darma (Zulfaturrohman et al., 2017). Ethnomedicine Study of Medicinal Plants for Malaria Treatment in Moi Tribe, Southwest Papua, this paper explores the use of medicinal plants by the Moi Tribe in Sorong District for treating malaria, emphasizing indigenous knowledge (Hutami et al., 2025). [The Protection of Natural and Cultural Landscapes through Community-Based Tourism](#), this study examines how the Kamoro indigenous tribe in Papua, Indonesia, engages in community-based tourism to preserve their customs, traditions, and ecocentric worldviews while protecting natural landscapes. The difference from the above studies is study stands out by merging environmental exploration with structured scouting activities, creating a holistic approach to character building. PNE also focuses on scouting extracurricular activities, especially nature exploration activities followed by grades V and VI of elementary school which are already classified as scouts. The purpose of this study is so that students can behave in accordance with the values of the ten points of the Dharma through interesting scouting extracurricular activities. Likewise with Papua nature exploration (PNE), students are encouraged to take good actions in the school environment and outside of school that reflect the character of responsibility and love of nature, and students are encouraged to be able to interact with local nature in addition to forming a character of love of nature also introduce medicinal plants or trees typical of South Sorong Regency.

Based on the description above, the following problem formulations are obtained: (1) how is the implementation of Papua nature exploration activities (PNE) in scouting extracurricular activities in forming a character of responsibility and love of nature at Muhammadiyah Elementary School

Teminabuan, South Sorong; (2) what are the supporting and inhibiting factors for the implementation of Papua nature exploration (PNE) in scouting extracurricular activities in forming a character of responsibility and love of nature at Muhammadiyah Elementary School Teminabuan, South Sorong?; and (3) what efforts are made to deal with obstacles to the implementation of Papua nature exploration (PNE) in scouting extracurricular activities in forming a character of responsibility and love of nature at Muhammadiyah Elementary School Teminabuan, South Sorong. This study examines the implementation of Papua Nature Exploration (PNE) in scouting extracurricular activities at Muhammadiyah Elementary School Teminabuan, South Sorong, to shape students' responsibility and love for nature. It also identifies supporting and inhibiting factors and explores solutions to overcome obstacles. PNE effectively fosters students' character, reflecting care and environmental awareness. Support comes from Scout Leaders, Muhammadiyah Middle School students, and the Muhammadiyah Regional Leadership, alongside student enthusiasm. Challenges include distant locations, limited school space, and unpredictable weather. Solutions include securing forest land, arranging transportation, and developing contingency plans. The study highlights experiential learning's role in character building and suggests further development of PNE with innovative methods.

METHOD

The This research is a descriptive research type with a qualitative approach. This research falls under qualitative descriptive research, which aims to provide a detailed and systematic explanation of a phenomenon without manipulating variables. Unlike a case study, which deeply examines a specific individual or group over time, or ethnography, which focuses on cultural behaviors, qualitative descriptive research presents an overall portrayal of the subject as it naturally occurs. It relies on techniques such as observation, interviews, and documentation to describe the implementation, influencing factors, and challenges of Papua Nature Exploration (PNE) at Muhammadiyah Elementary School Teminabuan. Qualitative methods are in-depth and comprehensive research approaches to understand and explain phenomena in their natural context. This method allows researchers to explore complexities and contexts that cannot always be measured with numbers, and provides an opportunity to explore broader dimensions of social reality (Rachman et al., 2024). The location of the research was at Muhammadiyah Teminabuan Elementary School, which is located on Jalan Lama Wase Wermit Village, Kaibus, Teminabuan District, South Sorong Regency, West Papua Province. The research took place in the 2024/2025 academic year, odd semester, August-October 2024. Determining the location of the research has its own importance in the context of qualitative research because determining this location also determines the object and objectives of the research, making it easier for researchers to carry out research (Nugrahani, 2024).

The The data sources in this study used two types of data, namely primary data and secondary data. Primary data was obtained directly by researchers through observation and interviews while secondary data was obtained indirectly through intermediary media or research subjects during the study (Nasution, 2023). Primary data was obtained from the Principal, Scout Extracurricular Leaders and 40 students of grades V and VI in the odd semester of the 2024/2025 academic year. Secondary data was obtained from archives and documents in the form of photos, personal documents, official documents, and other documents related to the focus and sub-focus of the research.

Data collection techniques in this study were observation, interviews and documentation. Shackleton and Newel in Rachman et al. (2024) stated that structured interviews are more predictive of a person's future performance than open or unopen interviews. The research instruments used observation sheets, Principal interview sheets, Scout Leader interview sheets, and student interview sheets. The research instrument according to Ardiansyah et al. (2023) is a tool used to measure natural or social phenomena that are observed or studied.

This study applies the triangulation method in testing the validity of the data. According to

Rachman et al. (2024), triangulation is a way to obtain truly valid data using a dual method approach. In this study, the type of triangulation used is using triangulation techniques and sources. This study applies a qualitative descriptive analysis method. The implementation of Papua nature exploration (PNE) is known through observation and interviews in the implementation of Papua nature exploration (PNE). After conducting observations, data analysis was carried out. Furthermore, interviews were used to deepen and strengthen the information that the researcher had obtained. This is relevant as conveyed by Ahmad & Muslimah (2021) including data collection, data condensation, data presentation, and drawing conclusions.

RESULT AND DISCUSSION

Implementation of Papua Nature Exploration (PNE)

The data from the research on the implementation of Papua nature exploration (PNE) in scouting extracurricular activities in forming a character of responsibility and love for nature at Muhammadiyah Teminabuan Elementary School, were obtained through observation, interviews and documentation. Observations were made by observing Papua nature exploration activities in scouting extracurricular activities once a week on Saturdays for 6 meetings. The following is a series of Papua nature exploration activities (PNE) at Muhammadiyah Teminabuan Elementary School.

Table 1. Papua Nature Exploration (PNE) of Muhammadiyah Teminabuan Elementary School

Meeting	Date	Activity
1	07 September 2024	Introdustion and team formation
2	14 September 2024	Morse code, Marching Rules
3	21 September 2024	Scout tracking signs
4	28 September 2024	PNE activity briefing
5	05 October 2024	PNE activity
6	19 October 2024	Outbound games

The Papua nature exploration activity carried out by Muhammadiyah Teminabuan Elementary School began with the enthusiasm of grade V and VI students, who participated in the scouting activities in the even semester of 2024. At the first meeting, students were guided by scout leaders to get to know nature exploration activities, form teams, and prepare general competency requirements. Junior high school scout members also helped with training and became committee members. At the second meeting, the leaders taught materials such as Morse code and PBB, accompanied by practices to strengthen the character of responsibility and love for nature through a clean and healthy lifestyle at school. The following are pictures of activities at the first and second meetings.



Figure 1. Formation of the squad and provision of drill material

In the third meeting, the activities focused on scout trail signs carried out outdoors, where each group made and read trail signs using natural materials without damaging the environment. The fourth meeting was directed at providing students with rules, equipment, and the schedule for the Papua nature exploration (PNE). This provision helps students prepare the needs and ensure the readiness of the group to participate in PNE activities properly. All of these series aim to form a character of responsibility, love of nature, and scouting skills in students. The following are pictures of activities at the third and fourth meetings.



Figure 2. Morse code material and students making footprint

The fifth meeting was the most anticipated moment because the Papua Nature Exploration (PNE) activity took place. This activity was carried out in the forest land owned by Muhammadiyah Teminabuan leadership South Sorong Regency with a total of 40 students participating, consisting of class V and VI teams and a committee of teachers and junior high school scouts. The PNE activity had three posts, each 200-300 meters apart. At the first post, participants were provided with plastic bags to collect non-organic waste and complete Morse code assignments. The second post provides a challenge to find typical Papuan plants, such as Matoa (*Pometia Pinnata*), Pinang (*Areca Catechu*), Aren (*Arenga Pinnata*), Pandan (*Pandanus Amarillifolius*), Beringin (*Ficus Benjamina*), Rattan (*Calamus Burckianus*), Porang (*Amorphophallus Muelleri*), Sukun (*Artocarpus Altilis*), Palm (*Cocos Nucifera*), Golden Pothos (*Epipremnum Aureum*), and Praying Flower (*Maranta Leuconeura*), as well as attaching plant nameplates. The last post is a place for participants to collect assignments, submit reports, and receive evaluations from the supervisor. The following is a picture of the activities at the fifth meeting.



Figure 3. Attaching the nameplate of the areca nut tree and the praying flower

In the picture, three participants are attaching signs with the names of typical Papuan plants, one of which is the areca nut tree and the praying flower. In the next picture, the participants are seen boarding a truck that has been prepared as transportation to return to the starting point. With the spirit of togetherness, they share stories and experiences during the trip. Upon arriving at the final location,

all participants gathered in an orderly formation to attend the closing ceremony. At this moment, an evaluation of the course of the activity was carried out, discussing the achievements and obstacles faced, so that it can be a lesson for the implementation of activities in the future.



Figure 4. Closing Ceremony and back to school

The sixth meeting was the last meeting, filled with outbound activities in the school field. Students enjoyed various physical games such as rubber relay, baton relay, water relay, and balloon snake. This activity aims to release tension during JAP, foster togetherness, and create familiarity between students. The joyful atmosphere made the outbound activity a fun and memorable closing for all PNE participants.

Students in grades V and VI of Muhammadiyah Teminabuan Elementary School demonstrate a sense of responsibility and love for nature through various activities, such as participating in scout training with discipline, following the rules, and showing focus during the Papua nature exploration activities. They also have a caring attitude towards friends, mentors, and the surrounding environment. Examples of their actions include helping friends who are having difficulties, helping mentors prepare equipment for activities, throwing trash in its place, cleaning the school area, planting flowers, and maintaining environmental cleanliness. During nature exploration activities outside of school, they collect non-organic waste, care for plants, and mark typical Papuan plants as a form of preserving local natural wealth.

The formation of student character is supported by the implementation of General Proficiency Requirements which are used as a guide in providing scouting materials. Scoutmasters ensure that students fill out the General Proficiency Requirements routinely to develop spiritual, emotional, social, intellectual, and physical aspects. In addition, students are invited to understand and practice the values of Dasa Darma in everyday life, such as discipline, trustworthiness, caring, and love of nature. The implementation of the Dasa Darma values has proven effective in instilling a character of responsibility and love of nature in students, both in the school environment and outside of school. In the coaching process, Scoutmasters play an active role in providing relevant materials and providing examples to students. Activities such as the Papua Nature Exploration (PNE) are an effective medium for forming this character. The school's commitment integrated with the Scout Movement curriculum further strengthens the formation of student character so that they become responsible individuals, have noble personalities, and love nature.

Supporting and inhibiting factors for the implementation of Papua nature exploration (PNE)

The implementation of the Papua Nature Exploration (PNE) activity at Muhammadiyah Teminabuan Elementary School faced several obstacles. The main obstacles included limited land in the school environment that had to be shared with Muhammadiyah Teminabuan Middle School, the considerable distance to the PNE implementation location, and unpredictable weather. The weather

often disrupted activities in the field, especially when the track became slippery due to rain. These obstacles required adjustments to time and careful planning so that the activity could continue to run smoothly.

Nevertheless, there were a number of supporting factors that contributed to the smooth running of this activity. Assistance from the Scout Leader of Muhammadiyah Teminabuan Middle School and the junior high school students who were the committee and support from the Muhammadiyah Regional Leadership of South Sorong Regency, which provided forest land as the location for the PNE activity, were the mainstays. In addition, the enthusiasm and enthusiasm of grade V and VI students in participating were also a major driving force for the success of the activity. Solid collaboration and high spirits from all parties enabled the implementation of PNE to run smoothly despite facing various obstacles.

Efforts made to overcome obstacles in implementing Papua nature exploration (PNE)

In facing various obstacles in implementing the Papua Nature Exploration (PNE) activities, Muhammadiyah Teminabuan Elementary School has made a number of efforts. One of the steps taken was to collaborate with the Muhammadiyah Regional Leadership of South Sorong Regency to obtain a permit to use forest land as a location for activities. This collaboration was carried out because the school did not have an adequate practice area for outdoor activities, either in the school environment or its surroundings.

In addition, to overcome the considerable distance between the school and the PNE location, the school rented a truck as transportation. The use of this truck is considered practical because it can transport all students at once, and is suitable for the terrain traveled. On the other hand, when facing bad weather conditions such as rain that makes the track slippery, they prepare a solution in the form of installing ropes for students to hold on to difficult paths and shortening the distance between posts. With these various steps, the implementation of PNE activities can run more smoothly, while providing a safe and meaningful experience for students.

Based on the data obtained, the implementation of the Papua nature exploration (PNE) activity in the scouting extracurricular at Muhammadiyah Teminabuan Elementary School showed accuracy in forming a character of responsibility and love for nature. The Principal and Scout Leaders used effective methods through interesting extracurricular activities, including weekly routine exercises that included materials such as Marching Rules, Morse code, trail signs, outbound, and nature exploration (Leksono et al., 2023). Observations and interviews revealed that this activity was planned and implemented successfully, providing meaningful experiences for students to explore their personalities, potentials, talents, and form cooperation (Averill & Major, 2020). Permendikbud Ristek Nomor 12 (2024) emphasizes the importance of extracurricular activities as a means of character development that focuses on students' potential, talents, interests, abilities, personalities, cooperation, and independence carried out under the guidance of the Education Unit (Eki et al., 2017).

The formation of a character of responsibility and love for nature was clearly visible during the PNE activity. Students demonstrate responsibility through carrying out obligations, honesty, wearing complete uniforms, and time discipline, supported by the opinion of Wanabuliandari & Ardianti (2018) and indicators of responsibility according to Rahayu (2016). In addition, students also develop an attitude of loving nature through caring for the environment, such as picking up trash, preserving plants, and marking typical Papuan plants as local wealth. This caring attitude is in accordance with the view of Harlistyarintica et al. (2017) that loving nature reflects concern for the environment and social life. Research by Bomans Wadu et al. (2020) also emphasized that scouting activities in the open air in groups train physical fitness, increase sensitivity to the environment, and shape students' character of cooperation and responsibility (Kusuma et al., 2021).

The implementation of Papua nature exploration (PNE) in forming a character of responsibility and love for nature at Muhammadiyah Teminabuan Elementary School is carried out through the use

of General Competency Requirements to control student development and Dasa Darma as a guide in acting, especially in points 2, 5, 6, 8, 9, and 10. This is in line with the Kwartir Nasional Gerakan Pramuka (2024) which states that the Scout Code of Honor is an ethical guideline that is adjusted to the scouting education curriculum that refers to laws and regulations (Marianti & Alimah, 2016). Research by Cahya Neda Yani, Fitriani Prila Wardani (2020) also supports that the values in Dasa Darma, such as the character of discipline in point 8, are effective in forming students' personalities (Eki et al., 2017). The formation of this character is not only through PNE activities, but also through examples and direct habits by the Principal and Scout Leaders, in line with the presentation of the Tim Pusat Penilaian Pendidikan Kemdikbud (2019) that character education is a comprehensive process that combines the hidden curriculum with the academic curriculum (Basaroh et al., 2021). Arumsari et al. (2023) added that role models, habits, attention, and advice are important factors in forming a disciplined character. In addition, Fadilah et al. (2021), (Rinda Ristiyani & Moh. Chairil Asmawan, 2023) emphasized the importance of understanding, loving, and implementing good morals as the basis for forming a positive character (Mendoza et al., 2020). Another effort made was to involve Scout Leaders and members of the Muhammadiyah Teminabuan Middle School Scouts as the committee in PNE activities to ensure thorough planning and preparation (Wardhani et al., 2021). This is supported by Muflihin (2023) who explained that the implementation of successful wide game or nature exploration activities requires stages such as activity planning, forming teams, finding routes, placing trail signs, and appointing officers or post guards (Bryan, 2023). Thus, this PNE activity is not only effective in forming a character of responsibility and love for nature but also provides meaningful experiences in collaboration and concern for the environment (Aktepe, 2015).

The implementation of the Papua Nature Exploration (PNE) activity is supported by various parties from within and outside the school. This positive support includes the involvement of Scout Leaders and students of Muhammadiyah Teminabuan Middle School in assisting in the implementation of the activity, as well as the participation of the Muhammadiyah Regional Leadership. This is in accordance with Permendikbud Ristek Nomor 12 (2024) which states that Education Units can develop extracurricular activities by referring to elements such as components, types of activities, mechanisms, evaluations, and the parties involved. In addition, the enthusiasm of PNE student participants is also a major supporting factor, because the new and fun types of outdoor activities attract students' attention, as supported by research by Arumsari et al. (2023) that scouting activities are effective in forming students' character through interesting exercises and containing character education values (Bomans Wadu et al., 2020). However, the implementation of PNE activities also faces several obstacles, including the distance of the location from the school, unpredictable weather, and limited facilities and infrastructure. Adequate facilities are needed so that activities such as camping, physical training, and nature exploration can be carried out more effectively, as explained by the Tim Pusat Penilaian Pendidikan Kemdikbud (2019) that evaluation and accreditation of scouting education units include an assessment of the suitability of human resources, facilities, programs, and management to support the implementation of scouting activities.

To overcome the obstacles in implementing the Papua nature exploration (PNE) activity at Muhammadiyah Teminabuan Elementary School, cooperation was carried out with regional leadership of Muhammadiyah South Sorong Regency to use forest land as the location of the activity. Transportation was provided by renting a truck to overcome the long distance of the location, and a schedule and backup location were prepared to anticipate bad weather (Woro & Marzuki, 2016). Careful planning is key, in accordance with the Tim Pusat Penilaian Pendidikan Kemdikbud (2019) which emphasizes the importance of reasoning and caution in scouting activities. This is in line with research (Radiansyah & Saloko, 2024), Eki et al. (2017) which shows that scouting activities are effective in instilling character through good planning and evaluation.

Supporting factors during the implementation of the Papua Nature Exploration (PNE) activity include support from both the school and external parties, such as the involvement of Scout leaders and students of Muhammadiyah Teminabuan Junior High School, participation from the

Muhammadiyah Regional Leadership, as well as the enthusiasm and spirit of the PNE participants (Prasetya, 2019). The inhibiting factors, (Santosa & Hikmah, 2019) on the other hand, are the lack of a PNE activity location within the school environment, the considerable distance between the school and the PNE site, and unpredictable weather conditions.

CONCLUSION

This study presents that Papua Nature Exploration (PNE) as an extracurricular activity in scouting has proven effective in shaping students' character, particularly responsibility and love for nature. Unlike previous studies that focused on general extracurricular activities, this study highlights the unique influence of outdoor-based scouting activities in fostering environmental awareness and character development. The structured involvement of school leadership, Scout Leaders, and external support from Muhammadiyah organizations has demonstrated a comprehensive approach to strengthening students' moral values. The research scope was restricted to grade V and VI students of Muhammadiyah Teminabuan Elementary School, limiting the generalizability of findings to other schools or lower-grade students. Additionally, environmental factors such as unpredictable weather and logistical constraints posed challenges that may differ in other geographic locations. Future studies should consider a broader sample size and explore the application of experimental methods to assess the long-term impact of PNE on character development. Expanding the study to multiple schools and regions could provide deeper insights into its effectiveness and scalability.

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