

THE FORMATION OF STUDENTS' ENTREPRENEURIAL CHARACTER THROUGH SCOUT EXTRACURRICULAR ACTIVITIES AT SMA NEGERI 21 KABUPATEN TANGERANG

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ABSTRACT

This study aims to explore and analyze how Scout extracurricular activities at SMA Negeri 21 Kabupaten Tangerang can play a role in shaping the entrepreneurial character of students. This study uses a qualitative descriptive approach with observation, interview, and documentation methods as data collection techniques. Participants in this study consisted of students, Scout coaches, and school principals involved in extracurricular activities. The results of the study show that Scout activities in the school contribute significantly to developing students' entrepreneurial character, such as independent, creative, and responsible attitudes. The programs implemented, such as entrepreneurship training, business simulation, and small business management, have provided space for students to hone their entrepreneurial skills in a practical way. In addition, the active role of coaches in providing motivation and mentoring greatly supports the creation of an environment conducive to the development of entrepreneurial character. This research provides recommendations for schools to improve the quality of entrepreneurship training and expand the reach of the program so that it can be more effective in forming creative and innovative young entrepreneurs.

Keywords: Entrepreneurial Character, Scout Extracurricular, Entrepreneurship Education

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi dan menganalisis bagaimana kegiatan ekstrakurikuler Pramuka di SMA Negeri 21 Kabupaten Tangerang dapat berperan dalam membentuk karakter kewirausahaan siswa. Studi ini menggunakan pendekatan deskriptif kualitatif dengan metode observasi, wawancara, dan dokumentasi sebagai teknik pengumpulan data. Peserta dalam penelitian ini terdiri dari siswa, pelatih Pramuka, dan kepala sekolah yang terlibat dalam kegiatan ekstrakurikuler. Hasil penelitian menunjukkan bahwa kegiatan Pramuka di sekolah berkontribusi signifikan dalam mengembangkan karakter kewirausahaan siswa, seperti sikap mandiri, kreatif, dan bertanggung jawab. Program-program yang dilaksanakan, seperti pelatihan kewirausahaan, simulasi bisnis, dan manajemen usaha kecil, telah memberikan ruang bagi siswa untuk mengasah keterampilan kewirausahaan mereka secara praktis. Selain itu, peran aktif para pelatih dalam memberikan motivasi dan bimbingan sangat mendukung terciptanya lingkungan yang kondusif untuk pengembangan karakter kewirausahaan. Penelitian ini memberikan rekomendasi bagi sekolah untuk meningkatkan kualitas pelatihan kewirausahaan dan memperluas jangkauan program agar lebih efektif dalam membentuk wirausaha muda yang kreatif dan inovatif.

Kata kunci: Karakter Kewirausahaan, Ekstrakurikuler Pramuka, Pendidikan Kewirausahaan

INTRODUCTION

Character education has become a national education policy and will soon be implemented into the national curriculum. Character education emerged as an answer to the unsuccessful education system to create graduates who have a balance of competition between abilities (cognitive), skills (psychomotor), and attitude (aspect) which has actually become a philosophy in Indonesian education. Character education is the process of providing guidance to students to become a complete human being with character in the dimensions of heart, mind, body, and taste and karsa (Pradana et al., 2020). The following are several research references that can be connected to the findings on the importance of character education:

1. Verrawati et al. (2021). In this study, the researchers emphasized the importance of integrating character education into the school curriculum to improve the balance between cognitive, affective, and psychomotor aspects. They concluded that character education plays a vital role in building good behavior among students, which is considered less achieved in a cognitive-based curriculum.
2. Hasanah (2019). This study examined the impact of character education on student behavior in schools. The study found that students involved in character education programs showed significant improvement in affective aspects and moral behavior, proving that learning should not only focus on cognitive aspects but also on character development.
3. Rahmawati & Taylor (2018). The researchers explored the importance of value-based character education for moral education and community building. They proposed a learning model that prioritizes the development of affective aspects and attitudes, aligning with the findings that character education is the missing element in the current curriculum.
4. Kamaruddin et al. (2021). This researcher evaluated the effectiveness of character education in schools in Indonesia. The study's results showed that the effective implementation of character education could improve student

behavior and prevent various unethical actions and violence often occurring in schools. This indicates that integrating affective and psychomotor aspects into the curriculum is essential.

The world of education has given a very large portion to the cognitive aspect (knowledge), but has forgotten the development of affective aspects (attitudes) and psychomotor aspects (skills) in learning. This results in education being considered a failure in building intelligent and moral human character. With many bad incidents in education in Indonesia, it shows that education in the current development is not able to change someone's behavior or character for the better. This requires the government to form character education.

The National Goal to instill character education is contained in Article I of the 2003 National Education System Law stating that among the goals of national education is to develop the potential of students to have intelligence, personality and noble character. This means that education not only forms intelligent Indonesians, but also personalities or characters, with the hope that later a generation of nations will be born that grow and develop with characters that breathe the noble values of the nation and religion.

From the explanation contained above, the main problem highlighted is the implementation of character education carried out by schools, both from the educator and the educated, because school education is the initial milestone to make students aware of the importance of character education. In order to build the character of students, extracurricular activities at SMA Negeri 21 Tangerang district are expected to be able to improve character education in every student, one of which is scout extracurricular activities. Scouting education has a big role in shaping the personality of the younger generation so that they have self-control and life skills to face challenges in accordance with the demands of local, national, and global life changes. The Scout Movement aims to form every Scout to have a personality that is faithful, pious, noble, patriotic, law-abiding, disciplined, upholds the noble values of the nation, and has life skills as a national cadre in

maintaining and building the Unitary State of the Republic of Indonesia, practicing Pancasila, and preserving the environment.

Extracurricular activities are an additional activity in school which is generally carried out outside of class hours and this activity aims to deepen and develop what is learned during the learning process in the classroom and can develop students' interests and talents. This extracurricular activity is more directed to shape the child's personality (Pratiwi, 2020).

Scouts as extracurricular in schools can be a means for teachers to instill character education in their students. Through Scout activities, it is hoped that it can educate the character of students towards a more positive direction. Therefore, scouting activities can be a means of educating the character of students.

Character education is essentially instilling habits. This research is focused on the study of the formation of students' entrepreneurial character through scouting extracurricular activities. Scouting is an extracurricular activity that can help children develop their talents, interests, and character. Because scouting activities include various activities that can help the younger generation develop character such as patriotism, communicative or friendly behavior, discipline, honesty, independence, responsibility, hard work, social spirit, and others (Kurniawan et. al., 2021)

In addition, there are also three additional character values in the Dasa Dharma Pramuka, the three additional character values are the value of perseverance, the value of joy and the value of thrift. (2). the process of character education in the implementation of the Dasa Dharma Pramuka at SMK Negeri 4 Malang, is carried out by always getting used to reading, memorizing, living and practicing the points of the Dasa Dharma Pramuka in every scouting activity carried out.

In addition to character changes, parents also hope that by sending their children to school they will get jobs, be skilled, and be economically stable. If the public is asked about why children should go to school, then one of the answers is

to get a decent job in the future. Thus, emotional maturity supported by sufficient skills needs to be trained early in school to support career skills in 21st century human resources. This skill is called entrepreneurship (Nizaar, 2022).

Entrepreneurial character education is education in the field of entrepreneurship that instills habits in the field of entrepreneurship about what is good so that students become aware of what is right and wrong, are able to feel good values and are used to doing it. Entrepreneurship is the ability of individuals to identify opportunities and risks, as well as take action to create new value, whether in the form of useful products or services (Rohman et al., 2024)

Entrepreneurship is also considered a form of sustainable innovation that encourages economic growth and social development. The entrepreneurial spirit needs to be grown from an early age in students from an early age so that when they enter the community, they are ready to be entrepreneurial. The government in this case is also responsible for fostering the entrepreneurial spirit of students through entrepreneurship education. Entrepreneurship education is an alternative solution to reduce the unemployment rate (Maknuni, 2021).

Entrepreneurship is a measurable risk-taking process to create innovations in products or services, with the aim of improving economic and social welfare. He attributed entrepreneurship to adaptability in the digital era and the industrial revolution 4.0, where entrepreneurs must be able to utilize technology to create value (Africa et al., 2020). Entrepreneurship is a process in which a person or a group of individuals uses organized efforts and means to find an opportunity and create a value that grows by meeting needs and desires through innovation and uniqueness, regardless of what resources are used at this time (Lestari, 2017).

Various good efforts are carried out by Ka.Mabigus and Scout Coaches at SMA Negeri 21 Kabupaten Tangerang, including compiling a joint program in improving Scout activities in schools, this is carried out continuously at the beginning of the new school year. Because character education in schools is

considered necessary to make students more responsible for themselves and the environment of their community.

A number of successes have been achieved by the Scout Movement at SMA Negeri 21 Kabupaten Tangerang in 2024 as seen by the various awards received by the school. From the various achievements achieved, there are still challenges faced by the school, namely there are still some teachers who do not fully understand the importance of scouting activities in improving the character of students.

In addition, there is still a lack of support from parents of students who are still hesitant and have not been maximized in trusting the Scout Movement as an activity that is able to improve the character of these students. This is due to the lack of socialization about the Scout Movement and the lack of optimal management of extracurricular activities at SMA Negeri 21 Kabupaten Tangerang.

Facing this challenge, the Principal of SMA Negeri 21 Kabupaten Tangerang coordinated with the Teacher Council to better carry out extracurricular activities at school. In the Scout movement, Kamabigus and the Scout Supervisor of SMA Negeri 21 Kabupaten Tangerang prepared a program of Scout activities to improve the character of students, especially entrepreneurial character which is synchronized with the school curriculum.

METHODOLOGY

This study uses a qualitative descriptive research approach with the intention of analyzing the application of the practice of Trisatya and Dasadharma Pramuka in the implementation of scouting activities to form entrepreneurial character. Qualitative research is a very appropriate research to answer complex research problems. This research is seen as having advantages because it does not only pursue the results of a research, but emphasizes more on the research process itself. Qualitative research is descriptive research and uses an analytical knife to answer research questions. The emphasis on process and search for meaning is more

emphasized so as to encourage the possibility of discovering new theories, more complete and comprehensive data (Waruwu, 2024).

Descriptive research is research that is carried out to find out the value of one or more independent variables without making comparisons, or connecting one variable with another (Nizaar, 2022). In qualitative descriptive research, the data collected were in the form of words, pictures and not numbers. The data comes from interview transcripts, field notes, photos, videos, personal documents, notes or memos, and other remands (Hidayatillah et al., 2022).

Qualitative descriptive research method is a method used to find knowledge or theories of previous research through books, national and international journals. In the process of study, researchers look for similarities, find differences, provide views, summarize and combine into a new thought (Waruwu, 2024). The step of qualitative descriptive data analysis involves three stages, namely data reduction, data display, and conclusion drawn. Here are the researchers explained one by one:

- a) Data reduction emphasizes the collection of data that will be taken by researchers. This process takes place from the beginning of the research question until the research data is collected.
- b) Data display. After the data is reduced, the next step is, in qualitative descriptive research, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories. The purpose of displaying data is to make it easier to understand what is happening and plan the next work based on what has been understood.
- c) Drawing Conclusions, explains the third step in qualitative descriptive data analysis, namely drawing conclusions and verification. The initial conclusions presented are still provisional, and will change if strong supporting evidence is not found at the next stage of data collection. However, if the conclusions presented at the initial stage, supported by valid and consistent evidence when the researcher returns to the field to collect data, the conclusion presented is a credible conclusion.

Based on the third step in the data analysis above, it can be concluded that the conclusions in qualitative descriptive research may be able to answer the formulation of the problem formulated from the beginning, but it may also not be possible. This conclusion is because from the beginning of the problem and problem formulation in qualitative descriptive research are still temporary and will develop after the research is in the field. The conclusion in the qualitative research that is expected is a new finding that has never existed before.

In qualitative research, researchers need to place more emphasis on counting the number of people who think or behave and emphasize explanations for why people think and behave the way they do. In qualitative descriptive research, skills are needed to simplify and manage data without damaging the complexity and context of the data. The technique that will be carried out is through the following stages:

a) Observation

Observations can be clarified on observations through participatory and non-participatory methods. In non-participatory observation, the observer only performs one function, which is to make observations. Observers participate in performing two roles at once, namely as observers and at the same time official members of the observed group. In this observation, the author did not participate, the author only conducted research at the school. This observation was carried out in schools with the sources of observation being the principal, teachers, students and school committees.

b) Interview

An interview is a conversation with a specific intent. The conversation was carried out by both parties, namely the interviewer who asked the question and the interviewee who gave the answer to the question. The interview of the informant as a resource person was conducted with the intention of exploring information related to the focus of the research. In interviews, researchers can use interview guidelines that have been prepared in advance. And by asking a

number of open-ended questions. In this case, the researcher used formal interviews, namely structured questions. The resource persons who will be interviewed are the principal, coaches, and students.

c) Taking field notes

Field notes are a very important tool in descriptive research. These notes are useful as an intermediate tool, namely between what is heard, seen, and thought in data collection and reflection on data in descriptive research. The things found as an example of the implementation of the adiwiyata program in schools starting from the beginning of the activity to the end of the learning process that will later be found by the author will be outlined in a note that becomes additional material as a completeness of this research.

d) Documentation review

The study of documentation is to obtain aspects related to the organization and laws and regulations that govern an institution. Meanwhile, literature reviews are used to obtain information in research. The documentation that the researcher will collect is documentation from the beginning of the program organization, implementation to the stage of school achievement in the implementation of the adiwiyata program.

RESULTS AND DISCUSSION

This study aims to describe how Scout extracurricular activities at SMA Negeri 21 Kabupaten Tangerang play a role in the formation of entrepreneurial character in students. The approach used is qualitative descriptive, with data collection methods through in-depth interviews, direct observations, and documentation studies with the following results:

1. Formation of entrepreneurial character through scout activities. Based on the results of interviews with Scout coaches, principals, and students, it was found that Scout activities at SMA Negeri 21 not only focused on leadership skills and togetherness, but also provided an introduction to entrepreneurial principles.

Students are given various activities that involve project management, such as bazaars, making creative products, and organizing events.

2. **Introduction and Practical Experience:** In Scout activities, learners not only learn about entrepreneurship theory, but are also directly involved in various projects that provide practical experience. For example, they are asked to plan and run a school bazaar, which involves product creation, capital management, and marketing strategies. This experience introduces them to real entrepreneurial processes.
3. **Social and Leadership Skills Development:** In addition to entrepreneurial technical skills, Scout activities also focus on the formation of soft skills such as leadership, teamwork, and effective communication. These skills are especially important in the world of entrepreneurship, where the ability to work with others and lead a team is key to success.
4. **Building an Entrepreneurial Mentality:** One of the key outcomes found in this study is a change in the mentality of students. They learn to dare to take risks, overcome failures, and adapt to changing situations. This character development shapes students to become bolder individuals in trying new things and more confident in starting a business.

This activity is proven to help students understand entrepreneurial concepts, such as business planning, resource management, and marketing. The students involved in this activity feel more confident in facing entrepreneurial challenges and more motivated to develop their business ideas.

Despite the positive impacts, the study also identified several obstacles in the formation of entrepreneurial character. One of the main obstacles is the limited facilities and resources that support entrepreneurial activities, such as workspaces for business projects and intensive mentorship from entrepreneurial experts. This often makes it difficult for students to realize their business ideas to the fullest.

In addition, there is a shortage in terms of entrepreneurship technical training, where most activities focus more on developing soft skills, while technical

aspects such as financial planning and risk management are still underpaid. The role of coaches in guiding students is very important in the successful formation of entrepreneurial character. Coaches who have basic knowledge of entrepreneurship are able to provide more concrete and applicable direction, although not all coaches have an entrepreneurial background.

The school environment also affects the development of students' entrepreneurial character. Collaboration between teachers, Scout coaches, and other schools creates an atmosphere that supports the growth of confidence and entrepreneurial spirit among students. The long-term impact of this activity can be seen in the change in the attitude of students, who are more open to business opportunities and have the courage to try new things. Many students express a desire to start their own business after graduation, whether in the fields of creative, technology, or social business. Several things that can be done to improve the character at SMA Negeri 21 Kabupaten Tangerang:

1. Development of Entrepreneurship Curriculum and Learning Materials

Schools can strengthen the Scout extracurricular curriculum by adding more structured and applicable entrepreneurship materials. This can include:

- Entrepreneurship Training: Provides basic to advanced training on more in-depth entrepreneurship, such as business planning, financial management, marketing, and risk management.
- Business Simulation: Holding business simulations or competitions where students can come up with business ideas, plan businesses, and manage budgets in real terms on a small scale.
- Soft Skills Teaching: Focuses on developing soft skills that are also very important in entrepreneurship, such as leadership, communication, negotiation, and teamwork.

2. Improving the Competence of Coaches

Schools should provide training or workshops to Scout extracurricular coaches to improve their understanding of entrepreneurship. Coaches who are

competent in the field of entrepreneurship will be more effective in guiding students.

- Entrepreneurship Training for Coaches: Schools may collaborate with entrepreneurial institutions or professional mentors to conduct entrepreneurship training for coaches.
- Mentor Development Program: Develop a professional development program that helps mentors keep up with the latest developments in the world of entrepreneurship and how to teach them effectively to students.

3. Provision of Facilities and Resources

The school needs to improve facilities that support entrepreneurial activities for students.

- Facilities for Product Development: Providing a space or facility equipped with equipment to prototype products or try out business ideas, for example a creative space, equipment for small production, or access to technological devices.
- Resources to Support Entrepreneurial Activities: Provide entrepreneurial teaching materials, such as books, modules, or access to online courses relevant to entrepreneurial topics.

4. Increased Cooperation with the Business World

Schools can establish partnerships with the business world to expand networks and provide real experience for students in the world of entrepreneurship.

- Collaboration with Local Entrepreneurs: Invite local entrepreneurs to share experiences or become mentors for students interested in entrepreneurship.
- Internships and Work Experience: Work closely with companies or small businesses to provide internship or work experience opportunities for students who want to better understand entrepreneurial practices.
- Bazaars and Marketing Activities: Holding school bazaars or similar activities that allow students to directly apply the knowledge they have learned in selling their products or services.

5. Administrative and Budget Support

Schools should provide stronger administrative support to support extracurricular activities related to entrepreneurship.

- Special Budget Allocation: Provides a budget to support student entrepreneurial activities, such as purchasing raw materials for products to be sold or costs for entrepreneurship training activities.
- Mentoring and Mentoring: Provide adequate administrative assistance, such as guidance in terms of budget management and marketing of products produced by students.

6. Strengthening Collaboration with External Parties

Schools can strengthen collaboration with various external parties to provide greater support for the formation of students' entrepreneurial character.

- Entrepreneurship Programs from Outside of School: Inviting educational institutions or entrepreneurial organizations to cooperate in organizing entrepreneurship programs for students, such as workshops or entrepreneurship seminars.
- Access to a Business Mentoring and Incubator Network: Helps students to connect with entrepreneurial mentors or business incubators who can guide them further in developing their venture ideas.

7. Assessment and Evaluation

Schools need to implement an assessment system that measures the extent to which students have developed their entrepreneurial character.

- Project-Based Evaluation: Assesses students based on the entrepreneurial projects they undertake, such as their ability to plan, manage, and present their businesses.
- Continuous Feedback and Coaching: Provide constructive feedback to help students understand their strengths and weaknesses in running entrepreneurial projects and provide opportunities for improvement.

8. Strengthening Parent and Community Involvement

Inviting parents and the community to be involved in supporting student entrepreneurship activities can increase the success of the program.

- Parent Involvement: Encourage parents to support and motivate their children in entrepreneurial activities outside of school, whether in terms of ideas, capital, or experience.
- Community Participation: Inviting the surrounding community to participate in entrepreneurial activities carried out by students, such as shopping at the bazaar or becoming potential buyers of products produced by students.

9. Dissemination of Activity Results

The school can use the results of entrepreneurial activities as material to introduce the program to other schools or the community more broadly.

- Documentation and Publication: Publicizing student entrepreneurship activities on school social media, school websites, or other media as a form of appreciation for student creativity and to inspire students in other schools.

CONCLUSION

The Scout extracurricular activities at SMA Negeri 21 Kabupaten Tangerang play a significant role in shaping the entrepreneurial character of students. Through various hands-on experiences such as bazaars, product creation, and event management, students gain practical knowledge of entrepreneurship. These activities not only provide theoretical understanding but also help develop essential soft skills such as leadership, teamwork, and communication, which are crucial for entrepreneurial success.

The program successfully fosters an entrepreneurial mentality, encouraging students to take risks, face challenges, and adapt to changing circumstances. However, limitations such as insufficient facilities and a lack of intensive entrepreneurial technical training hinder the full development of students' business

ideas. Furthermore, the role of coaches with entrepreneurial knowledge is critical in providing more concrete guidance, though not all coaches possess this expertise.

To further enhance entrepreneurial character development, the study suggests several improvements, including the introduction of a more structured entrepreneurship curriculum, improving coaches' competencies through training, and providing better facilities and resources. Additionally, collaboration with the business world, increased administrative support, and stronger community involvement are crucial for the success of these initiatives. By addressing these challenges, the program can better prepare students for entrepreneurial endeavors, with many expressing interest in starting their own businesses after graduation.

The long-term impact of these activities is evident in the students' increased confidence, openness to business opportunities, and desire to innovate. The study highlights the need for continuous evaluation, feedback, and collaboration to ensure sustainable entrepreneurial development among students.

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