



Scout Practice Digital Teaching Module on the Topic of Scout Knots for Elementary School Students

Putu Devi Janisa Putri^{1*}, I Gde Wawan Sudatha², I Nyoman Laba Jayanta³ 

^{1,2,3} Pendidikan Dasar, Universitas Pendidikan Ganesha, Singaraja, Indonesia

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ABSTRAK

Penelitian ini dilatar belakangi oleh permasalahan dalam pembelajaran kepramukaan yang masih konvensional sehingga belum efektif untuk dipahami dan penggunaan teknologi digital yang belum maksimal. Penelitian ini bertujuan mengembangkan Modul Ajar Digital Praktik Pramuka SD Materi Simpul yang berkualitas dengan menguji validitas dan kepraktisannya. Jenis penelitian ini adalah Research and Development dengan model ADDIE. Subjek penelitian ini adalah 2 ahli media, 2 ahli materi, 2 ahli desain, 2 orang dosen dan 12 mahasiswa yang telah mengikuti perkuliahan kepramukaan. Teknik analisis data yang digunakan yaitu deskriptif kualitatif dan kuantitatif. Metode pengumpulan data yang digunakan adalah kuesioner dengan instrumen berupa lembar rating scale. Hasil penelitian menunjukkan bahwa: (1) prototype media yang dikembangkan terdiri dari 3 bagian utama yaitu tampilan pembuka, inti dan penutup, (2) hasil uji validitas menunjukkan rata-rata skor ahli materi 93,83%, ahli desain 96,66% dan ahli media 95,33% dengan kualifikasi sangat baik, (3) hasil uji kepraktisan menunjukkan rata-rata skor uji perorangan sebesar 97,5%, uji kelompok kecil 98,61% dan oleh praktisi sebesar 96,66%. Simpulan dari penelitian ini, modul ajar digital praktik pramuka SD yang dikembangkan sangat valid dan praktis dikembangkan dalam pembelajaran.

ABSTRACT

This research is motivated by problems in Scouting learning that are still confessional so that they are not effectively understood and the use of digital technology that has yet to be maximized. This research aims to develop a quality Digital Teaching Module for Elementary Scout Practices by testing its validity and practicality. This type of research is Research and Development with the ADDIE model. The subjects of this study were two media experts, two material experts, two design experts, two lecturers, and 12 students who had attended scouting lectures. The data collection method used was a questionnaire with an instrument in the form of a rating scale sheet. The data analysis techniques used are descriptive, qualitative, and quantitative. The results showed that: (1) the developed media prototype consists of 3 main parts, namely the opening, core, and closing views; (2) the validity test results show an average score of 93.83% material experts, 96.66% design experts and 95.33% media experts with very good qualifications, (3) the results of the practicality test show an average individual test score of 97.5%, small group test 98.61% and by practitioners of 96.66%. This study concludes that the digital teaching module for elementary scout practices developed is very valid and practical to be developed in learning.

1. INTRODUCTION

Education is an effort carried out deliberately and systematically to develop all potential within oneself to achieve better self-quality. Through education, humans will gain knowledge, skills, insight, and experience that will be used as provisions for the future, both in the family, community, and work environment. Besides that, humans will learn how to humanize humans well (Hikmawan, 2017; Sastradipura et al., 2021; Triwiyanto, 2021). Education is important in forming and building students' character (Alimuddin, 2014; Muhammad Ali, 2014). Through education, humans not only gain and develop aspects of knowledge but also develop aspects of skills and attitudes (Noor, 2018; Wasitohadi, 2014). Education is obtained not only from the school but also from outside the school. Therefore, education is divided into three parts: formal, informal, and non-formal. Formal education is education obtained from the school; activities are carried out systematically, structured, and graded, starting from elementary school to higher education personnel (Haerulah, 2020; Kolodych, 2019; Pouratashi, 2021). Formal education is oriented towards academic and general domains, specialization programs, and professional training over a continuous period. Meanwhile, informal education lasts throughout the ages

*Corresponding author.

E-mail addresses: Devijanisa@gmail.com (Putu Devi Janisa Putri)

so that people acquire values, attitudes, skills, and knowledge from everyday life experiences, family environments, work, games, and mass media. Meanwhile, non-formal education involves organized and systematic activities independently (Gerduang & Panwatanasakul, 2021; Haerulah, 2020).

Primary school education is education that underlies secondary education. Primary school education is held to develop attitudes, abilities, character, knowledge, and basic skills that will later be needed to live in society. Primary school education is general education, which is nine years long and is held for six years in elementary school (Ali Mustadi, 2020; Tiara & Sari, 2019). Elementary school education focuses on formal and non-formal learning, which can hone students' character and soft skills. One non-formal education that can hone students' character and soft skills is through extracurricular activities (Bomans Wadu et al., 2020). Not only in elementary school education, there are extracurricular activities, but at the junior high school, high school, and university levels, there are extracurricular activities with different terms (Arifudin, 2022; Fauziyyah, 2020).

Extracurricular activities outside class hours aim to strengthen students' personalities. Apart from that, extracurricular activities are carried out to develop certain aspects of the current curriculum, including those related to the demands of their lives and the surrounding environment (Asrivi, 2020; Fauziyyah, 2020). Extracurricular activities aim to shape children's character and develop soft skills. Character is very necessary for students in the world of education. Shaping the character of students functions as character formation (Fathinnaufal & Hidayati, 2020; Kurniawan, 2013).

Meanwhile, soft skills are not limited abilities but a way for individuals to position themselves in society. Soft skills are interpersonal and behavioral skills that help someone work well with others and develop a career. Ability in soft skills in the form of communication skills, honesty, integrity, leadership, creativity, critical thinking, teamwork, work ethic, and so on, which enable a person to achieve their potential and be able to integrate knowledge optimally in life (Fauziyyah, 2020; Pratiwi et al., 2020; Wati et al., 2020). One of the extracurricular activities that can shape character and develop students' soft skills is scouting.

Scouting is a form of non-formal education that aims to instill character, shape personality, and develop soft skills. Scouting has two members of the scout movement, namely young members and adult members. Young members are alert students, organizers, enforcers, and leaders, while adult members are professional coaches (Asrivi, 2020; Pratiwi et al., 2020). As stated in Law of the Republic of Indonesia Number 12 of 2010 concerning the scout movement, it is stated that scout education is non-formal education with the scout values of Satya and dharma (Adri & Erlina, 2022; Bomans Wadu et al., 2020). Based on Article 1, scouting education forms personality, life skills, noble morals, and understanding and practicing scouting values. Scouting is an educational process outside the school or family environment in the form of interesting, fun, healthy activities, and the final target is the formation of manners, morals, and character. Scout extracurriculars have the same goal as national education, namely developing the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and responsible (Ariyanti & Maryanti, 2022; Rohanah et al., 2020).

Not only do those at the elementary school level receive non-formal education in scout extracurriculars, but at the junior high school, high school, and even tertiary levels, they still receive Scout extracurricular activities. Especially in elementary school teacher education study programs, extracurricular scouting is packaged in a school scouting course. In essence, in education, you must hone hard and soft skills. These two things must work purposefully and in tandem to achieve educational goals and prepare future generations of superior future generations for the nation (Merac, 2015; Ngainin, 2022; Saipul, 2017). Therefore, as professional teaching staff, you must prepare good quality education in the teaching and learning process, both in formal and non-formal education, especially at the tertiary level, which will later graduate superior teaching staff candidates (Haerulah, 2020; Supriyanto & Farhan, 2020).

However, what happens in the field, especially at the tertiary education level, differs from what is expected. Lecturers have yet to implement technology optimally, especially in completing the learning process, till needed to implement hook scouting courses. Lecturers still use conventional learning resources from modules, books, teaching materials, and sources that still need to be technology-based. It is appropriate for elementary school scouting courses to provide steps for scouting practice in the form of videos, which will enable students to clearly understand scouting practices through the videos they watch, including the steps for making knots, semaphore, morse, LKBB, as well as increasing their creativity (Fauziyyah, 2020; Ngainin, 2022; Saipul, 2017). In the research that has been carried out, it has been observed that lecturers have not utilized technology well in elementary school scouting courses. The lecturers still rely on previous conventional sources such as teaching materials, modules, and books, which are not technology-based, and scout learning activities need to be practical. This problem means

that students need to understand the steps of scouting practice clearly, and students feel that this activity is less exciting and runs monotonously due to the lack of innovations provided by the lecturers.

Based on the explanation above, developing conventional modules with digital teaching modules is very important. Digital teaching modules are modifications/developments of conventional modules that combine the use of information technology in the form of text, images, audio, animation, and video (Nurhaidah & Musa, 2015; Rahmadhani et al., 2022; Safitri et al., 2020). In developing digital teaching modules that contain audio, visual, and audio-visual media, you have to choose media that suits your needs so that students will have a good learning experience (Supriyanto & Farhan, 2020; Ulya et al., 2018). The digital teaching module that researchers will develop is closely related to the Edgar Dale concept of learning experiences, where in this concept, by applying practical teaching modules as a learning resource, students will gain learning experience through the process of doing or experiencing what they are learning. Digital teaching modules are appropriate for using digital learning styles in current educational conditions (Smaragdina et al., 2020; Ulya et al., 2018). The effectiveness of digital teaching modules in implementing scouting learning can be referenced from one of the studies conducted (Aprilliyah, 2014; Rahmadhani et al., 2022), which shows the results of effectiveness tests carried out with lecturers and students of the sharia faculty of IAIN Bukittinggi with a result of 0.88 which can be categorized as high effectiveness.

Based on the problems that have been described, the solution that can be offered to overcome them is to develop practical digital teaching modules for elementary school scout courses on node material. The research that has been carried out focuses on scouting material in the form of knot material. The knot material in scouting is the result or formation of one or two strands of rope. The advantage of this module is that it is presented digitally and can be accessed via students' smartphones or laptops, which deliver material accompanied by videos as explanations. This advantage is also a novelty in teaching modules that have been developed previously. This material will be explained in detail through a video with practical steps, which the researcher will make directly. The advantages of digital teaching modules are that they can provide different learning experiences for students, which, of course, are not monotonous; they can increase student motivation to study the materials provided and improve their skills (Smaragdina et al., 2020; Ulya et al., 2018). The aim of developing this teaching module is to produce a digital-based teaching module that can increase understanding and interest in scouting learning with a module that has a very good level of validity and practicality to increase understanding in scouting learning.

2. METHOD

In this research, the development research model used is the ADDIE model. According to Sezer et al (2013: 137), the ADDIE model is an approach that emphasizes an analysis of how each component interacts with each other by coordinating according to the existing phase (Rayanto & Sugianti, 2020). The ADDIE development model has five stages, including (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation (Artha & Putra, 2021). The ADDIE model is used because of several advantages, namely that each stage is systematically continuous and has evaluation stages that can be carried out at each stage of implementation to minimize errors in product development.

The subjects of this research were six experts (2 media experts, two learning design experts, and two elementary school scout learning material experts) to assess the validity of the media, two lecturers, and twelve students who had taken elementary school scout courses in the test practicality. The data collection method used was a questionnaire. A questionnaire is a technique for collecting survey data by distributing a question that has been planned according to the objectives of the survey to obtain information from someone regarding the research being carried out (Dewi & Sudaryanto, 2020; Syarifuddin et al., 2021). The questionnaire method is used by questionnaire experts (media experts, material experts, and learning design experts) and questionnaires to test the practicality of teaching modules by practitioners, individuals, and small groups. The data analysis technique in this research is qualitative data analysis, which processes data in the form of information such as suggestions and input from supervisors, experts, and practitioners, as well as quantitative data analysis in the form of scores obtained from testing the validity and practicality of teaching modules.

The data collection instrument used in research on developing digital teaching modules for elementary school scout practice on node material is a closed questionnaire using a rating scale. Data collection instruments were used to test the validity and practicality of the teaching module. The grid of instruments used can be seen in Table 1, Table 2, Table 3, Table 4, Table 5, and Table 6.

Table 1. Content Expert Instrument Grid for Digital Scout Practice Teaching Modules

No.	Aspect	Indicator	Item Number	Total Item
1	Self Instruction	Clarity of learning outcomes	1, 2	2
		Packaging of learning materials	3, 4, 5	3
		Examples and illustrations support learning material	6, 7, 8	3
		Present practical steps relevant to the material, activity context, and student environment	9, 10, 11, 12, 13	5
		Use of good, simple, and communicative language.	14, 15, 16, 17	4
2	Self Contained	Availability of complete learning materials	18, 19, 20	3
3	Adaptive	The digital teaching module for scout practice in elementary school adapts to technological developments	21, 22	2
4	User Friendly	Easy to use instructions	23, 24	2
		Ease of use of Information	25	1
Total				25

Table 2. Scout Practice Digital Teaching Module Media Expert Instrument Grid

No.	Aspect	Indicator	Item Number	Total Item
1	Organization	Ease of achieving learning outcomes.	1	2
		Clarity of the learning material presented.	2	
2	Attractiveness	The attractive appearance of the contents of digital teaching modules for scout content.	3, 4	2
		Clarity of practical instructions	5	1
		The neatness of digital teaching modules for scout practice.	6	1
3	Letters and Images	Accuracy of colors and letter images used.	7, 8	2
		Clarity of use of letters.	9	1
4	User Friendly	Easy to use instructions.	10, 11	2
		Easy to use information.	12, 13	2
5	Adaptive	The digital teaching module for scout practice adapts to technological developments.	14, 15	2
Total				15

Table 3. Grid of the Validation Sheet for Developing Teaching Modules for Design Experts

No.	Aspect	Indicator	Item Number	Total Item
1	Learning Outcomes	Formulation of learning outcomes.	1	1
		Clarity of learning outcomes	2	1
		Clarity of indicators and learning outcomes	3	1
2	Student Characteristics	Presentation of material.	4	1
		Use of sentences.	5	1
		Appropriateness of language use.	6	1
		Suitability of digital learning modules.	7	1
		Color accuracy.	8	1
3	Method	Accuracy of learning strategies.	9, 10	2
		Systematic serving.	11	1
		Giving examples.	12	1
		Presentation of digital learning modules.	13, 14, 15	3
Total				15

Table 4. Digital Teaching Module Practitioner Instrument Grid

No.	Aspect	Indicator	Item Number	Total Item
1	Presentation of Practical	The technical quality of the	1, 2, 3, 4, 5	5

No.	Aspect	Indicator	Item Number	Total Item
2	Digital Teaching Modules	media		
	Quality of Practical Digital Teaching Modules	The quality of the material content in the media	6, 7, 8, 9, 10	5
		Clarity of practical steps in the teaching module	11, 12, 13, 14, 15	5
Total				15

Table 5. Digital Teaching Module Practitioner Instrument Grid for Individual Trials

No.	Aspect	Indicator	Item Number	Total Item
1	Presentation of Practical Digital Teaching Modules	The technical quality of the media	1, 2, 3	3
2	Quality of Practical Digital Teaching Modules	The quality of the material content in the media	4, 5	2
		Clarity of practical steps in the teaching module	6, 7, 8	3
Total				8

Table 6. Practitioner Instrument Grid for digital Teaching Modules for Small Group Trials

No.	Aspect	Indicator	Item Number	Total Item
1	Presentation of Practical Digital Teaching Modules	The technical quality of the media	1, 2, 3	3
2	Quality of Practical Digital Teaching Modules	The quality of the material content in the media	4, 5	2
		Clarity of practical steps in the teaching module	6, 7, 8	3
Total				8

3. RESULT AND DISCUSSION

Result

This research's digital teaching module product development process follows the ADDIE development model. The development of digital teaching modules was carried out through the ADDIE stages, but the fourth stage, namely implementation, still needs to be carried out in this development. This model was chosen because it can adapt well to various conditions, and revisions and evaluations at each stage exist. This model is also systematic and focused, so it is suitable for product development (Artha & Putra, 2021; Kurnia et al., 2019). The development of a digital teaching module uses the analysis, design, development, and evaluation stages. The first stage arch, namely the analysis stage, was carried out by analyzing material characteristics, student needs, and teaching modules. Based on the results of the analysis that has been carried out, digital teaching modules do need to be developed. They are suitable for guidance for students in elementary school scout learning courses on Knot material with Learning Outcomes: Knowing Node Knowledge while the indicators are: 1) understanding each Scout's knot practice; 2) implementing each Scout's knotting practices and 3) creating a pioneering group as a group.

The design stage is carried out by determining the material to be developed in the digital teaching module as well as creating a design for learning outcomes and indicators of learning achievement in the digital teaching module, developing practical steps for elementary school scout nodes, designing assessment instruments and creating a design for the digital teaching module. Designs created using the Canva application are developed using images and elements appropriate to the material topic and combined with the right colors to attract students' attention and interest in learning. This development research produced a product in the form of a digital teaching module for elementary school scout practice on node material. On the first page is the cover page of the elementary school scout practice digital teaching module. The elementary school scout course has made the cover. Then, on the next page, a foreword is presented, followed by an introduction consisting of the module identity, a brief description, and instructions for using the module. It is then followed by a table of contents page, making it easier for students to find pages at each meeting. The next page contains the learning outcomes to be achieved and indicators of learning outcomes and continues with a description of the material. Then, it contains pictures of knot practice and the steps for making each knot, accompanied by a video so that students better understand the elementary school scout knot practice. The video can be accessed via link and QR.

The development stage is achieved by realizing the design or storyboard created and guided. At the development stage, the teaching module created has the desired color, shape, appearance, and function according to the design stage. After creating the teaching module, experts will guide it before being tested. Several examples of media displays that have been created can be seen in Figure 1.



Figure 1. Display of the Teaching Module

The completed Teaching Module will then be tested for validity. This validity test involved four experts: two media experts, two material experts, and two design experts. After obtaining assessments from the six experts, the data from the validity test results were analyzed using a percentage formula. The results of the validity analysis of the teaching module can be seen in Table 7.

Table 7. Results of Feasibility Test for Digital Teaching Modules

Expert	Item	Evaluator		V	Description
		I	II		
Material	Item 1-15	93%	94.67%	93.83%	Very Good
Design	Item 1-15	96%	97.33%	96.66%	Very Good
Media	Item 1-15	97.33%	93.33%	95.33%	Very Good

Based on Table 7, the Teaching Module will be tested for its practicality in learning after being declared valid. Implementing this Teaching Module practicality test involves lecturers and students as practitioners who use the Teaching Module. The results of the Teaching Module practicality test were then analyzed using a percentage formula to determine the practicality of the media developed. A summary of the practicality test results can be seen in Table 8, Table 9, and Table 10.

Table 8. Results of Assessing the Practicality of Digital Teaching Modules According to Practitioners

Practitioner	Score	Percentage	Average Percentage	Category
First Practitioner	72	96%	96.66%	Very Good
Second Practitioner	73	97.33%		

Table 9. Results of Individual Trials

Practitioner	Score	Percentage	Average Percentage	Category
First Student	38	95%	97.5%	Very Good
Second Student	39	97.5%		
Third Student	40	100%		

Table 10. Results of Small Group Trials

Practitioner	Score	Percentage	Average Percentage	Category
First Student	39	97.5%	98.61%	Very Good
Second Student	39	97.5%		

Practitioner	Score	Percentage	Average Percentage	Category
Third Student	39	97.5%		
Fourth Student	39	97.5%		
Fifth Student	39	97.5%		
Sixth Student	40	100%		
Seventh Student	40	100%		
Eighth Student	40	100%		
Ninth Student	40	100%		

The implementation stage was not carried out because when the research was carried out, the elementary school scout courses were unavailable and will later be refined by the next researcher. At the evaluation stage, only formative evaluation is used. The purpose of formative evaluation here is an ongoing process of developing learning products. This formative evaluation aims to collect data and information while the development of the digital teaching module is underway. The results of this evaluation can be in the form of suggestions and input from supervisors, experts, and practitioners involved in testing this teaching module. Several inputs and suggestions during this development include improving the quality of teaching modules by paying attention to color contrast, correcting incorrect writing or layout, and paying attention to neatness, layout, and clarity of content in digital teaching modules. Overall, this research went smoothly; although there were several obstacles, they were evaluated and handled well.

Discussion

This development research produced a product in the form of a digital teaching module for elementary school scout practice, which has been tested for validity and practicality. This development product is designed for students of the elementary school teacher education study program at Ganesha Education University in elementary school scout courses on node material. This digital teaching module is oriented towards practical activities with learning outcomes of knowing knot knowledge. The knots studied are the basic knots used in scout activities: the living knot, dead knot, base knot, anchor knot, and lasso knot. The ties studied are tripod, cross, and cangkah ([Kusmarheni et al., 2022](#); [Saipul, 2017](#)).

The results of this development show that the digital teaching module for elementary school scout practice is valid for use in the learning process. The validity results are determined based on assessments carried out by learning material/content experts, learning design experts, and learning media experts. Apart from that, through a series of validation stages by experts in each field, the teaching module products developed have also been tested on learning practitioners to measure the level of practicality. The development results show that the digital teaching module for elementary school scout practice developed is valid and practically applied in the learning process in higher education. Several factors that strengthen this conclusion will be discussed as follows.

The teaching module developed contains scouting material, which is very important in implementing education and has been tested by material experts with very good qualifications. The importance of developing digital teaching modules with scouting material is stated in Law of the Republic of Indonesia Number 12 of 2010 concerning the scout movement, which states that scout education is non-formal education with the scout values of Satya and Dharma ([Adri & Erlina, 2022](#); [Bomans Wadu et al., 2020](#)). Based on Article 1, Scouting education is forming personality, life skills, and noble morals, appreciating and practicing scouting values. Scouting is an educational process outside the school or family environment in the form of interesting, fun, healthy activities, and the final target is the formation of manners, morals, and character. Scout extracurriculars have the same goal as national education, namely developing the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and responsible ([Ariyanti & Maryanti, 2022](#); [Asrivi, 2020](#); [Rohanah et al., 2020](#)).

This development research produced a product in the form of a digital teaching module for elementary school scout practice on node material. The design is created using the Canva application by choosing a background color that suits the course and then combining it with the elements and images available in the Canva application to make the digital teaching module look more attractive than conventional teaching modules. Then, it contains pictures of knot practice and the steps for making each knot, accompanied by a video so that students better understand the practice of elementary school scout knots. The video can be accessed via link and QR.

Videos in the teaching module make it easier for users to understand the material presented. This is because video-based teaching modules allow users to understand through seeing and hearing to be more effective in absorbing the meaning of the material in the teaching module being developed. Learning

with video media is related to the cone of experience in Edgar Dale's Cone of Experience theory, which states that video media is better than audio or image media. Video media is an intermediary that can be seen and heard so that students can gain knowledge. Learning with video media makes students use their senses. The more sensory organs are used in the learning process, the greater the possibility that information can be understood (Kimianti & Prasetyo, 2019; Zaharah & Susilowati, 2020).

In scouting learning activities, video media has been used several times. However, this has not been optimal because it has yet to be integrated with the presentation of complete written material. One study at SD Negeri Lontar II Surabaya showed the effectiveness of using videos in learning, which showed the average learning outcome reached 86.43. It happens because it is influenced by the media used by teachers in delivering material during the teaching and learning process. It proves the high level of influence of videos on student learning outcomes at SD Negeri Lontar II Surabaya (Mawanto, 2022). As for other research related to the effectiveness of digital modules entitled "Benefits of Using Experiential Learning Based Electronic Modules to Facilitate Students Concierge Learning in Vocational High Schools," the results of this research show that there are great benefits from using electronic modules based on experiential learning, where 94% of students have using e-modules, this is because the electronic modules can show learning practice videos (Winandari et al., 2022).

Reviewed based on the practicality of using the digital teaching module, elementary school scout practice received very good qualifications, and its validity was tested for application in the learning process. The practitioner responses from lecturers and students towards digital teaching modules are assessed in attractiveness, product convenience, and product benefits. The attractive aspect of the digital module product is very good, so prospective teaching staff are interested in using the product; this is due to the product design and completeness of the product developed. Apart from that, the product developed makes the teaching and learning process easier because there are steps to practice scout knots, which are presented in video form and can be accessed online via link & QR, which is considered practical, so it is easy to access. It is in line with the achievements of previous digital module development, namely that practical digital modules are digital modules that provide convenience for users, provide benefits, and are attractive so that they can be practical and efficient for both teaching staff and students. The limitation of this research is that it only refers to node material, and its effectiveness has yet to be tested on a larger number of targets. Overall, this research activity has gone well even though it has faced several revisions related to the content contained in the teaching module. In the future, it is hoped that the research carried out can cover a wider range of material, its effectiveness will be tested, and it will be developed more innovatively so that students can use it optimally in scout learning.

4. CONCLUSION

The SD Scout Practical Digital Teaching Module developed has a very good classification for use in the learning process. It can be seen from the results of validity and practicality tests involving experts, lecturers, and students who gave good responses and several suggestions for improving the quality of teaching modules. It is hoped that this teaching module will improve the quality of scout learning and can be developed into other sub-materials.

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