

THE ROLE OF MENTORS IN FORMING STUDENTS' MORALS AT DARUL ISTIQAMAH ISLAMIC BOARDING SCHOOL IN MANADO CITY

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ABSTRACT

The main problem addressed in this research is: What is the role of mentors in shaping the morals of students at the Darul Istiqamah Islamic Boarding School in Manado City? This study is descriptive in nature and employs qualitative methods. Data were collected through field studies and literature reviews, with sources including the head of the foundation, the head of the Islamic boarding school (kiai), mentors, teachers, and students. The data collection methods used were observation, interviews, and literature studies. The obtained data were then analyzed using interpretive, comparative, and analytical approaches, incorporating phenomenological and phenomenographic methodologies. The findings of this study indicate that moral education at the Darul Istiqamah Islamic Boarding School is implemented through six models or learning methods: teaching, exemplary behavior, habituation, motivation, rule enforcement, and supervision. Several factors support the successful implementation of moral education at the institution, including: a) The active role and exemplary behavior of the leaders and supervisors in teaching moral values to students. b) Strong support from the board of trustees, both in terms of motivation and material resources. c) A high level of commitment and enthusiasm from the management, despite limited resources. d) A strong sense of optimism among various stakeholders, including the board of trustees, school management, regional administrators, and students. e) Ongoing input in the form of constructive criticism and suggestions from various groups. f) Consistency from the board of trustees in upholding the original vision and mission of the boarding school, and g) Commitment from teachers and students to support the moral education development program. This research highlights the crucial role of mentors in fostering students' moral development and underscores the importance of strong leadership, institutional support, and a committed school community in ensuring the effective implementation of moral education.

Keywords: Scout movement; leadership character; social care; student development

1. INTRODUCTION

The Scout Movement is governed by Indonesian Law No. 12 of 2010. It is an organization established through the Scout Patrol Training Organization, involving Indonesian citizens actively participating in Scouting education and training. Scouting activities are designed to cultivate character, life skills, and noble morals through the study and application of Scouting values.

The goal of Scouting is to produce individuals who are faithful, devout, noble in character, patriotic, law-abiding, disciplined, uphold the nation's noble values, and skilled in collaborative efforts. Scouts are expected to contribute to the unity of the Republic of Indonesia, practice *Pancasila* principles, and maintain environmental sustainability. Accepting and applying the fundamental principles of Scouting are the essence of its activities.

Scouting has proven effective in fostering a sense of nationalism among students. Therefore, the role of teachers in encouraging the sense of nationalism through Scouting activities at schools becomes significant, as attitudes can be developed through specific lessons and targeted curricula.

From a health and psychological perspectives, extracurricular Scouting activities are beneficial for stimulating children's growth and development. These activities not only encompass indoor and outdoor learning experiences, but also encourage cognitive, emotional, and psychological abilities.

The spirit of Scouting is similar to leadership. Leadership is also defined as the ability of an individual to influence others to take actions aimed at achieving specific goals. Leadership is a process in which an individual influences a group of others to accomplish shared objectives. It is also a characteristic of a manager, encompassing specific traits such as personality, talent, and skills.

Leadership involves providing insight and agreement to others on what is necessary to complete a task, how the task should be performed, and the process that facilitates both individual and collective work toward a common goal. Consequently, leadership can be seen as knowledge, effort, or an individual's ability to influence others, while utilizing available resources as well to achieve a goal. Based on several concepts in term of attitude and leadership, it can be explained that student leadership refers to the ability of students to influence, motivate, and encourage others to work for achieving a goal. Many leaders of large institutions and organizations have emerged from Scouting activities. A leader is described in the Qur'an, Surah Sad (38:26):

يَا دَاوُدُ إِنَّا جَعَلْنَاكَ خَلِيفَةً فِي الْأَرْضِ فَاحْكُم بَيْنَ النَّاسِ بِالْحَقِّ وَلَا تَتَّبِعِ الْهَوَىٰ فَيُضِلَّكَ عَنْ سَبِيلِ اللَّهِ الَّذِينَ يَظُنُّونَ أَنَّهُم مُّسْلِمُونَ عَذَابٌ شَدِيدٌ ۖ بِمَا نَسُوا يَوْمَ الْحِسَابِ ﴿٣٨﴾

Meaning:

"Hai Daud! We have made you a successor on earth, so judge between people in truth and do not follow desire, for it will lead you astray from Allah's path. Indeed, those who

go astray from Allah's path will face severe punishment for ignoring the Day of Reckoning."

The tafsir (interpretation) of Surah As-Sad, verse 26 is that Allah *Subhānahu wa Ta'ālā* has appointed humanity as vicegerents (*khalifah*) on earth to judge matters justly in accordance with the guidance of the Qur'an and Hadith.

In Scouting activities, a sense of social care will eventually emerge. Attitude refers to a response to an object, accompanied by the emotions it evokes. It is the process where creation begins. Posture involves the presence of an object that stimulates or excites the individual's environment, which works on the sensory organs and from which information is obtained and processed in the brain to generate a response. Real estate assessment can be positively or negatively influenced by prior knowledge and personal experience.

The term "attention" is related to duties, roles, and relationships. It is also connected to personality, feelings, and needs. Many people believe that fewer individuals care about others and tend to become selfish individualists. Being social and willing to help is a universal teaching encouraged by all religions. Scouting activities serve as a foundation for the development of discipline, leadership, and character building within individuals especially for the students.

Based on the initial observation, the Scout organization at UIN Alauddin Makassar is one of the most popular organizations among students from various faculties. Many great leaders have emerged from the Scout organization. Scouting was established to foster discipline, independence, social protection, character development, and other caring attitudes. The various activities within the Scout organization greatly assist in cultivating these personalities. Therefore, the researcher aimed at highlighting various Scout activities and leadership character that directly influence the social care of the Scout members at the university.

2. METHODS

This research is categorized as an *ex post facto* study. This type of research aims to identify potential causes of behavioral changes, symptoms, or phenomena resulting from events, actions, or conditions that have altered independent variables. It examines how variables interact within the environment and assesses their relevance or influence.

The study was conducted at the Scout Student Activity Unit (*UKM Pramuka*) at UIN Alauddin Makassar, located at Jl. Sultan Alauddin No. 63, Romangpolong, Somba Opu District, Gowa, South Sulawesi, Indonesia. The research population consisted of Scout members from batches 34 to 41, totaling 447 members as detailed in Table 1,

Table 1. Research Population

No	Scouting Group	Male	Female	Total
1	Batch 41	8	13	21
2	Batch 40	23	36	59
3	Batch 39	35	102	137
4	Batch 38	28	64	92

5	Batch 37	23	34	57
6	Batch 36	13	-	13
7	Batch 35	41	-	41
8	Batch 34	27	-	27
TOTAL		198	249	447

The table explains that the population in this study consists of 447 members of the Scout Student Activity Unit (UKM Pramuka) at UIN Alauddin Makassar. The population in this study is 447 individuals, consisting of 21 members from Batch 41, 59 from Batch 40, 137 from Batch 39, 92 from Batch 38, 57 from Batch 37, 12 from Batch 36, 41 from Batch 35, and 27 from Batch 34.

Sampling was done by selecting 15% of the total population, resulting in a sample size of 68 respondents, as shown in Table 2

Table 2. Research Sample

No.	Scouting Group	Total Members	Sampling percentage	Sample count	Total Sample
1	Batch 41	21	15%	3,15	3
2	Batch 40	59	15%	8,85	9
3	Batch 39	137	15%	20,55	21
4	Batch 38	92	15%	13,8	14
5	Batch 37	57	15%	8,55	9
6	Batch 36	13	15%	1,95	2
7	Batch 35	41	15%	6,15	6
8	Batch 34	27	15%	4,05	4
TOTAL		447			68

Based on the sampling formula, the sample size in this study was determined to be 68 individuals, consisting of 3 individuals from Batch 41, 9 from Batch 40, 21 from Batch 39, 14 from Batch 38, 9 from Batch 37, 2 from Batch 36, 6 from Batch 35, and 4 from Batch 34.

The data collection methods used in this study were questionnaires and documentation. The research design employed was quantitative in nature. The questionnaires were developed based on the scope of the study, as outlined below:

Table 3. Scope of the Study

No	Research Scope	Indicators	Question Numbers	Item Positive (+)	Item Negative (-)
1	Scout Movement at UIN Alauddin Makassar	1. Faithful 2. Devout 3. Noble in character 4. Patriotic 5. Law-abiding 6. Disciplined 7. Upholding the	1. 1-2 2. 3-4 3. 5-6 4. 7-9 5. 10-11 6. 12-13 7. 14-15	1, 3, 4, 6, 8, 10, 12, 14, 16, 18.	2, 5, 7 9, 11, 13, 15, 17, 19.

		nation's noble values	8. 16-17 9.18-19		
		8. Possessing life skills as a cadre of the nation to safeguard and build the Unitary State of the Republic of Indonesia, practicing the principles of Pancasila, and preserving the environment.			
2	Leadership Character of UIN Alauddin Makassar Students	1. Physical and mental energy	1. 20-21 2. 22-23	20, 22, 24, 28, 30, 32, 34, 36.	21, 23, 25, 26, 27, 29,
		2. Awareness of goals and direction	3. 24-26 4. 27		31, 33, 35, 37.
		3. Enthusiasm	5. 28-29		
		4. Friendly and compassionate	6. 30-31 7. 32-33		
		5. Integrity, sincerity, and honesty	8. 34-35 9. 36-37		
		6. Technical expertise			
		7. Consistency in decision-making			
		8. Ability to find solutions in a short time			
		9. Confidence			
3	Social Care of UIN Alauddin Makassar Students	1. Care in joy and sorrow	1. 38-40	38, 39, 42, 44,	40, 41, 43,
		2. Personal and collective care	2. 41-49 3. 50-56	45, 46, 48, 50, 51, 52, 55, 56.	47, 49, 53, 54.
		3. Urgent care			

The data were analyzed descriptively to address research questions related to the reality of the implementation of a variable, using several techniques, including the Likert scale scoring method.

Table 4. Likert Scale¹

No	Likert Scale	Score		Code
		Positive Statement	Negative Statement	
1	Always	5	1	A
2	Often	4	2	B
3	Sometimes	3	3	C
4	Rarely	2	4	D
5	Never	1	5	E

a Frequency Distribution Table analysis was conducted using the following steps:

1. Calculating the range value
2. Determining the number of classes using Sturges' formula
3. Determining the interval/class width using a specific formula
4. Calculating percentages using a formula
5. Calculating the mean using a formula
6. Calculating the standard deviation using a formula
7. Creating a score category table

The frequency distribution table was created with the assistance of SPSS Version 23, which facilitated data processing. Subsequently, data interpretation was performed using the score category table by first identifying criteria (benchmarks) as guidelines.

Statistical analysis was conducted to determine the relationships and effects among variables, namely the influence of the Scout Movement on leadership character, the influence of the Scout Movement on social care, and the influence of leadership on social care among Scout members at UIN Alauddin Makassar. Subsequently, inferential statistical analysis was performed, including normality tests, linearity tests, and hypothesis testing.

The statistical hypotheses in this study are:

- **H₀:** B = 0 (there is no effect of X on Y)
- **H₁:** B ≠ 0 (there is an effect of X on Y).

¹ S. Eko Putro Widoyoko, *Teknik Penyusunan Instrumen Penelitian* (Cet. I; Yogyakarta: Pustaka Pelajar, 2012), h. 109.

3. RESULTS AND DISCUSSION

a) The Reality of the Scout Movement Implementation among UIN Alauddin Makassar Students

The implementation of the Scout Movement among UIN Alauddin Makassar students is measured based on the instrument framework (see Table 3.3), including factors such as faith, devotion, noble character, patriotism, law-abiding behavior, discipline, upholding national values, and possessing life skills as cadres of the nation to safeguard and build the country.

Table 5. Descriptive Statistics for the Scout Movement among UIN Alauddin Makassar Students

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
TOTAL	68	38	57	95	5690	83.68	7.82	61.18
Valid N (listwise)	68							

Based on the SPSS output table, it can be seen that from 68 respondents from UIN Alauddin Makassar, the range value is 38, with a minimum value of 57 and a maximum value of 95. The mean (average) response value is 83.68, and the standard deviation is 7.8216. The data was then interpreted into categories according to the existing Likert scale measurement.

Table 6. Interpretation of Categories for the Scout Movement among UIN Alauddin Makassar

Category		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Very low	3	4.4	4.4	4.4
	Low	8	11.8	11.8	16.2
	Moderate	20	29.4	29.4	45.6
	High	30	44.1	44.1	89.7
	Very High	7	10.3	10.3	100.0
	Total	68	100.0	100.0	

The interpretation of the Scout Movement categories shows an overall score of 83.67. With this category score, the Scout Movement variable for UIN Alauddin Makassar students falls under the **High** category, with a percentage of 44.1% and a frequency of 30 respondents. For the **Very Low** category, the frequency is 3 respondents, with a percentage of 4.4%. The **Low** category has a frequency of 8 respondents (11.8%), the **Moderate** category has a frequency of 20 respondents (29.4%), and the **Very High** category has a frequency of 7 respondents (10.3%).

The implementation of the Scout Movement for UIN Alauddin Makassar students is categorized as **High**. The measured aspects of the Scout Movement include honesty, faith, devotion, noble character, patriotism, law-abiding behavior, discipline, upholding national values, possessing life skills as cadres of the nation to safeguard and build the Unitary State of the Republic of Indonesia, practicing the principles of Pancasila, and preserving the environment—

all of which have been well-executed. This is evident from the interpretation data on the implementation of the Scout Movement for students at UIN Alauddin Makassar.

However, the data indicated that further efforts are still needed to enhance and develop the existing Scout organization and movement. While several indicators still require improvement, many others have already reached a significant level of achievement.

b) The Reality of Leadership Character among Scout Members at UIN Alauddin Makassar

The implementation of leadership character at UIN Alauddin Makassar is assessed using several indicators, which are summarized in the descriptive table below:

Tabel 7. Descriptive Statistics for Leadership Character among Scout Members at UIN Alauddin Makassar

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Leadership Character	68	36	54	90	5346	78.62	9.151
Valid N (listwise)	68						

Based on the table above, it is evident that the total number of respondents is 68. Each variable has the same number of respondents to ensure valid data from the questionnaires. All data on leadership character were validated, with a range value of 36, indicating that the responses fall within a minimum and maximum value difference of 36. The minimum value for the questionnaire items is 54, and the maximum value is 90. The total score from all questionnaires submitted by 68 respondents across 19 items is 5,346. The mean (average) response score is 78.62, with a standard deviation of 9.151, rounded to 9.

Tabel 8. Categories of Leadership Character Among Scout Members at UIN Alauddin Makassar

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Low	4	5.9	5.9	5.9
Low	16	23.5	23.5	29.4
Moderate	23	33.8	33.8	63.2
High	25	36.8	36.8	100.0
Total	68	100.0	100.0	

Based on the table above, it can be understood that the leadership character variable for UIN Alauddin Makassar students falls into the categories of very low, low, moderate, and high. However, no responses fall into the very high category. For each category, it was found that the **very low** category has a frequency of 4 responses, representing 5.9% of the total respondents. The **low** category has a frequency of 16 responses, or 23.5% of the total respondents. The **moderate** category has a frequency of 23 responses, accounting for 33.8%, making it the second most frequent category. Lastly, the **high** category, with a frequency of 25 responses and

a percentage of 36.8%, is the most frequent, indicating that the leadership character variable has generally reached a high level. Meanwhile, no responses fall under the **very high** category.

Leadership qualities are not formed instantaneously but emerge from habits, environment, and consistent practice in facing life's challenges or real-world experiences in completing tasks. No leader is born into a high position or leadership role directly; instead, leaders rise from the ground up. A leader sometimes positions themselves beneath others to provide support, at the forefront to set an example, and alongside team members to work hand in hand toward organizational goals.

c) The Reality of Social Care among UIN Alauddin Makassar Students

Social care, as one of the dependent variables (Y) in this study, is assessed using several indicators outlined in the study materials. Based on the data collected from 68 respondents, the findings are as follows:

Tabel 9. Descriptive Test of Social Care Among Scout Members at UIN Alauddin Makassar

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Social Care	68	38	57	95	5785	85.07	7.890
Valid N (listwise)	68						

Based on the data above, it is evident that the social care data collected from 68 respondents is entirely valid. The range value is 38, indicating the difference between the maximum and minimum scores is 38. The minimum score for each question across respondents is 57, and the maximum score is 95. The total score for all responses is 5,785. The mean (average) score is 85.70, and the standard deviation is 7.890. The table categorizing the implementation of social care can be seen as follows:

Tabel 10. Interpretation of Social Care Categories among Scout Members at UIN Alauddin Makassar

Social Care					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	12	17.6	17.6	17.6
	Moderate	29	42.6	42.6	60.3
	High	21	30.9	30.9	91.2
	Very High	6	8.8	8.8	100.0
	Total	68	100.0	100.0	

The table above clearly shows that social care among UIN Alauddin Makassar students is categorized from the highest to the lowest frequency. Social care falls mostly into the **moderate** category, with the highest frequency of 29 respondents (42.6%). This is followed by the **high** category, with a frequency of 21 respondents (30.9%). The **low** category has a frequency of 12 respondents (17.6%), while the **very high** category includes 6 respondents (8.8%). There are no responses in the **very low** category for social care, indicating that there are no minimum scores in this variable. Although social care is generally in the **moderate** category, some respondents

have achieved very high scores. However, the implementation of social care still requires significant improvement in several aspects.

d) The Influence of the Scout Movement and Leadership Character among Students at UIN Alauddin Makassar

Consistent and routine Scouting activities are integrated into students' daily activities in class. These include habits such as praying before and after lessons, kissing the instructor's hand, greeting, maintaining cleanliness at the training site, and upholding both physical and spiritual cleanliness.

Routine practices organized and implemented in Scouting activities positively impact students' daily activities. These activities shape good character and leadership qualities in students. Moreover, the management within the Scouting organization, such as structured activity schedules, instills discipline among students, which is one of the key indicators assessed in the Scout Movement.

Scouting activities are effective in developing students' character, particularly leadership skills. At a minimum, students learn to lead small groups or Scout teams. Through regular involvement in Scouting activities, students develop the ability to lead organizational members and others. The implementation of the Scout Movement has a positive correlation with the leadership character of UIN Alauddin Makassar students. The correlation between the Scout Movement and leadership character can be observed in the following graph:

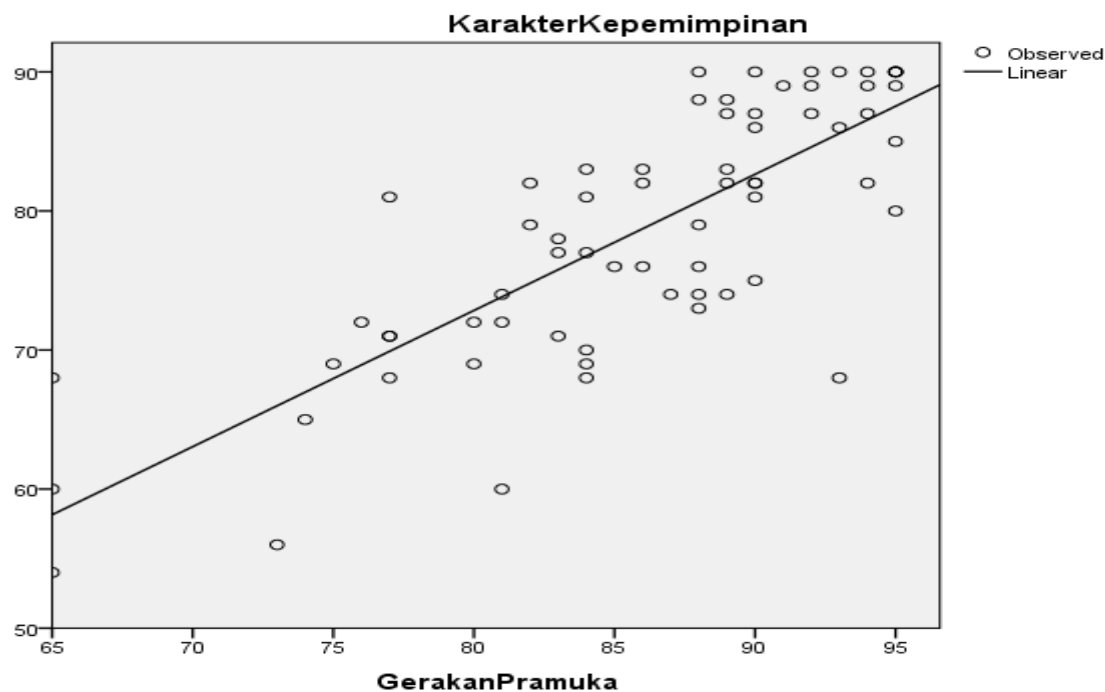


Figure 1. Scatter Chart of the Scout Movement (*Gerakan Pramuka*) and Leadership Character (*Karakter Kepemimpinan*) of UIN Alauddin Makassar Students

The graph shows that the better the implementation of the Scout Movement, the better the leadership character. Similarly, the better the implementation of leadership character, the

better the implementation of the Scout Movement. This is evident from the linear graph, which is almost approaching the mid-threshold value on the vertical line.

Table 11. Scatter Chart of the Scout Movement and Leadership Character among UIN Alauddin Makassar Students

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.378	9.028		.706	.482
Scout Movement	.900	.105	.727	8.592	.000

a. Dependent Variable: Social Care

Referring to the table, the significance value is 0.000. From Table 4.17, the obtained sig. value was 0.000. The sig. F change value of $0.000 \leq 0.05$ indicated that H_0 is rejected and H_1 was accepted, meaning that the influence between the two variables is significant at a 95% confidence level. The regression equation for these variables was $Y = 32.41 + 0.662X$. This shows that for every increase in X, Y increases by 0.662, indicating that the implementation of the Scout Movement significantly influences the leadership character of UIN Alauddin Makassar students.

Furthermore, a T-test was conducted. This test compares the calculated t-value with the t-table value at a significance level of 0.05 or 5%. The testing criteria were: accepted H_0 and rejected H_1 if $P > 0.05$, and rejected H_0 and accepted H_1 if $P \leq 0.05$. From Table 4.18, the significance value was 0.000, indicating that the t-value is ≤ 0.05 . The calculated t-value is 8.592, while the t-table value for 68 respondents at a significance level of ≤ 0.05 was 1.667, which shows that the calculated t-value is greater than the t-table value.

The Scout Movement, in its implementation, becomes an extracurricular curriculum in schools and remains as an existing organization at every educational level, from primary school to higher education. At the university level, Scouting is a popular choice for students, especially those from education and teaching programs, although many students from other faculties also participate.

As a form of learning in both school and community environments, Scouting becomes engaging, enjoyable, and develops a strong spirit and mentality, organized in its activities, while upholding various Scout principles. The Scouting activities effectively shape a sense of social care through the challenges encountered during camping activities. This is in accordance with the National Scout Council's manual which states that the Scout Movement is capable of creating organizational members who are caring for fellow living beings and the environment.

Through habitual practices in Scouting activities that provide exemplary models, Scouts are taught to be devout in their faith, to uphold noble character, to have a heroic spirit, discipline, respect for the law, love for the homeland, be skilled, practice Pancasila, and preserve the environment as valuable life lessons.

1) The Influence of the Scout Movement on the Social Care of Scout Members at UIN Alauddin Makassar

The implementation of the Scout Movement has a positive correlation with the social care of UIN Alauddin Makassar students. The correlation between the Scout Movement and social care can be observed in the following graph:

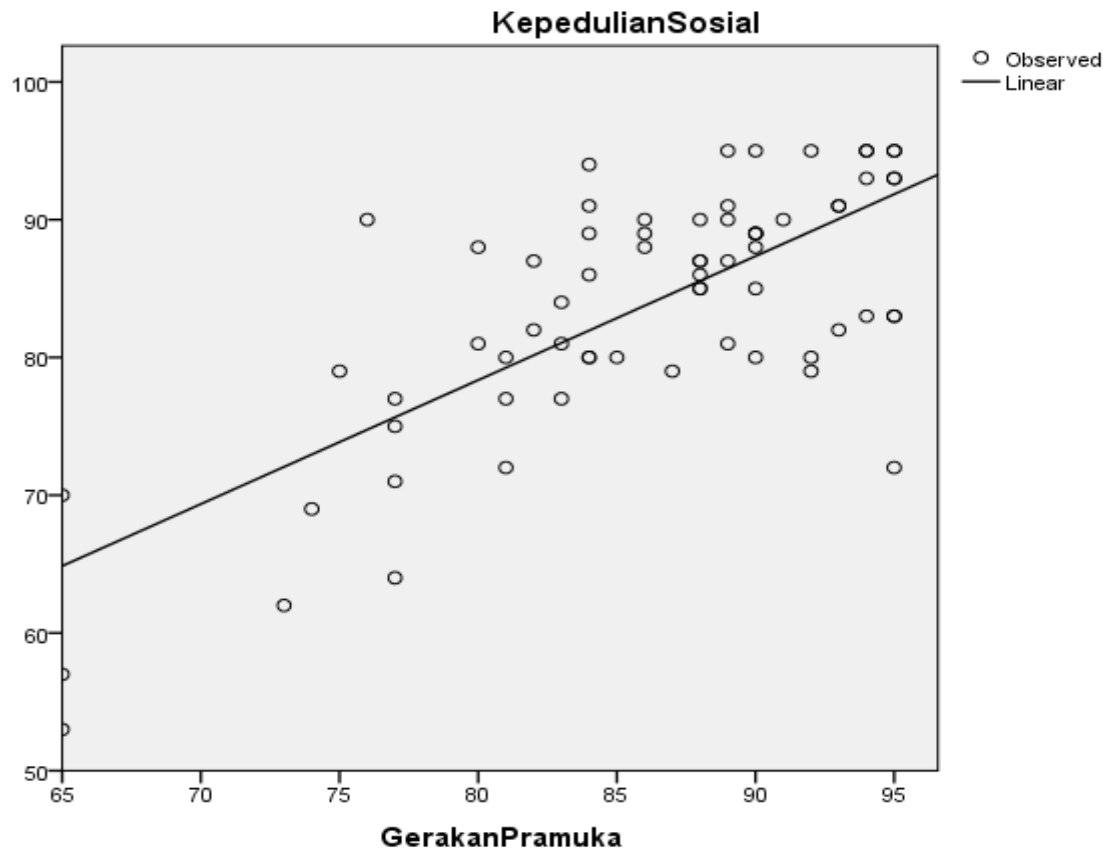


Figure 2. Scatter Chart of the Scout Movement (Gerakan Pramuka) and Social Care (Kepedulian Sosial) Among Scout Members at UIN Alauddin Makassar

Based on the graph, it can be observed that the better the implementation of the Scout Movement, the better the social care, and the vice versa. This is evident from the linear pattern in the graph.

Table 12. The Influence of the Scout Movement on Social Care among Scout Members at UIN Alauddin Makassar**Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.378	9.028		.706	.482
Scout Movement	.900	.105	.727	8.592	.000

a. Dependent Variable: Social Care

Based on Table 4.19, the obtained sig. value was 0.000. The sig. F change value of $0.000 \leq 0.05$ indicates that H_0 was rejected and H_1 was accepted, meaning that the influence between the two variables was significant at a 95% confidence level. The regression equation for these variables is $Y = 6.378 + 0.900X$. This shows that for every increase in X, Y increases by 0.900, indicating that the implementation of the Scout Movement has a significant influence on the social care of UIN Alauddin Makassar students. In addition, a T-test was conducted. This test compares the calculated t-value with the t-table value at a significance level of 0.05 or 5%. The testing criteria were: accepted H_0 and rejected H_1 if $P > 0.05$, and rejected H_0 and accepted H_1 if $P \leq 0.05$. From Table 4.21, the significance value was 0.000, indicating that the t-value was ≤ 0.05 . The calculated t-value is 8.592, while the t-table value for 68 respondents at a significance level of ≤ 0.05 is 1.667, showing that the calculated t-value is greater than the t-table value.

Table 13. Table: F-Test of the Scout Movement's Influence on Social Care Among Scout Members at UIN Alauddin Makassar**ANOVA^a**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2992.152	1	2992.152	73.823	.000 ^b
Residual	2675.068	66	40.531		
Total	5667.221	67			

a. Dependent Variable: Social Care

b. Predictors: (Constant), Scout Movement

The significance value was 0.000, indicating a simultaneous effect of the Scout Movement on social care. The calculated F-value (F_{hi}^t) is 73.823, while the F-table value for 68 respondents at a significance level of 0.05 is 0.232. As a form of learning in both school and community environments, scouting becomes engaging, enjoyable, and helps to develop a strong spirit and mentality, organized activities, and various Scout principles. The Scouting activities effectively shape a sense of social care through the challenges faced during camping activities. This is in line with the National Scout Council's book [National Scout Council, Regulation No. 176 of 2023 "Guidelines for the Implementation and Mechanisms of Training for Scout Rangers and Senior Scouts"], which states that the Scout Movement can create members who care for fellow living beings and the environment.

The Scout Movement, with values such as faith, devotion, noble character, responsibility, patriotism, discipline, love for the homeland, the noble values of *Pancasila*, and environmental preservation, forms the foundation for implementing Scout principles in daily life. These values shape the attitude of social care for others, whether family, friends, or the surrounding community, particularly through social care activities such as community service and other similar initiatives.

High social care is evident in the community, as Scouts are consistently involved in community activities and are accustomed to living in harmony with nature through activities like camping, hiking, and exploring rivers or forests with the help of maps from the Rangers, including various checkpoints along the way. Those prepare Scouts to be responsive and work together to solve problems encountered during their journey to the destination. It is in line with the goals of the Scout organization, members work together, side by side, to achieve shared objectives.

2) The Influence of Leadership Character on the Social Care of Scout Members at UIN Alauddin Makassar.

The implementation of leadership character has a positive correlation with the social care of UIN Alauddin Makassar students. It is presented below about the correlation curve between leadership character and social care:

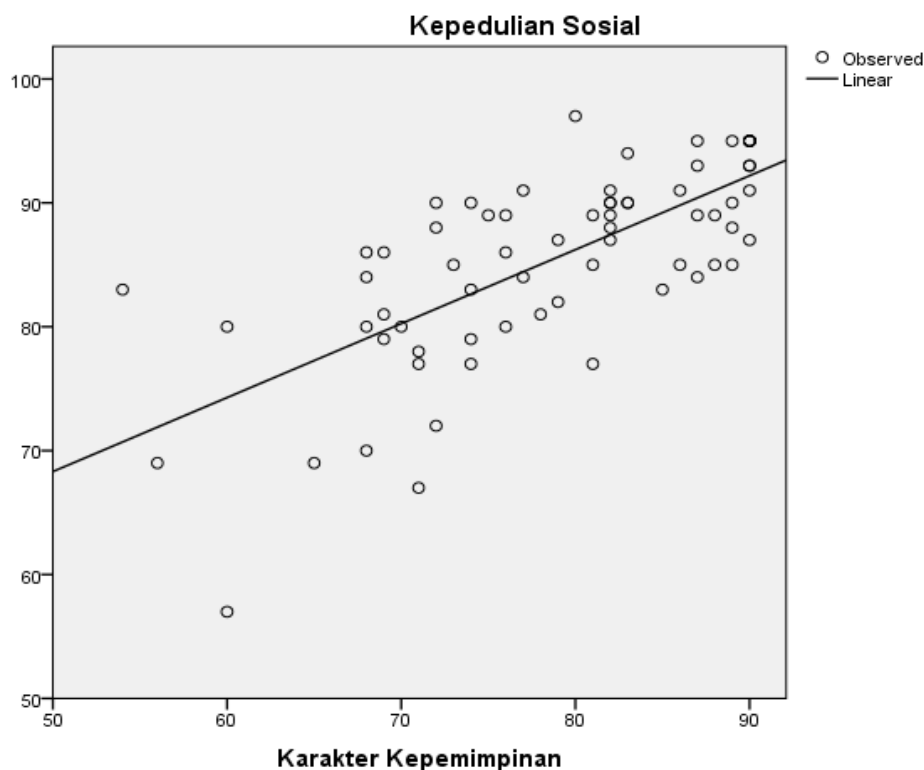


Figure 3. Scatter Chart of Leadership Character (Karakter Kepemimpinan) and Social Care (Kepedulian Sosial) among Scout Members at UIN Alauddin Makassar.

The graph shows a linear and vertical line which means that the better the implementation of leadership character, the better the social care, and conversely, the better the implementation of social care, the better the leadership character exhibited.

Table 14. F-Test Table for Leadership Character's Influence on Social Care Among Scout Members at UIN Alauddin Makassar

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1999.617	1	1999.617	64.483	.000 ^b
	Residual	2046.663	66	31.010		
	Total	4046.279	67			

a. Dependent Variable: Social Care

b. Predictors: (Constant), Leadership Character

Based on the table, the significance value was 0.000. The sig. F change value of $0.000 \leq 0.05$ indicates that H_0 was rejected and H_1 was accepted. It means that the influence between the two variables was significant at a 95% confidence level. The regression equation for these variables was $Y = 38.461 + 0.597X$. This indicates that for every increase in X, Y increased by 0.597, meaning that the implementation of leadership character significantly influences the social care of UIN Alauddin Makassar students.

Table 15. The Influence of Leadership Character on Social Care among Scout Members at UIN Alauddin Makassar

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	38.461	5.884		6.537	.000
Karakter Kepemimpinan	.597	.074	.703	8.030	.000

a. Dependent Variable: Social Care

Besides, a T-test was conducted. This test compares the calculated t-value (t_{hi}^t) with the t-table value at a significance level of 0.05 or 5%. The testing criteria are as follows: accepted H_0 and rejected H_1 if $P > 0.05$, and rejected H_0 and accepted H_1 if $P \leq 0.05$. From Table 4.24, the significance value was 0.000, indicating that the t-value was ≤ 0.05 . The calculated t-value is 8.030, while the t-table value for 68 respondents at a significance level of ≤ 0.05 was 1.667, meaning that the calculated t-value is greater than the t-table value.

The significance value was 0.000, indicating that there was a simultaneous effect of the Scout Movement on social care. The calculated F-value (F_{hi}^t) is 64.483, while the F-table value for 68 respondents at a significance level of 0.05 is 0.232, meaning that the calculated F-value is greater than the F-table value.

A leader with the ability to guide can motivate and influence citizens or society to act or do something. It indicates a high level of community participation due to the influence of the leader, particularly in community development, environmental issues, and other areas.

The various connections between the influence of a leader's character will affect social care within the community. A leader who is quick to respond, physically healthy for social activities, has a mental resilience when encouraging the community to engage in activities, is aware of the goals to be achieved in interacting with society, and always has a desire to be involved in various community activities will directly foster care for individuals and concern for shared issues, especially environmental and natural problems that are constantly faced. A leader's character should also be friendly, loving, and harmonious with everyone, while still maintaining the integrity of leadership, being honest and sincere without expecting rewards from the community. They should possess effective strategies for addressing various community issues, both theoretical and experiential, be consistent in decision-making, remain committed to carrying out those decisions, and always be confident that they will succeed and achieve their goals.

4. CONCLUSION

The findings of this study are as follows:

1. The reality of the Scout Movement among UIN Alauddin Makassar students is categorized as high, with a percentage of 44.1%, indicating that 63.2% of Scouting activities have been effectively implemented at UIN Alauddin Makassar.
2. The reality of leadership character among UIN Alauddin Makassar students is also categorized as high, with a percentage of 36.8%.
3. The reality of social care among UIN Alauddin Makassar students is categorized as moderate, with a percentage of 42.6%.
4. There is a positive influence of the Scout Movement on leadership character and social care among UIN Alauddin Makassar students, such as:
 - a. The Scout Movement positively affects students' leadership character, with a correlation coefficient of 0.795 and an influence percentage of 63.2%. This indicates that the better the Scout Movement's implementation, the better the leadership character.
 - b. The Scout Movement positively affects students' social care, with a correlation coefficient of 0.727 and an influence percentage of 52.8%. This demonstrates that improvements in Scouting activities directly influence social care.
 - c. Leadership character positively influences social care, with a correlation coefficient of 0.703 and an influence percentage of 49.4%, with other factors contributing to the remaining percentage. This suggests that the stronger the leadership character, the higher the students' social care.

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