

Managing Scout English Interpreter Badge Learning in Gowa Elementary Schools: A Field Study

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Abstract: This field-based educational management study examines how elementary schools in Gowa Regency manage Scout English Interpreter Badge learning through planning, organising, implementation, evaluation, and badge verification. The study involved six elementary schools in Somba Opu, Pallangga, Bungaya, Tombolo Pao, and Bontomarannu, with 144 upper-grade pupils, six principals, six scoutmasters, and six English or classroom teachers. Data were collected through management-readiness rubrics, English performance tasks, 48 observations, 18 interviews, and document analysis. The findings show a mean management readiness score of 3.26, with implementation as the strongest dimension. Pupils' mean English performance increased from 53.5 to 71.2, with a 17.7-point gain. Badge verification showed 86 pupils (59.7%) completed the adapted criteria, 54 (37.5%) partially completed them, and 4 (2.8%) required coaching. The study contributes a field-based School-Scout-English Management Model for measurable extracurricular language enrichment.

Keywords: *Educational Management; Elementary School, English Interpreter Badge, Gowa Regency, Scouting.*

Abstrak: Penelitian manajemen pendidikan berbasis lapangan ini mengkaji pengelolaan pembelajaran TKK Juru Bahasa Inggris Pramuka di sekolah dasar Kabupaten Gowa melalui perencanaan, pengorganisasian, pelaksanaan, evaluasi, dan verifikasi kecakapan. Penelitian melibatkan enam sekolah dasar di Somba Opu, Pallangga, Bungaya, Tombolo Pao, dan Bontomarannu, dengan 144 peserta didik kelas tinggi, enam kepala sekolah, enam pembina pramuka, serta enam guru bahasa Inggris atau guru kelas. Data dikumpulkan melalui rubrik kesiapan manajemen, tugas performa bahasa Inggris, 48 observasi, 18 wawancara, dan analisis dokumen. Hasil menunjukkan skor rata-rata kesiapan manajemen 3,26, dengan dimensi pelaksanaan sebagai aspek paling kuat. Rata-rata performa bahasa Inggris peserta didik meningkat dari 53,5 menjadi 71,2 dengan gain 17,7 poin. Verifikasi TKK menunjukkan 86 peserta didik (59,7%) tuntas, 54 (37,5%) tuntas sebagian, dan 4 (2,8%) memerlukan pembinaan lanjutan. Penelitian ini menghasilkan Model Manajemen Sekolah-Pramuka-Bahasa Inggris berbasis lapangan.

Kata Kunci: *Manajemen Pendidikan; Sekolah Dasar; TKK Juru Bahasa Inggris; Kabupaten Gowa; Kepramukaan.*

INTRODUCTION

Educational management in elementary schools is not limited to the regulation

of classroom instruction. It also includes the capacity of schools to transform extracurricular activities into purposeful learning systems. In Indonesia, scouting is formally positioned as a compulsory extracurricular activity at basic and secondary education levels, and it has long been associated with character formation, discipline, cooperation, leadership, and practical life skills (Kementerian Pendidikan dan Kebudayaan, 2014; Ratnawati et al., 2018). Nevertheless, the management of scouting at the school level often remains administrative: activities are scheduled, supervised, and reported, but they are not always translated into measurable learning outcomes. This condition creates a managerial gap between the potential of scouting and the actual learning evidence produced by pupils.

The Special Skill Badge or Tanda Kecakapan Khusus (TKK) provides a concrete mechanism for connecting scout activities with measurable competencies. The official Scout special-skill guide identifies Juru Bahasa or Interpreter as one of the special skills in the social and humanitarian field. The skill requires pupils to demonstrate practical communication abilities, including conversation, reading, writing, and interpretation in a foreign language (Kwartir Nasional Gerakan Pramuka, 2007). In the context of elementary schools, these requirements can be adapted into developmentally appropriate English tasks, such as greeting guests, introducing a scout patrol, giving school directions, reading simple notices, and interpreting short scout-related messages.

Previous studies on scouting in Indonesian elementary schools have generally focused on character education, extracurricular implementation, or school-level coordination. Susanti (2021) found that the implementation of compulsory scouting in elementary schools varied across institutions, while Ummah et al. (2024) showed that coordinator and scoutmaster capacity influenced the quality of scouting management. Ratnawati et al. (2018) emphasised the role of planning, coordination, implementation, and evaluation in character education through scout activities. These studies are important, but they remain primarily concerned with implementation and character formation. They do not explain how school management can convert a badge system into a structured English learning pathway supported by evidence-based assessment.

The research gap lies in the absence of a field-based management model that integrates educational management, Scout TKK assessment, and practical English learning in elementary schools. Studies on educational leadership suggest that school improvement requires coherent direction, role distribution, capacity building, and evaluation (Daniëls et al., 2019; Leithwood et al., 2020). Meanwhile, young learner English research indicates that pupils learn more effectively when language is embedded in meaningful interaction, affective safety, stories, games, and authentic communicative purposes (Bland, 2019; Hiver et al., 2021; Mercer & Dörnyei, 2020; Pinter, 2017). The challenge is therefore managerial as well as pedagogical: schools need a system that can organise people, time, materials, assessment, and follow-up coaching.

This study was conducted in Gowa Regency, South Sulawesi, because elementary schools in the area represent diverse institutional contexts, including urban, semi-urban, suburban, and highland schools. The diversity is important for educational management because school location affects access to English materials, teacher availability, parental support, and programme scheduling. A field-based

model for Gowa must therefore be simple, low-cost, context-sensitive, and measurable.

The study addresses three research questions: How do elementary schools in Gowa manage Scout English Interpreter Badge learning? What patterns of management readiness emerge across different school contexts? How do field-based management practices relate to pupils' practical English performance and TKK achievement? The novelty of the study lies in offering a School-Scout-English Management Model based on actual field data, not merely a conceptual claim. The model contributes to educational management by showing how planning, organising, implementation, evaluation, and badge verification can transform scout extracurricular activities into a structured language enrichment programme.

METHOD

This study employed a field-based educational management design using a qualitative-dominant mixed-method approach. The research was conducted from January to April 2026 in six elementary schools in Gowa Regency, South Sulawesi. The selected schools represented urban, semi-urban, suburban, and highland contexts. To protect institutional and pupil confidentiality, school identities are presented in coded form as SDG-01 to SDG-06, while field notes retained the verified school metadata.

The participants consisted of 144 upper-grade pupils, six principals, six scoutmasters, and six English or classroom teachers involved in scouting and English learning. Each school contributed 24 pupils who had obtained permission to participate in the study. Data were collected through four main techniques. First, a School Management Readiness Rubric was used to assess planning, organising, implementation, and evaluation on a four-point scale. Second, English Interpreter Badge performance tasks assessed three domains: daily scout conversation, reading simple English notices, and oral interpreting of scout messages. Third, 48 observation sessions documented coaching, teacher collaboration, English use, student participation, and assessment practice. Fourth, 18 interviews were conducted with principals, scoutmasters, and teachers to explore school policy, role distribution, implementation barriers, and programme sustainability.

The field intervention consisted of eight meetings in each school. The first meeting focused on orientation and pre-assessment. Meetings two and three developed daily scout conversation. Meetings four and five focused on reading simple English notices. Meetings six and seven developed oral interpreting of short scout messages. The eighth meeting was used for post-assessment and badge verification. The English tasks were aligned with the adapted requirements of the Scout Interpreter Badge and adjusted to elementary pupils' cognitive and linguistic development.

Quantitative data were analysed descriptively using mean scores, gain scores, readiness categories, and badge-achievement percentages. Qualitative data from observation notes and interviews were analysed thematically through coding, categorisation, cross-case comparison, and interpretation. The credibility of the findings was strengthened through source triangulation involving principals, scoutmasters, teachers, pupils' task performance, observation records, and document evidence. Method triangulation was conducted by comparing rubric scores, performance-task results, interview excerpts, and observation notes.

Table 1. Field Research Setting and Participants in Gowa Regency

Code	District	Context	Pupils	Implementation Period	Permission
SDG-01	Somba Opu	Urban	24	01 January 2026 - 02 March 2026	Yes
SDG-02	Pallangga	Semi-urban	24	08 January 2026 - 13 March 2026	Yes
SDG-03	Bungaya	Highland	24	13 January 2026 - 24 March 2026	Yes
SDG-04	Tombolo Pao	Highland	24	21 January 2026 - 05 April 2026	Yes
SDG-05	Bontomarannu	Suburban	24	05 February 2026 - 16 April 2026	Yes
SDG-06	Pallangga	Semi-urban	24	16 February 2026 - 27 April 2026	Yes

Source: Field data processed from school metadata, 2026.

RESULTS AND DISCUSSION

Management Readiness for Scout English Interpreter Badge Learning

The field data show that the six schools reached an overall management readiness mean of 3.26. The strongest dimension was implementation ($M = 3.42$), followed by planning ($M = 3.25$), evaluation ($M = 3.21$), and organising ($M = 3.17$). This pattern indicates that schools were generally able to conduct scout-English learning activities, yet they still required stronger role coordination, co-planning routines, and documentation systems. The finding is consistent with educational leadership studies which argue that successful school programmes depend not only on activities but also on organisational capacity, role clarity, and shared direction (Daniëls et al., 2019; Leithwood et al., 2020).

Table 2. Management Readiness for Scout English Interpreter Badge Learning

School	Planning	Organising	Implementation	Evaluation	Mean	Category
SDG-01	3.50	3.25	3.75	3.50	3.50	High
SDG-02	3.00	3.00	3.25	3.00	3.06	Moderate-high
SDG-03	2.75	2.75	3.00	2.75	2.81	Moderate
SDG-04	3.50	3.50	3.75	3.25	3.50	High
SDG-05	3.25	3.25	3.25	3.25	3.25	Moderate-high
SDG-06	3.50	3.25	3.50	3.50	3.44	Moderate-high

Source: Field management-readiness rubric, 2026.

SDG-01 and SDG-04 reached the high category. Field notes show that these schools had clearer principal support, formal role assignment, and stronger collaboration between scoutmasters and teachers. SDG-03 reached the moderate category because the school operated in a highland context with more limited English materials and a stronger need for repeated scaffolding. This geographical variation confirms that management readiness in Gowa cannot be interpreted as a uniform condition. Urban and semi-urban schools tended to have easier access to teaching resources, while highland schools required low-cost materials, repeated modelling, and more flexible coaching.

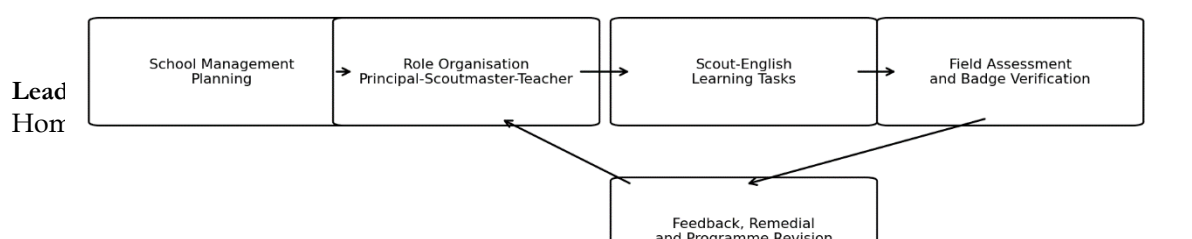


Figure 1. Field-Based School-Scout-English Management Model. Source: Developed by the author from field data (2026).

Figure 1 presents the management cycle developed from the field findings. The model begins with school-level planning, then continues to role organisation among principals, scoutmasters, and English or classroom teachers. The implementation stage uses scout-English learning tasks, while assessment and badge verification provide measurable evidence of student achievement. The feedback and remedial stage closes the cycle by supporting pupils who partially complete the criteria or still need coaching.

Pupils' English Performance and TKK Achievement

The English performance task results indicate that pupils' overall mean score increased from 53.5 in the pre-assessment to 71.2 in the post-assessment, producing an average gain of 17.7 points. Daily scout conversation improved from 54.7 to 73.2, reading simple English notices increased from 52.8 to 70.3, and oral interpreting of scout messages increased from 52.9 to 70.0. The improvement suggests that pupils responded positively when English was embedded in concrete scout tasks rather than taught as isolated vocabulary. This supports project-based and experiential perspectives in which children learn through purposeful action, interaction, and contextual problem solving (Darling-Hammond et al., 2020; Kokotsaki et al., 2016).

Table 3. Field-Based English Interpreter Performance Results

Performance Domain	Pre-test Mean	Post-test Mean	Gain	Interpretation
Daily scout conversation	54.7	73.2	18.6	Strongest communicative use
Reading simple English notices	52.8	70.3	17.5	Requires vocabulary support
Oral interpreting of scout messages	52.9	70.0	17.1	Still developing
Overall score	53.5	71.2	17.7	Meaningful field-based gain

Source: Field performance-task assessment, 2026.

Table 4. Final TKK Achievement by School

School	Pupils	Complete	Partial	Needs Coaching	Completion Rate
SDG-01	24	14	9	1	58.3%
SDG-02	24	14	9	1	58.3%
SDG-03	24	14	10	0	58.3%
SDG-04	24	15	8	1	62.5%
SDG-05	24	16	8	0	66.7%
SDG-06	24	13	10	1	54.2%
Total	144	86	54	4	59.7%

Source: Field badge-verification records, 2026.

Badge verification showed that 86 pupils (59.7%) completed the adapted TKK Juru Bahasa Inggris criteria, 54 pupils (37.5%) achieved partial completion, and 4 pupils (2.8%) required further coaching. The completion pattern confirms that the badge should not be treated as a ceremonial mass award. It should be based on individual performance evidence, service-task participation, and scoutmaster verification. This interpretation is consistent with the TKK principle that special-skill badges function as educational evidence of personal effort and competence, not merely as uniform decoration (Kwartir Nasional Gerakan Pramuka, 2007).

Observation and Interview Findings Across School Contexts

The observation records covered 48 meetings across six schools. Average attendance was 23.6 pupils per meeting out of 24, indicating stable participation. The highest observation dimension was student participation ($M = 3.40$), followed by scoutmaster coaching ($M = 3.27$), teacher collaboration ($M = 3.19$), assessment practice ($M = 3.17$), and English use ($M = 2.92$). The lower English-use score indicates that pupils still needed intensive scaffolding, especially in interpreting tasks.

Table 5. Observation Summary of Scout-English Implementation

Observation Dimension	Mean Score	Interpretation
Scoutmaster coaching	3.27	Generally structured; varied by context.
Teacher collaboration	3.19	Improved through co-planning.
English use	2.92	Most challenging dimension.
Student participation	3.40	High due to authentic scout tasks.
Assessment practice	3.17	Clearer with rubrics and verification sheets.

Source: Field observation logs from 48 meetings, 2026.

The interview coding produced four dominant themes: pupil motivation, leadership alignment, teacher-scoutmaster collaboration, and resource limitation. Principals in high-readiness schools described formal support through school calendars, assignment letters, and material allocation. Scoutmasters reported that pupils were more enthusiastic when English was attached to scout missions, such as welcoming guests or guiding a school tour. Teachers emphasised that the programme worked better when English tasks were simple, repetitive, and linked to familiar school objects.

Table 6. Dominant Themes from Interviews

Theme	Frequency	Percentage
Leadership alignment	5	27.8%
Pupil motivation	6	33.3%
Teacher-scoutmaster collaboration	4	22.2%
Resource limitation	3	16.7%

Source: Thematic coding of 18 interviews, 2026.

The geographical context shaped implementation quality. SDG-01 in Somba Opu benefited from urban access, stronger teacher availability, and more structured documentation. SDG-02 and SDG-06 in Pallangga showed moderate-high readiness

because schools had good pupil participation but still needed stronger documentation and role division. SDG-03 in Bungaya and SDG-04 in Tombolo Pao represented highland contexts. In these schools, pupils required more repetition and low-cost media such as cue cards, school maps, and bilingual signs. The finding shows that location affects not only resource availability but also the form of instructional management needed by each school.

Theoretical and Practical Implications

Theoretically, this study strengthens educational management literature by demonstrating that extracurricular programmes can become measurable learning systems when managed through planning, role organisation, task-based implementation, and evidence-based evaluation. The School-Scout-English Management Model bridges three domains that are often discussed separately: school management, scouting education, and young learner English learning. Practically, the model provides school leaders with a low-cost framework for managing language enrichment through existing scout structures. The model also clarifies the complementary roles of principals, scoutmasters, English teachers, classroom teachers, and pupil patrol leaders.

For Gowa elementary schools, the model suggests that TKK Juru Bahasa Inggris can be implemented through an eight-meeting cycle. The minimum requirements are a school-level schedule, a simple module, a rubric, scoutmaster-teacher collaboration, observation notes, and badge verification. Schools with stronger resources may add digital portfolios and interschool scout-English festivals, while schools with limited resources can use printed cards, school maps, local objects, and oral practice.

CONCLUSION

This field-based study shows that Scout English Interpreter Badge learning can be managed as a measurable extracurricular language-enrichment programme in Gowa elementary schools. The six participating schools demonstrated an overall management readiness mean of 3.26, with implementation as the strongest dimension and organising as an area requiring continued improvement. Pupils' English performance increased from 53.5 to 71.2, while 86 of 144 pupils (59.7%) completed the adapted badge criteria. These findings indicate that the programme is most effective when principals provide formal support, scoutmasters and teachers co-plan tasks, pupils complete authentic scout missions, and badge verification is based on individual performance evidence.

The study contributes a Field-Based School-Scout-English Management Model that can guide elementary schools in integrating scouting with practical English learning. The model should be implemented gradually. A recommended next step is to run a focused pilot project in one school with strong readiness, refine the module and assessment rubric, and then expand the programme to schools with different geographical contexts. Future research should compare long-term retention, pupil confidence, teacher workload, and the sustainability of badge-based English enrichment across urban, semi-urban, rural, and highland elementary schools.

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