

# ANALYSIS OF THE INTEREST AND INTEREST OF TALENTS MTS SYAMSUL ULUM STUDENTS IN SCOUT EXTRACURRICULAR ACTIVITIES

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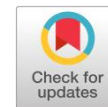
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## ABSTRACT

This study evaluated students' reasons for choosing extracurricular activities at their school using the Analytic Hierarchy Process method. The study assessed eight extracurricular activities: Scouts, Choir, Futsal, Badminton, Calligraphy, Nasyid, Marching Band, and PMR. Data was collected based on factors such as hobbies or preferences, encouragement from teachers, influence from parents, influence from friends, facilities available, and quality of trainers. The results of the analysis show that the hobby or favorite factor has the highest evaluation weight in the selection of extracurricular activities, followed by the influence of friends and available facilities. Calligraphy extracurricular has the highest evaluation weight, indicating that students are more likely to choose this activity because of the factors assessed. In addition, the results show high consistency in students' prioritization of their extracurricular choices, with a CI (Consistency Index) value of 0.048209 and CR (Consistency Ratio) of 0.036522, indicating that these evaluations are consistent. This research provides important insights for schools in developing and improving their extracurricular programs to better suit students' interests and needs.



## KEYWORD

Analytic Hierarchy Process  
Consistency Ratio  
Consistency Index



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## 1. Introduction

Currently, education is a strategic tool to improve human living standards [1]. Through education, humans become intelligent, have good skills, and attitudes to life so that they can get along well in society and can help themselves, their families, and society [1], [2], [3], [4]. Education is an investment that provides social and personal benefits that make the nation dignified and makes the individual a human being with degree [5]. Law Number 20 of 2003 concerning the national education system article 3 states that national education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The development of students' potential as referred to in the national education goals can be realized, one of which is through scouting education carried out in scouting extracurricular activities.

Scout extracurricular activities are extracurricular activities that are mandatory or must be organized by educational units and must be attended by all students. This is one of the mandatory extracurricular activities for junior high school students, and is an extracurricular activity that applies scouting concepts, methods, and techniques in strengthening learning. Scouts are not only required to be members of scouts, but also obliged to apply scouting education concepts and methods as well as techniques in the process of strengthening learning through extracurriculars.

In the 2013 curriculum, Scouting is a compulsory extracurricular activity in schools starting from elementary education (SD/MI and SMP/MTs) and secondary education (SMA/MA and SMK/MAK)

[6]. The implementation of Scout extracurricular activities in schools can be in collaboration with Kwartir Ranting or Kwartir Branch, each sub-district, or local district/city. Through Scout education activities, various good characters can be instilled in students. Thus, Scout extracurricular activities are extracurricular activities that have an important role in developing student character and strengthening learning through the application of scouting concepts, methods, and techniques.

Based on the observations of researchers in the field, one of the problems that occurred at MT's Syamsul Ulum was the lack of interest of students in participating in scouting extracurricular activities so that it affected the character of students, as well as the lack of facilities and infrastructure to support scouting activities, as well as school conditions that were not conducive, such as fields that were too small, the use of compound fields and school buildings that were close to other institutions, So that it is less effective in the implementation of scout extracurricular activities. This is shown in the image below.

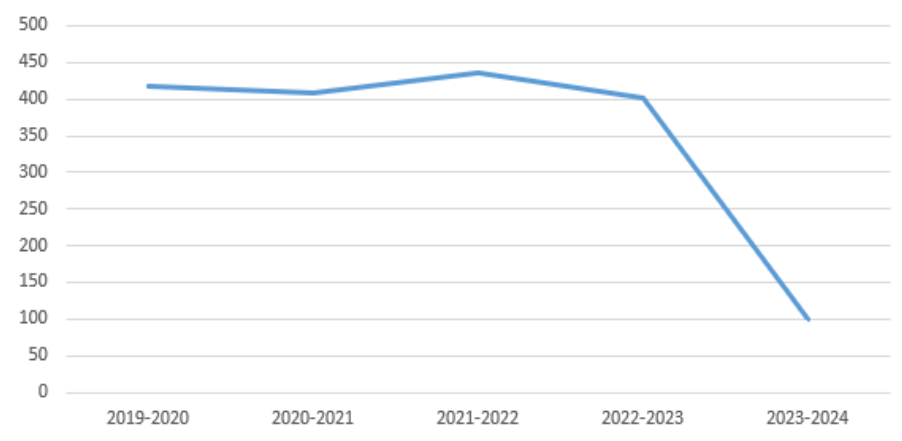


Fig. 1. The picture above is the annual data of scout extracurricular

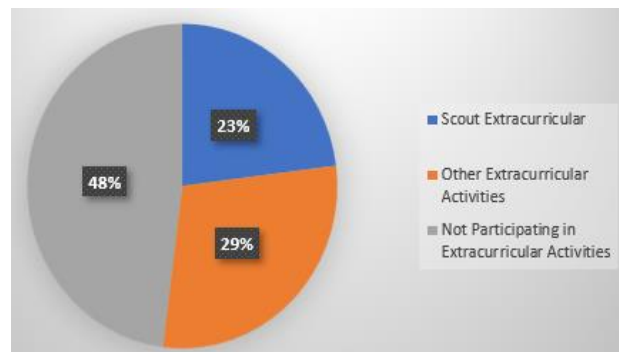


Fig. 2. Activities Conditions of extracurricular participants

In the picture above, it can be seen that only 23% of the many students and students of MT's Syamsul Ulum are interested in participating in the Scout extracurricular. The number of students who participated in the Scout extracurricular at MT's Syamsul Ulum amounted to 100 people, consisting of several levels of Scout Scouts. The Ramu level is 50 people, the Raft level is 25 people, and the Terap level is 25 people.

In addition to Scout Extracurriculars, MT's Syamsul Ulum also offers various other types of extracurriculars, such as choir, futsal, badminton, calligraphy, drumband, nasyid, and PMR (Palang Merah Indonesia).

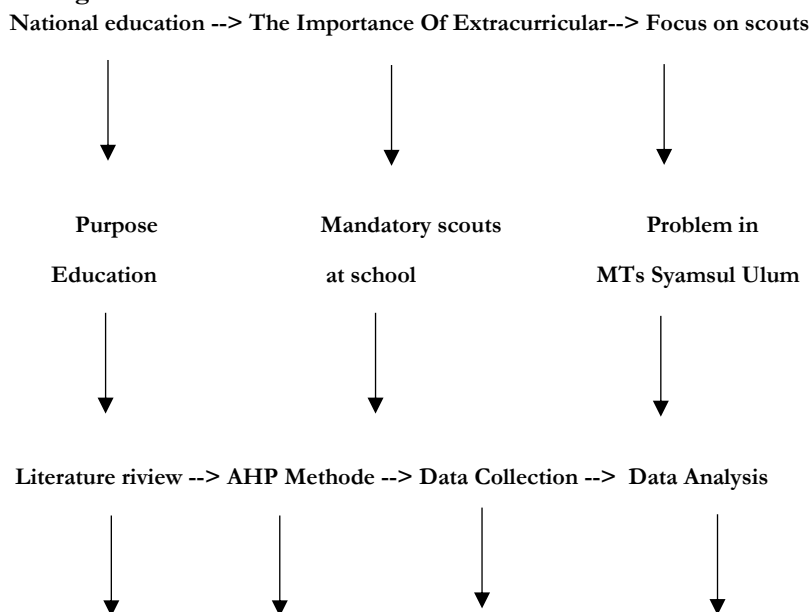
## 2. Literature Riviw

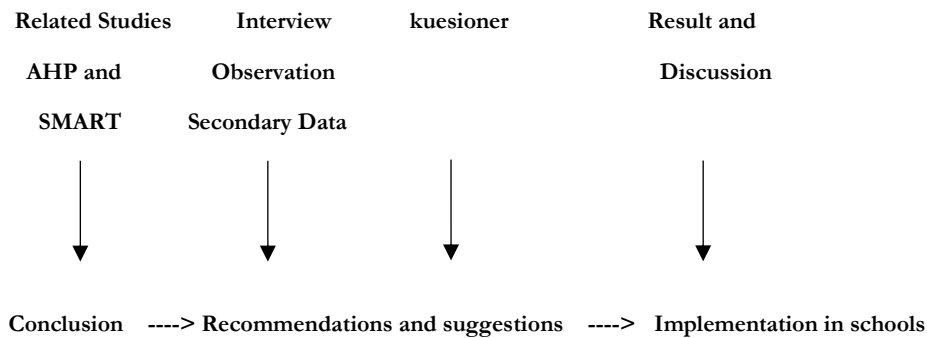
### 2.1 Related Research

**Firja Ahmad et.al (2019).** This study examines the role of teachers and families in improving motivation and learning outcomes of students. This study uses qualitative methods in the form of field research. The data are collected through observation, interviews, and documentation. Data Analysis was performed using data reduction, data presentation, and data verification. The results showed that the teachers' roles in increasing students' learning motivation are to clarify goals, arouse students' interests through learning processes, extracurricular activities and self-development programs and create a pleasant learning atmosphere. The roles of the family are to provide attention and affection, provide guidance and advice as well as supplying students with the learning facilities they need. In improving students' learning outcomes, teachers and families need to communicate and cooperate for instance the teacher gives the task and the family carries out supervision at home. However, the lack of family attention caused by economic problems and busyness at work resulted in the insignificance of the families' role in increasing motivation and learning outcomes of students. In 2024, Erti Belastari Tanjung et al, conducted a research entitled "Decision Support System for Recommendation of Extracurricular Programs in Vocational Secondary Schools with AHP and TOPSIS Methods". The Analytical Hierarchy Process (AHP) method and the Technique for Order Preference by Similarity to Ideal Solution (TOPSIS) were used to measure the performance rating of each subcresseria. This method was chosen to increase students' awareness of the importance of extracurricular activities. The test results in this method have nine alternatives (A01 to A09) from the sample data with various criteria assessed. The results of the implementation of extracurricular recommendations with the AHP and TOPSIS methods obtained an accuracy of 74% [7].

Fani Oktavianti et. Al (2019). This study aims to determine the planning, organization, implementation and supervision of student management in the development of interests and talents through extracurricular activities at SDN Ngaliyan 03 Semarang City. The subjects of this study are extracurricular teachers, extracurricular students, and school principals. Data collection techniques use observation, interviews, field notes, questionnaires, and documentation. Data validity testing uses credibility tests, transferability tests, and confirmability tests. The data analysis technique uses the Miles and Huberman model. The results of the study showed: (1) management planning in the category was lacking, needs analysis and selection were not carried out, (2) management organization was in the very good category, each extracurricular carried out orientation and grouped students, (3) management implementation in the very good category, coaching and development of interests and talents were carried out in scouting, paskibra, and English extracurriculars, (4) management supervision in the very good category, The principal conducts supervision assisted by extracurricular facilitators. Overall student management in developing interests and talents through extracurricular activities is in the good category [8].

### 2.2 Thinking Framework





The framework of thinking in this study is built based on the results of various interrelated factors. This study uses the AHP method to design a decision support system that helps in determining the talent requirements of students in scout extracurriculars.

### 3. Methodology

This research method uses a descriptive survey approach, with the main tool in the form of a questionnaire designed to measure the level of interest and talent of MTs Syamsul Ulum students towards Scout extracurriculars. The questionnaire consisted of a number of closed and open questions that included aspects of student motivation, experience, and perception of Scout activities. In addition, semi-structured interviews with several supervisors and direct observations during extracurricular activities were also conducted to complete the data. The tools and materials used were selected to ensure comprehensive and accurate data collection in describing students' interests and talents towards Scouting.

#### 3.1. Tools And Matreials

- Tools and Materials: Field observations, interviews, questionnaires.
- Data Processing: Qualitative and quantitative data analysis from observations, interviews, and questionnaires.
- Methods Used: Analytical Hierarchy Process (AHP) to prioritize factors that affect students' interests.

#### 3.2. Data Processing

The data collection method in this study involves several steps as follows:

- Observation: Directly observe the implementation of Scout extracurricular activities at MTs Syamsul Ulum. Observations are carried out to get a real picture of students' interests and existing facilities and infrastructure.
- Interview: Conduct interviews with Scout supervisors as well as several students involved in extracurricular activities. This interview aims to dig deeper information about the factors that affect students' interests.
- Questionnaire: Distribute questionnaires to MTs Syamsul Ulum students to measure their level of interest in Scout activities. The questionnaire consisted of questions about students' motivation, experience, and perception of Scouts.

This research method uses the Analytical Hierarchy Process (AHP) to analyze the interest and talent of MTs Syamsul Ulum students towards Scout extracurriculars. The AHP was chosen for its ability to systematically outline and evaluate the various criteria and subcriteria that affect students' interests and talents. The tools used in this study include structured questionnaires filled out by students to collect data related to their preferences and priorities, as well as AHP software to process and analyze the data. The data obtained were then calculated and compared using a pair comparison matrix to determine the weight of each criterion, so as to produce a final priority that describes the level of student interest in Scout

extracurricular activities. The Analytical Hierarchy Process (AHP) method is a decision-making method developed by Thomas L. Saaty in the 1970s. This method is used to solve complex problems by making pairs of comparisons and breaking down the problem into hierarchical levels [9], [10]. AHP is very effective in setting priorities and assisting decision-makers in choosing the best alternative based on various.

The research schedule is planned to last for three months, starting from March to June. In the first month, preparations are carried out which include problem formulation, interview question preparation, and validation of research instruments. The second month was focused on data collection, conducting interviews with supervisors, direct observation of Scout extracurricular activities, and distributing and filling out questionnaires to activity participants. The last month was used for data analysis using the AHP method, interpretation of results, and preparation and editing of final research reports. Each stage in this schedule is designed to ensure that research is carried out systematically and thoroughly.

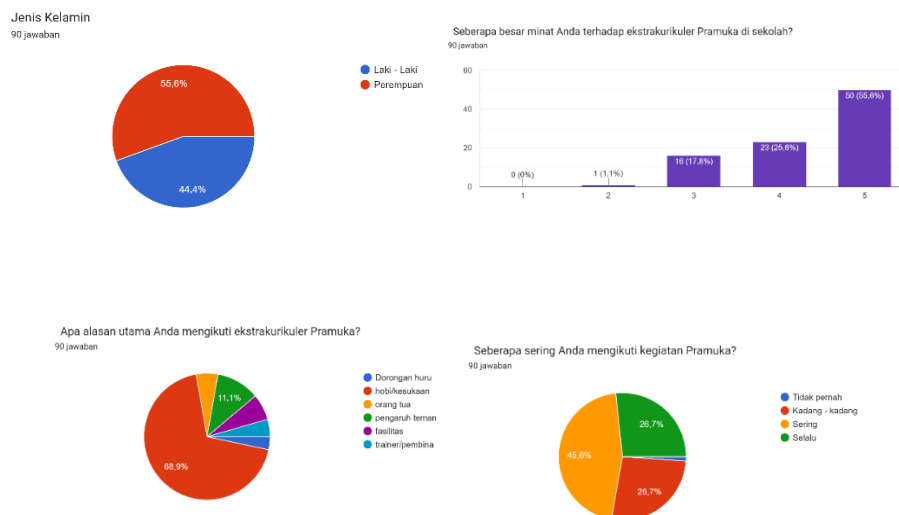
## 4. Result and Discussion

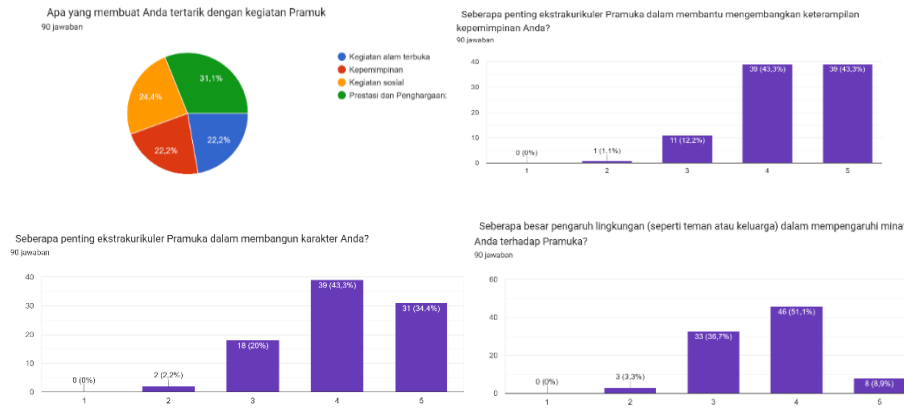
### 4.1. Result

The results of the research on the AHP (Analytical Hierarchy Process Method) method above help in complex decision-making by providing a clear structure and powerful analytical tools. This method allows decision-makers to weigh various factors systematically and consistently, so that decisions taken are more objective and can be held accountable. Making the weight of the criteria as a reference for the assessment of extracurricular activities in the Extracurricular Election Decision Support System using the AHP Method. At this stage, it is very necessary because the results of this AHP weighting will be applied in the Analysis of Interest in Students' Talent Interest in Scout Extracurriculars. The questionnaire is prepared based on the multi-criteria that have been set in table 1 as follows:

Number of respondents: This study involved 90 respondents who were students and students of MT's Syamsul Ulum who had a talent interest in Scout Extracurriculars.

Respondent profile: 55.6% of respondents are female and 44.4% male Respondents are students who participate in scouting extracurriculars.





**Fig. 3.**Result of Quisioner

- Teacher Encouragement C1
- Hobbies/Preferences C2
- Parents C3
- Influence Of Friends C4
- Facilities C5
- Trainer C6

The results of the questionnaire from the respondents (Mts SYAMSUL ULUM students) turned out to be as follows:

**Table 1.** Matrik indikator

No	Indikator	Hobbies/Preferences	Teacher Encouragement	Parents	Influence of Friends	Facilities	Trainer
1	Hobbies/Preferences	1	20.66666667	12.4	6.2	10.333333	15.5
2	Teacher encouragement	0.048387097	1	0.6	0.3	0.5	0.75
3	parents	0.080645161	1.666666667	1	0.5	0.833333	1.25
4	Influence of Friends	0.161290323	3.333333333	2	1	1.666667	2.5
5	facilities	0.096774194	2	1.2	0.6	1	1.5
6	trainer	0.064516129	1.333333333	0.8	0.4	0.666667	1

**Table 2.** Matrix Hobby

Ekstrakurikuler	Kode	Urutan
Pramuka	a	8
Paduan Suara	b	6
Futsal	c	5
Badminton	d	2

Kaligrafi	e	1
Nasid	f	4
Merching Band	g	7
Pmr	h	3

**Table 3.** Calculation of the Hobby Matrix

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>
a	1	1,333333	1,6	4	8	2	1,142857	2,666667
b	0,75	1	1,2	3	6	1,5	0,857143	2
c	0,625	0,833333	1	2,5	5	1,25	0,714286	1,666667
d	0,25	0,333333	0,4	1	2	0,5	0,285714	0,666667
e	0,125	0,166667	0,2	0,5	1	0,25	0,142857	0,333333
f	0,5	0,666667	0,8	2	4	1	0,571429	1,333333
g	0,875	1,166667	1,4	3,5	7	1,75	1	2,333333
h	0,375	0,5	0,6	1,5	3	0,75	0,428571	1
jumlah	4,5	6	7,2	18	36	9	5,142857	12

$$\lambda_{\max} = 21,74286$$

$$CI = 0,048209$$

$$CR = 0,036522 \rightarrow \text{consistent}$$

**Table 4.** Facility Matrix

No	Ekstrakurikuler	Kode	Urutan
1	Pramuka	a	7
2	Paduan Suara	b	1
3	Futsal	c	6
4	Badminton	d	3
5	Kaligrafi	e	5
6	Nasid	f	2
7	MERCHING BAND	g	8
8	Pmr	h	4

**Table 5.** Facility matrix calculation

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>
a	1	7	1,166667	2,333333	1,4	3,5	0,875	1,75
b	0,142857	1	0,166667	0,333333	0,2	0,5	0,125	0,25
c	0,857143	6	1	2	1,2	3	0,75	1,5

d	0,428571	3	0,5	1	0,6	1,5	0,375	0,75
e	0,714286	5	0,833333	1,666667	1	2,5	0,625	1,25
f	0,285714	2	0,333333	0,666667	0,4	1	0,25	0,5
g	1,142857	8	1,333333	2,666667	1,6	4	1	2
h	0,571429	4	0,666667	1,333333	0,8	2	0,5	1
jumlah	5,142857	36	6	12	7,2	18	4,5	9

**Table 6.** Tabel Eigen

	a	b	c	d	e	f	g	h	vektor eigen
a	0,19444 4	0,19444 4	0,19444 4	0,19444 4	0,19444 4	0,19444 4	0,19444 4	0,19444 4	0,19444444
b	0,02777 8	0,02777 8	0,02777 8	0,02777 8	0,02777 8	0,02777 8	0,02777 8	0,02777 8	0,02777778
c	0,16666 7	0,16666 7	0,16666 7	0,16666 7	0,16666 7	0,16666 7	0,16666 7	0,16666 7	0,16666667
d	0,08333 3	0,08333 3	0,08333 3	0,08333 3	0,08333 3	0,08333 3	0,08333 3	0,08333 3	0,08333333
e	0,13888 9	0,13888 9	0,13888 9	0,13888 9	0,13888 9	0,13888 9	0,13888 9	0,13888 9	0,13888889
f	0,05555 6	0,05555 6	0,05555 6	0,05555 6	0,05555 6	0,05555 6	0,05555 6	0,05555 6	0,05555556
g	0,22222 2	0,22222 2	0,22222 2	0,22222 2	0,22222 2	0,22222 2	0,22222 2	0,22222 2	0,22222222
h	0,11111 1	0,11111 1	0,11111 1	0,11111 1	0,11111 1	0,11111 1	0,11111 1	0,11111 1	0,11111111
jumlah h	1	1	1	1	1	1	1	1	1

**Table 7.** Matrix Evaluation

0,603968 25	0,1666666 67	0,4624131 94	0,1388888 89	0,1944444 44	0,1111111 11	x	0,7781648 91	=	0,5154552 64
0,452976 19	0,1944444 44	0,3302951 39	0,2222222 22	0,0277777 78	0,0555555 56		0,0205469 38		0,3913001 06
0,377480 16	0,1388888 89	0,2642361 11	0,0833333 33	0,1666666 67	0,2222222 22		0,0379284 95		0,3281949 72
0,150992 06	0,0555555 56	0,1321180 56	0,1111111 11	0,0833333 33	0,0833333 33		0,0871368		0,1396830 31
0,075496 03	0,0277777 78	0,0660590 28	0,1944444 44	0,1388888 89	0,1944444 44		0,0472044 68		0,0909665 4
0,301984 13	0,2222222 22	0,3963541 67	0,0277777 78	0,0555555 56	0,1666666 67		0,0290184 09		0,2644718 87
0,528472 22	0,0833333 33	0,1981770 83	0,1666666 67	0,2222222 22	0,1388888 89				0,4495103 49
0,226488 1	0,1111111 11	0,5284722 22	0,0555555 56	0,1111111 11	0,0277777 78				0,2094641 74

**Table 8.** Weight of Each Extracurricular

No	Reasons for Extracurricular Admission	Evaluation Factors	Weight Factor	Evaluation Weight
1	Hobi/Kesukaan	0,603968254	0,778164891	0,46998689
2	Dorongan Guru	0,166666667	0,020546938	0,00342449
3	Orang Tua	0,462413194	0,037928495	0,017538637
4	Pengaruh Teman	0,138888889	0,0871368	0,012102333
5	Fasilitas	0,194444444	0,047204468	0,009178647
6	Trainer	0,111111111	0,029018409	0,003224268
TOTAL			1	0,515455264

**Table 9.** Paduan Suara

No	Reasons for Extracurricular Admission	Evaluation Factors	Weight Factor	Evaluation Weight
1	Hobi/Kesukaan	0,45297619	0,778164891	0,352490168
2	Dorongan Guru	0,194444444	0,020546938	0,003995238
3	Orang Tua	0,330295139	0,037928495	0,012527598
4	Pengaruh Teman	0,222222222	0,0871368	0,019363733
5	Fasilitas	0,027777778	0,047204468	0,001311235
6	Trainer	0,055555556	0,029018409	0,001612134
TOTAL			1	0,391300106

**Table 10.** Futsal

No	Reasons for Extracurricular Admission	Evaluation Factors	Weight Factor	Evaluation Weight
1	Hobi/Kesukaan	0,377480159	0,778164891	0,293741806
2	Dorongan Guru	0,138888889	0,020546938	0,002853741
3	Orang Tua	0,264236111	0,037928495	0,010022078
4	Pengaruh Teman	0,083333333	0,0871368	0,0072614
5	Fasilitas	0,166666667	0,047204468	0,007867411
6	Trainer	0,222222222	0,029018409	0,006448535
TOTAL			1	0,328194972

**Table 11.** Badminton

No	Alasan Masuk Ekstrakurikuler	Faktor Evaluasi	Faktor Bobot	Bobot Evaluasi
1	Hobi/Kesukaan	0,150992063	0,778164891	0,117496723
2	Dorongan Guru	0,055555556	0,020546938	0,001141497
3	Orang Tua	0,264236111	0,037928495	0,010022078
4	Pengaruh Teman	0,111111111	0,0871368	0,009681867
5	Fasilitas	0,083333333	0,047204468	0,003933706
6	Trainer	0,083333333	0,029018409	0,002418201
TOTAL			1	0,14469407

**Table 12. Kaligrafi**

No	Reasons for Extracurricular Admission	Evaluation Factors	Weight Factor	Evaluation Weight
1	Hobi/Kesukaan	0,075496032	0,778164891	0,058748361
2	Dorongan Guru	0,027777778	0,020546938	0,000570748
3	Orang Tua	0,066059028	0,037928495	0,00250552
4	Pengaruh Teman	0,194444444	0,0871368	0,016943267
5	Fasilitas	0,138888889	0,047204468	0,006556176
6	Trainer	0,194444444	0,029018409	0,005642468
TOTAL			1	0,09096654

**Table 13. Nasyid**

No	Reasons for Extracurricular Admission	Evaluation Factors	Weight Factor	Evaluation Weight
1	Hobi/Kesukaan	0,301984127	0,778164891	0,234993445
2	Dorongan Guru	0,222222222	0,020546938	0,004565986
3	Orang Tua	0,396354167	0,037928495	0,015033117
4	Pengaruh Teman	0,027777778	0,0871368	0,002420467
5	Fasilitas	0,055555556	0,047204468	0,00262247
6	Trainer	0,166666667	0,029018409	0,004836401
TOTAL			1	0,264471887

**Table 14. Marching Band**

No	Reasons for Extracurricular Admission	Evaluation Factors	Weight Factor	Evaluation Weight
1	Hobi/Kesukaan	0,528472222	0,778164891	0,411238529
2	Dorongan Guru	0,083333333	0,020546938	0,001712245
3	Orang Tua	0,198177083	0,037928495	0,007516559
4	Pengaruh Teman	0,166666667	0,0871368	0,0145228
5	Fasilitas	0,222222222	0,047204468	0,010489882
6	Trainer	0,138888889	0,029018409	0,004030335
TOTAL			1	0,449510349

**Table 15. PMR**

No	Reasons for Extracurricular Admission	Evaluation Factors	Weight Factor	Evaluation Weight
1	Hobi/Kesukaan	0,226488095	0,778164891	0,176245084
2	Dorongan Guru	0,111111111	0,020546938	0,002282993
3	Orang Tua	0,528472222	0,037928495	0,020044156
4	Pengaruh Teman	0,055555556	0,0871368	0,004840933
5	Fasilitas	0,111111111	0,047204468	0,005244941
6	Trainer	0,027777778	0,029018409	0,000806067
TOTAL			1	0,209464174

**Table 16.** Rangkings

No	Code	Ekstrakurikuler	Weight value	Ranking
1	A	PRAMUKA	0,515455264	1
2	B	PADUAN SUARA	0,391300106	2
3	C	FUTSAL	0,328194972	2
4	D	BADMINTON	0,14469407	4
5	E	KALIGRAFI	0,09096654	4
6	F	NASYID	0,264471887	2
7	G	MERCHING BAND	0,449510349	1
8	H	PMR	0,209464174	1

- **Hobbies or Preferences**  
 This factor gained the highest weight in the AHP analysis, showing that students' personal interest in Scouting activities greatly influenced their decision to join.
- **Teacher Encouragement**  
 Encouragement from teachers also plays an important role, although it does not weigh as much as the hobby factor. Teachers who actively invite and support students to participate in Scouting can increase student interest.
- **Parental Influence**  
 Support and motivation from parents is another important factor. Parents who support their child's extracurricular activities help increase student interest and participation.
- **Influence of Friends**  
 Peers have a significant influence on students' decisions to participate in Scout activities. If many friends join, students tend to follow due to social factors.
- **Facilities**  
 The availability and quality of facilities for Scout activities is also an important factor. Adequate facilities make activities more interesting and fun for students.
- **Coach Quality**  
 Qualified and experienced coaches in scouting have a positive influence on students' interests. They can provide valuable guidance and experience for students.

From the results of this analysis, it can be concluded that students' interest and talent in Scout extracurricular activities are influenced by various interrelated factors. The AHP method provides a clear picture of the importance of each factor and helps in better decision-making in developing Scout extracurricular programs in schools. The main focus should be on the hobby or favorite factors and the influence of friends, because these two factors have the highest weight in the analysis.

#### 4.2. Discussion

This study aims to analyze the factors that affect students' interest and talent in Scout extracurricular activities at MTs Syamsul Ulum using the Analytical Hierarchy Process (AHP) method. Based on data obtained from questionnaires, interviews, and observations, it is known that factors such as hobbies or likes, teacher encouragement, parental influence, friend influence, facilities, and coach quality have a significant role in determining students' interest in Scout activities.

The AHP method helps in identifying and weighting each of these factors so as to produce a more objective decision. From the results of the analysis, the "hobbies or likes" factor has the highest weight, followed by "influence of friends" and "facilities". This shows that personal factors and the surrounding environment of students greatly influence their decision to participate in Scout extracurricular activities.

## 5. Conclusion

This study has identified factors that affect students' interest and talent in Scout extracurricular activities at MTs Syamsul Ulum using the Analytical Hierarchy Process (AHP) method. The results of the study showed that the factors of hobbies or likes and the influence of friends had the highest weight in determining students' interest in Scout activities. Other factors such as teacher encouragement, parental support, availability of facilities, and quality of coaches also play an important role but with less weight. Through a questionnaire distributed to 90 respondents, this study found that students with a high interest in Scouting tend to have friends who are also active in these activities and enjoy Scouting activities as their hobby. In addition, encouragement from teachers and parents as well as adequate facilities also support the increase in student interest in Scout activities. The AHP method used in this study provides a clear and objective structure in weighing various factors, so that the decisions taken are more on target. The implementation of the results of this research is expected to help MTs Syamsul Ulum in designing extracurricular programs that are more interesting and in accordance with students' interests and talents. Increasing student engagement in scouting, schools need to create a supportive environment for scout activities by involving more students through engaging and fun promotions, scout activities should be tailored to students' hobbies and preferences to increase their participation, invite students who have a high interest in scouts to become ambassadors or drivers of activities, so that they can influence their friends to participate, encourage the existence of active scout groups or communities in schools to strengthen students' social networks, teachers and parents should be given an understanding of the importance of scouting activities and how they can provide effective support, hold socialization sessions or workshops for teachers and parents about the benefits of scout activities and how to support their children in these activities, schools must ensure that facilities for scout activities are adequate and always in good condition, recruit qualified and experienced trainers in scouting so that students can gain valuable experience and proper guidance, the ahp method can be applied periodically to evaluate and update other extracurricular programs in the school, so that they are always relevant and interesting to students, by following the suggestions above, it is hoped that students' interest and participation in scout extracurricular activities at mts syamsul ulum can increase, thereby supporting the development of students' character and skills more optimally.

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