The Parents' and Teachers' Supports Role on Students' Involvement in Scouting Program and Entrepreneurial Values—Longitudinal Studies on Students in Jombang, East Java, Indonesia

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Abstract

Extracurricular activities are those that fall outside the realm of the normal curriculum of school. Extracurricular activities exist for all students. And generally, benefits of extracurricular activities shall be as follows: learning time management and prioritizing; getting involved in diverse interests; learning about long term commitments; making a contribution; raises self-esteem; building solid relationship skills; and looks great on school applications. In Indonesia schools, the extracurricular activities to do for the students have toughness, tenacity, confidence, and positive attitudes, and that shown in previous studies. The one of extracurricular activities is scouting program can be applied for schools in Indonesia. This study scrutinized the parents' and teachers' support students involvement in scouting, and to what extent the scouting program is able to develop entrepreneurial values. This study employed a longitudinal approach, and the data were taken during four semesters. The research findings showed that parents and teachers' support simultaneously have significant effect on students' involvement in scouting program and on development of students' entrepreneurial values. Likewise, teachers' support has partial effect on students' involvement in the scouting, and partial effect of parents' support on the development of the entrepreneurial values as well. As a conclusion, both parents and teachers play essential roles to support students' involvement in scouting program and development of students' entrepreneurial values.

Keywords: parents support, teachers support, scouts, entrepreneurial values

1. Introduction

The Republic of Indonesia act No. 12/2010 regulates the Scouting Program for schools, and the Government act No. 63/2014 regulates that scouting is a compulsory extracurricular activity for secondary schools. The word "compulsory" means that scouting program is a non-academic activity that has equal position as academic activities. This program is considered having important role to build students' positive characters.

The implementations of scouting program as non-academic activity, only small number of students attends seriously. Some students assume that the scouting program is not a requirement for graduation, and their parents as well. The parents are likely have their children succeed in studies and obtain high GPA. Therefore, some parents ignored their children to involve in other than academic activities, and only allow them to learn about compulsory subject matters at schools. As one of a required extracurricular activity, scouting program regarded as activities outside students main learning activities. Simply, only few parents support their children to involve in the scouting program because they believe that it would bother their learning activities.

Previous studies showed that adolescents who participated in the variety of activities having more opportunity for leadership enhancement (Gambone & Arbreton, 1997). Students' participation in extracurricular activities has been identified as an important aspect of the higher education experience (Cole et al., 2007). A study conducted by Hancock et al. (2012) revealed that youth perceptions of their leadership skills are influenced by extracurricular activity involvement and support of their parents and other adults. He suggested that educators should consider facilitating youth leadership trough extracurricular activities involving younger high school students.

Scouting program is one of the extracurricular activities that outside the normal curriculum of school. The

benefits of extracurricular activities such as: learning time management and prioritizing; getting involved in diverse interests; learning about long term commitment; making a contribution; raises self-esteem; building solid relationship skills; and looks great on school applications.

Various studies recommended that extracurricular activities is referred to as additional activities for students (Shannon, 2006), or non-academic activities because it is not directly related to instructional activities (Chia, 2005). Some Indonesian's schools generally have similar idea in which extracurricular activities are considered as additional activities and students do not have responsibility to engage. Beside scouting program, there are various activities included as extracurricular activities such as music, theater, sports, adventure, volunteer corps, traditional arts, and student organizations (in Indonesia, popularly known as Intra-School Student Organization).

Although extracurricular activities are deemed as additional accomplishments, former students' feedback report showed that graduates who are successful in their careers are those who were actively participating in extracurricular activities. Various studies revealed that engagement in extracurricular activities are able to reinforce personality, strengthen confidence, train sensitivity to the environment, provide experiences of organizing events, and expand networks.

The graduates who were actively involved in extracurricular activities are likely to be major public figures in various social organizations, economics, and politics. For example, successful educators, scientists, political leaders, social activists, and businessmen are people who participated actively in a variety of extracurricular activities. This is in line with the results of the study by Rubin, Bommer, and Baldwin (2002) which states that extracurricular activities is a circumstance to develop their own potential and strengthen interpersonal skills.

Preliminary studies showed that the majority of students did not attend Scouting program seriously as their extracurricular activities. Allegedly this is due to the perception of the students that participation in this kind of extracurricular is not a requirement for graduation. The Republic of Indonesia Government requires students in primary and secondary education to involve in the scouting program in order to strengthen students' qualities. The values developed in scouting activities are also in line with the entrepreneurship. The growth of entrepreneurial values is one of the objectives of the Strategic Plan of the Ministry of Education and Culture in 2015-2019 (the Ministry of Education and Culture Strategic Plan 2015-2019, www.kemdikbud.go.id). The role of scouting activities is to develop students' characters that must be corresponded to students, parents, and school. Referring to those explanations, this research is important to conduct dealing with scouting program and its impact on developing entrepreneurial values in the context of senior high school students in Jombang, East Java, Indonesia.

2. Review of the Literature

2.1 Developing Entrepreneurship Values through the Scout Program

Scout is the only extracurricular activities as required by the Ministry of Education and Culture that must be followed by all students in the Elementary School, Junior High School and Senior High School. Referring to the Law No. 12/2010 about Scout program, then all schools in Indonesia are required to carry out Scout program as extracurricular activities. The type of scout levels in schools are as follows: (1) "*Siaga*" scouts is proposed for students in grade 1 to 4 (2) "*Penggalang"* scouts is for students in grade 5 to 9, and (3) Scout "*Penegak*" is employed for students in grade 10 to 12 (http://halamanpramuka.blogspot.co.id/ p/tingkatan-pramuka.html).

The purpose of the Scout program in Indonesia is to foster students' personal personalities, in accordance with the type of Scout, as it is stated on the basic principall instructions that must be memorized, understood and internalized by the students. For "*Siaga*" level, the basic principall instructions consists of "*dwisatya*" (two assurances) and "dwi dharma" (two mission). The "*dwisatya*", namely: (1) An agreement for carrying out obligations to God, country, and manners in the family, (2) An agreement for doing beneficial actions. While "*dwi dharma*" are in the forms of: (1) having good attitude toward parents, and (2) having a braveness and not easily discouraged (http://pramuka.or.id, Indonesian Scout Movement, January 9, 2015).

Furthermore, the basic principall instruction for the second type of Scout program "*Penggalang*", are called "*Trisatya*" (tree assurances) and "*Dasa Dharma*" (ten missions). The content of "*tri satya*" are: (1) performing the duties to God and country, and practicing values of *Pancasila* as the principle of the State, (2) helping others and preparing to develop community, and (3) Obeying the rules in "*Dasa Dharma*". Moreover, the contents of "*Dasa Dharma*" are: (1) devoting ourselves to God, (2) loving nature and human beings, (3) being a good and tough fighter (4) being obedient and having willingness to deliberate, (5) having willingness to help others and resilient, (6) being diligent, skillful, and happy, (7) being sparingly, carefully, and earthy, (8) Being disciplined, courageous, and faithful, (9) being responsible and trustworthy, (10) Having chaste thought, word, and deed

(http://pramuka.or.id, Indonesian Scout Movement, January 9, 2015).

In addition, the students in the level of "*penegak*" should be able to comply with "*Trisatya*" (tree assurances) and "*Dasa Dharma*" (ten missions). The content of "*tri satya*" are: (1) performing the duties to God and country, and practicing values of *Pancasila* as the principle of the State, (2) helping others and preparing to develop community, and (3) Obeying the rules in "*Dasa Dharma*". (http://pramuka.or.id, Indonesian Scout Movement, January 9, 2015). Nevertheless, through scout program, students are expected to develop characters in terms of (1) devoting ourselves to God, (2) loving the homeland, (3) having good manners, (4) respecting parents, (5) having self-confidence, (6) unyielding, (7) caring for people and their environment, (8) concerned about the problems faced by the society, (9) respecting others, (10) obeying the rules, (11) being diligent, skillful, and happy in handling the tasks, (12) being sparingly, carefully, and earthy, (13) being discipline, (14) being responsible, (15) having ability to work together in teams and (16) can be being trustworthy (material from Scout level of "*Penggalang*" and "*Penegak*", http://www.pramukaindonesia.com/2015/11/kumpulan-contoh-makalah-materi-pramuka.html).

The sixteen positive attitude is largely a predictor variables of entrepreneurial behavior, as has been reviewed by Kourilsky (1980) and Gorman et al. (1997). Kourilsky (1980) suggested various positive attitudes that support entrepreneurial behavior, namely: creativity and initiative, risk-taking, self-confidence, need for independent and autonomy, motivation, high energy and commitment, and persistence. Therefore, the students' involvement in scout program is expected to support the development of entrepreneurial attitudes.

The earlier studies revealed that the youth participation in scouting has a positive impact on the development of positive attitudes, such as: altruistic pro-social Behaviors (Ruiz-Olivares et al., 2013), leadership (Rohm Jr., 2013; Rohm, 2014), self-confidence, respect for authority, a sense of community service, self-sufficiency (Proctor, 2009), self of identity (Warren, 2009); and leadership (Jabr, 1998).

2.2 The Importance of Support from Parents and Teachers

Studies conducted by Van Linden and Fertman (1998) revealed that the support of parents and teachers had an important role for students to be actively involved in extracurricular activities. Van Linden and Fertman (1998) suggested that parents as well as teachers should explain and comprehend noticeably about the importance of extracurricular activities in order to develop students' interpersonal skills. The support from parents and teachers have a major impact on the development of students' personality, such as leadership (Van Linden & Fertman, 1998).

The parents' and teachers' support can be in the form of giving more attention to students who involved in extracurricular activities. The better attention that given by the parents, the more actively involved in the students in the extracurricular activities (Scales & Leffert, 1999). Study conducted by Hancock et al. (2012) revealed the importance of parents and teachers' role in supporting students' involvement in extracurricular activities. Hancock et al. (2012) suggested that teachers should facilitate students with a variety of extracurricular activities in order to develop leadership skills. Hancock et al. (2012) recommended to do further study on the role of parental support for the development of students' leadership skills.

2.3 The Involvement in Extracurricular Activities

In this study, an active involvement term is measured by using a verb phrase, such as attach one to, commit one to, engage in, join in, Participate in, show enthusiasm for, take an interest in, and take part in. It will describe the amount of time, energy, and attention to determine students' involvement in extracurricular activities.

Many scholars defined student involvement in extracurricular activities as a meta-construct that includes behavioral, emotional, and cognitive engagement (Fredricks et al., 2004). Behavioral engagement draws on the idea of participation and involvement in extracurricular activities, following the rules, and adhering to classroom norms (Finn, 1989). Emotional engagement focuses on the extent of the positive or negative reaction to the extracurricular activities and a feeling of being important to the extracurricular activities (Voelkl, 1997). Cognitive engagement is a student's level of investment in extracurricular activities. It includes being thoughtful, strategic, and willing to exert the necessary effort for comprehension of complex ideas or mastery of difficult, skills (Fredricks et al., 2004).

Student involvement in extracurricular activities has an important role to support the success of learning. Various studies found that the students will get an extra learning experience by attending various extracurricular activities. Leadership skills, interpersonal skills, awareness, and self-confidence can be enhanced by engaging in extracurricular activities (Cole et al., 2007; Cole et al., 2003).

Previous study revealed the importance of extracurricular activities to support the students' achievement.

Extracurricular activities are beneficial to enrich the student experience during study (Conway, 2009). There are many benefits for participating in the extracurricular activities, namely strengthening awareness of rights and obligations, responsibility, dedication (Mahoney & Stattin, 2000) as well as caring of civil society (Schuh & Laverty, 1983).

Geraghty (2010) explains that the involvement in the extracurricular activities will be able to reinforce the learning experience, improve academic performance, develop soft skills such as rising self-confidence, expanding networks, improving public speaking skills and strengthening leadership. Extracurricular activities are proven to have significant effect on leadership skills, interpersonal skills, and motivational qualities (Cole et al., 2003); success in career (Rubin et al., 2002); mental and personal maturity development (Gilman, 2004; Feldman & Matjasko, 2005); emotional intelligence (Chia, 2005); confidence (Tay et al., 2006); and interpersonal intelligence (Mahoney et al., 2003). It is obvious that extracurricular activities have a positive impact on the development of positive attitudes. Likewise, indicators of the positive attitudes contributed to the growth of entrepreneurial behavior, as reported by Gorman et al. (1997) and Kourilsky (1980).

3. Statement of the Problem

Based on the above explanation, several research problems can be formulated as follows: (1) How are the parents' and the teachers' support to the students' involvement in the scouts activity? (2) What is the involvement level of students in the scouts program? (3) Is there any significant effect of parents' and teachers' support toward students' involvement in scouts program? (4) Is there any significant effect of parents' and teachers' support for students' involvement in scouts toward the students' entrepreneurial values?

4. Research Hypotheses

There are six hypotheses proposed in this study, namely:

H1: The intensity of parents' and teachers' support for students' involvement in the scouts gives significant effect on students' involvement in scout program.

H2: The intensity of parents' and teachers' support for students' involvement in the scouts gives significant effect on the students' entrepreneurial values.

H3: The intensity of parents' support for students' involvement in the scouts gives effect partially on students' involvement in scout program.

H4: The intensity of parents' support for students' involvement in the scouts gives effect partially on the students' entrepreneurial values.

H5: The intensity of teachers' support for students' involvement in the scouts gives effect partially on students' involvement in scouts program.

H6: The intensity of teachers' support for students' involvement in the scouts gives significant effect partially on the students' the entrepreneurial values.

5. The Purpose of the Study

This present research dealt with the importance of students' involvement in scout program. Therefore this research is aiming to explain about (1) the intensity of parents' and teachers' support for students' involvement in the scouts (2) the intensity of students' involvement in the scouts (3) the development of students' entrepreneurial values after participating in the scouts (4) the relationship between the parents' and teachers' support toward the students' sincerity in participating in the scout program and the students' entrepreneurial values.

6. The Significances of the Study

The results of this study are important in order to evaluate the extent to which parents' and teachers' support contributes significant effect to the level of students' involvement in the scouts. This research is also beneficial for measuring the effectiveness of the scouts program. Finally, this research is needed to evaluate the extent to which the parents' and teachers' support toward the students' sincerity in participating in the scout program and the students' entrepreneurial values.

7. Research Methods

This study employed longitudinal approach (Neuman, 2000; Ruspini, 2015; Shklovski et al., 2004) and aimed to compare the development of students' involvement in the Scouts and the development of students' entrepreneurial values after four semesters involving in the extracurricular activities.

Population of the study was the 10th and 11th grade students of senior high school in Jombang Regency, East Java.

Samples were taken by random technique, accordingly provided the opportunity for all students to be a part of the study sample. The 10th grade students who were selected as the sample were subsequently being a sample after they were in the grade 11. In other words, students who have been chosen as samples in the 1st semester as well as who were samples in the 2nd semester, the3rd semester, and the 4th semester. There were 60 respondent consisting of 32 male and 28 female. Data in terms parents' and teachers' support which were perceived by the students, data of the students' involvement in the scouts activities, and data on the development of entrepreneurial values, were collected during 4 semesters.

The instruments utilized in this study were in the form questionnaires consisted of an instrument of the parents' support perceived by the students, the teachers' support perceived by the students, students' involvement in extracurricular activities and instrument of entrepreneurial values. Instruments of students' involvement in the scouts activity applied a Linkert questionnaire by 5 scales and it developed by using Astin indicators (1999). The result of questionnaire about the students' involvement was then converted into 5 levels of engagement namely: very low (1) Low (2), medium (3), height (4), and very high (5). While the entrepreneurial values which was developed by the students, were measured by using 16 attitude indicators. It was expectedly to be shown by the students after participating in scout (www.pramukaindonesia.com/2015/11/kumpulan-contoh-makalah-materi-pramuka.html).

Assessment of students' entrepreneurial values was then converted into five criteria, i.e.: very weak (1), weak (2), medium (3), strong (4), and very strong (5). To examine the relationship between the intensity of parents' and teachers' supports in the extracurricular activities of the students' involvement in the scouts and the development of personality of the students were tested using multivariate analysis of variance (MANOVA) (Johnson & Wichern, 2002).

8. Research Finding

8.1. Parents' and Teachers' Support Perceived by Students

This research found that there were parents' and teachers' supports as shown in Table 1. It revealed that the support from parents towards students' involvement in the scouts activities including: attention, encouragement, facilitation, and advocacy during 4 semesters on average 2.28 (Low support category). This meant that parents were likely to have the students focus on academic activities. Parents assumed that extracurricular activities, such as Scouts; considered as less important to determine the learning success of students. As discussed in the previous section, extracurricular activities, such as the Scouts; are still regarded as activities outside the students' learning activities by the parents.

On the other hand, teachers' support on students' involvement in the scout activities during four semesters was on average 4.05. It accounted of high support category. It showed that the teachers appreciated that the students' involvement in extracurricular activities was important as well as academic activities. The high support from teachers to the students' involvement in the scout activities was allowed due to the demands of Act No. 12/ 2010 about Scouts, as well as the Regulation of the Minister of Education and Culture of Indonesia No. 63/2014, which requires all Indonesian schools to carry out the extracurricular of Scouts activities.

Table 1. Parents', teachers' and school's support perceived by students

Semester	Parents' Support (minimum = 1, maximum = 5)	Mean	Level	Teachers' and School's Support (minimum = 1, maximum = 5)	Mean	Level
1	Attention (Att)	2.56	Low	Attention (Att)	3.14	Moderate
	Support (Supp)	2.22	Low	Support (Supp)	3.22	Moderate
	Facilities (Fac)	2.05	Low	Facilities (Fac)	3.45	Moderate
	Accompany (Acc)	1.98	Low	Accompany (Acc)	3.87	High
	Overall mean (Mean)	2.20	Low	Overall mean (Mean)	3.41	Moderate
2	Attention (Att)	2.49	Low	Attention (Att)	3.34	Moderate
	Support (Supp)	2.34	Low	Support (Supp)	3.45	Moderate
	Facilities (Fac)	2.23	Low	Facilities (Fac)	3.76	High
	Accompany (Acc)	2.13	Low	Accompany (Acc)	3.99	High
	Overall mean (Mean)	2.30	Low	Overall mean (Mean)	3.63	High
3	Attention (Att)	2.77	Moderate	Attention (Att)	3.53	Moderate
	Support (Supp)	2.27	Low	Support (Supp)	3.57	Moderate
	Facilities (Fac)	2.45	Low	Facilities (Fac)	3.89	High
	Accompany (Acc)	2.24	Low	Accompany (Acc)	4.11	High
	Overall mean (Mean)	2.43	Low	Overall mean (Mean)	3.77	High
4	Attention (Att)	2.45	Low	Attention (Att)	3.99	High
	Support (Supp)	2.24	Low	Support (Supp)	3.99	High
	Facilities (Fac)	2.11	Low	Facilities (Fac)	3.99	High
	Accompany (Acc)	1.99	Low	Accompany (Acc)	4.23	High
	Overall mean (Mean)	2.20	Low	Overall mean (Mean)	4.05	High

Source: The results are summarized by researcher.

8.2 The Level of Students' Involvement in the Scouts Activities

This study discovered that the average proportion of students' involvement in the Scouts during 4 semesters was in the category of "intensive" by .03 (3%), the category of "intense enough" by .07 (7%), the category of "intensive" by .75 (75%) and the category of "very intensive" by .15 (15%). After four semesters involved in the scouts, female students intensively engaged more than the male ones. The proportion of female students' involvement was in intensive and very intensive categories by 52%, higher than the male students' involvement, which were categorized as intensive and very intensive by 38% (See Table 2).

Table 2. The Proportion of the intensity of students' involvement in the scouts (in %)

Category	Semester					Gender	
	1	2	3	4	Mean	Male (M)	Female (Fm)
Not Intensive (NI)	.05	.02	.02	.02	.03	.03	-
Intensive Enough (IE)	.12	.12	.03	-	.07	.04	.03
Intensive (I)	.83	.74	.82	.60	.75	.31	.44
Very Intensive (VI)	-	.12	.13	.38	.15	.07	.08
Total	1.00	1.00	1.00	1.00	1.00	.45	.55

Source: The results are summarized by researcher.

Overall, the intensity of students' involvement in the scouts activities in the 4th semesters was in high category (average score 3.65, range of scores 1-5). Secondly, the research found that female students showed higher involvement intensity in Scouts (the mean score: 3.98) than that of male students (3.37). The average score of the students' involvement in the scout activities in the 1st semester was 3.393 (moderate), the 2nd semester was 3.596 (high), the 3rd semester was 3.687 (high), and the last semester amounted to 4.072 (high) (see Table 3).

Table 3. The mean score of students' involvement in the scouts and the mean score of entrepreneurial values

Dependent Variable	Semester	Mean	S.E.
Student Involvement	1st Semester	3.393a	.068
	2nd Semester	3.596a	.065
	3rd Semester	3.687a	.068
	4th Semester	4.072a	.077
Entrepreneurial Values	1st Semester	3.905a	.079
	2nd Semester	4.076a	.077
	3rd Semester	4.074a	.079
	4th Semester	4.442a	.090

a. Based on modified population marginal mean.

There are significant differences in the level of students' involvement in Scouts activities between the 1st and the 2nd semester, between the 1st and the 3rd semester, and between the 1st and the 4th semester. The different involvement in the scouts activities was significant between the 2nd and the 4th semester, and between the 3rd and the 4th semester. This study showed that the longer involvement of students in scouts, the higher level of students' engagement (see Table 4).

Table 4. Student involvement in multiple comparisons

Dependent Variable	Semester (I)	Semester (J)	Mean difference (I-J)	S.E.	Sig
Student involvement	1st semester	2nd semester	-.2167	.07487	.004*)
		3rd semester	-.2833	.07487	.001*)
		4th semester	-.6333	.07487	.000*)
	2nd semester	3rd semester	-.1333	.07487	.076
		4th semester	-.4167	.07487	.000*)
	3rd semester	4th semester	-.2833	.07487	.000*)

*) the mean difference is significant at the .05 level.

8.3 The Development of Students' Entrepreneurial Values

This study revealed that a mean score of students' entrepreneurial values in the 1st semester amounted to 3.90 (high), the 2nd semester at 4.08 (high), the 3rd semester at 4.07 (high), and the 4th semester at 4.44 (high). This study also found that there were 16 indicators for entrepreneurial values to be developed in the scout activities. The mean score of overall students' entrepreneurial values after attending the scouts during the period was 4.10 (high) (see Table 5).

Table 5. The mean score for the development of entrepreneurial values per indicator (Score 1-5)

Indictors	Semester & Score of Personality Level								Mean
	1	Level	2	Level	3	Level	4	Level	
Being devoted to God	4.12	High	4.42	High	4.33	High	4.61	High	4.34
Loving their homeland	4.27	High	4.36	High	4.27	High	4.48	High	4.32
Courtesy	4.14	High	4.45	High	4.45	High	4.59	High	4.40
Respecting the elder	4.51	High	4.51	High	4.41	High	4.67	High	4.44
Being Self-Confidence	3.51	Moderate	3.59	Moderate	3.56	Moderate	4.39	High	3.76
Toughness	3.54	Moderate	3.54	Moderate	3.52	Moderate	4.29	High	3.80
Caring for others	3.67	High	3.89	High	3.95	High	4.44	High	3.97
Concerning on social problems	3.62	High	3.85	High	4.o9	High	4.23	High	3.90
Respecting others	4.05	High	4.40	High	4.44	High	4.42	High	4.30
Obedience to Rules	3.61	High	4.24	High	4.42	High	4.44	High	4.07
Being diligent, skillful, and cheerful	4.11	High	4.18	High	4.11	High	4.37	High	4.19
Being prudent, vigilant, and humble	3.82	High	4.25	High	3.99	High	4.48	High	4.06
Discipline	3.49	Moderate	3.52	Moderate	3.55	Moderate	4.49	High	4.27
Responsible	4.09	High	4.03	High	4.22	High	4.39	High	4.12
Team Works	3.56	Moderate	3.59	Moderate	3.5	Moderate	4.23	High	3.69
Trustworthy	4.37	High	4.39	High	4.28	High	4.45	High	4.30
Overall mean	3.90	High	4.08	High	4.07	High	4.44	High	4.10

Source: The results are summarized by researcher.

This study explained that there were five entrepreneurial values indicators which had an average below 4 (high), namely: confidence, toughness, caring for their people, concerning on social problems, and working in team. Whereas the indicators of being devoted to God, patriotism, courtesy, respecting the elder and the others, obedience to rules, being diligent, skillful, and cheerful, being parsimonious, cautious, and modest, discipline, responsible, cooperative, and trustworthy had a mean score greater than or equal to 4 (high).

There were five indicators of students' entrepreneurial values during the first 3 semesters which were belonged to the "moderate" category and then it increased to "high" category in the 4th semester, which was being confident, toughness, caring for the people, caring to the community, and working in teams. The findings of this study indicated that the activities of the scouts played an important role to establish the entrepreneurial values of student, primarily concerned with self-confidence, firmness, caring attitudes, and teamwork.

The level of the parents' support to the students in participating in the scouts activities significantly influenced the students' entrepreneurial values. That is, the stronger the support of the teachers to the students to participate in the scouts will be able strengthen the entrepreneurial values. The mean score of the students' entrepreneurial values in each semester was significantly different. It shows the longer students are engaged in the scouts, the stronger entrepreneurial values they have.

The mean score of the students' entrepreneurial values based on the parents' support to students in joining the scouts such as: The parents who provided support in the category of "low", the average score of students' entrepreneurial values was 3.99 (strong). The parents who provided support in the category of "moderate", then the average score of students' entrepreneurial values was 4.23 (strong). In addition, the teachers who provided support in the category of "moderate", then a mean score of students' entrepreneurial values was 3.98 (strong). The teachers who provided support in the category of "high" were consequently the average score of students' entrepreneurial values was 4.11 (strong). And teachers who provided support in the category of "very high", the average score of students' entrepreneurial values was 5 (very strong).

This work, therefore, concluded that if the parents were able to provide support for the "high" or "very high" to the students, then the score of the students' entrepreneurial values of the students would be increased to a very high category. Similarly, the high support from the teachers had a positive effect on the students' entrepreneurial values. In other words, parents' and teachers' support played an important role in shaping the students' entrepreneurial values.

This study revealed a significant difference in the students' entrepreneurial values when students were among the 1st and 2nd semester, 1st and 3rd semester, and the 1st and 4th semester. Significant different entrepreneurial values occurred while students were in the 2nd and 4th, and between the 3rd and 4th semester (see table 6). This showed that the longer students participated in the learning activities at schools, including the Scouts, and then the level of the students' entrepreneurial values was getting higher.

Table 6. The entrepreneurial values multiple comparisons

Dependent Variable	Semester (I)	Semester (J)	Mean difference (I-J)	S.E.	Sig
Entrepreneurial Values	1st semester	2nd semester	-.1833	.08792	.038*)
		3rd semester	-.3500	.08792	.000*)
		4th semester	-.5333	.08792	.000*)
	2nd semester	3rd semester	-.1000	.08792	.257
		4th semester	-.3500	.08792	.000*)
	3rd semester	4th semester	-.2500	.08792	.005*)

*) the mean difference is significant at the .05 level.

8.4. The Effect of Parents' and Teachers' Support toward Students' Involvement in the Scouts and the Development of the Entrepreneurial Values

The study revealed that the level of parents' and teachers' support had a significant effect on students involvement in the Scout (F = 7.418; p = .000) (see Table 7). Thus the first hypothesis which was stated: "The intensity of parents' and teachers' support for students' involvement in the scouts gives significant effect on students' involvement in scouts program", was accepted. The study showed that the level of support for parents and teachers give significant effect on the development of the students' entrepreneurial values (F = 3.737; p = .000) (see Table 7). Thus the second hypothesis which was stated: "The intensity of parents' and teachers' support for students' involvement in the scouts' gives significant effect on the development of entrepreneurial values" are accepted.

Table 7. Tests of between-subjects effects

Source	Dependent Variable	Df	F	Sig.
Corrected model	Student involvement	32	7.418a)	.000*
	Entrepreneurial Values	32	3.737b)	.000*
Parental support	Student involvement	1	.597	.441
	Entrepreneurial Values	1	14.962	.000*
Teacher support	Student involvement	1	7.769	.001*
	Entrepreneurial Values	1	1.623	.200

*) significant at the level .05.

a) R squared = .534 (adjusted R squared = .462).

b) R squared = .366 (adjusted R squared = .268).

Overall, the parents' and teachers' support contributed to the development of students' involvement in the scout activities by 46.2%. While the contribution of the parents' and teachers' support to the students' entrepreneurial

values by 26.8% (see Table 8). Partially, parents support did not give significant effect on students' involvement in the scout activities (F = .597; p = .441). Consequently, the third hypothesis which was stated: "The intensity of parents' support for students' involvement in the scouts gives effect partially on students' involvement in scout program", was rejected. Moreover, partially; the parents' support affected the students' entrepreneurial values (F = 14 962; p = .000) (see Table 7). Thus the fourth hypothesis which stated: "The intensity of parents' support for students' involvement in the scouts gives effect partially on the students' entrepreneurial values" were accepted.

In some measure, teachers' support for students had a significant effect on students' involvement in the Scouts (F = 7,769; p = .001) (see Table 7). Hence, the fifth hypothesis which was stated: "The intensity of teachers' support for students' involvement in the scouts gives effect partially on students' involvement in scouts program" was accepted. The teachers' support for the students did not give significant effect on developing the entrepreneurial values (F = 1.623; p = .200). In consequence, the sixth hypothesis which was stated: "The intensity of teachers' support for students' involvement in the scouts gives significant effect partially on the development of the entrepreneurial values", was rejected.

9. Discussion and Conclusion

This study found that the parents' support to the students' involvement in the scouts were in the low category. These findings showed that parents are likely to think that the Scout activities were considered to be less important for students. Nevertheless, through the scouts, students can develop the entrepreneurial values. Thus expectedly, teachers and schools are compulsory to provide information to parents about the importance of the Scout activities for the students.

This study revealed that the longer students involved in the scout activities, then the better for the students in developing values of entrepreneurship. Moreover, the scouts played an important role to build the students' characters. The results were in line with Conway (2009) studies which states that "extracurricular activities play an important role in enriching the learning experience, strengthening mental health' (Gilman, 2004), raising interest and self-esteem (Feldman & Matjasko, 2005), reinforcing the emotional intelligence (Chia, 2005), and strengthening self-efficacy (Tay et al., 2006).

This study proved that the parents' and teachers' support was significantly effect on the students' involvement in participating scout activities. The study also found that the parents' and teachers' support for students had significant effect on the development of the students' entrepreneurial values. In some case, teachers' support significantly affected students' involvement in the Scouts, while parents' support significantly affected on the development of entrepreneurial values.

The parents and teachers play an obligatory role to provide the greatest support for the students' achievement in learning. The success of education is the immediate responsibility for parents and teachers in school. Teachers are likely to hand in hand with parents to develop the students' entrepreneurial values.

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