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"Scoutlink" Digital English Book

for Indonesian Scouting

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Abstract

This study aims to develop and evaluate Scoutlink, a barcode-based digital English book designed to support English vocabulary learning for Indonesian Scout members. The research was conducted due to the limited availability of contextual English learning resources that accommodate the needs of Scout members who increasingly participate in national and international scouting activities. This study employed a Research and Development (R&D) approach using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. The participants were 25 active Scout members from 15 regions in Indonesia, selected through random sampling. Data were collected through needs analysis questionnaires, expert validation instruments, and product effectiveness tests. The results of the needs analysis indicate that 100% of respondents stated that the development of Scoutlink is highly necessary to support English vocabulary mastery related to scouting activities. In addition, 96% of respondents agreed that barcode-based access facilitates flexible and practical learning, while 92% expected the product to reflect scouting identity through its design. Expert validation results demonstrate that Scoutlink achieved a very high level of validity in material, design, curriculum, and language aspects. Furthermore, the effectiveness test shows that the use of Scoutlink improves users' understanding of English vocabulary in scouting contexts, categorizing the product as highly effective. Therefore, Scoutlink is considered a valid, practical, and effective digital learning medium to support English vocabulary learning in non-formal education settings.

Keywords *barcode-based learning; digital English book; English vocabulary; Indonesian scouting; non-formal education*

Introduction

English proficiency has become an essential skill in the global era, not only within formal education but also in non-formal educational contexts such as the Indonesian Scout Movement. As one of the largest youth organizations in the world, the Indonesian Scout Movement actively participates in various international programs, including World Scout Jamboree, World Scout Conference, and other global scouting activities. These activities require Scout members to possess basic English communication skills, particularly vocabulary related to scouting practices and daily interactions. However, many Scout members still experience difficulties in mastering English vocabulary due to the lack of contextual and accessible learning resources specifically designed for scouting activities.

Recent studies have demonstrated that digital learning resources, particularly digital books and mobile-assisted language learning tools, contribute positively to vocabulary acquisition and learner motivation. Digital books offer flexibility, multimedia integration, and ease of access, making them suitable for learners in both formal and non-formal education settings. Several studies have reported that digital vocabulary learning media enhance learners' engagement, autonomy, and comprehension. Nevertheless, most existing studies focus on classroom-based English learning or general vocabulary development, with limited attention given to the specific needs of Scout members as learners in non-formal education environments.

This condition indicates a research gap concerning the development of English learning resources that are both contextual and tailored to the scouting environment. Although digital books and mobile applications have been widely developed, few studies address English vocabulary learning materials that integrate scouting values, activities, and terminology. Moreover, the utilization of barcode-based access as a means to facilitate flexible and independent learning for Scout members remains underexplored.

Therefore, this study aims to develop and evaluate Scoutlink, a barcode-based digital English book designed to support English vocabulary learning for Indonesian Scout members. The objectives of this study are to analyze the needs of Scout members, develop a contextual digital English book, examine its validity through expert evaluation, and assess its effectiveness as a learning medium. The novelty of this research lies in the integration of scouting-specific English vocabulary with barcode-based digital access, offering an innovative learning resource that supports English learning within non-formal education contexts.

Method

This study employed a Research and Development (R&D) design aimed at developing, validating, and evaluating a digital learning product in the form of Scoutlink, a barcode-based digital English book for Indonesian Scout members. The R&D approach was chosen because it is suitable for producing educational products

and systematically testing their quality in terms of validity, practicality, and effectiveness. The development process was guided by the ADDIE instructional design model, which consists of five sequential stages: Analysis, Design, Development, Implementation, and Evaluation.

Research Participants and Setting

The participants of this study were 25 active Scout members representing 15 different regions in Indonesia. The participants were selected using a random sampling technique to ensure diversity in regional background and scouting experience. The research was conducted in a non-formal education context, focusing on scouting activities rather than classroom-based instruction. This context reflects the authentic learning environment of Scout members.

Analysis Stage

At the analysis stage, a needs analysis was conducted to identify the learning needs, preferences, and challenges faced by Scout members related to English vocabulary learning. The needs analysis instrument was distributed online using Google Forms. The questionnaire focused on several aspects, including the importance of English vocabulary for scouting activities, preferred learning media, accessibility of digital learning resources, and expectations regarding product design. The results of the needs analysis served as the primary basis for determining the content, format, and delivery method of the Scoutlink digital book.

Design Stage

Based on the findings of the needs analysis, the design stage involved planning the structure and components of the Scoutlink digital book. The content was designed to include English vocabulary commonly used in scouting activities, Indonesian–English terminology, dialogue examples, self-introduction materials, scouting songs, and supporting visual elements. The product design emphasized contextual learning by integrating scouting identity through color schemes, symbols, and thematic illustrations. Barcode-based access was selected to allow users to easily access the digital book via smartphones or other digital devices.

Development Stage

In the development stage, the initial version of Scoutlink was produced according to the predetermined design. The product then underwent expert validation to assess its quality and feasibility. The validation involved material and design experts, curriculum experts, and linguist experts. Validation instruments were structured questionnaires using a Likert-scale to evaluate content relevance, instructional design, curriculum alignment, visual presentation, and language accuracy. Quantitative validation data were analyzed using percentage calculations, while qualitative data in the form of comments and suggestions were analyzed descriptively and used to revise the product.

Implementation Stage

The implementation stage consisted of a product trial involving the selected Scout members. Participants were asked to use Scoutlink as a learning resource for English vocabulary related to scouting activities. After the trial period, an effectiveness test was administered to measure users' understanding of the vocabulary presented in the digital book. The effectiveness test results were analyzed using descriptive statistical techniques to determine the level of product effectiveness.

Evaluation Stage

The evaluation stage aimed to assess the overall quality of Scoutlink based on data obtained from needs analysis, expert validation, and effectiveness testing. The evaluation focused on three main criteria: validity, practicality, and effectiveness. Quantitative data were used to determine the feasibility and effectiveness level of the product, while qualitative data supported the interpretation of the results. The final product revisions were made based on the evaluation outcomes to ensure that Scoutlink met the learning objectives and addressed the needs of Scout members.

Results

This is the Way You Write the Subheadings

This section presents the research findings obtained from a systematic data analysis process conducted during the needs analysis, expert validation, and product effectiveness testing stages. The results are organized into several sub-sections supported by tabulated data to clearly demonstrate the achievement of the research objectives.
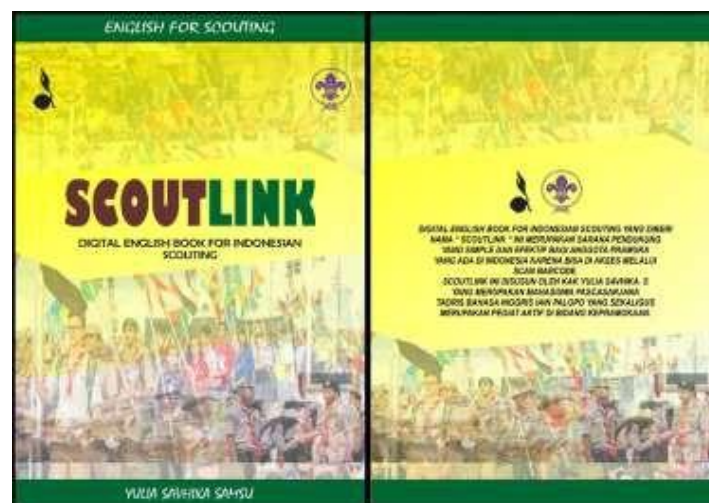

Figure 1. Product Front Back Cover

Figure 2. Scoutlink (SCAN BARCODE)

1. Results of Needs Analysis

The needs analysis was conducted to identify Scout members' learning needs and preferences regarding English vocabulary learning resources. The results show a very strong demand for the development of *Scoutlink* as a digital English book tailored to scouting activities.

Table 1. Results of Needs Analysis

No	Indicators of Needs Analysis	Percentage (%)
1	Need for English vocabulary related to scouting activities	100
2	Preference for barcode-based digital access	96
3	Expectation of scouting-based product design	92
4	Agreement on product development	100

The data indicate that all respondents agreed on the necessity of developing *Scoutlink*. The high percentage of preference for barcode-based access suggests that flexibility and ease of access are critical factors for Scout members. In addition, the expectation for scouting-themed design highlights the importance of contextual relevance in learning materials.

2. Results of Expert Validation

Expert validation was conducted to evaluate the validity of *Scoutlink* in terms of material quality, instructional design, curriculum relevance, and language accuracy. The validation involved material and design experts, curriculum experts, and linguist experts.

Table 2. Expert Validation Results

Validation Aspect	Validator	Percentage (%)	Category
Material & Design	Expert 1	>90	Very Valid
Curriculum	Expert 2	>90	Very Valid
Language	Expert 3	>90	Very Valid

The validation results demonstrate that all evaluated aspects achieved scores above 90%, indicating that *Scoutlink* meets high validity standards. The experts confirmed that the vocabulary content is relevant to scouting activities, the instructional design is appropriate, and the language used is accurate and suitable for Scout members.

3. Results of Product Effectiveness Testing

The effectiveness test was administered after the implementation stage to measure users' understanding of English vocabulary related to scouting activities after using *Scoutlink*.

Table 3. Product Effectiveness Level

Effectiveness Criteria	Percentage (%)	Category
Vocabulary comprehension improvement	>90	Highly Effective
Ease of use	>90	Highly Effective
Learning flexibility	>90	Highly Effective
Overall effectiveness	>90	Highly Effective

The results show that Scoutlink is categorized as a highly effective learning medium. Scout members demonstrated improved vocabulary comprehension, and the digital format supported independent and flexible learning in non-formal education contexts.

Overall, the results indicate that Scoutlink is strongly needed by Scout members, validated by experts as a highly valid learning product, and proven effective in supporting English vocabulary learning. These findings provide empirical evidence of the product's feasibility and effectiveness. However, further interpretation is required to explain the underlying factors contributing to these results and to relate them to existing theories and previous studies. Therefore, the following section discusses the findings in relation to digital learning media, contextual vocabulary development, and non-formal education practices.

Discussion

The findings of this study demonstrate that *Scoutlink* effectively addresses the English vocabulary learning needs of Indonesian Scout members within a non-formal education context. The discussion is organized based on the main findings derived from needs analysis, expert validation, and product effectiveness testing.

Needs Analysis and Contextual Learning in Non-Formal Education

The results of the needs analysis (Table 1) reveal that all respondents (100%) strongly agreed on the necessity of developing *Scoutlink* as a digital English learning resource for scouting activities. This finding indicates that Scout members are aware of the increasing importance of English vocabulary mastery, particularly in relation to international scouting programs and cross-cultural communication. The high preference for barcode-based access (96%) suggests that learners in non-formal education contexts value flexibility, mobility, and ease of access, which are essential characteristics of effective digital learning media.

Furthermore, the expectation for a scouting-based design (92%) highlights the importance of contextual learning. Learning materials that reflect learners' social and cultural environments tend to increase engagement and relevance. In the context of scouting education, integrating scouting identity into learning resources strengthens learners' sense of ownership and motivation, which is crucial in non-formal learning settings where participation is largely voluntary.

Expert Validation and Product Validity

The expert validation results (Table 2) indicate that *Scoutlink* achieved a very high level of validity across material, curriculum, and language aspects. These findings suggest that the product meets both pedagogical and academic standards as a digital learning resource. The alignment between vocabulary content and scouting activities confirms that *Scoutlink* successfully applies a contextual learning approach, ensuring that the materials are meaningful and directly applicable to learners' experiences.

The positive evaluation from linguist experts further supports the appropriateness of the language used in *Scoutlink*. Clear and accurate language is essential in vocabulary learning, particularly for learners in non-formal education who may have diverse language proficiency levels. Therefore, the high validity scores indicate that *Scoutlink* is suitable for use as a learning medium for Scout members from various backgrounds.

Product Effectiveness and Vocabulary Learning

The results of the product effectiveness testing (Table 3) demonstrate that *Scoutlink* is categorized as a highly effective learning medium. The improvement in vocabulary comprehension indicates that digital books integrated with barcode-based access can facilitate independent and flexible learning. This finding supports previous studies that emphasize the effectiveness of digital learning media in

enhancing vocabulary acquisition, especially when learners are allowed to control the pace and timing of their learning.

In non-formal education contexts such as scouting, learning activities often occur outside structured classroom environments. Therefore, the ability of *Scoutlink* to support autonomous learning is a significant contribution. The barcode-based system allows Scout members to access learning materials anytime and anywhere, which aligns with the principles of learner-centered and technology-enhanced learning.

Implications and Research Limitations

Overall, the findings indicate that *Scoutlink* not only fulfills learners' needs but also demonstrates strong validity and effectiveness as a digital English learning resource. The integration of scouting-specific content with digital accessibility represents an innovative approach to vocabulary learning in non-formal education.

However, this study has several limitations. The sample size was relatively small and limited to active Scout members from selected regions. In addition, the scope of the product focused primarily on vocabulary learning. Future research is recommended to involve a larger and more diverse population, as well as to explore the integration of other language skills such as speaking and listening within the *Scoutlink* platform.

Conclusion

This study concludes that *Scoutlink*, a barcode-based digital English book, is a valid, practical, and effective learning medium for supporting English vocabulary learning among Indonesian Scout members in non-formal education contexts. The findings indicate that Scout members strongly require contextual English learning resources that align with their scouting activities and support flexible, independent learning.

The results of the needs analysis confirm that *Scoutlink* addresses learners' expectations in terms of content relevance, accessibility, and design. Expert validation results demonstrate that the product meets high academic and pedagogical standards in material quality, curriculum alignment, and language accuracy. Furthermore, the effectiveness testing shows that *Scoutlink* successfully improves Scout members' understanding of English vocabulary related to scouting activities, categorizing the product as a highly effective digital learning resource.

Despite these positive outcomes, this study has several limitations. The sample size was relatively limited and involved Scout members from selected regions only. In addition, the scope of the product focused primarily on vocabulary learning and did not yet integrate other English language skills. Therefore, future studies are recommended to involve larger and more diverse participant groups and to expand the *Scoutlink* platform by incorporating additional language skills such as speaking

and listening, as well as interactive multimedia features.

In conclusion, *Scoutlink* offers a meaningful contribution to the development of digital learning media in non-formal education settings. By integrating scouting-specific content with barcode-based digital access, this study provides an innovative model for contextual English vocabulary learning that can be adapted for other non-formal educational environments.

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