

Analysis of Implementation Scout Extracurricular on Disciplinary Character Students MI Imam Puro Cangkreng Kidul

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Article Info

Article history:

Accepted: 23 June 2025

Publish: 01 August 2025

Keywords:

Scout,
Cub Scouts,
Discipline.

Abstract

This study aims to determine the extracurricular scouting program that can foster discipline and analyze how it is applied to the discipline of students at MI Imam Puro Cangkreng Kidul Purworejo. The type of research used is descriptive qualitative. The subjects of this study were students who took part in the scouting extracurricular, namely grade III and IV students at MI Imam Puro Cangkreng Kidul with a total of 15 students taken using the cluster sampling technique. Data collection techniques in this study used observation, questionnaires, interviews, and documentation. The data analysis techniques used were data reduction, data display, and drawing conclusions. This study obtained results that there are several extracurricular scouting programs that can foster students' discipline, namely routine training, scout opening and closing ceremonies, Friday and Saturday camps (Perjusa), and PBB. The supporting factors for students' discipline are the role of parents, the role of teachers at school, and self-awareness. As well as the inhibiting factors for students' discipline are self-awareness and peer factors. This study also obtained results that the character of student discipline through the MI Imam Puro Cangkreng Kidul scout extracurricular is in a good classification as seen from three indicators, namely: 1) discipline towards time, 2) discipline towards rules, and 3) discipline in dressing. This study is expected to increase knowledge and insight for the development of science, especially in the application of scouting education to student character.

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1. INTRODUCTION

Educational institutions are one of the means that are obliged to take responsibility for forming, building, and preparing superior and competent humans. In addition, schools as educational institutions not only aim to educate the nation's life but also to improve the character, nature, and good morals of students. This is in accordance with the National Education System Law No. 20 of 2003 which states that "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life". Of course, education has an important role in human life. Education is not only about the intellectual factors that a person has but is also integrated with other factors such as character or behavior (Kristi, 2020).

However, in reality, as time goes by, the implementation of education also has more challenges and obstacles, one of which is the decline in character in students. There are many real examples of character decline experienced by students in the current school environment, for example, students who are increasingly daring to their teachers, students are less disciplined in wearing school uniforms that are not in accordance with the rules, bullying each other, teasing their friends under the pretext of joking, and many more things. Seeing its very important role, education aims to develop the potential, character, and morals of students to be able to increase intelligence, skills, and form a religious, disciplined, and responsible personality.

One strategy for developing the potential, character, and morals of students contained in the goals of national education is realized through intracurricular and extracurricular activities held by educational units. In addition, extracurricular activities are also a means of character formation, this is very useful especially for students to form their personality (Ardianto, 2021). One of the mandatory extracurricular activities held in schools is the Scouting extracurricular in accordance with the Regulation of the Minister of Education and Culture Number 63 of 2014 concerning Scouting Education as a Mandatory Extracurricular Activity in Education. Scouts is a term for an organization that is a forum for scouting education in Indonesia, in which a fun educational process takes place with the aim of forming the character of students (Rumisih, 2022). Scouting extracurricular activities are considered to have advantages in being able to overcome student character problems and are able to become a forum for forming student character because in its implementation it provides a lot of interesting and fun exercises that are packaged and contain character education values.

One of the characters that stands out through scouting activities is the character of discipline, where students in carrying out activities are taught to be on time and in accordance with applicable rules. The importance of instilling a disciplined character is based on the occurrence of character decline in students which has a great influence on the application of disciplinary norms. Discipline in a person is a form of awareness in an individual to do something according to the values, norms, and rules that apply in society (Melati, 2021). Scouting extracurricular activities are expected to be able to develop discipline, both behavioral discipline and discipline in learning for students

2. METHODS

This research was conducted at MI Imam Puro Cangkreng Kidul, Purworejo District, Purworejo Regency. The type of research used is qualitative research where the researcher is the key instrument, the data collection technique uses triangulation, data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalization. The data collected in qualitative research is descriptive in the form of words or pictures, so it does not emphasize numbers (Sugiyono, 2019). This research was conducted at MI Imam Puro Cangkreng Kidul Purworejo. The research subjects were taken using the cluster sampling technique, namely by dividing the entire population into small groups, then the researcher randomly selected from each group to be used as a research sample. According to (Arikunto, 2019) if the population is less than 100 people, then the sample should be taken as a whole, but if the population is more than 100 people, then a sample of 10-15% or 20-25% of the population can be taken. Based on the number of student population who participated in the scouting extracurricular activities, which was 145 students, the researcher decided to take 25% of the total number of students to be used as research samples. The final sample taken for research was 15 students consisting of representatives from each class 3 and 4 of MI Imam Puro Cangkreng Kidul.

The data collection techniques used were observation, questionnaires, interviews, and documentation. The researcher conducted observations on students who participated in extracurricular scouting activities and then provided discipline questionnaire sheets to 15 students who had been determined as research samples. The researcher also conducted interviews with assistant scout leaders to collect information that could support the research results.

3. RESULTS AND DISCUSSION

RESULTS

Scout Extracurricular Activity Programs That Can Develop Students' Disciplined Character

Extracurricular activities are activities that take place outside of school or outside of lessons and are arranged based on the curriculum to develop students' potential, competence, and character in broadening their horizons (Larasati, 2023). There are many activity programs provided in each extracurricular activity which of course aim to provide new insights for students and also improve

skills according to the chosen extracurricular field. Based on interviews conducted with the assistant scoutmaster of MI Imam Puro Cangkreng Kidul, there are 4 extracurricular scout activity programs that can develop students' disciplined character, namely Routine Practice, Friday and Saturday Camps, Scout Opening and Closing Ceremonies.

1. Routine Training

Routine training or latrut at MI Imam Puro Cangkreng Kidul is a routine activity program for students who take part in the scouting extracurricular. This program is held every Friday at 14.00 WIB and is attended by students in grades 3 and 4. This routine training includes a lot of material about scouting in the siaga group at each meeting with the aim of increasing students' scouting knowledge and skills. The material presented to students can be in the form of theory and practice so that students gain knowledge in terms of concepts as well as their direct application in real life. This routine scouting training is considered capable of fostering students' disciplined character because students will learn to manage their time after school and take the time to attend the routine scouting extracurricular training activities. During the implementation of routine training activities, students will also be trained to remain conducive and orderly from the beginning until the series of activities end.

2. The Opening and Closing Ceremonies

The opening and closing ceremonies of scout training are program activities held in conjunction with routine scout training. The opening ceremony is held at the beginning of routine training activities, while the closing ceremony is held to end routine training activities and is attended by all students who participate in extracurricular scout activities. The opening and closing ceremony officers are carried out by the students themselves, while the instructor or assistant instructor is tasked with being yanda or bunda (the term for the ceremony instructor in the siaga group). The selection of ceremony officers is chosen randomly and students who have been on duty are confirmed not to be on duty again. This aims to ensure that all students have the opportunity to learn and try to become ceremony officers.

3. Friday and Saturday Camp

Friday and Saturday Camp is a camping activity held once a year by MI Imam Puro Cangkreng Kidul at the end of the even semester. This camp is attended by grades 4 and 5 who were originally grades 3 and 4 in the previous year. This is done because of considerations related to the age of the students. Grades 1, 2, and 3 are considered too young to attend the camp so they are not yet allowed to attend the camp in order to minimize the possibility of unwanted things happening. Grade 6 students are also not allowed to attend the camp because they are required to focus on school exams. This is what makes the most appropriate choice for students who attend the camp are grades 4 and 5.

4. Marching

Marching or (PBB) is one of the activity programs inserted into routine training activities. This PBB program is implemented as a form of student training to foster a strong, agile physical attitude, train solidarity, and a high level of discipline. In the implementation of this PBB program, students are taught from basic movements in a good and correct place.

Supporting and Inhibiting Factors of Student Discipline in Scouting Extracurricular Activities

In addition to activity programs that can foster students' disciplined character, researchers also asked about supporting and inhibiting factors of student discipline in participating in scouting extracurricular activities. According to the assistant scout leader, there are 3 supporting factors of student discipline, namely the role of parents, the role of teachers at school, and self-awareness. In addition, there are also 2 inhibiting factors of student discipline, namely the self-awareness factor and the peer factor.

Supporting Factors of Student Discipline

1. The Role of Parents

Based on the results of the researcher's interview with the assistant instructor as the party who trains, supervises, and participates in the implementation of scouting extracurricular activities with students, he said that the main factor that supports student discipline is parental parenting. The family is the first and main educational environment for children because that is where children first get direct guidance and education. The need for the role of parents in fostering students' disciplined character because it affects students' daily behavior and activities both in the home environment and the school environment.

2. Factor of The Teachers at MI Imam Puro Cangkep Kidul

The second factor that supports student discipline according to the interview results is the factor of the teachers at MI Imam Puro Cangkep Kidul. Teachers have an important role in shaping the character of student discipline. Before guiding and directing students, teachers should also be disciplined towards themselves in carrying out the tasks and work programs that have been determined for them. The role of teachers as role models and examples is proven by the habit of teachers in dressing neatly, coming to school on time, and teacher performance at school.

3. Self-Awareness

Self-awareness is the ability to recognize and understand oneself, identify feelings that are being experienced and realize how one's own behavior is towards others. This self-awareness is very relevant to the formation of students' disciplined attitudes both in the school environment and the surrounding environment. Disciplined behavior by students is also related to the self-awareness that students have. Students will be considered disciplined if they consciously and continuously carry out the regulations that have been set by the school. In addition to support from parents, teachers, and the surrounding environment, the discipline factor is a drive that comes from self-awareness and the desire to be disciplined.

Inhibiting Factors

1. Self-Awareness

As with supporting factors, one of the inhibiting factors of student discipline is the self-awareness of the students themselves. If the students themselves do not have the awareness to be disciplined, it will be difficult for them to be directed to become more disciplined individuals. Although there are many external factors such as parental education and guidance from teachers, if students do not yet have their own awareness to obey this, it will still be difficult for them to be taught about discipline.

2. Peers

Peers can influence the development of the behavior and character of the students themselves. There are many kinds of actions and behaviors that are not taught in the family or home environment but are obtained from the students' peers so that they can create bad characters. In peer relationships, students need to be encouraged to be able to choose friends, because if students have peers who can have a positive impact, then the students will also be influenced to always do positive things. Conversely, if students get peers who have a negative impact, students will also be influenced by negative things.

Implementation of Student Discipline Character in the Scout Extracurricular at MI Imam Puro Cangkep Kidul

The researcher used a questionnaire distributed to 15 students to analyze the level of student discipline. There are 4 criteria used by the researcher to measure the character of student discipline based on the results of the questionnaire, namely, Very Good, Good, Sufficient, and Less. These criteria can be seen in detail in table 1.

Table 1.

Student Discipline Character Criteria	
Final Score	Criteria
>3.25 – 4.00	Very Good
>2.50 – 3.25	Good
>2.50 – 3.25	Sufficient
1.00 – 1.75	Less

Based on the results of the questionnaire, the character of discipline possessed by students of MI Imam Puro Cangkreng Kidul has a Good criterion (B) with details of 4 students with Very Good criteria, 8 students with Good criteria, 2 students with Sufficient criteria, and 1 student with Less criteria. This can be seen in table 2.

Table 2.

Final Results of The Student Discipline Questionnaire		
Subject Code	Final Score	Criteria
FAP	3.20	Very Good
KMA	3.65	Very Good
ANA	3.70	Very Good
BOS	3.20	Very Good
LK	3.05	Good
MSAA	2.70	Good
SF	2.70	Good
AAH	3.05	Good
NNA	3.10	Good
MALR	3.25	Good
MARD	2.85	Good
DYI	3.25	Good
AHAK	2.10	Sufficient
ANS	2.10	Sufficient
FS	1.74	Less

Researchers used three indicators to measure student discipline, namely discipline towards time, discipline towards rules, and discipline in dressing. The results of the student questionnaire related to the character of student discipline are also supported by the results of interviews with assistant instructors regarding the character of student discipline during extracurricular activities. Where based on the results of the interview, the character of student discipline in participating in extracurricular scouting activities can be said to be good even though there are still students who have not fully complied with the rules or worn scout uniforms in accordance with applicable regulations.

4. DISCUSSION

The extracurricular scouting activities of MI Imam Puro Cangkreng Kidul are carried out consistently every Friday starting at 14.00 WIB to 16.00 WIB or for 120 minutes. This activity is called a routine training activity. This activity is attended by all students in grades 3 and 4 of MI Imam Puro Cangkreng Kidul. This is because it is related to the Siaga age group rules, which are around 7-10 years. Lower classes such as grades 1 and 2 have not been included in the extracurricular scouting activities because the average age of the students has not reached the Siaga age group, so they will be included when the students move up to grade 3 or 4. While high classes such as grades 5 and 6 are also not included in the extracurricular scouting activities because the average age of the students has reached the scouting age group, which is 11-15 years old.

The material presented can be in the form of theory or practice with the aim of increasing the knowledge and skills of scouting or scouting skills of students so that students gain knowledge in terms of concepts as well as their direct application in real life. During the implementation of the activity, students will also be trained to remain conducive and orderly from the beginning of the activity to the end of the activity. In addition to the delivery of material, students will usually also be given assignments in groups or barung by the assistant instructor. The assistant instructor will also provide a duration for completing the task for each barung. This is intended so that students can get used to completing tasks on time with the help of good teamwork. The opening and closing ceremony officers are carried out by the students themselves while the instructor or assistant instructor is tasked with being Yanda or Bunda (the term for the ceremony instructor in the siaga group).

The selection of ceremony officers is chosen randomly and students who have been on duty will certainly not be on duty again. This aims to ensure that all students have the opportunity to learn and try to become ceremony officers. The ceremony officers at the opening and closing ceremonies carried out by students are the eldest (leader of the ceremony). Usually at the beginning of the activity, an opening ceremony for routine scout training will be held and at the end of the activity it will also be closed with a closing ceremony for routine scout training. The opening ceremony and closing ceremony are ceremonies carried out in order to carry out efforts to start and end a meeting in the scout movement environment (Decree of the National Scout Movement Headquarters No. 178 of 1979, concerning Guidelines for Organizing Ceremonies in the Scout Movement).

During the activity, students will be given a lot of scouting material or scouting skill, where this material aims to increase students' insight related to scouting education. One of the materials that is used as a special activity program by MI Imam Puro Cangkreng Kidul is the PBB or Baris-Barbaris activity. This PBB program is implemented as a form of student training to foster a strong, agile physical attitude, train solidarity, and a high level of discipline. In the implementation of this PBB program, students are taught from basic movements in good and correct places. PBB is one of the activity programs that is prioritized by the assistant instructor in every meeting during routine training. PBB can train student discipline through several mechanisms, such as obedience to commands. The marching movements that are conveyed to students are still quite limited to movements in place, such as the perfect ready position, resting in place, respectful position, front lunge, right and left lunge, and facing right and left. This is because MI students are not yet conducive enough to be taught walking movements such as walking forward and stepping straight forward, so the assistant instructor only teaches basic movements on the spot for marching activities.

Students will be said to be disciplined with time if they are on time for extracurricular scouting activities, which is at 14.00 every Friday. Students must also be on time when participating in scouting ceremonies and closing activities, and complete and submit assignments given by the assistant scoutmaster according to the specified time. Discipline towards the rules will be seen when students carry out the 3S culture (Smile, Greet, and Say Hello) to their fellow friends, assistant scoutmasters, and scoutmasters. Students will also be seen for their orderliness during extracurricular activities and always maintaining the cleanliness of their environment during the

activity. Discipline in dressing, the researcher sets a standard for complete scout uniforms in accordance with the Decree of the National Scout Movement Headquarters Number 174 of 2012 concerning Guidelines for Organizing Scout Movement Member Uniforms.

In addition to the PBB activities, there are also major activities, namely the Friday and Saturday Camp which is held once a year by MI Imam Puro Cangkreng Kidul. This camp is attended by students in grades 4 and 5 who were originally students in grades 3 and 4 in the previous year. This is done because of considerations related to the age of the students. Grades 1, 2, and 3 are considered too early to attend the camp so they are not yet allowed to attend the camp in order to minimize the possibility of unwanted things happening. Students in grade 6 are also not allowed to attend the camp because they are required to focus on school exams. Based on this, MI Imam Puro Cangkreng Kidul decided that students who can attend Perjusa are students in grades 4 and 5, because the age of students in grades 4 and 5 is considered not too early to attend the camp even though they are still under the supervision of the instructor and assistant instructor.

These activities will certainly train students' disciplined character through gradual and continuous habituation. This is in accordance with Thomas Lickona's character theory which states that character develops through habituation, namely by doing good actions repeatedly and consistently. Musbikin (2021) stated that discipline is a moral attitude of students that is formed through a series of behaviors that demonstrate values of obedience, compliance, order, and order based on moral value references. Asrivi (2020) also stated that discipline is an action consisting of stages of behavior that demonstrate various values, such as obedience, compliance, loyalty,⁵

conformity, and order. A disciplined attitude can also be interpreted as a behavior that contains a willingness to comply with applicable provisions, rules, and norms. Discipline in a person is a form of awareness in an individual to do something according to the values, norms, and rules that apply in society (Melati, 2021). According to the discipline indicators used, namely discipline towards time, discipline towards rules, and discipline in dressing. Students will be said to be disciplined towards time if they can follow extracurricular activities on time, namely at 14.00. Students will also be said to be disciplined about time if they are on time in following ceremonial activities and completing and collecting assignments given by the assistant scoutmaster according to the specified time. Regarding discipline towards the rules, students will be seen how they carry out the 3S culture (Smile, Greet, and Greet) to their fellow friends, assistant scoutmasters, and scoutmasters. Students are also seen to be orderly during a series of extracurricular activities, and are able to maintain the cleanliness of their environment during the activities. Finally, regarding discipline in dressing, the researcher sets a complete scout uniform standard in accordance with the Decree of the National Scout Movement Headquarters Number 174 of 2012 concerning Guidelines for the Implementation of Scout Movement Member Uniforms.

Based on the habituation of the activities and rules set in the scouting extracurricular, it has been seen that the character of student discipline is in the Good criteria, which is based on the results of the questionnaires distributed and supported by the views of the assistant instructors who accompany students during the activities. There were findings obtained by researchers when conducting research that one of the subjects with a good discipline character was a student of a boarding school, in contrast to students who had a fairly and less disciplined character who were not students of a boarding school. Students of boarding schools usually have difficulty in preparing themselves or their learning needs because in boarding schools students do not live with their parents, so students are required to be independent in preparing anything including their learning needs. In contrast to non-boarding school students who at home will definitely be assisted by their parents in preparing learning needs. In this study, subjects were found, namely boarding school students who had good discipline characters. This subject was indeed constrained to attend on time because he walked from the boarding school to school, but this subject was able to comply with the rules and always maintain cleanliness and order while participating in scouting extracurricular activities. Subjects with a background in Islamic boarding schools also appear to always wear complete scout uniform attributes. However, subjects with less disciplined characters who are not students of Islamic boarding schools have not fully complied with the rules while

participating in scout extracurricular activities and have not worn complete scout uniform attributes.

This shows that one of the factors of student discipline character is self-awareness according to the results of interviews conducted with assistant instructors. This is evidenced by the subject of students with a background in Islamic boarding schools who continue to strive and have the will to follow the scouting extracurricular properly and in accordance with the applicable rules and regulations, although there is a stigma that students in Islamic boarding schools usually find it difficult to prepare their own needs because they are required to live independently without help from their parents. On the other hand, students who are not from Islamic boarding schools and can go home are not necessarily disciplined, this is evidenced by the unordered and incomplete uniform attributes used by the subject.

5. CONCLUSION

1. Based on the results of the research and discussion that have been described, it can be concluded that several activity programs can improve students' disciplined character, namely routine training, opening and closing ceremonies for scout training, Friday and Saturday camping, and PBB or marching.
2. Based on the results of the research conducted, there are also 3 supporting factors for students' disciplined character, namely the role of parents, the role of teachers at school, and students' self-awareness. In addition, there are also 2 inhibiting factors for students' disciplined character, namely students' self-awareness and peer factors.
3. Based on the results of the research conducted, it can also be concluded that the disciplined character of students at MI Imam Puro Cangkreng Kidul is in the Good (B) criteria.

6. SUGGESTIONS

Based on the conclusions above, the author provides suggestions that can be used as input for the Madrasah. For scout leaders, they should directly participate in monitoring and accompanying students during the implementation of scout extracurricular activities, this will support students to remain conducive and disciplined during the extracurricular scout activities. Then for assistant leaders, they can provide in-depth material on the use of scout uniform attributes for students and coordinate with the scout leaders of MI Imam Puro Cangkreng Kidul. This will support students to wear complete scout uniforms without any attributes missing.

7. ACKNOWLEDGEMENTS

The researcher would like to thank the supervising lecturer who has always guided, provided learning, suggestions and criticism to the researcher from the beginning to the end of the research, so that the researcher can complete this research well.

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