

Strategic Management of the HW Scouting Program to Develop the National Character of Elementary School Students

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Abstract

National character plays a vital role in the educational process as it serves as the foundation for shaping students' attitudes, values, and behaviors, which must be implemented through school activities, including Hizbul Wathan scouting. This study aims to describe the implementation of strategic management within the Hizbul Wathan (HW) scouting program to strengthen the national character of elementary school students at SD Muhammadiyah Komplek Kolombo. This research employed a qualitative approach with a case study design. Data were collected through participatory observation, in-depth interviews, and documentation studies, with research subjects selected through purposive sampling. Data analysis followed the interactive model—comprising data reduction, data display, and verification of findings—utilizing triangulation techniques and ATLAS.ti software to ensure data validity. The results indicate that the management of the HW program, based on POAC functions (planning, organizing, actuating, and controlling), is executed structurally through the formulation of annual programs, the formation of activity groups, the implementation of routine training integrated into intracurricular activities, and program evaluation via activity monitoring and student progress reporting. The implementation of these strategies contributes to the development of discipline, responsibility, cooperation, leadership, and a sense of patriotism among students. Consequently, the Hizbul Wathan scouting program serves as a strategic medium for strengthening national character education in elementary schools.

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1. INTRODUCTION

One of the goals of education in Indonesia is to build positive character, especially in elementary schools, including those managed by Muhammadiyah, namely Muhammadiyah Elementary School. Elementary school has a fairly long duration of six years. Therefore, ideally, elementary school education is the main foundation in building good character for students, including national character (Ramadhani et al. 2025). Elementary school education should prioritize cognitive aspects alone, but other aspects must also be instilled, such as affective and psychomotor values rooted in the spirit of nationalism, love of the homeland, and respect for national diversity. Through a planned and systematic learning process, schools are expected to be able to produce a young generation with integrity, responsibility, and social concern for the nation and state. Within this framework, scouting activities such as Hizbul Wathan (HW) have strategic potential as a vehicle for strengthening national character because it integrates physical, social, and spiritual activities. Therefore, Hizbul Wathan's scouting activities represent a systematic

implementation of character education from elementary to secondary education (Priasti and Suyatno 2021).

The reality on the ground shows that education in Indonesia, while actively promoting character education, faces extraordinary challenges, particularly from globalization, which has significantly influenced the values and behavior of the younger generation (Fauziah, Idawati, and Hanifudin 2025). The emergence of moral degradation, a lack of mutual respect between individuals, and ongoing deviant behavior among students has reached a worrying level. This is even more concerning when it occurs among elementary school students (SD/MI). This is indeed the golden age for developing students' personalities and basic moral values (Ningtyas and Khasanah 2025). Furthermore, efforts to strengthen national character at the elementary school level still face various obstacles. Many educational institutions lack a focused and sustainable national character development strategy. This also applies to scouting activities, including Hizbul Wathan, which are often carried out only as ceremonial or routine activities without in-depth program planning (Nisa and Kuncahyono 2025).

If this situation persists, it will have negative implications for the character development of the younger generation. Students are at risk of experiencing a national identity crisis, a weakened sense of patriotism, and a low awareness of the values of diversity. In the long term, this condition can impact national resilience through the emergence of apathy, intolerance, and social disintegration (Manalu, Bukit, and Hutabarat 2024). The younger generation, who should be the nation's successors, may lose their sense of direction in understanding their national identity and responsibilities. Yet, character education plays a crucial role in educating students to be honest, responsible, disciplined, caring for others, and able to cooperate in everyday life. This aligns with the goals of national education, which emphasize the development of individuals who are not only academically intelligent but also civilized and well-behaved in everyday life (Elvin Nadhiroh et al. 2025). Therefore, effective and contextual strategic management is needed to address these challenges, one of which is through optimizing the Hizbul Wathan scouting program as an integral part of the character education system for elementary school students. With structured strategic management of the implementation of Hizbul Wathan scouting, students will have a good national character (Andriani, Pantiwati, and Effendi 2025).

Muhammad Qadimunnur (2022), states that good character (noble morals) has several components, including moral knowledge, which includes awareness and knowledge of moral values, determining perspectives, moral thinking and decision-making, and personal knowledge. This is in line with Thomas Lickona which states that good character consists of knowing and wanting good things and doing good things, as well as getting used to good ways of thinking and acting (Rizky, Istikomah, and Huda 2026). Thus, character education according to Lickona contains three elements, namely, knowing goodness, loving goodness, and doing goodness. Here, the emphasis on moral and social values becomes more effective to be internalized through the process of habituation, role modeling, and direct experience (Astriya 2023).

Character education is one of the nation's fundamental orientations in preparing the nation's next generation. The implementation of character education is aimed at developing students who develop comprehensively and sustainably (Purwanti et al. 2025). This development encompasses a balance between cognitive, affective, and psychomotor aspects in the learning process. Thus, students are expected to be adequately prepared and competitive in facing the challenges of adulthood. Character education in schools begins with the introduction of values and the integration of these values into students' daily

behavior. This can be achieved through the learning process at school, including the Hizbul Wathan scouting program (Mubarok, Hidayati, and Marthaningsih 2025).

In the context of the Hizbul Wathan scouting program, a holistic approach combines field practice, spiritual development, and social activities that foster a sense of national responsibility and solidarity (Ayu et al. 2024). Scouting activities, which emphasize real-world experiences, provide students with the opportunity to learn through direct practice in a social and national context. Through activities such as teamwork, discipline, leadership, and community service, the values of Pancasila are not only cognitively understood but also internalized and instilled in daily behavior. This experiential learning process enables students to develop a sense of nationalism contextually and meaningfully from an early age. Thus, scouting serves as a strategic vehicle for sustainable national character formation integrated with national education goals (Kuswanto and Syahrudin 2021).

Several previous studies have shown that the implementation of character education integrated with learning tools, self-development, and school culture is based on the Pancasila Student Profile Strengthening Project (P5). This is done through learning planning. Consciously instilling Pancasila values in objectives, materials, methods, and assessments. This integration is strengthened through consistent self-development activities and school cultural practices, so that character values are not only taught but also internalized in students' daily attitudes and behaviors (Ridwan, Kuat, and Santoso 2023). Furthermore, the implementation of Hizbul Wathan (HW) activities has been shown to have a significant impact on fostering discipline and a sense of responsibility in students through familiarization with rules, group assignments, and role models in every scouting activity. Furthermore, national values are instilled contextually through activities that foster a love of the homeland, cooperation, and community service (Ashita, Indahnurhidayati, and Praptiningsih 2023). This is what makes it crucial to integrate character building into the activities of the Hizbul Wathan (HW) Scouting Movement. Muhammadiyah has decided that HW in Muhammadiyah schools, from elementary school (SD/MI) to high school (SMA/SMK), is a mandatory extracurricular activity for all students (Saputro 2024).

Based on this description, this study aims to examine this in more depth. This study focuses on the strategic management of the Hizbul Wathan scouting program in developing the national character of Muhammadiyah elementary school students, especially those at Muhammadiyah Elementary School in the Colombo Complex. This school attracted researchers because Hizbul Wathan scouting is an extracurricular activity, so it is scheduled precisely, and some students have become exemplary scouts. Not many schools have students who become exemplary scouts. This research should contribute to school leaders, teachers, and educational institutions in designing contextual character learning strategies that are in line with the nation's cultural values within HW Scouting activities. Therefore, the research problem formulation focuses on one main question: "What is the strategy of the HW Scouting program to develop the national character of elementary school students?"

As a teacher and trainer of the Hizbul Wathan Scouting Movement, I am interested in researching the management of the implementation of Hizbul Wathan (HW) activities in developing students' discipline and sense of responsibility through habituation to rules, group assignments, and role models in every scouting activity. In addition, national values are instilled contextually through activities that foster love for the homeland, cooperation, and personal community service to find out how the HW scouting program strategy to develop national character can be realized in real terms through HW activities in elementary school students, especially how students not only know moral values, but also practice them.

I hope that the findings of this research can be directly applied and shared with fellow teachers at school.

The novelty of this research lies in three main dimensions: approach, object of study, and integration of Muhammadiyah's ideological values. In terms of approach, this research uses the qualitative method. A case study design to examine the strategic management of the Hizbul Wathan scouting program at Muhammadiyah Elementary School, Colombo Complex, in depth and systematically. This approach allows for a comprehensive understanding of Hizbul Wathan's role in developing students' national character. From the object of study, this research specifically focuses on the strategic management of the Hizbul Wathan program, which is rarely discussed in previous research. This research not only examines scouting activities in general but also examines them from a managerial perspective. The POAC framework (*Planning, Organizing, Actuating, Controlling*) by George R. Terry is used to analyze the dynamics of the implementation of the Hizbul Wathan program in developing national character. Furthermore, this study integrates Islamic and Muhammadiyah values by positioning Hizbul Wathan as a vehicle for ideological cadre development that aligns with MKCH, PHIWM, and the ISMUBA 2024 Curriculum.

2. RESEARCH METHODS

This study uses a qualitative approach with a case study method, in order to understand in depth, the strategic management of the Hizbul Wathan (HW) scouting program in developing the national character of elementary school students in real context and settings. This research was conducted from October to December 2025 at Muhammadiyah Elementary School, Colombo Complex, Depok, Sleman. The address is: Rajawali Street, Demangan Baru Street No. 10, Mrican, Caturtunggal, Depok District, Sleman Regency, Special Region of Yogyakarta 55281.

In this study, the research subjects were determined purposively (*purposive sampling*) by considering their roles, involvement, and relevance to the implementation of the HW scouting program in elementary education units. The main subjects of the study included the principal and vice principal as policy makers and those responsible for strategic management, HW scouting instructors as program implementers, and class teachers as mentors and integrators of character values in learning. The subject determination technique was carried out through purposive sampling and snowball sampling, namely selecting informants who were considered to have in-depth information, then developing based on the recommendations of the initial informants, so that the data obtained were rich, in-depth, and contextual. The determination of the subjects and techniques is in line with the characteristics of case study research, which emphasizes a holistic understanding of social phenomena in real contexts and interactions between the actors involved in them (Creswell and Poth 2018; Yin 2018)

The research procedure begins with determining the case (*case selection*), namely SD Muhammadiyah Komplek Colombo which implements the Hizbul Wathan scouting program in intracurricular, then continued with data collection through participatory observation of the implementation of scouting activities, in-depth interviews with the principal, HW instructors, and teachers, as well as documentation studies of work programs, scouting curriculum, and activity reports. The data obtained were analyzed thematically through the stages of data reduction, data presentation, and conclusion to find patterns, managerial strategies, and the values of national character developed. The validity of the data was guaranteed through triangulation techniques of sources and methods, so that the results of the study were able to provide a comprehensive and contextual picture of the

practice of HW scouting strategy management in the formation of students' national character.

The types of data used in this study include primary and secondary data. Primary data were obtained from key informants such as school principals, HW instructors, and teachers through experiences, views, and actual practices of implementing the scouting program, while secondary data were in the form of supporting documents such as HW work programs, activity schedules, scouting modules, school vision and missions, and school policies related to character education. Data collection techniques were carried out through participatory observation to directly observe the implementation of scouting activities and the formation of national character, in-depth interviews to explore management strategies, planning, implementation, and evaluation of the HW program, and documentation studies to strengthen and verify field findings. This combination of data types and data collection techniques aims to obtain a comprehensive, in-depth, and contextual understanding of the management practices of HW scouting strategies in forming the national character of elementary school students.

The data analysis technique in this study used the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing (Miles and Huberman 1994). The sources in this study were HW scouting teachers/trainers and school leaders involved in program implementation. The sources were selected based on their direct involvement in scouting activities and their role in fostering national character (Priyatno, Tisngati, and Hidayat 2024). Data collection techniques included direct observation of HW scouting activities, in-depth interviews with the sources, and documentation of the scouting program. Data analysis was conducted qualitatively with the stages of data reduction, categorical data presentation, and data verification through triangulation to increase the validity of the findings (Asy'ari 2022).

3. RESULTS AND DISCUSSION

The research aims to examine the implementation of strategic management of the Hizbul Wathan scouting program using the POAC approach (*Planning, Organizing, Actuating, and Controlling*) in developing national character at Muhammadiyah Elementary School, Colombo Complex, Depok, Sleman. Based on data collection conducted through in-depth interviews, participatory observation, and document studies, this study successfully mapped how this school implements managerial strategies to develop its students' national character in the Hizbul Wathan scouting program. The data presented below has gone through a validation process using source triangulation techniques, involving the principal (Informant 1/N1), Vice Principal for Curriculum (Informant 2/N2), Vice Principal for Student Affairs (Informant 3/N3), Trainer/Teacher and coordinator of HW 1 (Informant 4/N4), and Trainer/Teacher 2 (Informant 5/N5). Based on the results of interview data analysis with five informants using ATLAS.ti 9 software, the following data were obtained:

3.1. Research Results

a. Planning (*Planning*)

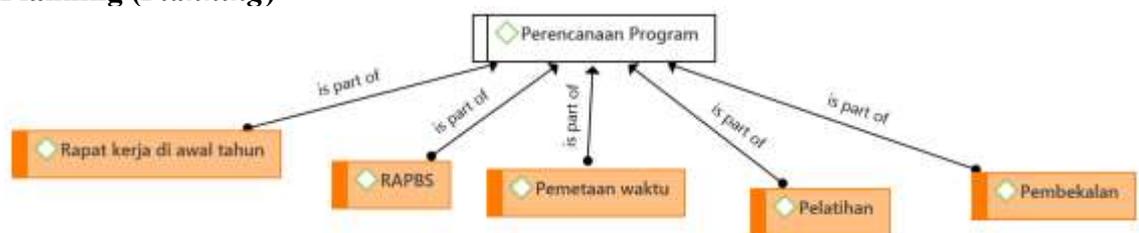


Figure 1. Hizbul Wathan Scouting Program Planning

PlanningThe Hizbul Wathan scouting program is the main foundation in developing the national character of elementary school students. In preparing the annual program, the school holds a work meeting at the beginning of the year (including mapping the schedule of activities/programs to be carried out). This shows that the objectives, processes, materials, and budget must be planned early. Planning is very important before the activity is carried out, so that the activity has a clear goal, in this case, developing the national character of elementary school students. In an interview with the principal (resource 1/N1), as follows:

"In planning Hizbul Wathan, we of course reference the Teachers' Working Meeting we held at the beginning of the year. So, we'll plan future programs, such as the HW program, so we can formulate them together at a specific time."(N1)

This statement was confirmed by the Vice Principal for Student Affairs (Source Person 3/N3):

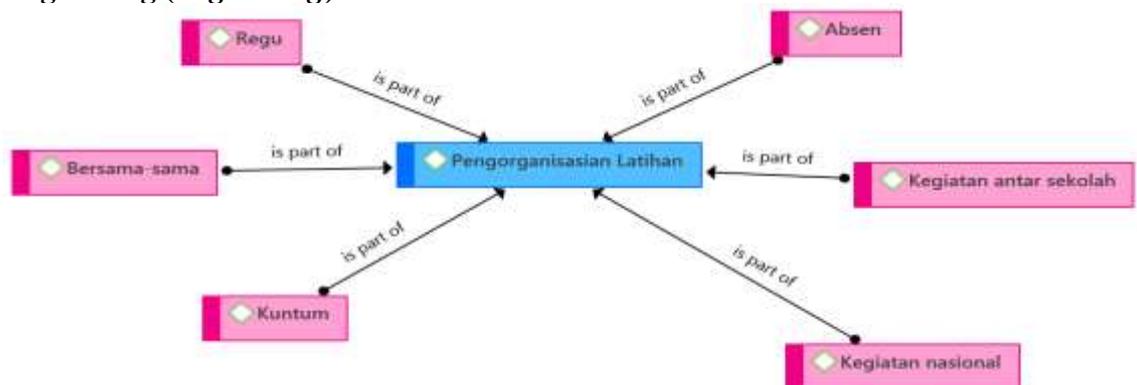
"Planning the implementation of Hizbul Wathan. Before implementing Hizbul Wathan, we must first plan so that it can run smoothly and effectively. Well, at Muhammadiyah Elementary School, Colombo Complex, planning for Hizbul Wathan implementation begins with developing a program." (N3)

The planning activities included training for new trainers or teachers (who lacked training) and refresher training for those already familiar with HW scouting. This was revealed by the Vice Principal for Curriculum (Resource Person 2/N2), who stated that

"HW planning begins at the beginning of the new school year with a refreshing scouting briefing with training for implementing the initial learning of the new school year."(N2)

Briefing, especially for trainers (teachers) who lack training knowledge, should be conducted at the beginning of the semester (the beginning of the school year). This can provide them with a foundation. For those who already have knowledge and have trained before, it can serve as a refresher so they don't forget.

b. Organizing (Organizing)



Picture2. Organizer of HW guide activities

Hizbul Wathan's scouting activities are organized in groups and attended by all students. For athfal (guidance) groups, they are called kuntum (groups), and for introductory groups, they are called regu (teams). Each group consists of eight students. This teaches students to lead and be led. This was expressed by Trainer/Teacher 2 (Resource Person 5/N5):

“There are team, kuntum, and regu systems. For example, field activities, camping, and social time. And finally, post-based evaluation and for work” (N5)

This was confirmed by the principal (source 1/N1)

“The implementation is carried out together from class 1 to class 5, with 1 as coordinator, and the teachers as companions or implementers in the Hizbul Wathan activities” (N1)

And this team system is maintained when participating in inter-school activities and national-level activities.

c. Implementation (Actuating)

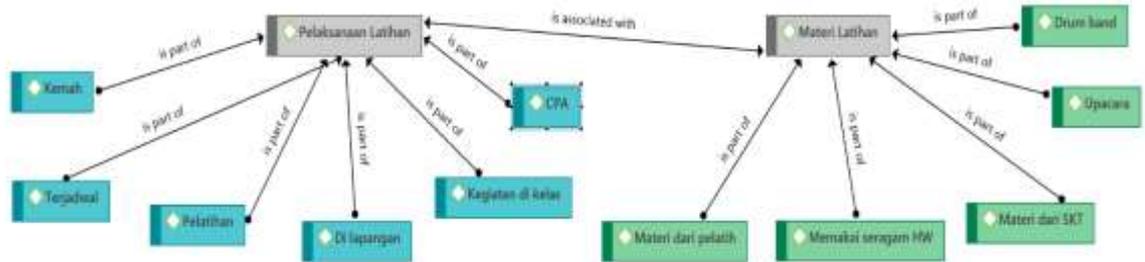


Figure 3. Implementation of Hizbul Wathan Program Training

Hizbul Wathan scouting training at Muhammadiyah Elementary School, Colombo Complex, is held as an extracurricular activity, not an extracurricular activity, ensuring a fixed schedule, once a week. This was stated by the Vice Principal for Student Affairs (Resource Person 3/N3):

“It's implemented within the extracurricular activities. With a regular schedule, there's one hour of weekly learning for HW activities for grades 1 through 5. The model is also tiered, so it's grouped by grade level.”(N3)

This statement indicates that the Hizbul Wathan scouting program is implemented as an extracurricular activity, thus fitting into class hours and being well-scheduled. Because it's an extracurricular activity, all students participate without exception. This is as indicated by the principal (Informant 1/N1):

“At Muhammadiyah Elementary School in the Colombo Complex, we adhere to the materials in the SKT. Furthermore, we have a schedule, with the implementation being carried out collaboratively from grades 1 to 5, with one student acting as coordinator and the teachers acting as facilitators and implementers of the Hizbul Wathan activities.”(N1)

This demonstrates that extracurricular activities offer certainty, compared to extracurricular activities, as they are scheduled within the class schedule and are carried out collaboratively by all students in grades 1-5. There is no longer any excuse for students to miss HW practice unless they are sick or absent. This routine practice is conducted both on the field and in the classroom, but more frequently on the field. This aligns with the statement of the Vice Principal for Curriculum (Resource Person 2/N2).

“The implementation of HW activities varies both in class and in the field, although the dominant activity is often carried out outside the class as a form of field learning.” (N2)

This was also confirmed by the statement of Trainer/Teacher 1 (Resource Person 4/N4)

“The learning system consists of lectures, practical exercises, and games. We don't just work indoors; we also take the learning outside.” (N4)

In addition to weekly (routine) activities, namely training, there are also incidental activities and activities combined with other schools, such as Ceria Pandu Athfal (CPA), camping, and other training.

The routine Hizbul Wathan scouting training at Muhammadiyah Elementary School, Colombo Complex, is also related to material. These training materials come from the Level Promotion Requirements (SKT) book. This aligns with the statement of the principal (Informant 1/N1):

"At Muhammadiyah Elementary School, Colombo Complex, we base it on the materials in the SKT." (N1)

This statement was confirmed by the statement of the Vice Principal for Student Affairs (Source Person 3/N3):

"So there's a kuntum athfal (academic team) and also an introduction team. The material is also based on the SKT. For the implementation of the HW activities, there's one HW coordinating teacher." (N3)

The training materials come not only from the SKT but also from the trainers, who translate the school's vision and mission statements through the HW coordinator. This aligns with the statement of the Vice Principal for Student Affairs (Source Person 3/N3).

"So later the HW coordinating teacher will prepare a schedule of what materials will be provided to be followed up by the HW supervising teacher, like that." (N3)

This was confirmed by the statement of Trainer/Teacher 2 (Resource Person 5/N5)

"The preparation of a structured and realistic program. So we map out the program. In the first semester, we focus on several activities that will be related to competitions. Because usually, there are Scout and HW competitions at the Depok sub-district level in the first semester. Then, in the second semester, we focus on material programs related to the requirements for level increases. Then, tiered coaching according to age. Third, monitoring the attendance and activeness of participants. Fourth, providing motivation and awards. And finally, periodic evaluation and improvement of school programs" (N5)

So, the routine training material does not only come from SKT, but also from realistic and relevant trainers and is in line with the school's vision and mission, such as ceremonies, wearing a complete HW uniform, and so on.

d. Control of Hizbul Wathan scouting program

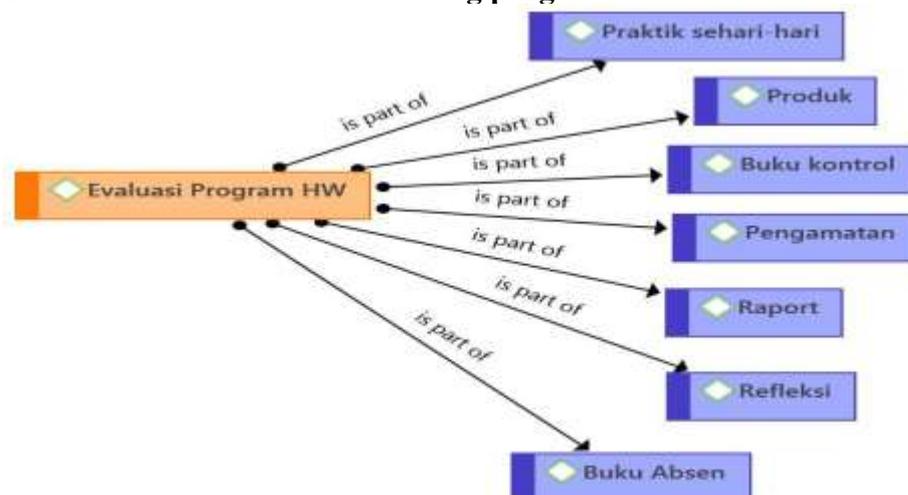


Figure 4. Control of the Hizbul Wathan scouting program

Monitoring of Hizbul Wathan's routine training programs is carried out using attendance books. This means that each group has an attendance book, both for Athfal and for identification. This is done to ensure that the group's membership remains constant between training sessions. These attendance books are also used to monitor student attendance, activity, and progress. This was expressed by Trainer/Teacher 2 (Resource Person 5/N5):

"Monitoring the implementation of Hizbul Wathan. For the monitoring itself, we do four things. First, direct observation after the activity takes place. Second, attendance and student activity records. Third, evaluation of material achievement every month. And finally, there is a coordination meeting between the coaching and the school." (D5)

This was confirmed by the principal (Resource Person 1/N1):

"Monitoring of Hizbul Wathan is carried out using an attendance book, monitoring book, or control book so that the hope is that the children can follow along well" (N1)

HW activity monitoring is also carried out through a control book. This was conveyed by the Vice Principal for Student Affairs (Resource Person 3/N3):

"For the school, there are usually reports in the form of activity documentation, usually in the form of photos and videos. For each activity, the photos and videos will be sent later to the school group as monitoring documentation of HW activities. And also, there are usually routine reports, HW supervisors, or HW conductors during evaluation meetings within the school, usually every Friday. Then, for reports to parents, we will usually provide information on the student's progress during PTC. Also, when distributing student learning outcomes, student learning outcome reports are included in the report card, student development reports, especially for HW activities, will also be included in the report like that." (N3)

This demonstrates that reporting and evaluation of Hizbul Wathan activities are also reported to parents through learning outcome books, namely report cards, so that parents can monitor their children's progress. And in handing out these report cards, schools (teachers) can convey things to pay attention to while at home, because educational success is not only determined at school but also at home, especially related to student behavior. In addition to attendance books, monitoring is also done through report cards, as they are included in the intracurricular activities. This is in accordance with the statement of the Vice Principal for Curriculum (Source Person 2/N2).

"The HW coordinator will evaluate the implementation of HW activities and submit the report to the principal, and at the end of the semester, there will be a report on the grades entered into the report card." (N2)

And reporting on HW activities also involves documenting each activity through photos and videos. This was also conveyed by the Trainer/Teacher and HW coordinator 1 (Resource Person 4/N4), who stated:

"Reporting activities consist of written reports to the school, including program and learning activity evaluations. Second, through documentation of activities in the form of photos, videos, and portfolios. Third, the delivery of information, which we will of course ask for assistance from homeroom teachers to share with parents." (D4)

3.2. Discussion

a. Planning (*Planning*)

Planning is an initial function in management that is widely recognized by experts as a fundamental stage in the organizational management process. Planning can be interpreted as a systematic process carried out to formulate and prepare various activities to be implemented in order to achieve predetermined goals effectively and efficiently (Faiz et al. 2024). The planning of Hizbul Wathan scouting activities at Muhammadiyah Elementary School, Colombo Complex, was well planned. Research findings show that planning plays a crucial role in determining the success of a program or activity. This planning is important because it determines the objectives, both short-term and medium-term, but also the material, method, form of activity, implementation time, implementer, and financing of the activity. Thus, this planning aims to find the best way and time to achieve the desired goals. (Adawiah, Bahtiar, and Aspandi 2024) The findings are also consistent with previous research, which states that participatory planning (involving stakeholders) has been shown to increase implementation compliance and output quality (Utami, Aditia, and Asiyah 2023).

b. Organizing (*Organizing*)

According to George R. Terry, organizing is the process of coordinating and integrating individual and group activities to build effective cooperation. Through this process, each member is guided to be able to work systematically, structured, and motivated in carrying out tasks in various organizational situations to achieve predetermined goals. This concept emphasizes the importance of unity, solidarity, and loyalty within an organization. In addition, a clear work structure and strong operational mechanisms are needed so that all activities can proceed in an orderly, stable, and efficient manner, thus optimally achieving organizational goals (Adawiah, Bahtiar, and Aspandi 2024). Research findings indicate that organizing in the Hizbul Wathan program at SD Muhammadiyah Komplek Colombo plays a role in developing discipline, especially in teamwork. This can instill in students' good attitudes when leading and being led. This finding aligns with previous research that organizing determines who does what (*staffing*). The role of leadership is crucial in implementing planning. In the organizing function, organizational leaders determine who does what in accordance with the formulated goals (Jeka et al. 2024).

c. Implementation (*Actuating*)

Implementation (*actuating*) is one of the management functions that plays a role in implementing the results of planning and organizing. This function includes various efforts to direct, guide, and motivate human resources, as well as optimizing the use of available facilities and infrastructure so that work can be carried out effectively and collaboratively. Implementation is interpreted as the entire process aimed at encouraging Hizbul Wathan scout members to work optimally and responsibly in order to achieve predetermined goals. Therefore, the implementation of the Hizbul Wathan program has a strategic position in realizing the vision and mission of SD Muhammadiyah Komplek Colombo (Faiz et al. 2024). From the results of the study, the implementation of the Hizbul Wathan program was carried out in intracurricular, not extracurricular, so that its implementation became scheduled for sure. By being intracurricular, it was included in class hours and was neatly scheduled. In contrast to extracurricular activities, which sometimes started later than intracurricular, usually 1-2 weeks behind intracurricular, and sometimes

ended 1-2 weeks before the exam. The school leadership determines whether a program is intracurricular or extracurricular, taking into account its alignment with the school's vision and mission. This aligns with research that suggests leadership, motivation, communication, and human resource development are crucial for realizing plans. The effectiveness of POAC depends heavily on the alignment of organizational structure with strategy (structure-strategy fit) and the quality of leadership capable of integrating technology and human capacity (Asni, Dasalinda, and Chairunnisa 2023).

d. Controlling/supervising the Hizbul Wathan scouting program

Control is a crucial function in management because it ensures that all processes lead to the achievement of predetermined goals. Through this activity, leaders observe, assess, evaluate, and take corrective action at each stage of planning and implementation, thus determining the extent to which activities are proceeding according to the established plan. According to George R. Terry, supervision is a process of establishing standards to be achieved, monitoring ongoing activities, and conducting assessments and evaluations to ensure that these activities meet predetermined standards or measures. Therefore, supervision serves not only as a monitoring tool but also as a corrective mechanism to achieve organizational goals effectively and efficiently (Adawiah, Bahtiar, and Aspandi 2024). Research findings indicate that control at Muhammadiyah Elementary School in the Colombo Complex is carried out by the school, specifically by the principal and parents, through report cards and consultations during report card collection. This is intended to foster reciprocity and alignment between school programs and student activities at home. This aligns with previous research that stated *controlling* feedback-based (*feedback loop*) that trigger continuous improvement: indicator-based monitoring, internal audits, and periodic evaluation mechanisms. The importance of relevant performance measurement (*outcome and process indicators*) and the use of data for rapid plan adjustments. Effective control is also closely related to accountability and transparency within the organization (Ikram et al. 2022).

Implementation of POAC

reflection through report cards, control books, and other documentation as well as parental involvement (*controlling*). Therefore, the management strategy of the Hizbul Wathan scouting program, which is based on national values and noble character, can support the spiritual, moral, and social internalization of students.

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