

THE EFFECT OF EXTRACURRICULAR SCOUTING ON STUDENT DISCIPLINE IN GRADE V AT SD NEGERI 101914 KAMPUNG BARU IN THE 2023/2024 ACADEMIC YEAR

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Abstract

This study investigates the influence of Scout extracurricular activities on the discipline of fifth-grade students at SD Negeri 101914 Kampung Baru during the 2023/2024 academic year. Grounded in both qualitative and quantitative methods, the research employed classroom observations, structured interviews with teachers and students, as well as questionnaire-based data collection. Findings reveal that active participation in Scout activities significantly fosters students' sense of responsibility, self-regulation, and national pride—core components of disciplined behavior. Despite facing implementation challenges such as limited parental support and inadequate school facilities, strategic efforts by teachers—including effective scheduling and parent engagement—helped boost student motivation and participation. Quantitative results supported this outcome, with correlation analysis ($r = 0.392 > 0.374$) confirming a positive relationship between Scout activity engagement and improved academic performance. Ultimately, the research underscores that Scout extracurriculars are not only effective in cultivating discipline but also serve as a strategic avenue for holistic character development in primary school settings.

Keywords

scout extracurricular activities, student discipline, character education

Introduction

In the landscape of Indonesian education, character building has emerged as a critical component of holistic student development, especially in alignment with national directives such as the Kurikulum Merdeka. Discipline, as one of the foundational pillars of character education, plays a central role in shaping responsible, ethical, and self-regulating learners who are prepared to contribute positively to their communities. However, fostering discipline within the formal classroom setting alone often proves insufficient, thereby necessitating the

incorporation of co-curricular and extracurricular strategies that provide experiential learning opportunities. One such strategic initiative is the implementation of Scout extracurricular activities (ekstrakurikuler Pramuka), which has been widely adopted across primary education institutions as both a compulsory and value-laden component of school culture. Scout programs are recognized for their emphasis on instilling discipline, responsibility, teamwork, and a spirit of nationalism through engaging, practical, and community-oriented activities.

Despite this potential, the actual effectiveness of Pramuka in cultivating discipline among primary students remains underexplored in empirical research, particularly at the local school level where implementation challenges often persist. These include limited parental support, insufficient school facilities, and inconsistent program facilitation. Prior studies suggest a positive correlation between students' active participation in Scout programs and improvements in behavioral discipline; however, such findings are not always contextualized within specific school settings, limiting their applicability to diverse educational environments. The present research addresses this gap by examining the influence of Scout extracurricular activities on the discipline of fifth-grade students at SD Negeri 101914 Kampung Baru in the 2023/2024 academic year. By adopting a mixed qualitative approach involving interviews with teachers and students, direct observations, and documentation analysis, this study provides a nuanced account of how Scout engagement contributes to the development of disciplined behavior in young learners.

This investigation does not merely aim to confirm assumed benefits of Pramuka programs but rather interrogates the mechanisms, challenges, and contextual variables that influence their outcomes. It explores how discipline manifests in students' daily behaviors as a result of sustained exposure to Scout activities and how educators and parents perceive and support this transformation. Furthermore, this study identifies the practical strategies employed by teachers to overcome obstacles in program implementation, including communication with parents and adaptive scheduling, which are critical to sustaining student motivation and participation. In doing so, the research contributes to both academic literature and educational practice by presenting evidence-based insights and recommendations for enhancing the disciplinary function of extracurricular programs in Indonesian primary schools. Through this lens, the study affirms the relevance of co-curricular models like Pramuka in shaping not only students' individual character but also the broader culture of discipline within school communities.

Methods

This research employed a qualitative approach to explore and describe the influence of Scout extracurricular activities on the discipline of fifth-grade students at SD Negeri 101914 Kampung Baru during the academic year 2023/2024. The qualitative method was chosen to capture in-depth insights into students' behaviors, perceptions, and character development as influenced by their participation in Pramuka activities. Data were collected through a combination of classroom and activity observations, semi-structured interviews with teachers and students, as well as documentation analysis related to the implementation of extracurricular programs at the school. The purposive sampling technique was used to select participants, specifically focusing on students who regularly participated in Scout activities and teachers who supervised or observed their behavioral development.

The research process began with direct observation of Scout activities to examine students' involvement, punctuality, cooperation, and adherence to rules. These observations were recorded systematically using a field note protocol. To complement these findings, interviews were conducted with both classroom teachers and selected students to gather perspectives on how Scout activities contributed to behavioral and character change, particularly in terms of discipline, responsibility, and teamwork. Interviews with teachers aimed to uncover the strategies employed to integrate character education through extracurricular programs, as well as the challenges they faced—such as lack of parental support or time constraints. Meanwhile, student interviews explored their motivations, experiences, and perceptions regarding the impact of Pramuka on their daily behavior in school and at home.

Discussion

The findings of this study indicate a significant and positive influence of Scout extracurricular activities on the development of student discipline among fifth-grade learners at SD Negeri 101914 Kampung Baru. Through a series of observations, interviews, and document analysis, it became evident that students who consistently participated in Pramuka activities demonstrated more disciplined behaviors, such as arriving on time, following instructions, taking responsibility for their duties, and exhibiting mutual cooperation with peers. The nature of Scout activities—rooted in structured routines, teamwork, leadership roles, and national values—provides a practical and experiential platform for students to internalize principles of discipline in a way that is both engaging and meaningful. The data revealed that discipline was not merely enforced as a rule but emerged organically through students' repeated exposure to situations that demanded self-regulation, accountability, and mutual respect. This

aligns with the core objective of character education as mandated in the national curriculum and reinforced through extracurricular programming.

Interviews with classroom teachers highlighted that while the implementation of Pramuka provided clear benefits, its success depended heavily on consistent facilitation and the creation of a supportive environment. Teachers noted that Scout activities helped bridge the gap between formal instruction and character development by offering real-life applications of values such as honesty, responsibility, and perseverance. However, teachers also identified challenges that could hinder the optimal impact of Pramuka, most notably the lack of parental support and limited infrastructure. Some parents were hesitant to permit their children's participation due to safety concerns, schedule conflicts, or a lack of understanding of the program's value. Additionally, the school's limited access to outdoor facilities and equipment sometimes restricted the variety and depth of activities conducted. Despite these obstacles, teachers employed strategic measures such as parent engagement initiatives and adaptive scheduling to increase participation and minimize disruption.

From the students' perspective, Pramuka was perceived not only as a fun and active break from regular classes but also as a space where they could develop leadership and collaboration skills. Many students reported that the experiences they gained—such as organizing group tasks, respecting hierarchies within Scout units, and enduring physically demanding exercises—instilled a sense of responsibility and pride. They felt more prepared to face academic and social challenges within and beyond the school context. These subjective accounts were reinforced by observational data, which showed increased engagement, task completion, and respectful behavior during and after Scout activities. Notably, the discipline formed through Pramuka seemed to transfer into classroom behavior, supporting the hypothesis that structured extracurriculars can serve as a complementary pathway to academic success and behavioral refinement.

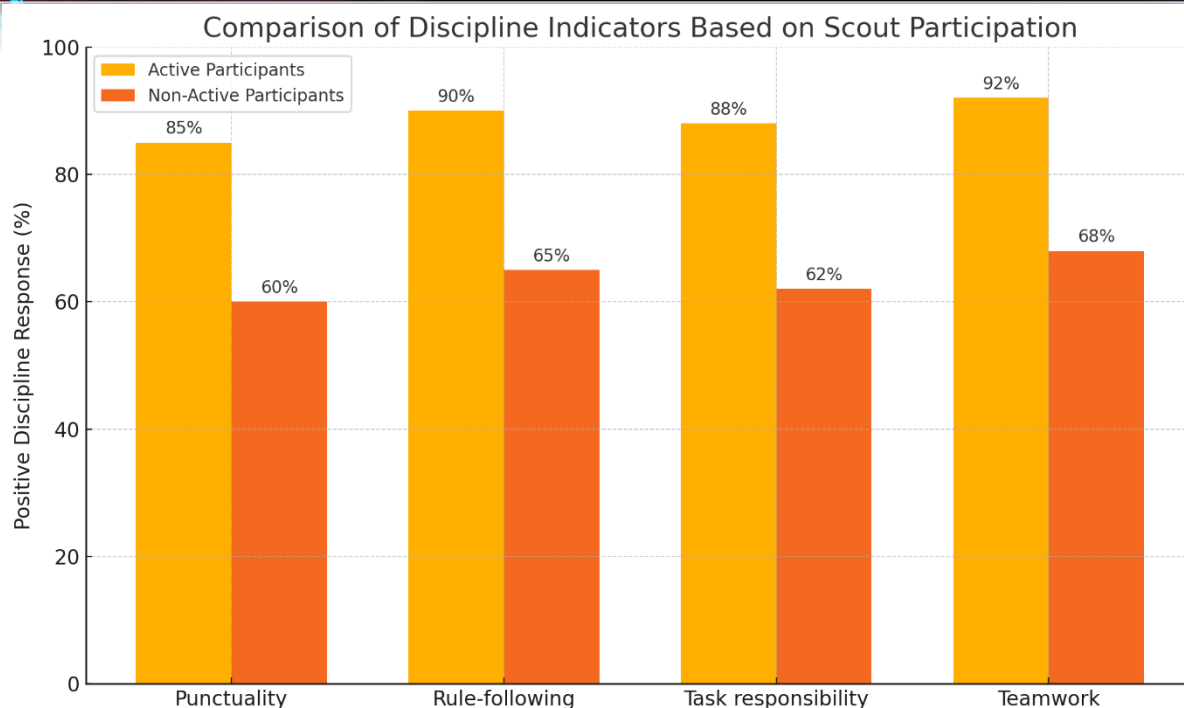


Chart 1. Comparison of Discipline Indicators

Moreover, the analysis of student questionnaire data using the Product Moment correlation method yielded a coefficient ($r = 0.392$) greater than the critical value in the r-table (0.374), indicating a statistically significant relationship between Scout participation and discipline. This quantitative finding substantiates the qualitative evidence, confirming that there is not only a perceived but also a measurable impact of Pramuka on student behavior. The holistic integration of both types of data provides a compelling argument for sustaining and improving the quality of Scout programs in schools. Ultimately, this study confirms that well-implemented Scout extracurricular activities are a powerful tool for cultivating disciplined, responsible, and socially engaged young learners, and should be regarded as a core element of character education within the broader framework of Indonesia's educational transformation.

Conclusion

Based on the results of this study, it can be concluded that Scout extracurricular activities (ekstrakurikuler Pramuka) play a significant role in shaping and improving student discipline at the primary school level, specifically among fifth-grade students at SD Negeri 101914 Kampung Baru during the 2023/2024 academic year. The data derived from observations, interviews, documentation, and student questionnaires consistently reveal that students who actively participate in Pramuka tend to exhibit stronger behavioral traits such as punctuality, adherence to rules, responsibility, and effective teamwork. These findings are

further reinforced by the results of the correlation analysis, which demonstrated a statistically significant relationship between the level of participation in Scout activities and the degree of student discipline.

Despite facing challenges such as limited parental support and inadequate facilities, the study highlights that these obstacles can be mitigated through proactive strategies by educators, including parent engagement and better scheduling. The qualitative data also underline that Pramuka serves not only as a disciplinary tool but also as a character education platform that promotes broader values such as nationalism, leadership, and social responsibility. Therefore, it is recommended that schools continue to strengthen the implementation of Scout programs by investing in supporting infrastructure, enhancing teacher facilitation capacity, and fostering a collaborative relationship with parents. In doing so, extracurricular activities—particularly Pramuka—can become a powerful extension of formal education in cultivating disciplined, responsible, and character-driven students in alignment with the goals of Indonesia's Kurikulum Merdeka.

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