

Strengthening Students' Self-Efficacy through Scouting Extracurriculars in Primary Schools

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ABSTRACT

Self-efficacy is defined as a person's belief in assessing their own ability to carry out a task so as to achieve the goals and expected results. Self-efficacy is an individual's belief in his or her ability to complete tasks and face challenges. Strengthening self-efficacy in students is very important to form self-confidence, independence and motivation to learn. One effort that can be made to increase students' self-efficacy is through Scout extracurricular activities. This research aims to describe strengthening students' self-efficacy through scout extracurricular activities in elementary schools using the literature study method. Data was obtained from various sources, such as journals, books and articles relevant to the research topic. The results of the study show that Scout activities make a positive contribution in increasing students' self-efficacy through habituating them to discipline, independence, courage and responsibility. The learning methods applied in scouting, such as educational games, group activities, and giving awards, are able to encourage students to have more confidence in their abilities. Thus, scout extracurricular activities are an effective means of building the character and self-efficacy of students in elementary school.

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1. INTRODUCTION

Education has a strategic role in shaping the character and personality of students, as stated in the National Education Goals contained in Law Number 20 of 2003 concerning the National Education System. National education aims to develop the potential of students to become human beings who have faith, are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [1]. One important aspect in achieving this goal is strengthening students' self-efficacy, namely students' belief in their ability to face various challenges and achieve success.

Perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments [2]. Self-efficacy is a person's belief about his or her own ability to carry out certain behaviors or achieve certain goals. Students who have a positive self-perception tend to be successful

¹ Depdiknas. (2003). Undang-Undang Republik Indonesia Nomor 20 Tahun 2003. Tentang Sistem Pendidikan Nasional. Jakarta: Dirjen Pendidikan Dasar dan Menengah.

² Bandura, A. (1997). Self-Efficacy: The Exercise of Control. New York: W. H. Freeman and Company.

academically, socially and physically [3]. Students who have high self-efficacy believe that they are able to do something to change things around them. However, on the contrary, students with low self-efficacy will consider themselves unable to do everything around them [4].

The higher the students' self-efficacy, the higher the goals they set and the greater their commitment to achieving these goals [5]. This is as per research conducted by Ferdiyansyah, A., et al. (2020) stated that self-efficacy is very influential in student learning at school. If student self-efficacy is high, then students will believe in their abilities, be persistent in trying, and will not avoid the learning process [6]. Strengthening self-efficacy since elementary education is a strategic step to form a generation that is tough, creative and responsible. The reality on the ground shows that many elementary school students experience difficulties in building strong self-efficacy.

Factors such as lack of environmental support, lack of successful experience, and low self-confidence are the main obstacles. This has an impact on low motivation to learn and inability to face academic and social challenges. This problem needs to be addressed with interventions that can help students build self-efficacy from an early age. One approach that can be used is through extracurricular activities, especially scouts. Extracurricular activities are a set of learning experiences that have beneficial values for the formation of students' personalities [7].

Scout activities are designed to develop various aspects of students' personalities, including self-confidence, independence and social skills. Antika, W., et al. (2024) stated that scout extracurriculars play an important role in shaping student character, such as social care and responsibility [8]. Barokah, A., et al. (2024) also stated that scout extracurricular activities in elementary schools play an important role in improving students' social skills [9]. Scout extracurriculars offer a variety of challenging and educational activities, such as camping, exploring, and group work.

Through these activities, students are taught to take initiative, make decisions, and be responsible for their actions. These experiences can increase students' confidence in their own abilities. These activities also help students develop essential life skills, including leadership, teamwork, and problem-solving. Furthermore, they foster a sense of community and belonging, which can further enhance self-efficacy. Research by Sari et al. (2024) shows that participation in scout activities has a positive influence on the discipline and independence of elementary school students.

These results indicate that Scout activities can be an effective means of forming character and increasing student self-efficacy [10]. In addition, Purba et al. (2025) in their research found that Scout activities contributed significantly to the development of students' disciplined character in elementary schools [11]. The discipline formed through Scout activities can strengthen students' self-efficacy, because they learn to self-regulate and be responsible for their actions. Yusdinar and Manik (2023) also stated that Scout activities play a role in forming students' character, including increasing self-efficacy.

Through direct experience in Scouting activities, students learn to face challenges, work together, and develop self-confidence [12]. Ramadanti et al. (2023) in their study found that students who were active in Scouting activities showed a significant increase in independence and independent learning abilities [13]. The independence that develops through Scout activities can strengthen students' self-efficacy in dealing with various

³ Ormrod, J.E. (2008). Psikologi Pendidikan: Membantu Siswa Tumbuh dan Berkembang. Jakarta: Erlangga

⁴ Suciati, dkk. (2022). Efikasi Diri dan Hasil Belajar Matematika: Suatu Kajian Meta-Analisis. Sulawesi Selatan: CV. Ruang Tentor

⁵ Saks, K. (2024). The effect of self-efficacy and self-set grade goals on academic outcomes. *Frontiers in Psychology*, 15(March). <https://doi.org/10.3389/fpsyg.2024.1324007>

⁶ Ferdyansyah, A., et al. (2020). Gambaran Self Efficacy Siswa Terhadap Pembelajaran. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 3(1), 16. <https://doi.org/10.22460/fokus.v3i1.4214>

⁷ Suryosubroto. (2009). Proses Belajar Mengajar di Sekolah: Wawasan Baru, Beberapa Metode Pendukung, dan Beberapa Komponen Layanan Khusus. Jakarta: PT Rineka Cipta

⁸ Antika, W., et al. (2024). Ekstrakurikuler Pramuka Untuk Membentuk Karakter Siswa Sekolah Dasar. *Jurnal Bintang Pendidikan Indonesia*, 2(3), 202–209. <https://doi.org/10.55606/jubpi.v2i2.3080>

⁹ Barokah, A., et al. (2024). Peran Kegiatan Ekstrakurikuler dalam Meningkatkan Keterampilan Sosial Siswa Sekolah Dasar (SD). *INNOVATIVE: Journal Of Social Science Research*, 4, 13835–13847.

¹⁰ Sari, S., Muthia, V. A., Yanti, N., Malta, T., Magister, P., & Dasar, P. (2024). Pengaruh Ekstrakurikuler Pramuka terhadap Kedisiplinan dan Kemandirian Siswa SDN 12 Padang Koto Gadang. *Pengaruh Ekstrakurikuler Pramuka Terhadap Kedisiplinan Dan Kemandirian Siswa Sdn 12 Padang Koto Gadang*, 8(1), 6536–6543. <https://doi.org/10.31004/jptam.v8i1.13397>

¹¹ Purba, E. S., Sitorus, E. J., Manik, N. B., Sitepu, F. G., Sembiring, H. M. S., & Pinem, I. (2025). Pengaruh Ekstrakurikuler Pramuka terhadap Karakter Disiplin Siswa di SD. *MARAS: Jurnal Penelitian Multidisiplin*, 3(1).

¹² Yusdinar, P., & Manik, Y. M. (2023). Pengaruh Ekstrakurikuler Pramuka terhadap Pembentukan Karakter Siswa. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 3(1).

¹³ Ramadanti, D., Sunardin, S., & Saputri, R. E. (2023). Pengaruh Ekstrakurikuler Pramuka terhadap Kemandirian Siswa Kelas V SDN Cibodas Kota Tangerang. *Journal on Education*, 6(1).

situations. This ability is an important indicator of strong self-efficacy. Fauzi (2024) revealed that Scout activities have a positive impact on students' discipline and learning motivation [14].

High learning motivation is one aspect of self-efficacy, where students feel capable and motivated to achieve their learning goals. Pratiwi (2020) in her literature review concluded that Scout activities have an influence on the formation of the disciplined character of elementary school students [15]. The discipline formed through Scout activities can strengthen students' self-efficacy in self-management and achieving goals. Scout extracurricular activities have great potential in strengthening elementary school students' self-efficacy.

It is important to effectively integrate Scouting activities into educational programs to support students' personal and academic development. Participation in Scouting can help students develop social skills, leadership, and self-confidence, all of which contribute to the formation of strong character. Thus, Scouting can be a strategic means of supporting the personal and academic growth of students in elementary school.

Based on this description, researchers are encouraged to examine and describe in depth how Scout extracurricular activities can be a strategic means of strengthening students' self-efficacy in the elementary school environment. It is hoped that this research can contribute to the development of educational programs that not only focus on academic aspects, but also on strengthening students' character and self-confidence.

2. METHOD OF THE RESEARCH

This research on strengthening students' self-efficacy through scout extracurricular activities in elementary schools uses a literature study research method. Literature study is a research method carried out by examining various scientific sources, whether in the form of journal articles, seminar proceedings, books, or research reports, to find patterns, concepts, and theories that are relevant to the research topic [16]. The method allows for a comprehensive understanding of existing knowledge and helps identify gaps in the research.

By analyzing these sources, the study aims to provide insights into the effectiveness of scout activities in enhancing self-efficacy among elementary school students. In this research, the literature sources used are limited to scientific publications in 2019–2025. This is to ensure that the theories, concepts and research results analyzed are current and relevant to developments in the world of education, especially in strengthening self-efficacy through Scout extracurricular activities at the elementary school level.

This ensures that the research remains aligned with the most current educational trends and practices. The data sources used in this research comprise a wide range of scholarly and academic materials, including:

1. Relevant national and international journal articles published between 2019 and 2025 that focus on topics related to self-efficacy, character education, extracurricular programs, and elementary education,
2. Recent academic books that explore theoretical and practical aspects of self-efficacy, character development, and the role of extracurricular activities—particularly Scouting—in educational settings, and
3. Accredited academic works, such as dissertations, theses, and research reports, which have been peer-reviewed or officially recognized for their contribution to the field.

These sources were accessed through reputable academic databases and platforms, including Google Scholar, ResearchGate, SINTA (Science and Technology Index), and Garuda (Garba Rujukan Digital). The process of data collection was conducted systematically through the following steps:

1. The research began by determining relevant keywords and search terms such as "self-efficacy," "Scouting extracurricular activities," "student character development," and "basic/elementary education." These keywords were used to ensure the relevance and specificity of the literature search.
2. The literature screening and selection process was conducted systematically based on several predetermined inclusion criteria. First, the selected literature had to be published within the period of 2019 to 2025 to ensure the relevance and timeliness of the sources in relation to the research topic. Second, the content of each source had to be directly related to the focus of the study, thereby contributing meaningfully to the discussion and analysis. Third, the sources were required to be credible, with a preference for peer-reviewed journals or academically recognized publications, in order to ensure the reliability and validity of the information presented.
3. In the third stage, the selected literature was systematically organized and categorized according to prominent themes and recurring topics. This thematic grouping allowed the researcher to recognize underlying patterns within the data, establish a coherent analytical framework, and develop a thorough and integrated understanding of the subject matter. By clustering related concepts and insights, the researcher ensured that the analysis remained focused, structured, and reflective of the key issues emerging from the literature.

¹⁴ Fauzi, D. (2024). Analisis Dampak Ekstrakurikuler Pramuka terhadap Disiplin dan Motivasi Belajar Siswa SDN 1 Banyurasa. *Jurnal Pendidikan Inovatif*, 6(2).

¹⁵ Pratiwi, S. I. (2020). Pengaruh Ekstrakurikuler Pramuka terhadap Karakter Disiplin Siswa Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1).

¹⁶ Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339.

The data analysis technique in this research uses a content analysis approach. The analysis process begins by critically reading each selected piece of literature, with the aim of understanding in depth the context, content and relevance of each source to the research focus. Next, the main ideas, research results and conclusions that are directly related to efforts to strengthen self-efficacy through Scouting activities are marked.

Any important information obtained from the literature is then classified into several main themes, such as factors that influence self-efficacy, the role of extracurricular activities in character education, as well as various strategies that can be implemented to strengthen students' self-efficacy through Scout activities. These steps follow the principles of content analysis as explained by Krippendorff (2019) [17], thus enabling the preparation of findings that are systematic, valid and relevant to the research objectives. In order to maintain the validity of the data in this literature study research, several strategic steps were taken.

First, a cross-check was carried out between sources by comparing the conclusions from various different studies. This step aims to ensure consistency of findings and avoid bias from a single source, as suggested by Booth, Sutton, and Papaioannou (2021) [18]. By comparing various literatures, it is hoped that a more comprehensive and valid understanding of the phenomenon under study will be obtained. Second, an evaluation is carried out on the credibility of the sources used. Only journals, articles, or publications that have been accredited and widely recognized in the field of education are used as references.

In addition, to increase traceability and transparency in the research process, systematic recording of all analyzed literature was carried out, including metadata such as author, year of publication, title, publication source, as well as a summary of relevant content. This documentation process not only makes the analysis and report preparation process easier, but also allows other researchers to trace and verify the data used. Thus, this research not only prioritizes accuracy in analysis, but also upholds the principle of scientific accountability, which is an integral part of a good literature study methodology.

3. RESULTS AND DISCUSSIONS

Self-efficacy is an individual's belief in his ability to organize and carry out the actions necessary to achieve certain results (Bandura, 1997) [19]. In the context of basic education, self-efficacy plays an important role in building students' self-confidence, increasing learning motivation, and supporting academic achievement. Literature studies show that strengthening self-efficacy from an early age through co-curricular activities such as Scouting is an effective strategy. Scout extracurriculars are known to provide contextual and challenging learning experiences, which strengthen students' confidence in their abilities.

According to research by Nasution and Suryani (2022), Scout activities based on adventure, problem-solving and teamwork significantly increase elementary school students' sense of self-confidence and independence [20]. Scout programs in elementary schools usually include activities that require students to make decisions, lead small groups, and complete practical tasks outdoors. This is in accordance with Bandura's self-efficacy theory, where success in small tasks can increase self-confidence for more complex tasks.

According to a study by Fitriani et al. (2023), students who actively participate in Scout activities show a significant increase in academic, social and emotional dimensions of self-efficacy compared to students who are not active [21]. Activities such as camping, marching races, and community service projects support the development of interpersonal skills and psychological resilience. Participation in Scouting gives students the opportunity to experience mastery experiences, namely experiences of real success which are the main source of self-efficacy (Schunk & Pajares, 2021) [22].

Every achievement in Scouting, such as earning a badge or completing a challenge, strengthens a student's self-perception of ability. Scout activities also integrate elements of verbal persuasion, namely verbal support from coaches or peers that strengthens students' confidence in their abilities. A study by Wibowo (2022) shows that simple appreciation from coaches, such as praise or recognition of achievements, can significantly increase student self-efficacy [23]. Research by Pranata and Sulastris (2023), coaches who are able to apply a

¹⁷Krippendorff, K. (2019). *Content Analysis: An Introduction to Its Methodology* (4th ed.). Thousand Oaks, CA: SAGE Publications.

¹⁸ Booth, A., Sutton, A., & Papaioannou, D. (2021). *Systematic Approaches to a Successful Literature Review* (3rd ed.). London: SAGE Publications.

¹⁹ Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W.H. Freeman and Company.

²⁰ Nasution, F., & Suryani, L. (2022). "Kegiatan Pramuka sebagai Sarana Pengembangan Keterampilan Sosial dan Efikasi Diri Siswa". *Jurnal Pendidikan Karakter*, 12(2), 234-246.

²¹ Fitriani, A., Suryadi, A., & Hasanah, U. (2023). "Pengaruh Kegiatan Pramuka terhadap Efikasi Diri Siswa Sekolah Dasar". *Jurnal Pendidikan Dasar Indonesia*, 8(1), 45-56.

²² Schunk, D. H., & Pajares, F. (2021). Self-Efficacy Theory. In Wentzel, K. R., & Miele, D. B. (Eds.), *Handbook of Motivation at School* (2nd ed., pp. 34-54). New York: Routledge.

²³ Wibowo, S. (2022). "Pengaruh Apresiasi Pembina terhadap Efikasi Diri Siswa dalam Kegiatan Pramuka". *Jurnal Kependidikan dan Pengajaran*, 9(3), 154-165.

supportive approach, build two-way communication, and provide space for independent exploration for students will be more successful in increasing students' self-efficacy [24].

Apart from that, Scouts also utilize vicarious experiences, namely the process of learning through observing the success of other people. In Scout teams, students often imitate the behavior of friends who successfully complete assignments, reinforcing their belief that they too are capable of achieving the same thing. Physical activity and success in overcoming physical challenges in Scouting also contribute to strengthening self-efficacy through physiological and affective states. Success in overcoming fear or fatigue while camping, for example, increases students' perceptions of their capacity to cope with stress.

These positive experiences help build resilience and confidence, reinforcing students' belief in their ability to handle future challenges. Involvement in Scouting also encourages students to develop a growth mindset, namely the belief that abilities can be developed through effort. According to Carol Dweck (2016), this mindset is closely related to self-efficacy because students believe that failure is not an indication of permanent inability, but rather is part of the learning process [25]. This perspective helps students persevere through challenges and view setbacks as valuable opportunities for improvement and personal development.

The results of a literature review from Rahayu and Putra (2024) found that strengthening self-efficacy through Scouting contributed directly to increasing student learning achievement, especially in subjects that require cooperation, such as physical education and science [26]. Even though the benefits are many, Scouting's effectiveness in increasing self-efficacy is highly dependent on the quality of program implementation. Factors such as the instructor's skills, consistency of activities, and the emotional climate of the team greatly determine the results achieved by students (Sari & Hidayat, 2023) [27].

To maximize strengthening self-efficacy, schools need to support the sustainability of Scout activities by providing training for coaches, conducting regular evaluations, and integrating Scout values into school culture. This will create a supportive environment for the development of student self-efficacy. In a psychosocial context, Scouts help students build resilience or self-resilience. A study by Yusuf & Rahmawati (2023) shows that children who are actively involved in Scouting tend to have better resilience in facing academic and social pressure [28]. This is closely related to the dimension of self-efficacy, where students feel able to survive and overcome various obstacles.

Apart from building individual self-efficacy, Scouting also strengthens a sense of collective efficacy, namely the group's belief in their ability to achieve common goals. In various team activities, such as pioneering competitions or cooperative games, students learn that success depends not only on individual effort, but also on collaboration and team support. This broadens the scope of the benefits of self-efficacy from the personal level to the social level. Strengthening self-efficacy also correlates with the development of 21st century skills, such as critical thinking, creativity, communication and collaboration.

Scout activities require students to think critically in solving problems, communicate effectively in teams, and be creative in facing challenges. This is in line with the needs of modern education which does not only focus on academic achievement, but also on life skills. Furthermore, based on international journal analysis (Smith & Green, 2023), scouting activities can help reduce negative behavioral tendencies such as low learning motivation and aggressive behavior [29]. Students who have high self-efficacy tend to have better self-control and higher levels of prosocial behavior, which is important for healthy personality development.

Finally, the integration of Scout activities with Pancasila values, such as mutual cooperation, responsibility, and love of the country, makes this activity not only a medium for developing self-efficacy, but also a means of internalizing national values. Scouting in elementary schools not only forms confident students but also builds strong character and integrity. Based on the literature review, it can be concluded that Scout extracurricular activities are an effective medium for strengthening elementary school students' self-efficacy.

4. CONCLUSIONS

Scout extracurricular activities have been proven theoretically and empirically to be an effective means of forming and strengthening the self-efficacy of elementary school students. Through various direct experiences,

²⁴ Pranata, Y., & Sulastri, E. (2023). "Peran Pembina Pramuka dalam Meningkatkan Efikasi Diri Peserta Didik Sekolah Dasar". *Jurnal Manajemen Pendidikan Dasar*, 5(2), 98-110.

²⁵ Dweck, C. S. (2016). *Mindset: The New Psychology of Success*. New York: Random House.

²⁶ Rahayu, P., & Putra, B. (2024). "Penguatan Efikasi Diri Melalui Ekstrakurikuler di SD: Studi Kasus pada Kegiatan Pramuka". *Journal of Primary Education Studies*, 11(1), 12-25.

²⁷ Sari, D. P., & Hidayat, R. (2023). "Faktor-Faktor yang Mempengaruhi Keberhasilan Program Pramuka di Sekolah Dasar". *Jurnal Administrasi Pendidikan Dasar*, 7(2), 112-124.

²⁸ Yusuf, M., & Rahmawati, S. (2023). "Resiliensi dan Efikasi Diri pada Siswa yang Aktif dalam Kegiatan Ekstrakurikuler Pramuka". *Jurnal Psikologi Pendidikan Indonesia*, 10(2), 178-190.

²⁹ Smith, L., & Green, M. (2023). "The Impact of Scouting Activities on Children's Social and Emotional Learning Outcomes". *International Journal of Educational Psychology*, 12(3), 201-219.

whether in the form of physical challenges, teamwork, or individual responsibility, students are trained to recognize and trust their own abilities. This process is in line with the main components that form self-efficacy according to Bandura, such as mastery experience, verbal persuasion, vicarious experience, as well as affective and physiological conditions.

Strengthening self-efficacy through Scouting not only has an impact on students' psychological aspects, but also has a positive influence on academic performance and social skills. Students who have high self-efficacy tend to be more confident, persistent in facing learning challenges, and adapt more easily in social environments. This shows that the development of students' character and life skills can run parallel to academic achievement if supported by a structured and consistent extracurricular program. Therefore, it is important for elementary schools to pay more attention to the management of Scout activities.

Support in the form of supervisor training, relevant curriculum, and active involvement of teachers and parents will strengthen the positive impact of this program. Scouting is not just an additional activity, but rather an integral part of a continuous and contextual character education process.

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