

# The Implementation of Extracurricular Scouting in the Development of Disciplinary Character in Terms of the Civic Dimension of Elementary School Students

Suratman<sup>1</sup>, Suyitno<sup>2</sup>

<sup>1</sup>SD Negeri Sidayu 01

<sup>2</sup>Universitas Muhammadiyah Purwokerto

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## ABSTRACT

Character education in scouting is believed to be able to change current problems, especially disciplinary problems. This study aims to develop the disciplinary character of students in terms of the PKN dimension through the implementation of scouting extracurricular activities. The research method used is a qualitative research approach, with a descriptive qualitative design while the research subjects chosen are principals, scout coaches, learners. This study uses data collection techniques in the form of observation, interviews, documentation studies, data analysis carried out, namely data reduction, data presentation (data display), and conclusion drawing / verification to test the validity of data using credibility tests. The implementation of extracurricular scouting can develop the disciplinary character of learners. Increased implementation of extracurricular scouting to be carried out optimally so that the disciplinary character of students will increase.

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## Corresponding Author:

**Suratman**

SD Negeri Sidayu 01

Email: [suratmanbudiatmaja09@gmail.com](mailto:suratmanbudiatmaja09@gmail.com)

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## 1. INTRODUCTION

The COVID-19 pandemic period is almost 2 years which requires teachers and students to be required to do distance learning or also called online learning. On the one hand, online learning has many positive impacts and is also inseparable from the negative impacts, one of the negative impacts of online learning is about changing the habits and behavior of students. Since September 2021, the government announced that elementary, junior high, high schools can be opened for face-to-face learning due to the declining pandemic cases, but only 50% of students can enter the classroom to do learning, the other students can take turns on other days. The implementation of face-to-face learning after this pandemic has resulted in schools, especially teachers and principals, having an important task in reshaping the character and good habits of students.

Nurkholisah, et al, (2022) stated that strengthening character education is currently very important to implement. Given the many events that make the decline to moral crisis in children, adolescents, to adults [1]. After the pandemic, it is clear that the discipline of students in terms of time has decreased. Because, many students are late for the reason of waking up late. The decline in student discipline is very obvious, their self-confidence is also reduced. This reality is evident during classroom learning. Students tend to appear silent and do not respond when teachers ask or ask for opinions.

The development of students' potential contained in national education objectives is carried out through intracurricular, co-curricular and extracurricular activities. Intracurricular activities are carried out in a

structured and scheduled manner according to the scope and level of competence of the content or subject. Co-curricular activities are carried out through structured assignments by linking one or more of the content of lessons or subjects. Extracurricular activities are activities that are carried out in an organized / structured manner outside the curriculum structure at the educational level that are conceptually and practically able to support efforts to achieve educational goals.

Extracurricular activities are curricular activities that are followed by students outside of learning hours, intracurricular activities and co-curricular activities, with the guidance and supervision of educational units. Extracurricular activities are divided into two types, namely compulsory extracurriculars and elective extracurriculars. (Permendikbud Number 62 of 2014) [2]. Compulsory extracurricular activities organized by educational units and must be followed by all students are scouting. In the current curriculum, scouts play a very vital role and are integrated in all existing subjects. Character education in scouting is believed to be able to overcome current problems, especially disciplinary problems.

In school Scouting has become a compulsory extracurricular. This provision is regulated in the Regulation of the Minister of Education and Culture Number 63 of 2014 concerning Scouting Education as a compulsory extracurricular in primary and secondary education [3]. The implementation of the independent curriculum provides space for character strengthening in Scouting activities. The hope is that the learning crisis will be faced, and it will become worse because the pandemic can be overcome marked by an increase in the ability to learn quality, strengthening the character of students. In the implementation of this Scouting extracurricular activity, researchers will examine in terms of the dimensions of Pkn. Andriani (2020: 45) explained, civic education is included in the category of "Social Studies" tradition of "Citizenship Transmission" by describing the values of Pancasila and morals derived from Indonesian culture as its content which is expected to be realized in daily behavior in community life. Budimansyah and Suryadi (2008: 68), Civic Education (Civics) is one of the fields of study that carries a national mission to educate the nation's life [4].

Civic Education is the right way to internalize the values of the nation's character. Winataputra and Budimansyah (2007), Civic Education is a learning subject that carries a mission to shape the nation's personality, namely as a conscious effort in "nation and character building" [5]. Civic Education has a very strategic role in the survival of the nation and state. A democratic state must rely on the knowledge, skills and virtues of its citizens and the people they elect to public office. Civic education aims to prepare students to be good and smart citizens who have a strong commitment to maintaining diversity in Indonesia and maintaining national integrity.

The results of initial observations made by researchers on elementary school students in the Budi Utomo Cluster, Binangun sub-district in August 2022, the disciplinary character of students is still lacking. Researchers conducted observation activities in class V. Researchers found the attitude of students who were not disciplined. Students pay little heed to the time they go to school, often do not do assignments, are late in collecting assignments with large enough presentations. According to homeroom teacher V, teachers have often given reprimands to such students, but they still repeat it in the future. From the observation records, many students lack discipline when entering class, do not do assignments and are late in submitting assignments.

Researchers also conducted interviews with grade V teachers of public elementary schools in the Budi Utomo Cluster, Binangun District, on August 25, 2022, stating that the character that most visibly declined after the COVID-19 pandemic was discipline. Students often forget not to do the tasks given by the teacher. Students also often pay less attention to assignment submission time. Several school programs related to the Civic Education dimension, specifically the discipline of public elementary schools in the Budi Utomo Cluster, have been carried out but the results have not been maximized, including the TUB-BB training program, the program to dispose of waste in its place and other programs. The school also instills character values in learning and in the past year but has not seen significant results.

Seeing the current conditions, teachers must have a strategy to instill character in students. School is one of the places for students to acquire character education values. Character value is the deepest dimension of education that cultivates and civilizes education practitioners. The reality is that there are still some character education values of students that are still lacking, especially the values contained in civic disposition such as: politeness, honesty, compassion, and tolerance. The elementary school level is one of the educational institutions tasked with instilling character values to students. The crisis of civic character must be addressed structurally by the Indonesian nation.

Branson (in Kardiman, 2008: 47) who explained that Civic Education is education that contains three main components that are suitable for development in a democratic society, namely civic knowledge, civic skills, and civic disposition. Civic knowledge is civic knowledge related to the content or what should be known by citizens including politics and government, constitution, goals, democratic values and principles, state relations with other countries and the role of citizens. Civic skill is the ability of a citizen to exercise his rights and carry out his responsibilities as a member of a sovereign society based on his knowledge of citizenship. Civic disposition refers to the character of the community and individuals of citizens that is important for the

maintenance and development of constitutional democracy. Civic dispositions, like civic skills, develop slowly as a result of what one has learned and experienced at home, school, community, and civil society organizations. The three domains are references in transferring value, transferring knowledge, transfer of skills, transfer of culture from Indonesian national values, namely Pancasila values [6]. The values of Pancasila should be a character built in Civic Education, even in education in general. It is not easy to change the situation, but at least the position of education as a pillar of forming the nation's character is the right effort. One of them is with scouting education. Judging from the principles and objectives of the Scout Movement, it has been seen that Scouts have a role in the development of national character, one of which is the character of discipline. Scouting is part of strengthening the actualization model, which is a form of application of attitudes and skills learned in class which is carried out regularly, scheduled, and given formal assessments. The initial process is for subject teachers, class teachers, to identify what learning content will be actualized into scouting activities. For example, the actualization model in scouting is orienteering activities. Orienteering is the sport of finding a number of locations in actual terrain using a map and compass.

## 2. RESEARCH METHODS

The type of research used in this study is qualitative research with a descriptive approach. According to Sugiyono (2013: 9) Qualitative research is a research method used to research when the condition of the object is still natural [7].

This research took place at SD Negeri Cluster Budi Utomo, Binangun District. The research used descriptive qualitative research in the form of research with a case study approach method. This research focuses intensively on one particular object that studies it as a case. Case study data is obtained from all parties concerned, in other words in this study collected various sources. In this study, qualitative research methods were used because the data obtained were in the form of information and opinions collected by researchers by examining the perspectives of participants in the form of interactive strategies, namely direct observation, participatory observation, In-depth interviews, review of documentation on how the implementation of extracurricular scouting in character building for learners in elementary schools. The research subjects used in this study were principals, scout coaches and learners. The data collection instruments used in this study were observation, interviews and documentation studies. The data analysis technique that researchers use is the Miles and Huberman model data analysis technique Activities contained in data analysis are data reduction, data presentation, and conclusions.

## 3. RESULTS AND DISCUSSION

This research was conducted through several stages. The first stage is research on discipline in students. Initially, observations were made first to determine the subject by purposive sampling of schools that routinely carry out Scouting extracurricular activities at the beginning of the school year. Furthermore, digging for preliminary information about the level of student discipline in school activities after online learning due to the COVID-19 pandemic. Through initial observations, information was obtained that student discipline behavior after the pandemic has decreased.

The dimension of civic education in the form of discipline contained in extracurricular scouting is the main consideration in the implementation of this extracurricular in SD Negeri se Budi Utomo Cluster, Binangun District, Cilacap Regency. Analysis conducted through observation, interviews, and documentation has resulted in the collection of research data. Based on the results of the study, each data source will be described as follows:

Observations that have been carried out for the last 2 (two) months show an increase in student discipline. Observation data shows that from 4 (four) elementary schools in the Budi Utomo Cluster after implementing extracurricular Scouting, the level of discipline of students has increased. This right is obtained from the results of observations made by researchers on students who take part in extracurricular Scouting. They showed increased discipline such as showing up on time, wearing uniforms according to regulations, obeying school rules and being punctual in submitting assignments.

Through interviews with school principals and, researchers tried to explore information related to the development of student discipline character in terms of the dimensions of PKN, supporting and inhibiting factors for the development of student disciplinary character and solutions taken to overcome obstacles experienced in developing student discipline character through the implementation of scouting extracurricular activities in SD Negeri se-Cluster Budi Utomo, Binangun District. From the results of the interview, it is known that various things are done for the development of disciplinary character, including:

- a. Support of subject teachers in instilling disciplinary character in elementary school students in the Budi Utomo Cluster Character education is a very important part of education in Indonesia. That is, character education is interpreted as a value education, moral education, ethics education, character education that aims to develop students' abilities in order to make good and bad decisions. Character cultivation is one of

- the tasks of all teachers, so that subject teachers act as educators in instilling students' disciplinary and honest character. Scouting is very good for the development of student character. Through many activities and materials, students feel very interested in participating in Scouting. The application of character education found in SD Negeri se Cluster Budi Utomo can be done through extracurricular activities scouts. In scout extracurricular activities, students can learn discipline, one of which is by doing UN. The UN is a Marching Regulation that can be done in a group way. So that every student is required to be disciplined in conducting the UN. Scout Guides have a very important role in the process of running Scout activities. Therefore, Scout Guides must be able to direct and instruct the proper implementation. In line with, research conducted by Lecey J. Hilliad (2014) entitled Program Innovations and Character in Cub Scouts: Findings from Year 1 of a Mixed-Methods, Longitudinal Study states that scout activities carried out in a country aim to instill, foster, and make a positive contribution to the progress of the nation. So, the conclusion is that scout extracurricular activities are very important activities in student character education, because in scout activities there are various kinds of activities that can make students to have character, especially disciplinary character. Therefore, in its implementation carried out in the United States focused on quality programs, related to character development and others. This means that extracurricular activities carried out in a country aim to instill, foster, and make a positive contribution to the progress of the nation. So, the conclusion is that scout extracurricular activities are very important activities in student character education, because in scout activities there are various kinds of activities that can make students to have character, especially disciplinary character. Therefore, in its implementation, scout extracurricular activities need to be improved again, so that student character education can be better [8].
- b. The application of discipline in extracurricular Scouting is presented in fun outdoor activities. So that students do not necessarily feel the learning of restrictive discipline. After Scouting activities, students become more disciplined and responsible. Scouting activities have a very good effect. Even when outside of Scouting activities, students become accustomed to doing activities with discipline. This is in line with Mary Faye Nelson's (2002) research entitled "A Qualitative Study of Effective School Discipline Practices: Perceptions of Administrators, Tenured Teachers, and Parents in Twenty Schools", namely effective school discipline practices involving all stakeholders in it. Principals and teachers are responsible for implementing school discipline, practices to foster appropriate behavior from students. However, parents, students, and community members should be equally represented in the design of disciplinary procedures. Administrators and teachers should have quality professional development opportunities to obtain classroom and school discipline practice strategies [9]. Cherish students forever. Positive behavior and contributions to the school community are important. Evaluation of school discipline practices should continue, and strategies to reduce school disruption should continue to be assessed for improvement. So in conclusion, most students have a positive response to extracurricular activities as one of the activities that support their character building. Students can assess the benefits of following Scouting so that they are always interested in scouting materials as a formation of disciplinary character.
  - c. Teachers' efforts in cultivating students' disciplinary character through extracurricular activities Teachers always have efforts in shaping students' character to become a better person. These efforts are seen by the method or by the media used. In an effort to instill discipline in their students, teachers need tools and methods. One way teachers foster disciplined character is by holding scout activities. In line with that, Siti Bariyah (2011) stated in her research entitled Teachers' Ability to Improve Student Discipline in State Junior High School (SMP) 3 Mepanga that students who commit disciplinary violations still exist but are relatively small. With the sanctions and punishments given in schools and the efforts of teachers in instilling discipline in students [10]. Adapun faktor yang menyebabkan siswa tidak disiplin adalah bawaan dari siswa itu sendiri, peers both in the school environment and those outside school and the influence of parents. Where teachers can also influence students to become undisciplined, due to lack of class mastery and good teaching methods. Sanctions are considered effective in terms of discipline as long as they are within reasonable limits. The form of assessment of discipline shown by students through changes in character that can be seen directly from their behavior. Changes in character can be observed by recording student attendance for each Scout activity. One form of discipline can be seen from student absenteeism. In addition, when Scouting activities take place, whether students can complete the day's assignments completely and correctly or not. Scouting activities are very good for the formation of student character, especially discipline. Starting from the discipline of participating in Scout activities, students will get used to discipline in every activity outside Scouting.

According to the views of the principal and vice principal, based on the results of observations and interviews, the inhibiting factors for the development of students' disciplinary character through the implementation of scouting extracurricular activities in SD Negeri se-Cluster Budi Utomo, Binangun District, among others: a) the facilities and infrastructure owned by the school for now are still said to be inadequate. It is

still necessary to add tools for scouting extracurricular activities so that training activities can run smoothly, b) Not all Coaches have a Basic Advanced Course (KMD) diploma as one of the requirements to become a Scout Coach and c) In the management of activities tend to be less coordinated. While the supporting factors include: a) enthusiastic student interest in the spirit of extracurricular activities, b) parental permission given to students. According to parents whose children participate in Scouting extracurricular activities, and c) extracurricular funding support from the BOS fund.

Various efforts have been made by the school to overcome inhibiting factors, among others: a) budgeting for the addition of scouting extracurricular support infrastructure through the BOS budget, b) Involving coaches to attend the Basic Advanced Course (KMD) and Advanced Advanced Course (KML) organized by Kwartir Branch, c) Improving coordination between coaches in the Front Group by designing a more focused Scouting extracurricular program.

#### 4. CONCLUSION

Based on the data from the research and discussions that have been presented, various efforts were carried out to instill the disciplinary character of children carried out in Scouting extracurricular activities. In the implementation of Scouting activities, coaches always use materials that indirectly require students to be able to learn discipline. Participants The management of extracurricular activities carried out by the school is quite good. This is evidenced by several achievements that have been produced. The character of discipline can be formed by the application of extracurriculars in each school. Students who participate in extracurricular activities have better disciplinary character than students who do not participate in extracurricular activities. Extracurricular activities make students more confident, more diligent, more responsible, and feel more disciplined. Factors inhibiting the development of students' disciplinary character through the implementation of extracurricular scouting activities in SD Negeri se-Cluster Budi Utomo Binangun District include: a) the facilities and infrastructure owned by the school for now are still said to be inadequate. It is still necessary to add tools for scouting extracurricular activities so that training activities can run smoothly, b) Not all Coaches have a Basic Advanced Course (KMD) diploma as one of the requirements to become a Scout Coach and c) In the management of activities tend to be less coordinated. While the supporting factors include: a) enthusiastic student interest in the spirit of extracurricular activities, b) parental permission given to students. According to parents whose children participate in Scouting extracurricular activities, and c) extracurricular funding support from the BOS fund.

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