

Forming the mental and disciplinary character of students through extracurricular scouting activities at school

Ilyas Saiful Hanif*, Dwi Yunitasari

*Walisono State Islamic University, Jl. Prof. Hamka, Semarang, Central Java, 50185, Indonesia
Ilyassaiful41@gmail.com **

Abstract: *Scout extracurricular is a non-formal extracurricular activity that becomes a place for mental formation and fosters students' disciplinary character. Elementary school is the initial place to foster children's character. This study aims to describe various kinds of implementation, efforts, impacts, and problems of Scout's extracurricular activities in forming elementary school students' mental and disciplinary character. The research method used is descriptive qualitative research, which looks at phenomena that occur in the school field and interviews with related subjects. The results of this study show that Scout extracurricular is a mandatory extracurricular with various forms of fun and educational activities for children. Education in Scouting activities has a positive effect on improving student discipline and mentality. However, issues still need to be solved so that Scouting activities can provide maximum education to students.*

Keywords: *Mental formation; Disciplinary character; Scouting; Elementary school*

Introduction

Children are God's greatest gift to parents and the nation. They are the successor cadres who can develop this nation into an advanced civilization. The progress and development of civilization depend on more than just the existing natural resources. However, it is the human resources that determine how the civilization will be one day (Utami et al., 2022). Children are the determinants of this nation's civilization. Therefore, a forum is needed to nurture these cadres, one of which is through education.

The rapid development of time has many influences on today's children. The content that children consume often hurts them. It causes the deterioration of children's character and often causes many negative things for them. Technology can benefit children, but in other aspects, it can slowly kill their mentality; when the mentality is killed, the socialization life of children in the environment and their morality will be lost (Viktor et al., 2021). Children must get assistance in sorting and choosing content in today's media.

Character education must be taught and developed from an early age. In character education, there are main values that must be developed, namely values of honesty, religion, responsibility, strong mentality, discipline, healthy lifestyle, logical thinking, creativity, critical and innovation, respect, curiosity, courtesy, mutual respect, intelligence, helpfulness, resilience, and courage to take risks (Larasati, 2017). Out of all the qualities mentioned above, one of them is discipline. Discipline is also a problem that can be found in many schools. School rules are only symbolic in writing because many students do not care about the rules. Minor to serious violations occur spontaneously among students and cause the deterioration of students' character.

Student mental health is also something that needs to be considered in education. Students are sometimes under pressure, which causes problems in their mental health. Anxiety disorders are the most common mental health problem in students, with a percentage of 11.9% (Pedrelli et al., 2015). Mentality can determine students' future; with a strong mentality, students can be brave in facing various kinds of life dilemmas they receive. Such problems can be solved through different kinds of educational models that are implemented in the school environment.

The world of education has a great responsibility to develop the character and potential of its students. Education is a process of interaction between students and teachers to help students achieve the goals of education. This interaction can occur in the family, school and community environments (Arman Munadi, 2020). School is an educational forum designed to educate students and develop their potential. The activities in educational institutions have a great influence in forming it all. Therefore, schools form activities for their students. One of them is extracurricular activities. Extracurricular activities are student companion activities, one of the benefits of which is to build the character, discipline and mentality of students at school.

Scouting is a compulsory activity in educational units in Indonesia. Permendikbud of the Republic of Indonesia Number 63 of 2014 on scouting education states, "Scouting activities are mandatory extracurricular activities in primary and secondary education" (Damanik, 2014). Article 4 of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 63 of 2014 states that scouting activities combine the process of developing values, attitudes and skills (Moh. Imam Mukhlis, 2016). Scouting activities have many benefits in promoting the life of students. Mental and discipline education should be incorporated into the soul of students from childhood.

Previous research on Scouting can be categorized into three trends. First, Scouting and character education (Aji, 2016; Rozi & Hasanah, 2021; Yusdinar & Manik, 2023). Second, scouting and student discipline (Moh. Imam Mukhlis, 2016; Ningrum et al., 2020; Pratiwi, 2020). Third, Scouting is an extracurricular school activity (Nurdiana & Prayoga, 2018; Sevtivia Asrivi, 2020). The results of these studies have yet to discuss forming students' mental and disciplinary character through extracurricular scouting activities at school. For this reason, this study was conducted to enrich the insights of efforts to form mental and disciplinary characters of students through extracurricular Scouting activities, especially in elementary schools.

Given the above background, the authors can formulate the problems of this study as follows: 1) How is the implementation of extracurricular scouting activities in elementary schools? 2) How are the efforts to form students' mental and disciplinary character through extracurricular scouting activities in elementary schools? 3) What are the effects of extracurricular Scouting in forming the mental and disciplinary character of students in elementary schools? 4) What are the problems of extracurricular scouting activities in forming students' mental and disciplinary character in elementary schools? The objectives of this research are as follows: 1) To know the implementation of extracurricular scouting activities in elementary schools. 2) To analyze the efforts to form students' mental and disciplinary

character through Scout extracurricular activities in elementary schools. 3) To analyze the effects of extracurricular scouting activities in forming elementary school students' mental and disciplinary character. 4) To analyze the problems of extracurricular scouting activities in forming elementary school students' mental and disciplinary character.

The benefits of this research are: 1) Readers from teachers, students, and the public can understand more about the contribution of extracurricular Scouting in efforts to build mental and disciplinary character, especially in elementary schools. 2) This research can be used as a study and reference for Scout coaches as implementers of Scouting activities to optimize the implementation of extracurricular Scouting activities. 3) This research can be used as a reference for other researchers to study issues related to education and Scouting further.

Method

This research method uses a descriptive qualitative approach. Research with qualitative methods is research that is presented in some theories and then presented in the form of words and language about what is experienced by the research subject without numbers in it from what is experienced and found by the research subject such as behaviour, perceptions, and actions (Aji, 2016). The research was conducted in Hj Isriati Baiturrahman 2 Elementary School from July 26, 2023, to August 21, 2023, during the Introduction to School Field Activities (PLP 1). The research subjects included the Cubmaster, the front cluster supervisory board chief and students: data collection methods using interviews, observation and documentation. The Cubmaster or scout coaches who are the subject of research are internal teachers at SD Hj Isriati Baiturrahman 2 who have done the Basic-Level Advance Course (KMD), the coaches are tasked with mentoring all students in scouting activities at SD Hj Isriati Baiturrahman 2. The front cluster supervisory board chief at SD Hj Isriati Baiturrahman 2 is the headmaster who is the main controller of activities at school, one of which is scout activities. Students who are research subjects are students who are active in core scout activities at Hj Isriati Baiturrahman 2 Elementary School. The data sources obtained are primary and secondary. Primary data sources were obtained from in-depth interviews with relevant subjects and direct observation in the field. Secondary data sources are obtained from documentation and documents from schools.

The data analysis method used the Miles and Huberman interaction data analysis method, which has three flows in data presentation: data reduction, data display, and conclusion drawing or verification (Aji, 2016; Farida Nugrahani, 2014; Prasetya, 2019). The data collection process in this research begins with making preparations for conducting interviews and observations by making attachments containing important instruments needed in this research, then the researcher conducts an interview with the research subject first, then makes observations on scouting activities at school directly to strengthen the research data, then the researcher draws conclusions from the data that has been obtained. Flow of data presentation is presented in the following figure:

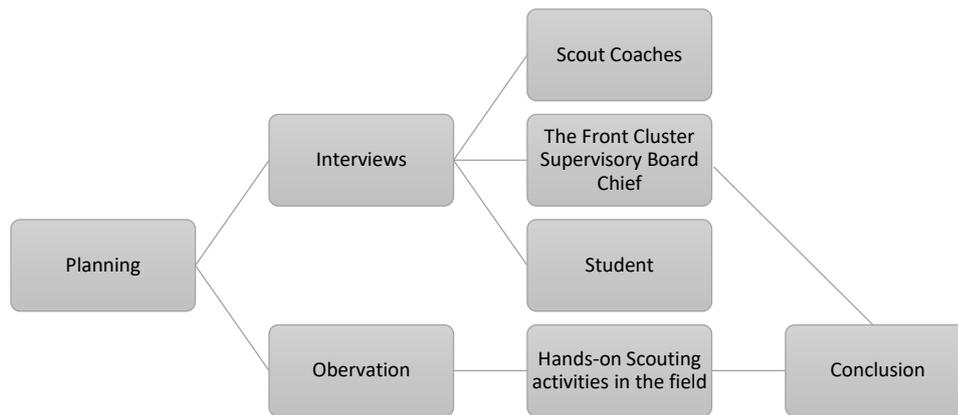


Figure 1.1 Flow of Research Data Presentation

In the data verification method, triangulation of methods and triangulation of data sources were used. Method triangulation was done by conducting interviews, making observations, and verifying the truth. Data source triangulation was carried out by exploring data sources through interviews and observations and then digging up other information by conducting free interviews with other sources and digging up data from existing documents and written materials.

Result and Discussion

Implementation of Scout Extracurricular Activities in Elementary Schools

Scouting activities are mandatory extracurricular activities in the world of education in Indonesia. Since the first year of Hj Isriati Baiturrahman 2 Primary School was established, scouting extracurricular activities have been immediately promoted, considering that Scouting is a very influential activity in children's education and a compulsory extracurricular activity in schools. Scouting activities in Hj Isriati Baiturrahman 2 Elementary Student are supervised by the Principal as chief of the front cluster supervisory board (kamabigus) and assisted by the Section Head of the scouting area, whose job is to coordinate between coaches, both internal and external and is fully responsible for scouting activities in the school environment. The Head of the Scouting Section of this elementary school said:

“The overall person in charge is the chief of the front cluster supervisory board (Kamabigus) or the principal, who is assisted by the Head of the Scouting Section, who coordinates with internal and external instructors..”

The scouting activities in Hj Isriati Baiturrahman 2 Elementary School are carried out every Friday morning and adjusted to the needs and times. A few years ago, when the school still had six days of classes, the scouts in this elementary school were held on Saturdays following the school's schedule. Then, when Covid 19 broke out, scouts were held on Friday afternoons. However, there is a special team consisting of children with good enthusiasm and potential in the field of Scouting formed by the school scouting activities here, which has a special training schedule on certain days, either during or outside of class hours. This special

team is a Garuda Troop that must be able to complete Garuda Scout Requirements. They have skills beyond those of regular Scouts. The additional schedule of activities in the special team is intended to make them more skilled in Scouting and specially prepared to face competitions held by the Scouting Office and Councils around the school, city, and even province.

The forms of scouting activities carried out by the students of Hj Isriati Baiturrahman 2 Elementary School are as follows:

a. Practicing the Scout Code of Honor

The Scout Code of Honor practice refers to the SKU and SKK books. The scouting activities carried out at Hj Isriati Baiturrahman 2 Elementary School refer to the scouting curriculum, namely the General Achievement Requirements (SKU) / General Achievement Mark (TKU), Special Achievement Requirements (SKK) / Special Achievement Mark (TKK) and Garuda Scout Requirements (SPG) / Garuda Scout Mark (TPG) according to the capacity and level of each student. The SKUs and SKKs used in Hj Isriati Baiturrahman 2 Elementary School are like the SKUs and SKKs in general, which include religious values such as the practice of worship according to their respective religions, Pancasila values that instil awareness in the nation and state, human values such as cooperation, good and polite behaviour, and also special skills and abilities in scouting such as semaphore, morse, use of compass, etc. These SKUs and SKKs are held by each Scoutmaster and taught to the students at each training session—head of Scouting Section at Hj. Isriati Baiturrahman 2 Elementary School said:

"The scouting activities at Hj Isriati Baiturrahman 2 Elementary School are by the scouting curriculum, namely, completing SKU and SKK."

The method of learning in scouts is creating the scout honour code consisting of promises or *satya* and moral provisions, namely *dasa dharma* (Bahtiar, 2018). Scout honour codes are defined in the form of SKUs and SKKs. SKU is an educational curriculum in Scout that aims to help students achieve a certain level at each level. Meanwhile, SKK in the educational curriculum in scouts to obtain skills that are functional for their individuals and devotion to the community (Cepi Budiyanto, 2021). SKU-SKK functions as a tool in scouting education and as an embodiment of the application of scouting learning and education methods. Completing SKU-SKK can develop the talents and interests of the students, and completing the SPG can make its members exemplary scouts and serve as examples for their peers (Gumati, 2020). This research is in line with what was researched by (Aji, 2016); scouts are taught by the scout curriculum, namely SKU and SKK; in SKU and SKK, there are many values to be completed; one example of the activity is practising worship according to their religious teachings, develop awareness in nations and states, builds up by being kind and courteous, providing assistance, and so on.

b. Regular Exercise

Regular scout training at Hj Isriati Baiturrahman Elementary School 2 is carried out to train students' skills and knowledge about the scouting world. The materials taught during the training session are various, consisting of materials and practices by the scouting curriculum listed in SKU and SKK. Scout training is conducted regularly and disciplined, starting with the opening ceremony, then the delivery of material, and then closing with the closing

ceremony. One of the benefits of regular scout training is to instil positive values in the students.

During scout training at Hj Isriati Baiturrahman Elementary School 2, the children are divided into the Cub Scout group for 3rd and 4th graders and the Scout group for 5th and 6th graders. Hj Isriati Baiturrahman 2 Elementary School also formed a core scout team called the Garuda Scouts, consisting of selected children with greater potential and interest in scouting activities. Scout training is conducted regularly once a week, every Friday. Scout activities are carried out outside and inside the class, depending on the situation and conditions and the materials taught. Material on knowledge is usually carried out within the class, and material on practices such as semaphore, marching exercises, pioneering, morse, and various teamwork exercises are usually carried out outside the class.

c. Outdoor activities

Outdoor activities provide a unique experience for Scouts. They are trained to live independently and to be one with nature. Outdoor activities at Hj Isriati Baiturrahman Elementary School include camping, hiking, competitions, pioneering, campfires, marching and many more. Camp activities instil in children the value of independence (Larasati, 2017). Physical and mental scouts are also trained in this activity. They are asked to survive and live in nature with various limitations of the existing facilities. This activity is carried out according to the schedule listed in the school curriculum.

This research is in line with the research conducted by Bomans Wadu et al. (2020). He found that many scouting activities, such as marching, hiking, camping, competitions, pioneering, semaphore, and morse, are carried out in nature. Outdoor activities are usually done in groups, such as marching, jamboree, pioneering, camping, campfires, and hiking. They are trained to work together and strive for the other teams' best. Scouting activities in nature are very effective in building character, training them physically and mentally and making them sensitive to everything around them.

Efforts to Build Mental and Disciplinary Character of Students through Scout Extracurricular Activities in Elementary Schools

Scout extracurricular activities are one of the most effective school activities in forming the mentality and discipline of students. Some of the efforts made are as follows:

a) Habituation

Habituation is born when a person performs activities considered beneficial to him and performed continuously. Someone can get used to it because of experience (Rozi & Hasanah, 2021). The same applies to extracurricular Scouting. The Head of the Scouting Section at Hj Isriati Baiturrahman Elementary School said:

“The most influential form of scouting activities in the mental formation of students is habituation. Children are trained to process; we really train them from a colour group or a team, and from their training, they are independent without having to wait for the coach. They are ready from the beginning of the prayer to the end.”

The scouting activities at Hj Isriati Baiturrahman 2 Elementary School are intended to train students to become familiar with positive things in scouting activities. Habits trained in

students at Hj Isriati Baiturrahman 2 Elementary Students are being a leader in ceremony, marching, performing worship, always being on time in everything, time discipline, obeying the rules and so on. Children in scout activities are trained to be able to process. They get many benefits from the habituation applied when carrying out extracurricular activities. Their mentality and courage will be well-trained with the habituation of practising SKU and SKK. Their discipline is also trained with rules that bind them, supported by educational punishments if they commit violations.

Scouting extracurricular activities are learning by doing activities (Bomans Wadu et al., 2020). This means that Scouting activities emphasize practice over theory. Students are always required to participate actively in each Scouting activity. Therefore, it is easier for students to understand the entity of the activities they do in Scouting. This aligns with the theory proposed by Aji (2016) in his research. Aji argues that scouting extracurricular activities are carried out practically so that students are interested in doing real activities, stimulate their curiosity in new things, and encourage students to be active in every scouting activity.

b) Marching and Ceremony Training Activities

The Scouting activities that impact student discipline most at Hj Isriati Baiturrahman 2 Elementary School are marching and all forms of ceremonies. The Head of the Scouting Section of this elementary school said:

“The marching exercise, opening ceremony, and closing ceremony are very much practising their discipline. “

In marching and ceremonial exercises, Hj Isriati Baiturrahman 2 Elementary School students are trained to be disciplined in time, clothing and rules. They are trained to arrive on time and are willing to accept educational punishment if they violate these rules. Students are also trained to be officers in opening and or closing ceremonies or even appointed as ceremonial officers on big days. When they become ceremonial officers, they are mentally trained to have the courage to appear in front of many people. In marching training, students can receive lessons such as marching exercises and signals in each movement (Cepi Budiyanto, 2021). The value contained in it is ready to lead and ready to be led. They are mentally ready to lead and disciplined when being led.

Seeing the way the children of Hj Isriati Baiturrahman 2 Elementary School lead the ceremony and the scout training is good and organized; the researchers can find out that the implementation of these scout activities forms the attitude of the scout children in terms of their mental and discipline. They arrive on time, without waiting for the trainer, and immediately do the exercises independently, forming a group led by the group leader in each exercise. The mentality of a leader who is always disciplined and a role model is applied in this activity. This is in line with the opinion by Rozi and Hasanah (2021) that in extracurricular activities, students receive teaching about a discipline that is presented in the form of education and can practice this knowledge in their daily lives.

c) Participate in the competition.

Competition is a prestigious event conducted by individuals or groups to compete to be the best among their competitors. At Hj Isriati Baiturrahman Elementary School,

competitive activities are one of the focuses of scouting education. The Head of the Scouting Section of this elementary school said:

“The forms of scouting activities here are by the scouting curriculum, namely the completion of SKU and SKK, as well as enlivening the competitions held by the Scouting Office or Councils around the Hj Isriati Baiturrahman 2 Elementary School area, Semarang City, Province and also activities carried out in schools. We have special strategies for the competition, namely by preparing special teams for the competition.”

Competition activities can enhance students' motivation and enthusiasm to improve their ability to compete with their competitors and be the best. Competition activities instil the spirit of struggle, cooperation, honesty and competitiveness (Cepi Budiyanto, 2021). The cubmasters guide their students, who consist of selected children with intensive training. The competition activities in this elementary school are followed by a special team formed by the school to participate in the competition. They consist of students who have potential in the field of Scouting. The members of the special scout team at Hj Isriati Baiturrahman 2 Elementary School make the best use of time in training. They start training on time, even if their coaches are late or unable to attend, and still train with discipline according to their daily goals for the best results in the competition.

The Effect of Extracurricular Scouting in Forming the Mental and Disciplinary Character of Elementary School Students

The efforts of the above Scouting activities have a positive impact on students. Various forms of education and learning are carried out both directly and indirectly for the formation of character in students. Strong mentality and discipline are among the concerns in every scouting activity, especially scouts at Hj Isriati Baiturrahman 2 Elementary School. Discipline must be a concern because it is the first key to building character in students (Moh. Imam Mukhlis, 2016). Various ways and methods of education in extracurricular scout activities provide influence and awareness for students who follow it to be more disciplined and brave. The efforts of Cubmasters in educating students have many positive impacts. The following are the positive effects of extracurricular Scouting as seen in students:

- a) Always be disciplined according to school rules.

The values of discipline are always taught by teachers to students in school. Discipline is the key to success (Rozi & Hasanah, 2021). Disciplinary attitudes are instilled in students in scouting activities through teaching that is done voluntarily without coercion. They have the self-awareness to do fun activities that are packaged in the form of education, so they get used to following the rules of these activities. Students can transfer these values from this habit to activities outside of Scouting.

Children in scouting activities at Hj Isriati Baiturrahman 2 Primary School look more disciplined. As said by the Head of the Scouting Section at Hj Isriati Baiturrahman 2 Elementary School:

“Children who are active in Scouting can be held accountable for their discipline, especially in classes where they are very different from children who are not part of the core group.”

Cubmasters always instruct their members to do something at the right time and place. Scouting teaches the values of discipline. Discipline in time, activities, and clothing. Children active in Scouting are always seen arriving on time, never late to class, and wearing uniforms that follow the rules. Scouts are also rarely seen breaking school rules.

b) Become a leader in every activity.

Leadership is a characteristic that exists in Scouting. Leadership can also be called exercising authority and making decisions (Arman Munadi, 2020). A leader must be an example and a role model for those he or she leads. Scouts at Hj Isriati Baiturrahman 2 Elementary School are often appointed as leaders, such as ceremony leaders, class leaders, group leaders, etc. They have a leadership mentality and more courage than other children. Scouts are taught to lead and to be led. Cubmasters always favour leadership education in every Scouting activity. This is by the Dasa Dharma (Scout Law) of Scouting, the philosophy of life. If the Dasa Dharma is well practised, a person will have the strong character and mental steel needed in society and be able to unite the nation. (Arman Munadi, 2020).

c) Active inside and outside the classroom

Scouting has a wide variety of activities, both physical and intellectual. Camps, hikes, rank competitions, marching, semaphore, morse, and cipher are some activities that train the physical and intellectual. These activities require and train the student to be actively moving and thinking. This encourages the Scouts to be active in and out of the classroom.

Problems of Extracurricular Scouting in Efforts to Build Mental and Disciplinary Character of Students in Elementary Schools

The implementation and efforts to form mental and disciplinary character do only sometimes go well. Several obstacles must be resolved so that scouting education can be carried out optimally. Hj Isriati Elementary School has quite brilliant achievements in the field of Scouting. In the process, they often find small and large obstacles that trigger the scouts' success in practising their skills. The following are some of the obstacles that researchers found in efforts to build mental and disciplinary character at SD Hj Isriati Baiturrahman 2:

a) Training time could be more conducive.

Scout extracurricular activities are generally carried out regularly. The implementation time and place adjust to the policies of each educational institution. The head of scouting at Hj Isriati Elementary School, when asked about the problems of scouting activities at this elementary school, said:

"The time change in training. Because the time in the afternoon is short if the morning coach from outside does not go, the target is not as expected."

In general, extracurricular activities are carried out regularly once a week. However, researchers found that there were obstacles in timing, which caused educational efforts in Scouting to be less than optimal. At SD Hj Isriati Baiturrahman 2, the scout training time before COVID-19 was held on Saturday. However, the scout training was carried out on Friday afternoon after implementing five school days. This is due to the conditions of children's learning time at school. However, for the children at that time, the energy and weather conditions were sometimes less favourable, and many did not participate in routine training

activities for various reasons—Scout trainers need to be more professional. As with research conducted by Ningrum (2020), she found that weather constraints are quite influential on student training conditions because the mood or feelings of students are still vulnerable to change or are very unstable.

b) Many students do not participate in routine training

One problem in scouting activities at SD Hj Isriati Baiturrahman 2 is that many students have permission when the activity takes place. This is by the statement of one of the teachers at SD Hj Isriati Baiturrahman 2, he said:

“The minus is that many students have permission not to participate in scout activities for various reasons.”

Education in elementary schools has a comprehensive goal for all students, with the educational objectives of extracurricular Scouting in elementary schools. Good education is supported by situations and conditions that support students in the educational process. Scout training activities at Hj Isriati Baiturrahman 2 Elementary School have not been carried out thoroughly for all students. Training still tends to be more inclined to only children in the core team, which they are specially prepared to face the competition. In the routine training simultaneously, many of the students do not participate in the training due to permission for various reasons. This makes the purpose of scout education cannot be realized perfectly. The education obtained was only obtained by some of the students.

c) Scout coaches who are less professional

Another obstacle in scouting activities at Hj Isriati Baiturrahman 2 Elementary School is scout coaches who need to be more professional in teaching. They have yet to participate in KMD activities or basic-level advanced courses. One of the teachers at the school said, *“On Friday morning, the obstacle is not the children anymore but the coach. It isn't easy to find a coach who is free in the morning because the majority of the coaches are from outside; on average, most of the coaches are students who are still actively studying. So the coaches are all teachers who have not attended the basic advanced course(KMD).”*

Professional coaches will impact the condition of the exercises carried out by students at school. This is confirmed in the regulation of the Minister of Education and Culture number 63 of 2014, article 7, paragraphs 1 and 2. Article 1 states that "The management of Scouting Education as a compulsory extracurricular activity in primary and secondary education units is the responsibility of the school principal with the implementation of scout coaches". Paragraph 2 states that "Scout coaches as referred to in paragraph (1) are class teachers/subject teachers who have obtained a certificate of at least the basic advanced course or scout coaches who are not class teachers/subject teachers."(M. Faisal Ansari Nasution et al., 2023) Based on the Ministry of Education and Culture regulations above, it can be concluded that extracurricular Scouting is a compulsory extracurricular activity fostered by school principals and scout coaches who have a minimum certificate of basic advanced courses and are not class teachers or subject teachers at the school.

Scout's extracurricular activities at SD Hj Isriati Baiturrahman 2 are not governed by the abovementioned Ministry of Education and Culture regulations. Scout coaches are mostly internal school teachers; many still need a basic advanced course certificate (KMD). However,

several trainers from outside are professional and do have KMD certificates. However, the scout coach is only one or two people, and it is only devoted to the core scout team at the school. Students not from the core team only use internal trainers from schools who still need to be professional. This is an obstacle in the scouting education process at SD Hj Isriati Baiturrahman 2.

Conclusion

Scout extracurricular activities are mandatory in schools with various fun and educational activities for children. Scout activities are tailored to the needs of children's skills according to the age level that has been determined. Methods and teaching in scout activities are packaged as fun and challenging so that students become more comfortable receiving education and value in scout activities. Scout activities are very effective in shaping student character, especially in the character of discipline and strengthening mental health in students. The efforts made in scout activities on students are influential in increasing student discipline and strengthening students' mentality so that they are not easily fragile and become brave in all kinds of situations.

Scout extracurricular activities also have many positive impacts, both academic and non-academic, on students. The values of character education in extracurricular scout activities enter and have a good effect on students in elementary schools. In implementing scout activities, there must be various kinds of problems, and problems that arise vary internally and externally. These problems become obstacles that the school must resolve to maximize scouting education. However, these obstacles are not an obstacle to continue implementing scouting activities at school. This research has discussed various kinds of implementation, efforts, impacts and problems of extracurricular scouting activities in shaping elementary school students' mental and disciplinary character. In the future, further researchers can research various forms and efforts of character education in scout law and trisatya of scouts in students at the standby scouts, grassroots and enforcers levels.

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