

Value Based Scout Management in Shaping Elementary School Students' Character

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Abstract. This study aims to explore value-based scout management in shaping students' character at the elementary school level. Using a qualitative approach with a case study design, the research was conducted at SDN Kalideres 04, West Jakarta, and SDN Tangerang 14. Data were collected through in-depth interviews, participant observation, and document analysis, and analyzed using Miles and Huberman's interactive model. The findings indicate that scout management involving value-oriented planning, organizing, implementation, and supervision effectively supports character development among students. Values such as responsibility, cooperation, discipline, and leadership were successfully internalized through contextual and reflective activities. However, challenges remain in documentation practices, teacher coordination, and evaluation systems. The study recommends strengthening value-based management systems so that scouting can serve as a strategic instrument for character education in elementary schools.

Keywords: Character Education, Elementary School, Management, Scouting, Values

1 Introduction

In facing the global challenges of the 21st century, national education systems are expected not only to produce intellectually capable graduates, but also individuals with strong moral character and integrity[1]. The rapid development of social, technological, and cultural dynamics requires primary education institutions to take an active role in shaping students' character. In this context, extracurricular activities particularly the Scout Movement serve as a strategic vehicle for instilling positive values in a structured and continuous manner[2].

The Scout Movement, officially recognized as a non-formal educational organization in Indonesia, aims to foster individuals who are faithful, pious, morally upright, independent, and responsible. This goal is aligned with Law No. 12 of 2010 concerning the Scout Movement and Ministry of Education and Culture Regulation No. 63 of 2014 on Scout Education. However, the practical implementation of these values in everyday school activities still faces several challenges, especially in the area of management at the primary school level[3].

In many primary schools, the management of Scout activities has not been fully optimized or integrated into character education frameworks[4]. Often, Scouting is carried out as a formality without careful planning or continuous evaluation. In fact, the effectiveness of Scouting as a tool for character building greatly depends on how well the activities are managed, executed, and supervised in a value-based and professional manner[5].

Educational management extends beyond administrative tasks or technical implementation; it refers to how planning, organizing, implementation, and supervision are conducted within the framework of educational values[6]. Therefore, value-based Scout management must be taken seriously as a systemic approach to improving student character from an early age. Schools, as formal educational institutions, have a vital responsibility to ensure that Scouting becomes an integral component of character development strategies[7]–[9].

Previous studies have indicated that Scouting significantly contributes to the development of values such as discipline, cooperation, responsibility, and leadership. However, few have explored in depth the managerial aspects of Scouting from a value-based perspective. Most research has focused on the effectiveness of the programs or student outcomes, without investigating how the management process itself supports or hinders the integration of character values.

This study seeks to address that gap by comprehensively examining value-based Scout management as a means of character development among students in two elementary schools: SDN Kalideres 04, West Jakarta, and SDN Tangerang 14. Using a descriptive qualitative approach, the research focuses on four core managerial functions: planning, organizing, implementation, and supervision. Each of these aspects is analyzed in context to understand how character values are embedded throughout the management process.

Both schools selected in this study have implemented mandatory Scouting programs. However, the effectiveness and long-term impact of these programs on student character require further investigation through a systematic and data-informed approach. This research aims to illustrate the management strategies used, the practical challenges faced, and the extent to which value integration is achieved.

The urgency of this research lies in the need for a Scout management model that is not only administratively sound but also substantively rooted in character values. In an era where moral degradation is a growing concern, extracurricular activities like Scouting must be redesigned to contribute meaningfully and measurably to students' moral and character development. Effective management will ensure that these activities are purposeful, contextually relevant, and impactful in the long run.

More than just a routine activity, Scouting should serve as a systematic vehicle for character education. This can only be achieved if school principals, Scout leaders, and all stakeholders understand and consistently apply the principles of value-based management. This study is expected to contribute both theoretically and practically to the development of a relevant and impactful Scout management model for today's educational challenges[10].

Thus, this research offers not only a new perspective on how Scout activities are managed at schools, but also encourages the implementation of more meaningful

management practices. The ultimate goal is to ensure that Scouting moves beyond curricular formality and becomes a strategic part of character education at the primary school level.

2 Method

This study employed a qualitative approach with a case study design. The qualitative approach was chosen to allow the researcher to explore and explain the phenomenon of value-based scout management in-depth, within its natural and social context, while uncovering the subjective meanings behind the experiences of individuals involved [11], [12]. The case study design was selected because it enables comprehensive understanding of a system or phenomenon within real-life settings, particularly when the boundaries between the phenomenon and its context are not clearly defined [13]. The research was conducted at two public elementary schools SDN Kalideres 04, West Jakarta, and SDN Tangerang 14 selected purposively for their active and structured implementation of scout programs aligned with the study's objectives.

The research subjects consisted of school principals as Scout Council Advisors (Majelis Pembimbing Gugus Depan), scoutmaster teachers (Pembina Pramuka), and students who actively participated in scouting activities. Their perspectives were essential in providing insights from various roles within the value-based scout management system.

Data were collected using a triangulation of methods: in-depth interviews, participant observation, and document analysis. In-depth interviews were conducted to gather detailed narratives regarding the experiences and perceptions of principals and scout leaders in managing scouting activities specifically in terms of planning, organizing, implementation, and supervision. Participant observation allowed the researcher to directly observe interactions during scouting events and the application of character values in practice. Document analysis involved reviewing materials such as activity plans, organizational structures, evaluation reports, and visual documentation [14], [15].

In qualitative research, the researcher serves as the primary instrument (human instrument), where direct involvement and interaction with subjects and the research context form an integral part of the inquiry process [16], [17]. To support clarity and consistency in data collection, auxiliary instruments such as interview guides, observation sheets, analytic grids, and documentation formats were developed.

Data trustworthiness was ensured through the application of Lincoln and Guba's four criteria: credibility, transferability, dependability, and confirmability. Credibility was achieved through data and methodological triangulation, along with member checking. Transferability was maintained by providing rich, detailed contextual descriptions (thick description). Dependability and confirmability were supported by maintaining an audit trail and systematic documentation throughout the research process [18].

Data analysis followed the interactive model of Miles, Huberman, and Saldaña [19], which involves three key steps: (1) data reduction, referring to the process of selecting,

simplifying, and transforming raw data; (2) data display, where data are organized into thematic narratives, tables, and matrices; and (3) conclusion drawing and verification, which is conducted continuously to ensure accuracy and consistency of findings. Analysis was carried out concurrently with data collection to allow the researcher to respond to emerging field dynamics in an adaptive manner.

This study was conducted from February to April 2025, encompassing preparation, field data collection, data analysis, and report writing. It is expected that this approach will offer meaningful contributions to the development of evidence-based and contextually relevant value-based scout management practices in elementary education.

3 Results

3.1 Planning of Value-Based Scout Activities

The planning of scouting activities in both SDN Kalideres 04 and SDN Tangerang 14 reflects a structured and value-oriented approach. School leaders and scoutmasters collaborated to ensure that the annual scout programs aligned not only with the official curriculum but also with the school's vision for character development.

At **SDN Kalideres 04**, planning was carried out through coordination meetings involving the principal, vice principal, scoutmasters, and representatives of the student council. The activities were designed to reflect the values of *Dasa Dharma* and *Tri Satya*, which were embedded into the daily routines and weekly scout meetings. Each activity was documented in a scouting guidebook that served as a reference for both teachers and students.

"We don't just list camping or marching activities. Every session must be tied to a specific value like honesty, discipline, or teamwork," said one of the scoutmasters at SDN Kalideres 04.

Moreover, the school emphasized involving all teachers in the planning stage to ensure value integration across subjects. Scout-related themes were occasionally linked to classroom lessons, strengthening coherence between formal and non-formal education.

At **SDN Tangerang 14**, planning was conducted at the beginning of the academic year, led by the principal and coordinated with all class teachers. The school adopted a modular approach to scouting, breaking down the year's program into monthly themes such as leadership, environmental care, and social responsibility.

"Each month we choose a theme based on the values we want to emphasize. For example, in March, we focused on respect through community service," explained the principal of SDN Tangerang 14.

However, the findings also revealed some planning challenges. While SDN Kalideres 04 showed a higher degree of integration between planning and value objectives, SDN Tangerang 14 still faced issues related to documentation and teacher alignment. Some teachers were not fully aware of the underlying character goals of each activity.

Despite these differences, both schools demonstrated a shared commitment to ensuring that scout programs serve not merely as extracurricular obligations, but as meaningful platforms for building students' character in a planned and purposeful manner.

3.2 Organization of Scout Activities in Schools

The organizational structure of scouting activities at both SDN Kalideres 04 and SDN Tangerang 14 was found to be formal, hierarchical, and clearly defined, aligning with the national guidelines set by the Indonesian Scout Movement (*Gerakan Pramuka*). However, the level of coordination and role clarity varied between the two institutions.

At **SDN Kalideres 04**, the principal acted as the *Majelis Pembimbing Gugus Depan* (Mabigus), or Scout Council Advisor, responsible for the strategic oversight of the program. Below the principal were two scoutmasters one male and one female who served as the operational leaders of the activities. They were assisted by class teachers and student leaders from grades five and six.

"Everyone knows their role. I coordinate with the other scoutmaster, and we assign duties to the student leaders before each session," said the female scoutmaster at SDN Kalideres 04.

The school also established a "Gugus Depan" structure with formal roles such as secretary, treasurer, logistics coordinator, and flag ceremony team. This structure allowed for consistent delegation of responsibilities and encouraged students to develop leadership and teamwork skills through role assignments.

Meanwhile, at **SDN Tangerang 14**, the organizational system followed a similar model but was less centralized. While the principal also served as the Mabigus, more autonomy was given to the scoutmasters in day-to-day decision-making. Each scout activity was organized by rotating teacher teams, with designated weeks for each team to lead.

"We try to rotate responsibilities so every teacher gets involved and every student has a chance to lead," said one of the teachers involved in the program.

However, some teachers admitted that the rotating system created inconsistencies in coordination and expectations. There was no formal organizational chart or written delegation of roles, which sometimes led to overlaps or confusion in task execution.

"Honestly, sometimes I'm not sure who's in charge of logistics or materials that week it changes too often," noted one teacher from SDN Tangerang 14.

Despite these differences, both schools acknowledged the importance of clear organization in delivering effective, value-based scouting programs. SDN Kalideres 04's structured and role-specific approach allowed for greater consistency and accountability, while SDN Tangerang 14's rotational model promoted wider participation but required better documentation and communication.

Ultimately, organizational clarity was identified as a key factor in the success of scout-based character education. When roles were understood and respected, activities ran smoothly, and character values were more easily internalized by students through modeled leadership and peer collaboration.

3.3 Implementation of Scout Activities and Value Internalization

The implementation of scouting activities at both SDN Kalideres 04 and SDN Tangerang 14 was found to be regular, engaging, and strongly oriented toward character development. Both schools carried out weekly scout sessions and integrated hands-on learning experiences to foster values such as discipline, responsibility, cooperation, and leadership.

At **SDN Kalideres 04**, scout meetings were held every Wednesday, following a structured agenda. Activities included flag ceremonies, group challenges, outdoor games, and skill-building exercises like knot tying, first aid, and teamwork drills. Each activity was deliberately linked to a core value from *Dasa Dharma* or *Tri Satya*.

"We always explain the value behind each activity. For example, when they do rope climbing, we relate it to perseverance and not giving up," said one of the scoutmasters.

Implementation was supported by a detailed scout manual developed by the school, which served as a weekly guide. Students were actively involved in preparing and leading activities, particularly the older ones who served as team leaders (*pemimpin regu*). This participatory model encouraged peer learning and built students' confidence in applying values in real situations.

"I used to be shy, but now I'm the leader of my group. I've learned how to talk in front of others and take responsibility," said a sixth-grade student at SDN Kalideres 04.

At **SDN Tangerang 14**, scouting activities were held every Saturday and followed a thematic monthly plan. Activities included community service, environmental clean-ups, teamwork competitions, and reflective group discussions. These were designed not only to develop practical skills but also to build moral reasoning.

"In March, we focused on empathy. The students visited a nearby orphanage and shared their stories afterward. It was very moving," explained one teacher from SDN Tangerang 14.

However, implementation at SDN Tangerang 14 faced some challenges. Due to the rotating leadership model among teachers, there were occasional inconsistencies in how values were introduced or reinforced. Some sessions were overly focused on technical activities without sufficient reflection on the underlying character lessons.

Despite these challenges, both schools demonstrated strong commitment to using scouting as a tool for character formation. Students reported feeling more confident, respectful, and responsible as a result of their participation.

"I learned how to work with others, not just do things by myself. In our group games, we have to listen and share ideas," said a student from SDN Tangerang 14.

The findings highlight that the success of implementation is not only determined by activity design but also by how values are explicitly communicated, modeled by adults, and internalized through student reflection. When scouting is delivered as a meaningful experience rather than a routine, it becomes a powerful medium for character education.

3.4 Supervision and Evaluation of Scout Activities

Supervision and evaluation of scout activities played a critical role in ensuring that the programs remained aligned with their character-building objectives. Both SDN Kalideres 04 and SDN Tangerang 14 carried out routine supervision, although the methods and consistency varied between the two schools.

At **SDN Kalideres 04**, supervision was conducted by the *Majelis Pembimbing Gugus Depan* (Mabigus), led by the principal, along with the scoutmasters. Monitoring occurred both formally and informally through direct observation of weekly activities and periodic reflection meetings.

"After every session, we have a quick debrief with the scoutmasters and sometimes with the students to see what went well and what needs improvement," stated the principal of SDN Kalideres 04.

Feedback from these sessions was documented and used to adjust future plans. In addition, students were involved in peer-assessment activities, where they reflected on their group performance and discussed what values they had learned.

"We ask them simple questions like: What value did you learn today? Did you help your friends? This helps them become more aware," explained one scoutmaster.

The evaluation process was relatively structured, with written reports summarizing student participation, behavioral observations, and challenges encountered. These documents were then archived as part of the school's extracurricular records.

In contrast, **SDN Tangerang 14** practiced a more informal and flexible approach to supervision. While the principal maintained general oversight, most of the monitoring was conducted by rotating teacher teams. Evaluation took place at the end of each month, often through group discussions with students and reflective storytelling.

"We don't always write reports, but we try to talk with the kids ask them how they felt, what they learned. It's more about conversation than paperwork," said a teacher from SDN Tangerang 14.

However, this informal model also had its limitations. The absence of consistent documentation made it harder to track long-term progress or identify recurring issues. Teachers admitted that while student reflections were insightful, they were not always followed up with concrete improvements in program design.

"Sometimes we get great feedback from the kids, but we don't really have a system to record and revisit it later," one scoutmaster acknowledged.

Despite these challenges, both schools agreed on the importance of supervision not just as a control mechanism, but as a learning process for both students and educators. The presence of reflection whether written or verbal proved essential in reinforcing character values and adjusting strategies.

The findings suggest that effective supervision in value-based scouting programs must go beyond attendance checks or rule enforcement. It requires intentional dialogue, structured feedback mechanisms, and a commitment to continuous improvement. Schools with stronger supervision systems were better able to align activities with character goals and sustain the impact of their scouting programs.

4 Discussion

The findings of this study reveal that value-based scout management, when implemented systematically, plays a significant role in shaping students' character in elementary schools. Through the stages of planning, organizing, implementing, and supervising, both SDN Kalideres 04 and SDN Tangerang 14 demonstrated a commitment to integrating character education into scouting. However, variations in consistency, documentation, and role clarity influenced the overall effectiveness.

The planning processes in both schools were consistent with G. Terry's [20]–[22] theory of planning as a rational, goal-oriented activity. At SDN Kalideres 04, planning was collaborative and embedded values directly into each activity, which reflects a strong alignment with the school's character education goals. The approach mirrored what Robbins and Coulter [23], [24] described as strategic planning where long-term objectives, in this case character outcomes, guide activity design. Meanwhile, SDN Tangerang 14 adopted a thematic monthly model, which was innovative but required stronger linkage between planning and execution due to inconsistent teacher coordination.

The organizational structures at both schools reflected principles of effective management as proposed by Robbins and Judge [23], particularly in terms of role assignment and delegation. SDN Kalideres 04 applied a more centralized and formal structure, which resulted in higher consistency and accountability. This aligns with the notion of vertical coordination for program stability. In contrast, SDN Tangerang 14 utilized a distributed leadership approach, rotating responsibilities among teachers. While this encouraged broader participation, it also led to confusion and gaps in continuity highlighting the need for clearer systems of communication and documentation.

Both schools used experiential learning methods in line with David Kolb's [25] model, where students engage in concrete experiences followed by reflection. Activities such as team challenges, environmental projects, and leadership games provided students with authentic opportunities to apply character values in real-life scenarios. SDN Kalideres 04 demonstrated stronger reflection mechanisms and leadership roles for students, supporting deeper internalization of values. However, SDN Tangerang 14 lacked structured follow-ups, which limited the depth of value reinforcement. These findings suggest that implementation must be intentionally designed not just for activity delivery, but also for value meaning-making.

Supervision in both schools aligned partially with educational management theories proposed by [26], and Robbins and Coulter [24], which emphasize the importance of evaluation and feedback in program success. SDN Kalideres 04 employed a more systematic and documented evaluation system, allowing for measurable reflection and adaptation. Meanwhile, SDN Tangerang 14 relied on informal conversations, which although meaningful, lacked consistency and archival value. This supports Shenton's (2004) argument that without structured feedback, program effectiveness cannot be reliably improved.

The study underscores the importance of integrating scouting into the broader framework of school-based character education. Value-based scout management is not

merely an extracurricular task but a strategic approach to instill values like responsibility, integrity, cooperation, and leadership in young learners. When managed well, scouting becomes a microcosm of democratic values and social responsibility in practice. However, as evident in the findings, managerial gaps particularly in communication, documentation, and reflection can weaken the potential impact.

In sum, this research contributes to the literature by providing a comprehensive view of how value-based scout management functions as both a pedagogical and managerial strategy. The key takeaway is that sustainable character development through scouting requires more than good intentions it demands clear planning, role definition, participatory implementation, and continuous reflective supervision.

5 Conclusion

Based on the research findings, it can be concluded that value-based scout management which includes planning, organizing, implementation, and supervision has contributed significantly to shaping the character of elementary school students. SDN Kalideres 04 demonstrated a more systematic and well-documented approach, while SDN Tangerang 14 emphasized participation and flexibility, although it still faced challenges in maintaining consistency in implementation and evaluation. Values such as responsibility, cooperation, discipline, and leadership were successfully internalized through scouting activities that were contextually designed and reflective in nature.

It is recommended that schools develop a more structured and data-driven system of scout management by strengthening documentation, value reflection, and stakeholder involvement. School principals and scoutmasters should enhance coordination, design activity guidelines that integrate with character education, and conduct continuous evaluation to ensure program sustainability. Thus, scouting activities can serve as a relevant and long-term strategy for character education among students.

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