Managing Scout Based Extracurricular Activities to Strengthen Student Discipline in Senior High Schools: A Case Study from Indonesia

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Abstract. This study explores the management of Scout-based extracurricular learning as a strategic approach to strengthening student discipline in senior high schools. Amid increasing emphasis on character education in the 21st century, Scouting offers a practical, experience-based model for fostering core values such as responsibility, time management, and self-regulation. Using a qualitative case study design, research was conducted at SMAN 6 Kota Tasikmalaya and SMAN 1 Cisayong, selected for their active Scouting programs. Data were collected through in-depth interviews, participant observations, and document analysis, and analyzed using an interactive model involving data reduction, display, and verification. The findings reveal that effective Scout learning management includes structured planning, distributed leadership, experiential implementation, and authentic evaluation. These elements contribute significantly to shaping student discipline in daily school life. Supporting factors include strong leadership, trained Scoutmasters, motivated students, and adaptive institutional strategies, while challenges such as funding constraints and limited infrastructure are addressed through creative solutions. The study concludes that Scout-based learning is a powerful and scalable model for character education when supported by collaborative ecosystems. It recommends institutional support, capacity building, and policy integration to maximize its transformative potential in school culture.

Keywords: Scout education, extracurricular management, student discipline, character development, experiential learning

1   Introduction

Education in the 21st century demands that schools not only focus on academic achievement but also on shaping students' character integrity, discipline, and responsibility[1]. The global demand for resilient and adaptive human resources requires senior high schools to systematically reinforce character education. Law Number 20 of 2003 on the National Education System clearly states that the primary goal of education is to develop students' potential to become individuals who are

faithful, pious, noble in character, healthy, knowledgeable, capable, creative, independent, and responsible citizens[2], [3].

Among the various character values, discipline stands out as a fundamental element in education. Discipline is not merely about compliance with rules, but also involves self-regulation, responsibility, and behavioral consistency[4], [5]. In this regard, extracurricular activities particularly Scouting (Pramuka) serve as effective learning platforms, as they emphasize direct engagement and value internalization through real-life experiences (*experiential learning*) [6]–[8]. As stipulated in Ministerial Regulation No. 63 of 2014, Scouting is a compulsory extracurricular activity in secondary education and has been proven to instill values such as leadership, accountability, cooperation, and especially discipline[9].

However, the effectiveness of Scouting in character formation is highly dependent on the quality of its learning management. Effective learning management involves structured planning, resource organization, meaningful activity implementation, and systematic evaluation. This aligns with the principles of Fayol [10] and Terry[11], who emphasized that the success of educational activities relies heavily on professional and adaptive management practices. In reality, many schools face significant challenges such as limited facilities, a shortage of active instructors, low student motivation, and minimal parental involvement. Consequently, Scouting is often reduced to a formality without significant impact on student behavior.

Several studies have affirmed the positive correlation between Scouting participation and student discipline. Hairiyah [12] found that active involvement in Scouting activities significantly improves high school students' discipline levels. Similarly, Mahmud [13] confirmed that greater student participation in Scouting contributes positively to their independence and rule compliance. Research by Suratman [14], [15]further supports this claim, emphasizing that well-managed Scouting programs directly impact students' behavioral development. Nevertheless, most of these studies focus only on the correlational relationship and do not deeply examine how the learning management of Scouting is implemented as a strategic approach to character education.

This study aims to fill that gap by exploring the learning management of Scouting extracurricular activities within the context of fostering student discipline. The research does not merely establish links between activities and behavioral outcomes, but also investigates how the key managerial functions planning, organizing, implementing, and evaluating are carried out in practice, as well as the supporting and inhibiting factors involved.

The urgency of this study lies in the need to build an integrative, contextual, and sustainable managerial approach for Scouting programs as a vehicle for character development. Using case studies from SMAN 6 Kota Tasikmalaya and SMAN 1 Cisayong in Tasikmalaya Regency, this research is expected to contribute theoretically to the development of character-based educational management and offer practical insights for other schools in optimizing extracurricular activities that have measurable impacts on students' discipline.

2   Method

This study employed a qualitative approach with a case study design. The qualitative approach enabled the researcher to understand and interpret the phenomenon in depth within its natural and social context, while also exploring the subjective meanings derived from individual experiences[16]. A case study design was selected because it provides comprehensive insights into a system or phenomenon within its real-life setting, particularly when the boundaries between the phenomenon and its context are unclear[17]–[19]. The research was conducted at two senior high schools SMAN 6 Tasikmalaya and SMAN 1 Cisayong selected purposively due to their active implementation of Scouting programs and relevant characteristics aligned with the objectives of the study. The research subjects consisted of school principals, Scoutmasters, and students actively involved in the Scouting extracurricular activities.

Data were collected using a triangulation of methods, including in-depth interviews, participant observation, and document analysis. In-depth interviews were conducted to gather rich narratives related to the experiences of school principals, Scoutmasters, and students in managing and participating in Scouting activities. Participant observation was used to directly observe Scouting activities, leadership dynamics, and student discipline behaviors during regular meetings and special events. Document analysis involved reviewing Scouting program plans, attendance records, evaluation reports, and school discipline records [20], [21]. In qualitative research, the researcher acts as the primary instrument (human instrument), as their interaction with subjects and the field context is integral to the research process[22], [23]. Supporting tools included interview guides, observation sheets, instrument grids, and documentation checklists to ensure clarity and systematization during the data collection process.

To ensure data trustworthiness, this study applied the four criteria proposed by Lincoln and Guba [22], [24]: credibility, transferability, dependability, and confirmability. **Credibility** was achieved through data triangulation and member checking. **Transferability** was addressed by providing thick contextual descriptions of both schools and their respective programs. **Dependability** and **confirmability** were strengthened through an audit trail and systematic documentation of the entire research process [25].

Data were analyzed using the interactive model from Miles, Huberman, and Saldaña (Miles et al., 2014), which consists of three key phases: (1) **data reduction**, which involved selecting, simplifying, and organizing raw data into meaningful categories; (2) **data display**, which presented data in the form of narratives, matrices, and simple visualizations; and (3) **conclusion drawing and verification**, conducted continuously to ensure the accuracy and consistency of the findings. The analysis was conducted simultaneously with the data collection process, allowing the researcher to respond adaptively to developments and emerging insights in the field.

The research was conducted from February to July 2025, encompassing preparation, field data collection, and data analysis, culminating in the development of the final research report. This approach is expected to offer substantive contributions to the practice of extracurricular learning management and character education, particularly

in strengthening student discipline through Scouting activities in Indonesian senior high schools.

3   Results

3.1   Planning of Scout-Based Extracurricular Learning

Based on the findings from SMAN 6 Kota Tasikmalaya and SMAN 1 Cisayong, the planning of Scout-based extracurricular activities has been systematically carried out and positioned as a strategic part of the schools' character-building agenda, particularly in fostering student discipline. Both schools have developed annual Scouting programs that include activity schedules, organizational structures, instructional strategies, and success indicators targeting attitudes, behavior, and student responsibility.

At SMAN 6, planning focuses on character development through both routine and incidental activities, with an emphasis on weekly drills, camping, and social service events. In contrast, SMAN 1 Cisayong employs a more collaborative approach through an annual coordination meeting involving all extracurricular mentors led by the Vice Principal for Student Affairs. This indicates a different emphasis: SMAN 6 prioritizes program continuity, while SMAN 1 emphasizes synergy across extracurricular activities.

Various stakeholders are involved in the planning phase. At SMAN 6, the Scoutmaster and the school principal (as Mabigus) jointly design the schedule with the Ambalan council. Meanwhile, at SMAN 1 Cisayong, in addition to Scoutmasters and student representatives, parent delegates are also invited to planning meetings to provide input on timing and logistical support. One Scoutmaster at SMAN 1 explained:

"Every academic year, we hold a major meeting to design the program. It's not just the Scout leaders; school administrators and even some parents are involved." (Interview, March 15, 2025)

Planning documents from both schools share a similar format: annual activity calendars, weekly schedules, guidance for troop/patrol management, and discipline indicators such as attendance, task responsibility, and uniform compliance. SMAN 6 places greater emphasis on traditional Scouting practices such as signaling, pioneering, and community service, while SMAN 1 Cisayong integrates cross-cutting themes like environmental awareness, literacy, and mental health. These differences reflect each school's contextual adaptability in program design.

In general, both schools adopt collaborative and student-centered planning approaches. This aligns with educational management theory, which emphasizes planning as the foundation for effective extracurricular programming [10], [26]. Furthermore, the active involvement of student councils in shaping activity agendas particularly within the Ambalan structure demonstrates the practice of *student agency*, consistent with 21st-century education principles.

A notable distinction lies in documentation and monitoring systems. SMAN 6 utilizes printed schedules and manual logbooks updated during each meeting, while SMAN 1 has begun using basic digital spreadsheets to track attendance and

participation. Although simple, the digital initiative at SMAN 1 reflects adaptive leadership and increased efficiency in program management, in line with concepts of technology-enhanced learning administration[27].

In the context of character education, both schools' planning processes are directed toward concrete, measurable indicators. Discipline is not only defined as punctuality but also as consistent responsibility in group tasks, task completion, and adherence to the Scout honor code. This shows that planning is not merely normative, but rather practical and oriented toward observable learning outcomes.

In conclusion, both SMAN 6 and SMAN 1 Cisayong have developed strategic, participatory, and values-based planning systems for their Scout extracurricular programs. While differing in technical execution and technology usage, both demonstrate strong institutional commitment to Scouting as a key vehicle for shaping student discipline. These practices reflect an integrated model of character-focused extracurricular learning management that aligns school vision, leadership roles, and active student participation.

3.2 Organization of Scout-Based Extracurricular Activities

The organization of Scout extracurricular activities at SMAN 6 Kota Tasikmalaya and SMAN 1 Cisayong reflects a structured, adaptive, and participatory management model that supports character education through student engagement and collaborative leadership. Both schools have established clear organizational structures involving school leaders, Scoutmasters, and student councils (*Dewan Ambalan*), supported by facilities and school policies that recognize Scouting as a core component of student development.

At SMAN 6, the organizational framework is relatively centralized, with the principal serving as Mabigus (head of the Scout movement), supported by one or two main Scoutmasters who lead the planning and implementation. The school provides dedicated facilities, such as a Scout secretariat room, equipment storage, and access to the sports field for outdoor training. Student roles are divided into small patrol units (*sangga*), with responsibilities assigned to patrol leaders, secretaries, treasurers, and coordinators for each activity. This structure allows for regular coordination and hierarchical flow of duties from school leaders down to individual students.

In contrast, SMAN 1 Cisayong has implemented a more distributed leadership approach. The organizational structure includes a larger Scout leadership board at the student level, with positions such as male and female *Pradana* (head scouts), deputies, scribes, treasurers, traditional advisors (*Pemangku Adat*), and thematic coordinators (e.g., environment, social service, and discipline). The vice principal for student affairs plays an active supervisory role, ensuring alignment between the Scout program and the school's broader character education goals. This model fosters broader participation and cultivates leadership capacity among students.

Observations revealed that both schools assign specific roles and responsibilities to students, thereby promoting discipline through task accountability. Each Scout group is responsible for managing attendance, organizing equipment, leading group

discussions, and reporting to Scoutmasters. This system encourages self-governance and teamwork. One student leader from SMAN 1 explained:

"Each week we rotate leadership within the patrol, so everyone learns to take responsibility. We're also in charge of checking attendance and preparing materials before activities." (Interview, March 2025)

Facilities and resources also play a critical role in organizational effectiveness. While SMAN 6 has a dedicated storage space and utilizes natural environments for simulations and outdoor exercises, SMAN 1 compensates for limited infrastructure by creatively using school halls and classrooms during bad weather. Both schools have adapted their activities to the availability of space and time, which reflects the application of a flexible, resource-based organizational model.

The Scoutmasters at both schools act not only as instructors but as facilitators and role models. Their leadership is rooted in *among systems* (mentorship and guidance), in line with Ki Hajar Dewantara's educational philosophy. Regular coordination meetings are held between Scoutmasters, the student council, and school management to ensure that each activity aligns with the weekly and monthly learning goals. This reinforces the concept of a *learning organization* in which school communities work collaboratively to reflect, plan, and act [28].

Documentation and communication mechanisms vary between schools. SMAN 6 employs written reports and attendance logs for each activity, while SMAN 1 has initiated digital documentation through shared online folders and messaging apps to improve coordination and archiving. These practices reflect a progressive shift toward transparent and accountable student governance and provide accessible records for program monitoring and evaluation.

In summary, both schools exhibit strong organizational systems for managing Scout extracurricular programs. SMAN 6 follows a more centralized and traditional format, while SMAN 1 emphasizes distributed leadership and broader student participation. Despite differences, both approaches successfully foster discipline, responsibility, and leadership skills among students through structured delegation, consistent routines, and alignment with character education principles.

3.3 Implementation of Scout-Based Extracurricular Activities

The implementation of Scout activities at SMAN 6 Kota Tasikmalaya and SMAN 1 Cisayong is grounded in the principle of experiential learning, emphasizing learning through direct involvement in real-life contexts. Both schools adopt structured weekly routines and thematic programs that integrate character values especially discipline into every stage of the activity cycle, from preparation to reflection.

At SMAN 6, activities are conducted regularly on Fridays after school, with a fixed agenda that includes flag ceremonies, patrol meetings, skill-building exercises (such as signaling, knots, pioneering), and brief evaluations. The learning model used is learning by doing, allowing students to internalize values through hands-on experience. Activities such as cleaning campaigns, camping simulations, and emergency response drills are designed not only to train skills but also to reinforce time management, teamwork, and compliance with instructions.

SMAN 1 Cisayong, while implementing similar core activities, places stronger emphasis on integrating thematic learning into Scouting. For example, environmental awareness is implemented through reforestation projects and waste sorting, while leadership is trained through simulation of organizational meetings. Students are encouraged to initiate and lead small projects within their patrols, supervised by Scoutmasters. This autonomy cultivates intrinsic motivation and accountability, aligning with self-determination theory [29].

Both schools apply the code of honor (*Trisatya* and *Dasa Dharma*) as the ethical and behavioral foundation of Scouting. These codes are repeated during opening ceremonies and referenced throughout the activities as a way to remind students of expected conduct. According to Scoutmasters interviewed, students gradually demonstrate improved punctuality, responsibility, and team collaboration over time, especially those given specific leadership or logistical tasks.

The implementation process also reflects instructional scaffolding. Scoutmasters act as facilitators rather than authoritarian figures, guiding students through stages of task completion while allowing them to make decisions and learn from mistakes. Peer learning is actively promoted, with senior Scouts mentoring juniors during complex tasks or simulations. This peer mentorship strategy reinforces discipline and competence within the patrols, while building a sense of mutual respect and shared responsibility.

Both schools reported that implementing Scout activities had tangible effects on students' disciplinary behavior in daily school life. Teachers and administrators noted improvements in attendance, punctuality, uniform compliance, and classroom behavior. One vice principal at SMAN 6 commented: *"Students who are active in Scouting are noticeably more disciplined and confident. They know how to organize themselves and others, especially when it comes to time and responsibility."* (Interview, March 2025)

Challenges during implementation include weather constraints for outdoor activities, varying student motivation, and occasional scheduling conflicts with academic programs. However, schools address these issues by providing indoor alternatives, rotating responsibilities among students to maintain engagement, and coordinating closely with academic staff to avoid overlaps. These adaptive strategies are part of a broader commitment to sustaining the Scout program as an integral part of school culture.

In conclusion, the implementation of Scout activities at both schools is dynamic, learner-centered, and character-oriented. By embedding discipline into every component from routines to responsibilities these schools have successfully transformed extracurricular programming into a platform for sustainable character development. The integration of experiential methods, ethical codes, student autonomy, and structured mentorship underscores the pedagogical strength of Scouting as a vehicle for discipline education.

3.4 Evaluation of Scout-Based Learning Activities

Evaluation plays a critical role in maintaining the quality and consistency of Scout-based extracurricular learning at both SMAN 6 Kota Tasikmalaya and SMAN 1 Cisayong. Each school has developed its own monitoring and evaluation mechanisms to assess not only participation and attendance but also behavioral outcomes such as discipline, responsibility, and teamwork. Evaluation is conducted continuously throughout the academic year and is closely linked to student character development goals.

At SMAN 6, evaluation is primarily conducted through weekly debriefings, patrol leader reports, and teacher observations. Scoutmasters collect data on student punctuality, task completion, initiative during group activities, and adherence to rules such as proper uniform and respectful behavior. These observations are recorded in physical logbooks, which serve as an archive for student growth. In addition, reflective discussions are held after each major activity to reinforce lessons learned and correct undesirable behaviors.

In SMAN 1 Cisayong, the evaluation process is more formalized and partially digitized. Student attendance and task performance are recorded through shared spreadsheets managed by patrol leaders and overseen by Scoutmasters. Monthly coordination meetings are held to discuss performance trends and identify students needing additional support. This approach reflects an emerging practice of authentic assessment, which measures students' behavioral and social competencies based on real engagement rather than standardized tests.

Both schools incorporate peer evaluation into their Scout routines. Students are encouraged to provide feedback to one another during group activities and simulations. This peer-led feedback process not only promotes accountability but also reinforces discipline as a shared cultural norm. According to Scoutmasters, students respond more positively to feedback from peers, especially when presented constructively and linked to shared goals such as team efficiency or patrol success.

The evaluation also includes reward and recognition systems to reinforce desired behaviors. At SMAN 6, students who demonstrate exceptional leadership or consistent discipline receive symbolic rewards such as badges, certificates, or leadership roles. SMAN 1 integrates recognition into school assemblies and bulletin boards to publicly highlight positive contributions. These strategies are grounded in positive behavior support (PBS) frameworks, which emphasize proactive reinforcement over punitive measures.

Importantly, the evaluation process is not only focused on individual performance but also on group dynamics. Both schools assess the overall cohesion and effectiveness of each patrol, including their ability to coordinate tasks, resolve conflicts, and maintain discipline within their teams. This group-level assessment fosters collective responsibility and supports the broader goal of shaping disciplined communities rather than just compliant individuals.

Informants from both schools acknowledged that integrating evaluation with learning goals has strengthened the impact of Scout activities on student discipline. A Scoutmaster from SMAN 1 stated:

"We no longer see evaluation as a punishment system, but as a way to help students grow. Discipline is not just about following rules it's about learning from your actions and doing better next time." (Interview, March 2025)

In conclusion, both SMAN 6 and SMAN 1 Cisayong have developed evaluation models that align with the principles of holistic character education. Through ongoing observation, structured feedback, peer review, and reward systems, they have transformed evaluation into a meaningful and developmental component of Scout learning. These practices not only promote discipline but also instill self-awareness, accountability, and a commitment to continuous improvement.

3.5   Supporting Factors in the Management of Scout-Based Learning

The success of Scout extracurricular programs in shaping student discipline at SMAN 6 Kota Tasikmalaya and SMAN 1 Cisayong is strongly influenced by a range of supporting factors. These factors include leadership commitment, the availability of competent Scoutmasters, student enthusiasm, institutional support, and the presence of a supportive school culture that values character education alongside academic achievement.

One of the most significant enablers is the leadership commitment from school principals and vice principals, who position Scouting as a priority program within the school's vision and planning. In both schools, the principal assumes the role of *Mabigus*, symbolizing direct institutional endorsement. This commitment is not only symbolic but also operational, as school leaders allocate budget, time, and facilities for Scout activities. Such leadership reflects principles of instructional and transformational leadership, which have been widely associated with the development of sustainable character education [30].

The role of dedicated and trained Scoutmasters is also critical. Both schools have Scout leaders who have completed formal Scout education programs such as *Kursus Mahir Dasar* (KMD), ensuring that they possess not only technical skills but also pedagogical knowledge in leading character-based programs. Their consistency, mentorship, and ability to connect with students have built trust and engagement, particularly in managing discipline issues with empathy and guidance.

Student motivation also emerged as a key supporting factor. Many students participate voluntarily and show genuine interest in Scouting, particularly due to its active and outdoor nature. The rotational leadership system within patrols offers students the chance to take on responsibility, develop autonomy, and gain recognition among their peers. This aligns with student-centered learning theories that emphasize the importance of agency, engagement, and meaningful participation in shaping character outcomes.

From an institutional perspective, both schools offer sufficient infrastructural support, including access to fields, storage for equipment, and designated time slots in the school calendar. SMAN 6 benefits from a dedicated Scout room and proximity to open spaces for outdoor activities. SMAN 1, despite limited facilities, maximizes available spaces creatively and receives logistical support from the school

administration, including printing materials and lending audiovisual equipment when needed.

Parental support and community involvement also reinforce Scout programming. At SMAN 1, several parents have contributed materials or logistical help for camps and outdoor events. The school engages parents through regular information sharing and invitations to Scout ceremonies. This aligns with Bronfenbrenner's **ecological systems theory**, which emphasizes the importance of mesosystem interactions such as school-family collaboration in shaping student behavior.

A strong **organizational culture** that values discipline, leadership, and service contributes to the sustainability of Scout activities. Both schools have embedded Scout values into broader school routines and policies, such as using Scout leaders as discipline ambassadors and role models within the school environment. This helps institutionalize the values learned in Scouting and reinforce them beyond extracurricular time slots.

Moreover, **peer support and camaraderie** among students were identified as significant psychological enablers. Students often cited the sense of belonging and friendship in patrols as a motivating factor. Working in teams and solving problems collaboratively not only nurtures social-emotional learning but also creates internal motivation to adhere to rules and norms.

In conclusion, the effectiveness of Scout extracurricular programs in developing student discipline is not the result of isolated efforts, but rather the outcome of multiple interconnected supporting factors. Leadership, teacher capacity, student engagement, institutional infrastructure, and community partnerships together create a holistic ecosystem that enables character education to thrive through Scouting.

3.6 Inhibiting Factors and Strategic Solutions in Scout Learning Implementation

Despite the overall success of Scout-based extracurricular programs in promoting student discipline, both SMAN 6 Kota Tasikmalaya and SMAN 1 Cisayong face several challenges in their implementation. These inhibiting factors include limitations in funding, infrastructure constraints, fluctuating student motivation, scheduling conflicts, and a lack of consistent parental involvement.

One of the most prominent constraints is **financial limitation**. Although schools allocate budgets for extracurricular activities, the amount is often insufficient to cover all needs of the Scouting program especially for equipment, camping logistics, and training materials. At SMAN 1, Scoutmasters reported having to rely on voluntary donations or reuse old equipment. This situation often limits the scope and variety of activities that can be organized. In response, both schools implement **cost-saving strategies**, such as using recycled materials, conducting simulations instead of full camps, and partnering with local community organizations for resource sharing.

Infrastructure limitations are another critical barrier, particularly at SMAN 1 Cisayong, where there is limited open space for outdoor activities and a lack of dedicated storage for Scout equipment. During the rainy season or when classrooms are fully booked, Scout activities must be relocated or postponed. To overcome this, the

school has devised adaptive scheduling and creatively utilizes indoor spaces like corridors or multipurpose rooms, demonstrating an **organic organizational approach** (Stalker, 2015) that responds flexibly to environmental constraints.

Student motivation also poses challenges. While many students participate actively, others show inconsistent attendance or engagement, especially when under academic pressure or nearing examination periods. Both schools address this issue by rotating leadership roles, providing recognition incentives, and linking Scouting participation with positive disciplinary records. These strategies align with the **self-determination theory**, aiming to boost intrinsic motivation through autonomy, competence, and relatedness.

Another recurring issue is **scheduling conflict**. Scout activities are sometimes disrupted by academic events, exams, or other extracurricular programs, causing inconsistency in program delivery. Both schools have sought solutions by coordinating closely with the vice principal for curriculum and revising the Scout calendar to avoid overlaps. At SMAN 6, online communication tools are used to ensure quick adjustments and disseminate updates to students and parents in real time.

Parental involvement, while beneficial when present, remains limited in consistency. Many parents view Scouting as optional or secondary to academic performance. This perception hinders home-school collaboration in reinforcing discipline-related values. To address this, both schools have increased communication efforts by inviting parents to major Scout events, sending periodic updates via messaging platforms, and integrating Scout progress reports into general school reporting systems.

Weather and environmental conditions also affect outdoor program continuity. Unpredictable rainfall and heat sometimes compromise physical safety and program effectiveness. In response, both schools maintain contingency plans and develop **weather-proof modules**, such as indoor games, leadership workshops, and first aid training, to ensure that character-building objectives are still met despite changes in activity format.

Lastly, **the availability of trained Scoutmasters** is not always guaranteed. Both schools rely heavily on a few core Scout leaders, and a lack of additional trained personnel makes it difficult to expand the program or maintain ideal student-to-leader ratios. To resolve this, SMAN 1 has initiated efforts to build internal capacity by encouraging teachers to enroll in basic Scout leadership training (*KMD*), while SMAN 6 collaborates with alumni as volunteer co-facilitators.

In conclusion, the implementation of Scout-based learning programs faces several structural, contextual, and human resource challenges. However, both schools demonstrate a proactive and adaptive response to these obstacles. Their strategic use of community partnerships, flexible planning, creative resource management, and motivational strategies provides a replicable model for sustaining character education through Scouting, even in resource-limited settings.

4 Discussion

The findings of this study confirm that the management of Scout-based extracurricular learning plays a significant role in shaping student discipline in senior high schools. Both SMAN 6 Kota Tasikmalaya and SMAN 1 Cisayong have demonstrated structured, adaptive, and student-centered approaches that align with the core principles of character education. Their practices support the view that discipline is not simply the enforcement of rules, but a behavioral outcome cultivated through meaningful experience, mentorship, and institutional culture.

The planning phase in both schools reflects strategic intent and collaborative spirit. The involvement of multiple stakeholders including school leaders, Scoutmasters, student councils, and in some cases parents indicates an understanding of planning as a shared responsibility. This finding supports the model of **distributed instructional leadership** [31], where authority and decision-making are distributed to enhance ownership, relevance, and commitment. The planning documents revealed alignment between activity design and character-building objectives, particularly in discipline, teamwork, and responsibility.

Moreover, the inclusion of students in the planning process through Dewan Ambalan structures aligns with the concept of **student agency**. By empowering students to co-design the learning agenda, schools are not only promoting engagement but also cultivating metacognitive awareness and a sense of accountability. This reinforces the idea that discipline is more effectively internalized when students are trusted as co-leaders rather than passive participants[32].

In terms of organizational structure, the comparison between the more centralized model at SMAN 6 and the distributed leadership model at SMAN 1 shows that both can be effective if aligned with school culture and capacity. The centralized model allows for consistency and efficient coordination, while the distributed model promotes leadership development among students. These structures support learning organization theory [28], wherein institutions continuously adapt through collaborative learning and reflection.

The implementation of Scout activities at both sites aligns strongly with experiential learning theory [33]. Activities such as pioneering, patrol management, and community service provide authentic contexts for students to experience, reflect, conceptualize, and act. These learning cycles contribute to discipline not through external control, but through internal understanding of the value of structure, time management, and cooperation.

Additionally, the use of scaffolding by Scoutmasters where mentors guide without dominating supports Vygotsky's zone of proximal development and Bandura's social learning theory. Students are able to observe, imitate, and eventually master disciplined behaviors through modeling and peer interaction. The culture of peer mentorship and group accountability observed in both schools fosters relational discipline, where students uphold norms out of respect and group identity rather than fear of punishment.

The evaluation systems in place at both schools reflect a progressive approach to assessment. By emphasizing reflection, peer review, and recognition over punishment, the schools apply principles of **authentic assessment** and **positive behavior support**

(PBS). This supports the shift from reactive discipline policies to proactive, educational strategies aimed at long-term character development.

Supporting factors such as leadership commitment, teacher competence, and student enthusiasm form the enabling environment for these practices to flourish. These align with Bronfenbrenner's ecological systems theory, which posits that student behavior is shaped not in isolation but within nested systems of influence school, family, peers, and broader community[34]. Schools that leverage these systems collaboratively tend to produce more sustainable character outcomes.

However, challenges such as limited funding, infrastructure gaps, and fluctuating motivation levels reveal the importance of adaptive leadership [35]. The schools' ability to innovate through resource improvisation, alternative scheduling, and digital tools demonstrates resilience and reinforces the idea that effective character education does not require perfection, but consistent responsiveness to context.

The finding that students who actively participate in Scouting exhibit better classroom behavior and academic discipline resonates with broader literature on non-cognitive skill development. Participation in structured extracurriculars has been linked to gains in executive functioning, grit, and self-control traits that correlate with long-term success in both academic and personal.

Furthermore, the strategic integration of Scouting with formal school policies such as assigning Scout leaders as discipline role models bridges the gap between extracurricular and curricular learning. This hybridization contributes to a whole-school approach to character education, where all domains of school life reinforce shared values, rather than compartmentalizing "discipline" into isolated interventions.

In conclusion, the discussion confirms that Scout-based extracurricular learning when managed strategically and inclusively can serve as a powerful platform for cultivating student discipline. The experience of both schools highlights that character development is not the product of singular events, but the cumulative effect of consistent structure, relational leadership, experiential practice, and supportive ecosystems. These insights contribute to the growing body of evidence supporting extracurricular learning as a core pillar of holistic education reform.

5   Conclusion

This study concludes that effective management of Scout-based extracurricular programs significantly contributes to the development of student discipline in senior high schools. Both SMAN 6 Kota Tasikmalaya and SMAN 1 Cisayong have demonstrated that strategic planning, participatory organization, experiential implementation, and authentic evaluation are essential components in cultivating responsible, disciplined behavior among students. The success of these programs is further supported by committed leadership, trained Scoutmasters, engaged students, and adaptive responses to logistical challenges. Discipline, as observed, emerges not from coercion but from consistent practice, shared responsibility, and the internalization of values within a supportive school culture.

Based on these findings, it is recommended that schools institutionalize Scout-based character education as an integrated part of the formal educational framework. Schools should allocate sufficient resources, provide ongoing training for Scout leaders, and strengthen collaboration with parents and communities to maximize impact. Furthermore, policymakers are encouraged to support scalable models of extracurricular learning that emphasize student agency and non-cognitive skill development. Future research could explore long-term effects of Scout participation using longitudinal or mixed-method approaches to further validate the role of Scouting in educational transformation.

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15