

Implementation of discipline character education through scout activities at elementary school

Delan Wardhana Fajar*, Puri Selfi Cholifah, Erif Ahdhianto

Primary School Teacher Education, Early Childhood and Primary School Teacher Education, Faculty of Educational Sciences, State University of Malang

Corresponding author: delanwardhana27@gmail.com, puri.selfi.fip@um.ac.id, erif.ahdhianto.fip@um.ac.id

Submitted/Received 21 March 2024; First Revised 13 May 2024; Accepted 25 May 2024
First Available Online 1 June 2024; Publication Date 1 June 2024

Abstract

Disciplined character education through scout activities is an effort to develop and familiarize scout members to become disciplined individuals. This research aims to describe the implementation of disciplined character education through scout activities at SDN Grujugan Lor 1. This type of research is descriptive qualitative. The informants in this research were school principals, scout leaders and scout members. Data collection in research uses observation, interviews and documentation. Data were analyzed through data reduction, data presentation and conclusions. Data validity checking techniques use extended observations, increased persistence, and triangulation. The results of this research show that scout leaders implement disciplined character through scout activities including 4 discipline indicators, namely time discipline, discipline in obeying rules, attitude discipline, and worship discipline. Scout leaders in implementing disciplined character education through scouts apply strategies by providing advice, example, habituation, and punishment or sanctions for those who break the rules. Supporting factors are that the scoutmaster has completed the basic and advanced scoutmaster courses, full parental support, and complete infrastructure. The inhibiting factors are the large number of scout members, short time, and there are some scout members or students who don't like scout activities.

Keywords: Implementation; Discipline; Scouting.

INTRODUCTION

Character education is a fundamental element in education. It represents teachers' efforts to instill and shape students' character (Priantini et al., 2019), as echoed by (Akbar et al., 2021). Character education is an initiative aimed at influencing students' character development. In today's era, strengthening character education has become an urgent necessity due to numerous incidents indicating a decline in moral values among children. Initiating character education reinforcement from an early age is crucial.

Character education enables learners to serve as the foundation for building the nation's character. It is considered crucial to instill character education in early childhood to develop attitudes and behaviors reflecting good morals (Hartati, 2017). The aim of character education is to cultivate a strong and moral personality in learners, enabling them

to embody positive values and behaviors in their daily lives. Character education has the capacity to unearth and instill positive values in students that can be applied in daily life (Lestari & Mustika, 2021). One essential character value is discipline.

Discipline is the ability of an individual to control oneself, adhere to rules, and carry out responsibilities responsibly. The need to enhance the discipline character value in elementary schools is driven by the increasing instances of non-compliance with school rules exhibited by many students (Wuryandani et al., 2014). Examples of undisciplined behavior include tardiness, littering, and incomplete use of required materials. Discipline in education is a key factor in achieving academic success and personal development for students, making it essential for schools to effectively implement character education focusing on discipline.

The discipline is still imperfect when implemented solely through classroom learning activities; therefore, there needs to be supportive activities to achieve good discipline (Kurniawan et al., 2023). One such supportive activity is scouting. Scouting activities serve as a supportive element in shaping children's discipline (Ningrum et al., 2020). Through scouting activities, effective character building in discipline for students can be achieved.

Scouting, a popular extracurricular activity in schools, can serve as an effective means to implement discipline character education (Syafiudin, 2021). Scouting can be used as a reference for cultivating discipline through the development of students' manners, habits, and morals. Through scouting activities, students can learn about the importance of discipline in daily life and develop disciplined attitudes in various situations. The scouting movement can provide young generations with moral education and values that support character formation, particularly in the aspect of discipline.

Based on previous research conducted by Evayanti (2018) on Character Education in Discipline Through Scout Extracurricular Activities at SDN Gedongkuning, signs of discipline character are already evident, such as students arriving on time, dressing appropriately, and adhering to rules. The instilled values of discipline include obedience, orderliness, compliance, loyalty, and regularity. Scouting as an extracurricular activity provides benefits in helping students develop character through personality training integrated into scouting activities.

Research by Suprayitno et al. (2020) states that by implementing strategies including guidance, habituation, games, and repeated advice indirectly, students' characters can be formed. Positive responses from students towards scouting extracurricular activities are also evident. Students gain many benefits that can be applied in daily life through their participation in these activities. Another study by Musrianah et al. (2022) also supports the notion that scouting activities can shape students' discipline character.

Based on observations and interviews conducted on September 29, 2023, scouting practices are held once a week every Saturday from 10:30 to 11:30 AM at SDN Grujugan Lor 1. Scout activities at SDN Grujugan Lor 1 are conducted outside the classroom to provide creative elements and prevent students from getting bored indoors. Scout leaders provide educational games to inspire scout members and deliver scout materials to them. In the implementation at SDN Grujugan Lor 1, there are three scout leaders: one external scout leader and two teachers from SDN Grujugan Lor 1. According to interviews with the scout leaders who are teachers at SDN Grujugan Lor 1, some students still litter, have incomplete attire, and arrive late to school.

Similar issues found at SDN Grujugan Lor 1 are also observed in other schools such as SDN Gedongkuning and SDN 18 Gresik. Instances of student indiscipline, such as littering, tardiness, and incomplete uniform adherence, persist. Therefore, relevant activities are necessary to educate students on discipline character. One of the implementations of discipline character education at SDN Grujugan Lor 1 is through scouting activities. These scouting activities are conducted as part of SDN Grujugan Lor 1's efforts to implement discipline character education. The purpose of this study is to describe the implementation of discipline character education through scouting activities at SDN Grujugan Lor 1 and to outline the supporting factors and barriers in its execution.

RESEARCH METHODOLOGY

This study is a qualitative descriptive research aimed at obtaining in-depth information regarding the implementation of discipline character education through scouting activities at SDN Grujugan Lor 1. The research took place at SDN Grujugan Lor 1, located at Jl. Tamanan No.129 Grujugan Lor, Kec Jambesari Darus Sholah, Kab. Bondowoso, East Java, with postal code 68263. The research period started from January 6, 2024, and concluded on February 24, 2024.

The primary data sources for this research included the school principal, scout leaders, and scout members at SDN Grujugan Lor 1. Secondary data sources consisted of documents, records, and photographic documentation of scouting activities at SDN Grujugan Lor 1, Bondowoso Regency.

The research instruments used for data collection included observation guidelines, interview guidelines, and documentation guidelines. Data collection methods applied were participant observation, structured interviews, and documentation.

Data analysis in this study followed Miles and Huberman's theory (in Sugiyono, 2017), involving data reduction, data display, and conclusion drawing. The validity of the data was ensured through prolonged engagement, persistent observation, and triangulation.

RESULTS AND DISCUSSION

Time Discipline Through Scout Activities at SDN Grujugan Lor 1

Discipline regarding punctuality must be instilled effectively among scout members at SDN Grujugan Lor 1 to foster better personal development. Time discipline is crucial, such as arriving on time and enthusiastically participating in scout activities at SDN Grujugan Lor 1. This aligns with Asmani's view (2012), emphasizing the significance of time discipline in schools, where punctuality reflects students' discipline as perceived by teachers. One of scouting's goals in shaping children's character and mentality is teaching time discipline, consistent with Fatimah & Heliana's perspective (2023), which highlights scouting activities as effective in cultivating students' time discipline.

Based on interviews with the school principal, scout leaders, and two scout members, it is evident that scout members at SDN Grujugan Lor 1 consistently arrive on time, attendance is meticulously recorded, and they are regularly advised to maintain time discipline. This practice enhances their discipline both at school and during scout training sessions, as they are consistently reminded and counseled by their leaders not to underestimate the value of time and to utilize it effectively. These findings resonate

with Syafriaki's observation (2023) that diverse student personalities require specific strategies in their mentoring, starting with consistent counseling. Through continuous guidance, students become aware of their mistakes and develop into disciplined individuals who learn from their errors.

Adherence to Rules Discipline Through Scout Activities at SDN Grujugan Lor 1

Discipline in adhering to rules is a crucial aspect that fosters compliance among scout members with the established regulations. This aligns with Purwaningrum et al. (2022), who define discipline as an individual's capability to adhere to rules, regulations, and norms, and to fulfill tasks or duties responsibly. Adhering to rules during scout activities ensures the smooth operation of scouting activities. Through scouting activities at SDN Grujugan Lor 1, all scout members are instilled with discipline to comply with the rules, such as wearing complete uniforms, maintaining cleanliness, and completing assignments. This corresponds with Purwanti et al. (2020), who suggest that scouting activities cultivate disciplined behavior in students towards rule compliance.

In cases where scout members violate rules, disciplinary actions are educative rather than punitive, as emphasized by Syafriaki (2023). These actions aim to educate and raise awareness among scout members about their mistakes, fostering greater discipline in rule adherence. It is essential that disciplinary actions avoid physical punishment or psychological trauma, ensuring they serve as educational tools that guide and enlighten scout members.

Based on observations conducted, scout members at SDN Grujugan Lor 1 are consistently guided and reminded to follow the rules during scout activities. They are seen adhering to the rules by wearing complete uniforms, maintaining cleanliness, completing assignments, and actively participating in scout activities under the guidance of their leaders. Below is the documentation illustrating disciplined scout members

adhering to the rules during scout activities, as depicted in Figure 1.



Figure 1
Scout members Wearing complete uniforms

The results of observations and documentation are supported by interviews with the principal and scout leader, who stated that the scout leader consistently provides guidance to scout members at SDN Grujugan Lor 1 to adhere to the rules in scouting activities. If any scout members violate these rules, they will be given educational punishments that are not physical in nature.

This is corroborated by statements from two representative scout members from SDN Grujugan Lor 1, who mentioned that the scout leader usually administers educational punishments, such as picking up litter, singing national songs, reciting the Pancasila, Dasa Dharma, and Try Satya. This approach has improved the discipline of scout members at SDN Grujugan Lor due to the consistent positive habits and guidance provided through scouting activities.

The findings of this research align with Asmani's (2012) opinion, which explains that habituation and guidance for students to follow established school rules, such as wearing uniforms with complete attributes, maintaining cleanliness, and submitting assignments, can make students more disciplined.

Behavioral Discipline Through Scout Activities at SDN Grujugan Lor 1

Discipline in behavior is essential for scout members at SDN Grujugan Lor 1. Discipline

is a moral character trait in students, developed through various behaviors that reflect values such as obedience, compliance, orderliness, and neatness (Musbikin I, 2021). At SDN Grujugan Lor 1, behavioral discipline is cultivated through scouting activities. These activities consistently promote disciplined behavior among scout members by instilling proper conduct, such as standing tall and ready during ceremonies, showing respect and politeness to the scout leaders, and demonstrating courtesy and respect towards peers.

This approach aligns with Lickona's (2014) view that habituation is a key factor in the development of moral behavior. The habitual practices instilled by the scout leaders at SDN Grujugan Lor 1 shape the personalities of the scouts, fostering a disciplined character. This is consistent with Syafriaki's (2023) perspective that habituation involves regularly repeated activities to strengthen students' personalities.

Based on observations conducted by the author, scout leaders consistently instill habits related to disciplined behavior among the junior scouts at SDN Grujugan Lor 1. During scouting activities, the scouts exhibit a ready and upright posture, show respect and politeness to the scout leaders, and demonstrate courtesy towards their peers. Documentation of the scouts' disciplined behavior is presented in Figure 2.



Figure 2
Scout members standing ready and upright during scouting activities.

This is supported by statements from two junior scout representatives at SDN Grujugan Lor 1, who noted that the scout leaders

consistently guide scouts to maintain an upright and ready posture during activities, show respect and politeness to the leaders, and demonstrate courtesy towards their peers. These findings are in line with Dita L's (2019) opinion that habitual practices related to behavioral discipline in scouting activities can develop a disciplined character in scouts.

Through Scout Activities at SDN Grujugan Lor 1

Discipline in worship is crucial for all scout members. Discipline encompasses adherence to rules in various aspects of life, such as religion, culture, society, and education, and is formed through actions that reflect values like obedience, compliance, orderliness, and neatness (Dole, 2021). Discipline in worship within scouting activities includes the responsibility of performing worship duties and punctuality. The fundamental principles and methods of scouting provide education on morality, independence, responsibility, and discipline, including discipline in worshipping God. This aligns with Asmani's (2012) view that discipline in worship involves performing religious duties properly and on time.

Teachers must set an example in schools by being diligent and punctual in their worship, so students will follow their lead and consistently practice disciplined worship. Through scouting activities, scouts can train self-control and perform worship with full discipline, which can provide them with peace of mind. This demonstrates that scouting activities can serve as a guide to establishing and reinforcing worship discipline among its members. The exemplary behavior of leaders at SDN Grujugan Lor 1 encourages scouts to emulate them by performing obligatory prayers on time.

This is consistent with Syafriaki's (2023) opinion that role modeling is a process of shaping students' personalities by demonstrating good behavior both at school and at home, as students tend to imitate their teachers' actions.

Based on the author's observations during scouting activities, the scout leaders set a good example by performing prayers

punctually. This has led the junior scouts at SDN Grujugan Lor 1 to follow their leaders by performing the Zuhr prayer on time after scouting practice. The following is documentation of the disciplined worship of the scout members at SDN Grujugan Lor 1, as shown in Figure 3.



Figure 3

Scout members performing worship.

In addition to observations and documentation, the author also gathered data from interviews with the principal and three scout leaders, who stated that junior scouts at SDN Grujugan Lor 1 are consistently given examples and habituation of worship discipline, such as performing Zuhr prayer after scouting activities.

This is supported by statements from two junior scout representatives at SDN Grujugan Lor 1, who noted that the scout leaders always guide and set an example for the scouts to perform the Zuhr prayer properly and punctually after scouting activities.

The findings of this research align with the views of Muslimin et al. (2021), who explained that scouting helps students develop discipline in worship through role modeling and timely worship practices during scout training.

Activities Shaping Discipline in Scout Activities at SDN Grujugan Lor 1

Scouting is an informal activity that encompasses various beneficial tasks aimed at shaping students' character. It plays a crucial role in developing students' discipline through diverse activities and approaches. Scouting helps students cultivate discipline, supported

by its core principles and methods, especially as highlighted in the eighth Scout Law concerning discipline. Thus, scouting is considered an effective platform for instilling discipline in its members.

This is consistent with the ideas of Budiman et al. (2023), who explained that scouting activities can instill discipline in scouts. There is a noticeable difference in discipline between students who regularly participate in scouting activities and those who do not, as scouting provides training in positive character traits, such as discipline.

Based on the author's observations during scouting activities, character education in discipline through scouting is carried out through activities like marching drills, pioneering, and opening and closing ceremonies. These activities help scouts develop punctuality, adherence to rules, and the ability to follow instructions well. The following is documentation of scouts at SDN Grujugan Lor 1 demonstrating discipline through one of the scouting activities, as shown in Figure 4.



Figure 4
Marching drill activities

In addition to observation documentation, the author also obtained data from interviews with the school principal and scout leaders of SDN Grujugan Lor 1, explaining that junior scout members at SDN Grujugan Lor 1 are consistently engaged in activities aimed at developing discipline through scouting. These activities include marching drills, where every scout member must follow instructions promptly and adhere to regulations; pioneering, where scouts must complete projects within set deadlines; and opening and closing ceremony parades, where scouts must

be orderly, prepared, and stand tall during the ceremonies.

This is supported by statements from two junior scout representatives at SDN Grujugan Lor 1, highlighting how discipline is instilled by scout leaders through activities such as marching drills, pioneering, and opening and closing ceremony parades. These findings are consistent with Khotimah's (2021) assertion that scouting extracurricular activities play a role in shaping character values among scout members, particularly in terms of discipline, as demonstrated through scouting activities.

Supporting and hindering factors

Supporting factors in implementing discipline character education through scouting activities include scout leaders having completed basic and advanced scout leader courses, full parental support, and complete facilities and infrastructure. Hindering factors include a large number of scout members, limited time, and some scout members who are less enthusiastic about scouting activities.

CONCLUSION

The implementation of discipline character education through scouting activities at SDN Grujugan Lor 1 has been effectively carried out through four indicators of discipline: time management, adherence to rules, attitude, and religious observance. The strategies employed by scout leaders include habituation, role modeling, disciplinary actions or sanctions for rule violations, and repeated counseling, all of which contribute to shaping the discipline character of scout members.

Supporting factors in the implementation of discipline character education through scouting at SDN Grujugan Lor 1 include scout leaders completing basic and advanced scout leader courses, full parental support, and adequate facilities and infrastructure. Hindering factors include a large number of scout members, limited time, and some scout members who are less enthusiastic about scouting activities.

REFERENCES

- Adila & Susanto. (2024). Analysis of discipline character and learning interest on student learning outcomes. *Journal Education*, 3(1), 148–154. <https://doi.org/10.54259/diajar.v3i1.2403>
- Akbar et al. (2021). Elementary school teacher education in strengthening character education at state Elementary School 1 Baadia, Baubau City. *Journal Abdidas*, 2(5), 1099–1104. <https://doi.org/10.31004/abdid.as.v2i5.402>
- Asmani, J. M. (2013). Tips to become an inspirational, creative, and innovative teacher. Yogyakarta: Diva Press
- Budiman et al. (2023). Analysis of character education in discipline through extracurricular scout activities for ranger scouts at SDN Kembangarum 02, Demak Regency. *Journal Education Insight*, 3(2), 679–689. <https://doi.org/10.26877/wp.v3i2.16361>
- Dita L. (2019). Instilling discipline through scout extracurricular activities at state Elementary School 1 Pundong, Bantul Regency. *Jurnal PGSD UNY*, 1(3), 73–82.
- Dole, F. E. (2021). The influence of character education on student discipline in elementary schools. *Edukatif: Journal Education Science*, 3(6), 36753688. <https://doi.org/10.31004/edukatif.v3i6.1026>
- Fatimah & Heliana. (2023). Formation of student discipline character through scout activities at SDN Seianyar. In *Integrasi: Journal Religious and Societal Sciences* (Vol. 1). <https://husin.id/index.php>
- Hartati. (2017). Implementation of discipline character education at state Elementary School 7 Tanjung Raja: *Journal of Educational Management, Leadership, and Supervision*, 2(2).
- Hero H. (2021). Implementation of scout activities in shaping discipline character of fifth grade students at SD Inpres Boru, Wulanggitang District, East Flores Regency: *Scientific Journal of Educational Vehicles*, 7(2), 308–314.
- Khotimah, K. (2021). Scout extracurricular activities as a builder of student discipline character education. *Journal of Madrasah Ibtidaiyah Teacher Education*.
- Kurniawan et al. (2023). Implementation of character education through scout extracurricular activities in forming student discipline at state Elementary School 1 Teluk Kijing. *Scientific Journal of Elementary Education*, 5(1), 130–138.
- Lestari & Mustika. (2021). Analysis of the implementation program of character education strengthening (PPK) in elementary schools. *Journal Basicedu*, 5(3), 15771583. <https://doi.org/10.31004/basicedu.v5i3.912>
- Lickona, T. (2014). Character education: A complete guide to educating students to be smart and good. Bandung: Nusa Media.
- Musbikin, I. (2021). Discipline character education. Nusamedia.
- Muslimin dkk. (2021). Character development through scout activities for enhancing student discipline. *Journal of Primary Education Innovation*, 1(2), 12–19.
- Musrianah et al. (2022). Implementation of character education through scout extracurricular activities. *Journal Prakarsa Paedagogia*, 5(2). <https://doi.org/10.24176/jpp.v5i2.7992>

- Ningrum et al. (2020). Factors shaping discipline and responsibility character in scout extracurricular activities. *Journal Prakarsa Paedagogia*, 2(1). <https://doi.org/10.24176/jpp.v2i1.4310>
- Priantini et al. (2019). Implementation of discipline character education for students at state Elementary School 187/1 Teratai. *Journal Pendas Mahakam* (Vol. 4, Issue 2).
- Purwaningrum et al. (2022). Applying discipline attitudes in elementary school.
- Purwanti at al. (2020). Implementation of scout extracurricular activities in cultivating discipline character of scout members in grade V of SDN 050618 Kampung Bambantahun academic year 2020/2021. *Journal of Pancasila and Citizenship Serunai*, 9(2), 61–72.
- Suardin et al. (2023). Character education management of elementary school students. *International Journal of Learning Reformation in Elementary Education*, 2(01), 1–13. <https://doi.org/10.56741/ijlree.v2i01.140>
- Sugiyono. (2017). Quantitative and qualitative research methods and R&D.
- Syafiudin, M. (2021). The role of scout extracurricular activities in shaping student discipline character. *Aulada: Journal of Education and Child Development*, 3(1), 71–82. <https://doi.org/10.31538/aulada.v3i1.863>
- Syafriaki. (2023). Strategies for fostering student discipline. *Journal of Practice Learning and Educational Development*, 3(3), 268–271. <https://doi.org/10.58737/jpled.v3i3.186>
- Wuryandani dkk. (2014). Discipline character education in elementary schools. *Cakrawala Pendidikan Journal*, 33(2).