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Scouting Extracurricular Management In Shaping Students' Character At MTs Munzalam Mubaroka Bulukerto Wonogiri

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ABSTRACT:

Character development is an important objective of national education, which can be achieved through Scout extracurricular activities by instilling values of discipline, responsibility, leadership, teamwork, and social awareness. This study aims to describe the management of Scout extracurricular activities, identify the supporting and inhibiting factors, and examine the outcomes of character development among students at MTs Munzalam Mubaroka Bulukerto Wonogiri during the 2024/2025 Academic Year. This study employs a descriptive qualitative approach, with data collected through observation, semi-structured interviews, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing, while data validity was ensured through source and methodological triangulation. The findings indicate that Scout extracurricular management is implemented through four management functions: program planning, task organization, activity implementation, and supervision through periodic evaluation. The activities include regular training sessions, PERJUSA (Friday-to-Saturday camping activities), exploration activities, competitions, and social service programs. These activities contribute to students' character development, particularly in the areas of discipline, responsibility, teamwork, leadership, independence, social awareness, and self-confidence.

INTRODUCTION

In the era of digital transformation and globalization, students are confronted with various challenges that extend beyond the development of science and technology. These challenges also involve moral issues and character development (Ismail., 2021). Fundamentally, character education is a process of instilling moral values through the influence of students' immediate social environments, which subsequently shapes their attitudes and behavior in everyday life (Sukendar, dkk., 2019). One of the efforts that educational institutions can undertake to support this process is the implementation of Scout extracurricular activities.

The success of Scout activities is determined not only by the learning materials and activities provided to students but also by the quality of management implemented within the educational institution. In this regard, effective management plays an essential role in ensuring that every program is carried out in accordance with its established objectives. Such management involves four fundamental functions: planning, organizing, actuating, and controlling. When these four management functions are implemented appropriately, activities can be conducted more effectively and efficiently (Mustika., 2021). Therefore, systematic management serves as an important foundation for achieving optimal character education outcomes.

Scout extracurricular activities provide students with opportunities to develop positive character traits through experiential learning and direct participation in various structured activities. Unlike classroom-based learning, Scout activities emphasize practical experiences that encourage students to become more independent, disciplined, responsible, cooperative, and socially aware. Through group activities, outdoor learning, leadership exercises, and community service, students are encouraged to apply moral values in real-life situations. Furthermore, the principles contained in the Scout Dasa Darma serve as a behavioral guideline that helps students develop integrity, a sense of responsibility, mutual respect, and concern for others. Thus, Scout activities have considerable potential to complement formal education in fostering students' character development.

However, the implementation of Scout extracurricular activities does not always proceed smoothly, as it may be influenced by various internal and external factors. Limited facilities and infrastructure, students' varying levels of motivation, time constraints, and differences in the level of support from educational stakeholders can affect the effectiveness of program implementation. These conditions highlight the importance of identifying both supporting and inhibiting factors to ensure that Scout activities achieve their intended objectives. In addition, evaluating the management process is necessary to determine whether planning, organizing, implementation, and supervision have been carried out effectively. Through a comprehensive examination of these aspects, educational institutions can improve the quality of Scout extracurricular programs and strengthen their contribution to the development of students' character.

MTs Munzalam Mubaroka Bulukerto Wonogiri is one of the educational institutions that positions Scout extracurricular activities as a leading program for developing students' character. The program is implemented through various activities, including regular training sessions, Friday–Saturday Camping (Perjusa), social service activities, and leadership training. These activities are systematically designed and conducted to instill the values embodied in the Scout Dasa Darma.[2] Based on this background, this study aims to examine how Scout extracurricular management is implemented in developing students' character, as well as to identify the supporting and inhibiting factors influencing its implementation.

RESEARCH METHODOLOGY

This study employs a qualitative research approach, which focuses on examining phenomena within their natural settings. Through this approach, the researcher seeks to gain an in-depth understanding of events by utilizing relevant theoretical foundations and sufficient knowledge. Such theoretical understanding is necessary to enable the researcher to formulate appropriate questions, gather information, and analyze various issues related to the management of Scout extracurricular activities.

The data sources in this study are divided into two categories: primary data and secondary data. Primary data refer to information obtained directly by the researcher from the main sources relevant to the research subject. In this study, the primary data were collected from the head of the madrasah, the vice principal for curriculum affairs, the Scout leader, and students participating in Scout activities. Meanwhile, secondary data were obtained indirectly through documents, archives, and other supporting information. The secondary sources in this research consisted of Scout activity records and various documents related to the implementation of Scout extracurricular activities at MTs Munzalam Mubaroka.

Data collection is an essential stage of research because it directly determines the availability of information required to address the research objectives. To obtain the necessary information, this study employed three data collection techniques. First, indirect observation, in which the researcher acted as an observer without directly participating in the activities being examined. Second, semi-structured interviews conducted with the head of the madrasah, the vice principal for curriculum affairs, the Scout leader, and participating students. Third, documentation, which involved examining various documents relevant to the research focus.

The research process began with indirect observation to obtain an overview of the implementation of Scout extracurricular activities. This was followed by interviews with the selected informants and the collection of supporting documents at the research site. All collected data were subsequently analyzed through three stages: data reduction, data presentation, and conclusion drawing. During the data reduction stage, the researcher selected and organized information relevant to the research problems. The selected data were then presented systematically to facilitate understanding. Finally, conclusions were formulated based on the analysis of the overall research findings.

RESULTS AND DISCUSSION

A. Management of Scout Extracurricular Activities in Developing Students' Character

Based on observations, interviews, and document analysis conducted at MTs Munzalam Mubaroka Bulukerto Wonogiri, it was found that Scout extracurricular activities had been managed by implementing four fundamental management functions. These functions consist of planning, organizing, actuating, and

controlling. Their implementation provides the organizational foundation for ensuring that all Scout activities are conducted systematically and contribute to the development of students' character.

1. Planning

Planning represents the fundamental initial stage in determining the direction and continuity of Scout extracurricular activities. Based on information obtained through interviews with the head of the madrasah, the Scout extracurricular work program is developed at the beginning of each academic year. The planning process involves the head of the madrasah, the vice principal for student affairs, the Scout leader, and teachers through coordination meetings. Regular Scout training sessions are scheduled every Wednesday from 13:30 to 16:00 WIB.

The instructional materials are arranged progressively by considering students' levels of understanding and mastery of Scout skills. The training begins with an introduction to basic Scouting principles, followed by marching regulations (PBB), semaphore, Morse code, knot-tying, pioneering, and the practical application of the values contained in the Scout Dasa Darma.

Observation findings indicate that these activities have been incorporated into an annual work program. This document serves as a guideline for the Scout leader and the madrasah in implementing activities throughout the academic year. These findings demonstrate that the planning process has been carried out systematically, as each activity is designed before its implementation. Consequently, structured planning helps the madrasah ensure that Scout activities remain aligned with the objectives of students' character development.

2. Organizing

The organizing function in Scout extracurricular activities is implemented through the establishment of an organizational structure and the distribution of duties and responsibilities among all parties involved. The head of the madrasah serves as the person primarily responsible for the activities, while the Scout leader is responsible for preparing training materials, guiding students, and evaluating the activities that have been conducted. In addition, the madrasah establishes a Dewan Penggalang consisting of troop leaders, deputy troop leaders, a secretary, a treasurer, and several activity coordinators.

Interviews with the Scout leader revealed that students are divided into eight troops, consisting of separate male and female groups. Each troop has a leader responsible for maintaining discipline and coordinating the activities of its members. This grouping system provides students with opportunities to develop basic organizational skills while learning to carry out responsibilities within a structured group.

To maintain effective coordination, communication between the Scout leader and students takes place through two channels: direct communication during training sessions and communication through WhatsApp groups. The use of these communication platforms facilitates the distribution of information regarding schedules and other activity requirements. Observation findings indicate that the distribution of

duties and responsibilities has been implemented effectively. This can be seen in the orderly implementation of activities and the coordination among individuals according to their respective roles.

3. Actuating

The actuating function refers to the implementation of work programs that have previously been developed by the madrasah. Based on the observation results, Scout extracurricular activities are conducted through several sequential stages. The activities begin with an opening assembly and joint prayer, followed by attendance checks, material delivery, field practice, and educational games. After completing the training activities, students participate in a reflection session, which is subsequently concluded with a closing assembly and prayer.

In practice, Scout training materials are not exclusively directed toward developing technical Scouting skills but also serve as a means of cultivating positive behavior. The character values developed through these activities include discipline, responsibility, teamwork, leadership, courage, and social awareness. To strengthen the internalization of these values, the madrasah organizes several supporting activities based on the principles of Scout Dasa Darma. These activities include:

a. Friday–Saturday Camping (PERJUSA).

b. Marching exercises.

c. Social service activities.

d. Troop leadership training.

e. Environmental clean-up activities within the madrasah.

Observation findings indicate that students demonstrate considerable enthusiasm in participating in these activities. Their involvement can be seen through active participation in group games, leadership training, group discussions, and various field-based practical exercises. Such participation demonstrates that Scout activities provide students with opportunities to learn through direct experience while developing their social abilities and character within a group environment.

4. Controlling

Supervision of Scout extracurricular activities is conducted periodically with the involvement of the head of the madrasah and the Scout leader. Evaluation takes place after each activity and at the end of every semester. During the evaluation process, the Scout leader assesses several aspects of students' development, including attendance, discipline, teamwork, troop leadership abilities, responsibility in completing assigned tasks, and changes in students' attitudes throughout their participation in Scout activities.

In addition to conducting assessments, the Scout leader provides direct guidance and supervision

to students who continue to demonstrate a lack of discipline. This approach is intended to help students gradually improve their behavior. Thus, supervision does not merely function as a means of evaluating activity outcomes but also serves as an instrument for continuous character development.

As supporting materials for the evaluation process, the madrasah utilizes activity documentation, attendance records, and implementation reports. These documents are used to review the activities that have been conducted and provide a basis for improving future Scout programs. The research findings indicate that regular supervision contributes to maintaining program continuity while encouraging improvements in the overall quality of Scout extracurricular activities.

B. Outcomes of Scout Extracurricular Management Implementation

The implementation of Scout extracurricular management at MTs Munzalam Mubaroka Bulukerto Wonogiri contributes to the development of students' character. These outcomes cannot be separated from the integrated implementation of the four management functions: planning, organizing, actuating, and controlling. Each function plays an interconnected role in establishing well-directed, organized activities that focus on character development. Based on the research findings, changes in students' character can be identified through the following aspects.

1. Discipline

The research findings indicate that students' participation in Scout extracurricular activities has a positive contribution to the development of discipline. This improvement can be observed through students' habits of complying with established rules, arriving on time for scheduled activities, following instructions during marching exercises, and consistently participating in activities according to the schedules established by the madrasah and the Scout leader.

The development of discipline does not occur immediately or within a short period. Rather, it emerges through a continuous habituation process. Regular training sessions and occasional Scout activities provide students with repeated opportunities to practice disciplined behavior. Through this process, compliance with rules is expected to develop into personal awareness rather than merely a response to instructions given by the Scout leader.

2. Responsibility

The research findings demonstrate that Scout activities contribute to developing students' sense of responsibility and independence. This development takes place by providing students with opportunities to carry out various assignments, both individually and collectively. Students are also entrusted with specific roles, such as becoming troop leaders or members of a troop who are responsible for fulfilling their respective duties.

Through these responsibilities, students become accustomed to completing tasks and fulfilling their

obligations independently without constantly depending on teachers or Scout leaders. Such experiences gradually strengthen their understanding that responsibility is not merely associated with completing assigned duties but also reflects moral awareness in fulfilling the trust placed in them.

3. Teamwork

The development of teamwork can be observed through students' participation in various activities that require interaction and coordination among group members. Troop activities, camping, social service programs, and competitions provide opportunities for students to develop the habit of working together to achieve common objectives.

Throughout these activities, students learn to distribute responsibilities, assist members who encounter difficulties, and provide mutual support. Each member is expected to contribute according to their respective abilities and responsibilities so that group assignments can be completed collectively. These conditions demonstrate that Scout activities not only develop individual skills but also cultivate social values through practical experiences of mutual cooperation and solidarity.

4. Leadership

Scout activities also provide students with opportunities to develop leadership abilities through direct involvement in troop organizations. Students are given opportunities to lead groups, make decisions, formulate troop strategies, and take responsibility for the outcomes of their activities.

These experiences represent an important learning process because students are not merely encouraged to follow instructions from others but are also trained to take initiative and guide their group members. Therefore, Scout activities serve as a means of developing leadership qualities through real-life experiences that require courage, responsibility, and decision-making abilities.

5. Self-Confidence

The research findings indicate an improvement in students' self-confidence following their participation in various Scout activities. This development can be seen in their increasing willingness to appear in front of an audience, express opinions, lead ceremonies, and participate in various school activities.

Experiences involving group interactions and public performances provide students with opportunities to improve their communication skills while gradually overcoming doubts about their own abilities. The development of self-confidence is also reflected in classroom learning activities. Students become more active in asking questions, providing answers, and expressing their opinions during discussions. These findings suggest that positive experiences gained through Scout activities can have a broader impact on students' confidence and willingness to participate in the educational environment.

CONCLUSION

Based on the research findings, the development of students' character through Scout extracurricular activities is closely related to the consistent and systematic implementation of management functions. Proper planning provides a foundation for determining program directions and the types of activities to be conducted. Furthermore, effective organizing ensures the appropriate distribution of duties and responsibilities, thereby maintaining coordination among the parties involved. During the implementation stage, students gain direct learning experiences through various Scouting activities. Meanwhile, supervision ensures that all activities remain consistent with their intended objectives while serving as an evaluation mechanism for improving program quality.

These findings are consistent with the management function theory proposed by George R. Terry. This theory explains that organizational success is associated with the integrated implementation of four management functions: planning, organizing, actuating, and controlling. In this study, the application of these four functions demonstrates their contribution to supporting Scout activities as a medium for developing students' character.

Furthermore, the findings reinforce Mislia's perspective, which emphasizes that character development requires an educational process that is systematically designed and implemented continuously. Values such as discipline, responsibility, leadership, teamwork, independence, social awareness, and self-confidence do not emerge spontaneously. Instead, these values develop through consistent habituation in various Scouting activities. Therefore, program continuity and consistent guidance are essential aspects of fostering students' character.

In addition, the research findings are in line with the character education concept developed by the Ministry of Education and Culture (Kemendikbud). This concept emphasizes the importance of developing students' values and behavior in their relationships with themselves, other people, the environment, the nation, and Almighty God. These values are reflected in the various Scouting activities implemented at MTs Munzalam Mubaroka Bulukerto Wonogiri.

Therefore, the systematic, organized, and continuous management of Scout extracurricular activities makes a meaningful contribution to the development of students' character at MTs Munzalam Mubaroka Bulukerto Wonogiri during the 2024/2025 Academic Year. This contribution is reflected in the development of students' discipline, responsibility, teamwork, leadership, independence, social awareness, and self-confidence throughout their participation in Scout activities.

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