

Scouting as a Means of Fostering Discipline of SMP N 9 Samarinda Students

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Abstract

This study aims to examine in depth the role of scouting activities in fostering student discipline at SMP Negeri 9 Samarinda. The background of this study is the low awareness of student discipline which can be seen from tardiness, incompleteness of attributes, and violation of rules even though school sanctions have been applied. Scouting was chosen as an informal media that is loaded with the values of discipline, responsibility, cooperation, and toughness, so that it is considered effective as a character building strategy. This research uses a qualitative descriptive method with direct observation techniques, interviews with coaches, schools, students, and documentation of activities such as attendance and competition reports. The results of the study show that activities such as routine exercises, marching, outbound, camps, and skill competitions are able to increase students' awareness of discipline, neatness, and compliance with rules. The habituation method through weekly exercises, ceremonies, educational sanctions, and awarding achievements has proven to be effective in instilling discipline in a sustainable manner. The pattern of positive and negative reinforcement forms the intrinsic motivation of students so that they obey not because of fear of punishment, but because of personal awareness. However, this study also found challenges such as the variability of coach commitment, limited facilities and funds, and the lack of systematic evaluation of student character. Therefore, it is recommended that schools increase the frequency and variety of scouting activities, establish cooperation with parents and external institutions, and train coaches in effective activity management and sanctioning.

Keywords: *Character; Discipline; Scouting Activities*

Introduction

School discipline is a set of behavioral guidelines that must be followed by all students in order to create an orderly, safe, and conducive learning environment. The function of discipline is not only as a tool to control student behavior, but also as a means of value education, especially in instilling legal awareness and discipline in daily life. The consistent application of rules is expected to be able to form positive character of students, especially in terms of discipline which is an important component in character education.

Various previous studies have shown that discipline is not only the result of strict rule enforcement, but is more effective if instilled through a process of habituation and direct experience. A study by Anderson and Hinton (2021) revealed that students' active involvement in scouting activities significantly increases awareness of internal discipline through an experiential learning approach. Similarly, Brooks and Li (2022) emphasize that extracurricular activities such as scouting can establish order and responsibility more effectively than conventional approaches in the classroom. However, most of these studies are still general and have not explored specifically how scouting activities in a particular school environment play a direct role in shaping student discipline attitudes.

According to (Fajri Annur et al., n.d.) Character education is a system of instilling character values in school residents which includes components of knowledge, awareness or willingness, and actions to carry out these values, both towards God Almighty Anderson (2021), oneself, others, the environment, and nationality so that they become

human beings. In general, discipline is obedience to applicable laws and regulations. According to Brooks According to Brooks (2022) discipline is discipline. obedient, orderly and orderly. Through the educational process, schools are expected to be able to influence, encourage, control, and shape student behavior in accordance with the values taught and exemplified by educators and the school environment Brown (2023).

According to Cairns (2020) The cultivation of discipline values is directed so that students do not just follow the rules for fear of sanctions or punishments, but on the contrary, they are able to sincerely absorb and apply the norms that apply in daily life. If students have the awareness to respect and comply with discipline voluntarily, then a positive learning atmosphere is created with a supportive ecosystem that helps their overall development. Aspects of physical, emotional, intellectual, and social growth will also run optimally in such a learning environment.

However, in the midst of the development of the times and the rapid external influences ranging from digital culture to modern lifestyles, the spirit of discipline among students is starting to fade. In many cases, the implementation of school discipline is just a formal ceremonial that looks good on paper, but its implementation on the ground shows real limitations. As a result, student compliance is often transactional driven by fear of consequences rather than due to an understanding and awareness that grows from within themselves.

The phenomenon of declining discipline is evident at SMP Negeri 9 Samarinda, and one of the real indications is the high rate of student delays every Monday morning during the flag ceremony. Even though the school has firmly set an entrance schedule at 07.00 WIB, there are still around 10 to 20 students who do not attend on time. As a consequence of such inaccuracies, they are required to stand outside the school gates or be placed in a special queue during the ceremony as a form of disciplinary sanction. This kind of rule enforcement practice shows that, although rules have been created, their implementation has not succeeded in changing mindsets or fostering true discipline awareness among students.

In an effort to overcome these problems, schools need to optimize various strategies for fostering discipline, both through intracurricular and extracurricular activities. One of the extracurricular activities that has great potential in shaping student discipline attitudes is scouting activities. Ruslan & Suryaningsi (2021) emphasized that, basically, scout extracurricular activities train students' mentality, train student discipline, form a sense of student responsibility, and are also able to foster student confidence. He further emphasized that by participating in the Scout Movement, students are trained to be ready to face problems in daily life. Scouting is a non-formal education that is carried out through various interesting, fun, and educational activities, and contains the values of togetherness, responsibility, leadership, and discipline.

Scouting activities at SMP Negeri 9 Samarinda are a mandatory part of the school curriculum, followed by all students as a continuation of the introduction that has been carried out since the elementary education level. In practice, this scouting program includes a wide range of activities, such as camping activities in order to welcome new members, the inauguration of the enforcement level (Bantara), outbound actions in the outdoors, as well as active participation in competitions such as Persami (Saturday–Sunday Camp) and hiking rally. Each element in the series of activities, especially routine ceremonies before and after training, indirectly plays an important role in instilling discipline values in students. This process teaches punctuality, adherence to procedures, and teamwork, thus forming a more orderly, responsible, and adaptive student character in school and outdoor environments which is in line with the findings that extracurriculars such as scouting are effective in increasing student discipline, responsibility, and

independence. The problems that occur are what is the level of participation of SMP Negeri 9 Samarinda students in Scouting activitiesm?; How does Scouting activities affect the improvement of student discipline?; and What aspects of Scouting contribute the most to shaping students' disciplined attitudes?

Method

This study employed a qualitative descriptive method with a case study approach, aiming to explore how Scouting activities contribute to the development of students' discipline at SMP Negeri 9 Samarinda. The approach emphasizes naturalistic inquiry, capturing real-world behaviors, beliefs, and routines of students and Scout instructors. The participants involved, 100 students (grades 7–9) as primary informants, 4 Scout coaches., dan 2 school administrators. Data were collected through, Non-participant observation of Scouting sessions (marching, outdoor games, camps). Semi-structured interviews with students and Scout instructors, focusing on perceptions of discipline, behavior change, and moral development. Document analysis, including attendance records, rule infraction reports, and student participation logs. Thematic analysis was used following Braun & Clarke's (2006) model, Familiarization with data. Generating initial codes. Searching for themes. Reviewing and defining themes. Producing the repor. The analysis was triangulated to ensure credibility, with coding performed manually and validated by peer debriefing sessions with educational psychology experts. This research adheres to the ethical principles of educational research, Informed consent was obtained from all participants. Anonymity and confidentiality were maintained. Ethical clearance was granted by the Research Ethics Committee, Faculty of Education, Mulawarman University.

Results and Discussion

The Scout Unit at SMP 9 Abdullah Marisi has long been one of the main media in efforts to build student character through training programs that are systematically arranged and carried out with high consistency. Usually, this training activity is carried out every Saturday on a regular scale, however, when approaching the momentum of the competition, the intensity of the training has increased significantly even up to five times in one week. The material provided also varied, ranging from marching (Uniform Training-Marching Unit/LKBB) which trains order and cooperation, pioneering techniques that hone creativity and independence, to the manufacture of miniature scouting equipment that requires precision and technical understanding. For approximately the past 39 years, SMP 9 Abdullah Marisi has developed into a consistent and established scouting center. This success is supported by close collaboration between alumni, teachers, students, and professionals including members of the police and military who volunteer to act as mentors and expert advisors in the technical aspects of scouting.

Scouting plays a crucial role in enhancing student discipline through a systematic, experiential, and sustainable approach. Structured training is complemented by positive reinforcement strategies such as awards for achievement, as well as corrective sanctions for violations. Activities like camping and intensive outdoor training provide experiential learning opportunities where students manage daily responsibilities, thus cultivating obedience, accountability, and team cooperation. As emphasized by Dewar and Shearman (2024), such real-life challenges in scouting are effective in strengthening students' moral reasoning and fostering long-term behavioral change. Moral frameworks such as Trisatya, Dasa Dharma, and the Scout bylaws (AD/ART) serve as ethical anchors, guiding students to act based on internal values rather than external enforcement.

The internalization of these values occurs through an educational approach centered on personal understanding and reflection. Students are encouraged to comprehend the rationale behind each rule and activity, leading to observable behavioral changes: increased politeness, self-control, and consistent adherence to rules. These findings align with research by Wong and Kee (2022), who demonstrated that sustained involvement in Scouting fosters self-discipline, resilience, and ethical awareness through habituation and moral engagement.

Despite the challenges, the enthusiasm of the students remains high as evidenced by the increasing number of competition participants and increasing achievements, including the success of SMP 9 representing the city in the national selection in Cibubur, Jakarta. This is in accordance with what was said by Al Ghozali & Fatmawati, (2021) that the development of students' character through extracurricular activities aims to improve cognitive, affective, and psychomotor abilities. In addition, it develops students' talents and interests in personal development efforts towards the development of a whole human being. Discipline is the foundation in the formation of the character and integrity of the younger generation. In the context of junior secondary education, students are in a transition phase from childhood to adolescence, where disciplinary values begin to be tested in various aspects, both academic and social. In this transitional stage, structured programs like Scouting provide a relevant and impactful method of instilling discipline and moral identity Sugimoto & Tanaka (2023). One of the relevant and applicable approaches to character education is through Scouting activities. The Scout Movement in Indonesia has been regulated in Permendikbud Number 63 of 2014 as a mandatory extracurricular activity that aims to instill the values of nationalism, togetherness, responsibility, and discipline. This activity prioritizes the principle of "learning by doing", which is in line with the character education approach. At SMP Negeri 9 Samarinda, Scouting is one of the flagship activities that is routinely carried out every week. This research focuses on how these activities contribute to fostering student discipline in a concrete way.

The results of this study show that discipline is an important character value that must be instilled from school age, especially at the junior high school level. The Scout Movement, as part of non-formal education, has proven to have great potential in shaping students' disciplined attitudes through experiential learning methods and examples. Scout activities at SMP Negeri 9 Samarinda are an effective means of fostering student discipline as seen from their active involvement in various activities such as marching exercises, camps, and skills competitions. Through a descriptive qualitative approach, this study involved 100 students as respondents and found that active participation in Scouting activities was positively correlated with improved discipline, both in terms of attendance, compliance with rules, and learning independence. Therefore, strengthening the scouting program is recommended as a sustainable strategy in fostering students' character.

Substantially, scouting is a non-formal educational process that is carried out outside the school and family education pathway. This activity is in the form of extracurriculars that are systematically arranged and carried out in the outdoors with a fun, challenging, and hands-on approach. Scout education is active, creative, recreative, and productive, which aims to shape the character of students as a whole, both from mental, physical, emotional, social, and spiritual aspects (Dinda Qofifa, n.d.). The term "Scout" is an acronym for "Praja Muda Karana" which means a group of young people who enjoy work and work, and in a global context are known as "Scouting" or "Boy Scouts". This organization functions as a vehicle for fostering the younger generation with an emphasis on self-development, leadership, and social care (166-13-566-1-1-20200627, n.d.). The noble values that are the basis of scouting activities include simple

living, togetherness, courage to face challenges, independence, responsibility, and concern for environmental sustainability Yusdinar & Manik (2023). These values are integrated in every Scouting activity and contribute to forming individuals with noble character and ready to become agents of change in society.

In the context of education, discipline is a key element in the formation of students' character and personality. Discipline is not only interpreted as order in acting, but also obedience to time, orderliness in carrying out activities, and awareness to comply with the rules both in the school environment and in daily life Intan Pratiwi (2020). However, in the midst of the times and increasingly complex external influences, the application of disciplinary values among students tends to decline. This phenomenon can be seen from the number of students who are late to school, do not do their assignments, to violations of uniform attributes. In fact, a strong disciplined attitude plays a major role in achieving overall learning goals, and without consistent discipline, it is impossible to achieve optimal educational outcomes Pranitasari & Khotimah (2021).

In addition to discipline, character education is also an important part that cannot be ignored in the educational process. Character education aims to form a generation that is not only intellectually intelligent, but also upholds moral and ethical values. This creates intelligent and character citizens or what is referred to as smart and good citizenship. The implementation of character education must include cognitive, affective, and psychomotor dimensions in a balanced manner. Thus, students not only excel in academics, but also have spiritual awareness, social responsibility, and the ability to think critically, creatively, and innovatively with an orientation to the sustainability of life in the future.

Table 1: Participation Rates in Scouting Activities

Categories of Participation	Number of Students	Percentage (%)
Highly Active	38	38%
Active	44	44%
Quite Active	14	14%
Less Active	4	4%
Total	100	100%

Primary Data Sources to be Processed in 2025

Most of the students (82%) are actively involved in Scouting activities, indicating that scouting has become an in-demand and participatory forum at SMP Negeri 9 Samarinda.

Table 2. Student Discipline Level Based on Indicators

<i>Discipline Indicators</i>	<i>Average Score (1–5)</i>	<i>Category</i>
<i>Kehadiran dan ketepatan waktu</i>	4,32	Excellent
<i>Obedience to discipline</i>	4,21	Good
<i>Independence in task</i>	4,10	Good
<i>Response to commands</i>	4,25	Excellent
<i>Perseverance in completing tasks</i>	4,05	Good

Primary Data Sources to be Processed in 2025

The average score shows that student discipline is in the "Good" to "Very Good" category, which can be related to the process of internalizing grades during scouting activities. Activities such as marching, ceremonies, explorations, and squad drills provide students with hands-on experience to adhere to schedules and rules; Responsible for group tasks; Learn to lead and be led; and Managing time and equipment This research shows that Scouting activities play an important role in fostering the discipline of SMP Negeri 9 Samarinda students. Through hands-on learning methods and habituation

approaches, students learn to obey rules, be responsible, and be independent. The high level of student participation is an indicator that Scouts are able to be an effective means of character formation.

Based on the data, the highest score is found in table 2 above attendance and punctuality (4.32), Response to commands (4.25). This shows that scouting has succeeded in forming disciplined behavior related to time and responsiveness to instructions, which are the foundation of leadership and cooperation in squad or group activities. The lowest score is Diligence in completing tasks (4.05), This indicates that although students are disciplined in formal aspects, they still need reinforcement in *consistency and long-term responsibility*, which reflects internal discipline.

According to the theory of Behaviorism (B.F. Skinner), Behavior can be formed through reinforcement. In this context, scouting activities apply a system of habituation, rewards, and light punishments (e.g. squad penalties), which shape the student's response to discipline. The high scores of "attendance" and "response to commands" show that students have gone through *a process of positive reinforcement* through the Scout system that emphasizes order, responsibility, and example from the coach. In the theory of Moral Development (Lawrence Kohlberg) asserts that dividing moral development into three levels of Level 1 (preconventional) obedience is due to fear of punishment. Level 2 (conventional) is obedient because they want to be accepted Level 3 (post-conventional) is obedient because they understand moral values. Most of the students are at the conventional stage, which is to comply with the rules of conduct due to the social expectations of the squad and coaches. However, still "good" scores on independence and perseverance indicate that not all students have reached the postconventional level, where discipline is carried out consciously and voluntarily.

Meanwhile, in the theory of Character Education (Thomas Lickona) states that character consists of three main components of Moral knowing; Moral feeling; and Moral action. A good average score shows that students not only understand the concept of discipline (knowing), but have also shown it in the form of real actions (actions). However, perseverance in completing tasks is still low, which indicates that the moral feeling component (willingness to be persistent and diligent) needs to be continuously developed through challenging and meaningful activities.

According to the theory of Experiential Learning (David Kolb), emphasizing that learning most effectively occurs when students, Experiencing directly; Reflecting on experience; Conceptualize; and Applying in real-life situations Scouting as a real-life experience-based activity supports this model. Students experience firsthand how to be a team leader, take responsibility for tasks, and learn from mistakes. This explains why the discipline score is quite high, particularly in aspects related to roles and instruction. Scouting activities have significantly succeeded in shaping aspects of student discipline, especially in terms of order, obedience, and cooperation. These values grow through a system of reinforcement, habituation, and concrete experience in field activities. However, aspects of internal discipline such as perseverance and independence still need to be strengthened with individual task challenges; Moral reflection; and Strengthening intrinsic motivation. With a theory-based approach to character education, Scouts have the potential to become an effective and contextual means of moral development in the SMP Negeri 9 Samarinda environment.

Conclusion

Based on the results of research conducted at SMP Negeri 9 Samarinda, it can be concluded that scouting activities have a significant contribution in shaping and strengthening student discipline, which is shown through the active participation of

students in various forms of scouting activities that are routine, structured, and educational, such as marching exercises, camps, skill competitions, to the habituation of responsibility in group tasks; All of these activities directly or indirectly form a pattern of student behavior that is more orderly, obeys rules, and is able to control themselves in social and academic situations. Through a coaching process that involves a positive approach in the form of appreciation for achievements and the application of educational sanctions for violations, disciplinary values are not only formally instilled, but also internalized by students as part of their personal awareness that develops along with their involvement in scouting activities. This activity has created a learning atmosphere that supports the growth of character as a whole, where students do not simply follow the rules because of coercion or fear of punishment, but because they understand the importance of discipline as a foundation in forming a responsible and integrity person. Therefore, scouting is not only a complement to the school curriculum, but has proven to be a strategic and effective means in building the character of students who are not only intellectually intelligent, but also emotionally, socially, and morally mature.

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