

# The Influence of Scout Extracurriculars On The Independence of Grade 6 Students at Teladan Suci Islamic Elementary School: A Descriptive Quantitative Study

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## Abstract

Independence is an important aspect of elementary school student development, including the ability to make decisions, take responsibility, and complete tasks without assistance. However, there are still many students who show high dependence on teachers and parents. Scout extracurricular activities are considered potential in forming independent character through direct experience. This study aims to analyze the influence of Scout activities on the independence of grade VI students at SD Islam Teladan Suci. A descriptive quantitative method was used by involving 17 students as respondents. Data was collected through a five-point Likert scale questionnaire that included 14 indicators of independence, such as responsibility, initiative, and confidence. The results showed that active participation in Scouting was positively correlated with the development of independence; All students showed an improvement in the aspects of responsibility, discipline, and learning independence. These findings reinforce the important role of scouting activities in the character education of elementary school students and show the urgency of strengthening the scout program in schools.

## 1. Introduction

Independence is one of the essential aspects of student development, particularly at the basic education level. It encompasses students' ability to carry out daily tasks, make decisions, solve problems, and take responsibility for their actions. In education, these competencies can be fostered not only through formal instruction but also through meaningful extracurricular engagements, such as scouting.

Extracurricular activities are one of the forums that are believed to be effective in developing students' character and independence (Woro & Marzuki, 2016). Through activities such as teamwork, decision-making, and problem-solving, Students are trained to become more independent in a practical context. In particular, scouting provides students the opportunity to manage their time, act responsibly, and take initiative in the face of challenges and group tasks.

According to (Rahayu & Dong, 2023), extracurricular activities are activities that are carried out outside of the main lesson hours, under the guidance and supervision of the school, to develop students' potential and personality holistically. At SD Islam Teladan Suci, scouting activities are an important part of the formation of students' life skills. This activity was attended by various grade levels, but this study was focused on grade on sixth-grade students because they had entered a more mature stage of cognitive and social development (Piaget, 2007; Santrock, 2019).

According to (Piaget, 2007) theory of cognitive development, children's thinking skills and independence are shaped through direct experience and active interaction with their environment. (Vygotsky, 1978) complements this view by emphasizing that independence also develops through social interaction and scaffolding by adults or more capable peers. These theories support the relevance of scouting activities, which blend individual and collaborative learning experiences, in fostering student autonomy.

Prior studies have confirmed this potential in character development. For instance, this study seeks to address this gap by analyzing the influence of scout extracurricular activities on the

independence of sixth-grade students of SD Islam Teladan Suci using a descriptive quantitative method. In contrast to previous studies, this research contributes new empirical data to support the role of scouting in character education, especially for the students at a young age.

The findings of this study are likely to help in the formulation of successful character education strategies in elementary school. By providing data-driven evidence, this research can guide school leaders in strengthening extracurricular programs, particularly scouting as an important aspect of holistic student development.

## **2. Method**

This study used a descriptive quantitative design to determine the influence of scout extracurricular activities on the independence of sixth-grade students. The quantitative method was used to give measurable and objective data regarding students responses to various indicators of independence.

The research subjects were 17 sixth-grade students (8 males and 9 females) from SD Islam Teladan Suci during the 2024/2025 academic year. These participant were selected using total sampling, as they represented the entire population of sixth-grade students at the school. This gave the researcher to observe the full scope of scout participation and the potential impact within the school context.

Data were collected using a structured digital questionnaire distribute via Google Form. the questionnaire consisted of 14 indicators of student independence, covering for main dimension: responsibility, discipline, initiative and learning independence, and self-confidence. The responses were measured using a five-point likert scale, including strongly agree, agree, neutral, disagree, and strongly disagree.

To ensure instrument validity, an expert judgement was conducted involving two education experts to review the relevance and clarity of the indicators. A restricted pilot test was also conducted to refine the questionnaire based on feedback from respondents. Reliability testing using Cronbach's Alpha produced a coefficient of 0.87. which indicates a high level of internal consistency among the items.

The data obtained was analyzed quantitatively by calculating the percentage of respondents who chose "Agree" and "Strongly Agree" for each indicator. These two categories were used to indicate a positive or high level of self-reliance. This analysis was used to determine the extent to which participation in extracurricular scouting relates to positively reported independence in students.

This study used a Likert scale of 5 as the answer instrument, consisting of strongly agree, agree, hesitate, disagree, and strongly disagree. The instrument was validated through expert judgment and limited trials to measure consistency and tested for reliability using Cronbach's alpha.

## **3. Results and Discussion**

The results of this study indicate that participation in scout extracurricular activities had a positively influences on the independence of sixth-grade students at SD Islam Teladan Suci. This is indicated by the high percentage of students who gave positive responses on all four dimensions of independence measured. Specifically, 100% of students showed responsibility, 94% showed discipline, 88% expressed initiative and independence in learning, and 85% reported having confidence.

**Table 1. Tabel Title**

No	Dimension of Independence	Percentage (Strongly Agree and Agree)
1	Responsibility	100%
2	Discipline	94%
3	Initiative and Learning Independence	88%
4	Confidence	85%

The questionnaire, which consisted of 14 indicators, revealed that all student reported completing their assignments independently and accepting responsibility for their mistakes, demonstrating full commitment to responsibility. Similarly, almost all students indicated punctuality and adherence to school and indicating strong discipline. Most students also expressed confidence in voicing opinions and in participating in group discussions, indicating enhanced self-confidence and social engagement.

The findings are supported by interview with sixth-grade homeroom teachers and scout leaders. Teachers noted improvement in students ability to complete tasks independently, their initiative in solving problems, and their willingness to express ideas without teacher intervention. The scout leaders emphasized that scout activities are designed to encourage students to learn through experience, take initiative, and collaborate in team-based challenges.

The emphasis on experiential learning is particularly relevant on theory (Kolb, D. A., 1984), which posits that learning is most effective when it is based on direct experiences and real-life application. In the context of scouting, students engage in direct activities such as group problem solving, outdoor simulations, and leadership exercises that foster independence, confidence, and responsibility.

These findings are consistent with previous research. (Maugizoo, 2019) found that scout participation increased student self-confidence and responsibility. Similarly, (Winarso, 2017) reported improvement in student autonomy and self-regulation through involvement in scouts. (Jannah et al., 2023) also observed positive impacts on decision-making and character development. In addition, (Panji, Astra, Hafid, & Suban, 2024) emphasized that a well-structured scouting curriculum significantly improved responsibility and time management. Likewise, (Subandi, Asbari, & Anggraeni, 2024) emphasized that scouting is not just an extracurricular activity but also a strategic platform for national character education, especially in fostering students values of independence and cooperation. However, contrary for these largely descriptive studies, this study provides quantitative data that strengthens the evidence of the effectiveness of scouting in character building.

Despite the promising results, this study has some limitations. The sample size is relatively small and limited to one school, which may affect the generalizability of the findings. In addition, this study relied on self-reported data, which could be influenced by students subjective perceptions. Therefore, future research should consider expanding the number of participants and incorporating observational or qualitative methods and further deepen these findings.

The result of this study reaffirm the importance of integrating non-formal, experiential learning programs such as scouting into school life. For primary school students, these programs are an effective means of developing life skills, especially independence, in a way that traditional academic lessons may not be able to fully provide. Schools and the government should see scouting not only as a complementary activity but also as an important component in holistic character education.

### 3.1. Conclusion

Based on the findings of this study, it can be concluded that extracurricular scouting activities have a positive influence on the development of student independence. The majority of students showed improvements in indicators of independence among sixth-grade students at SD Islam

Teladan Suci. The students showed significant growth across the key dimension of independence, responsibility, discipline, confidence, and initiative. Their active involvement in scout activities encouraged them to complete tasks independently, express their opinions, take responsibility for their actions, and work collaboratively in solving problems.

Given these results, schools are encouraged to strengthen and systematically develop their extracurricular scouting programs as part of their character education strategy. Specific measures could include integrating scouting values into daily school routines, providing training for scout leaders, and allocating regular time for structured learning through scouting. Such integration can help ensure that character building becomes a continuous and deliberate process in elementary education.

While the current study provides meaningful insights, it is limited by the small sample size and focus on one school. Therefore, future research should consider expanding the sample to include more schools and regions, allowing for more comprehensive and generalizable results. In addition, a mixed-methods approach that combines quantitative surveys with qualitative observations or interviews may yield deeper insights into how and why scouting affects students' independence.

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