

Improving Discipline Attitude Towards Extracurricular Scouts for Grade 5 Students of MI Miftahul Ulum Banjarsari

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Abstract

This study aims to analyze the influence of extracurricular activities of Scouts on the discipline attitude of students in grade V of MI Miftahul Ulum. This research method is quantitative descriptive with the population of all students in grade V (n=21) selected by purposive sampling. Data were collected through a questionnaire of 8 Likert scale statements (5 points). The data were analyzed using SPSS (version 25) with descriptive statistics (mean and percentage). The results showed that the average student discipline score (\bar{x} = 3.46) was in the high category. In particular, the average punctuality score reached 3.76 (high), neatness of dress 3.81 (high), and hygiene concern 3.88 (high), while the driving safety aspect (use of helmets) was low (\bar{x} = 2.80). Around 75–85% of respondents stated that they agreed or strongly agreed on the main positive aspects of discipline. It is recommended to strengthen the Scout program outside the classroom and the application of interactive learning methods (simulations, discussions) to improve aspects that are still lacking.

1. Introduction

Education is the main foundation in the formation of the character and personality of the younger generation. In an era of globalization full of dynamics and competition, the demands on the character of discipline are increasing. In the face of today's era of global competition, character education, especially discipline, has become very important. Schools are responsible for applying the principles of discipline from an early age in the right way. One approach that can be done is with extracurricular activities, which are activities outside of class hours that deepen knowledge and develop students' character.

Extracurricular activities that can shape the character of students are scouting activities. Scouting activities are carried out outside of the classroom or related to daily life that is fun and helps students understand the material more quickly. For example, scouting activities are designed to shape student independence and discipline through marching training, outdoor activities, and national values (Dasa Darma).

Various studies state that Scout extracurriculars are effective in improving student discipline. For example, it was found that Scouts improved on-time attendance, rule adherence, and dress adherence in elementary students (Hasna Nur Alifah et al., 2023) reported that the interactive Scout learning method instilled discipline values in elementary school students (Fauzi, 2024)(Intan Pratiwi et al., 2020).

However, there has been no study that specifically assesses the influence of Scouts on discipline at MI Miftahul Ulum Banjarsari, where some students still show disorderly behavior and lack of obedience to school rules. This is an important gap because Islamic-based character education institutions need additional strategies to strengthen discipline.

Therefore, the main problem in this study is related to the influence of scouting extracurricular activities on the discipline attitude of students in class V of MI Miftahul Ulum Banjarsari. This study aims to evaluate the extent to which scouting activities contribute to improving student discipline by comparing discipline scores before and after involvement in the activity.

Through this approach, it is hoped that the research can make a significant contribution to the development of character education programs in the school environment. In addition, the findings of this research are expected to be a basis for consideration in formulating curriculum policies that are more responsive to the needs of fostering student discipline attitudes.

LITERATURE REVIEW

Several learning theories support this research. According to Social Learning Theory, seeing and imitating exemplary figures can lead to disciplinary behavior. Students who watch scouts apply discipline tend to imitate this attitude. Constructivism emphasizes how important social interaction is for the internalization of values. In addition, according to the Theory of Planned Behavior, attitudes, social norms, and self-control influence behavior, including traffic safety, such as wearing a helmet. This theoretical framework supports the hypothesis that Scouting activities can improve discipline through strengthening norms and positive social interactions.(Bandura, 1977)(Vygotsky, 1978)(Ajzen, 1991).

The following table presents a summary of the results of relevant studies that examine the relationship between involvement in scouting activities and the reinforcement of disciplinary behavior among students

Table 1.

Results of Previous Research

No.	Writer	Year	Method	Result	Relevance
1.	Fauzi, D.	2024	Kuantitatif (survey)	Scout extracurriculars improve on-time attendance, rule compliance, and student learning motivation.	Supporting the positive effects of Scouting on the discipline of elementary school students.
2	Hasna Nur Alifah et al.	2023	Quantitative	Grade IV elementary school students who are active in Scouting show a significant improvement in discipline.	Showing the positive influence of Scouts on discipline.
3.	Innovation et al.	2023	Descriptive studies	Scout marching and camp training effectively shape the character, responsibility, and discipline of students.	Strengthening the role of Scouts in the formation of disciplined character.
4.	Intan Pratiwi et al.	2020	Descriptive quantitative	Scouts instill the value of discipline in elementary school students through interactive approaches and educational games.	Demonstrate the effectiveness of the Scout learning method.
5.	Purba et al.	2025	Quantitative	Scouts play a strategic role in building the discipline of elementary school students through ceremonies and nature exploration.	Emphasizing Scout activities as a medium of discipline education.
6.	Rizkiyanah et al.	2024	Case study	Grade IV students of SDN Pasar Baru 1 Tangerang show high time discipline and learning through Scouts.	Example of positive discipline findings due to Scouting.

2. Method

This study uses a quantitative approach with a descriptive analysis method. The research will be carried out at MI Miftahul Ulum Banjarsari in April 2025. The population was all students of class V (n = 21), which were taken as a sample (purposive sampling).

The data collection techniques used in this study are in the form of observation, and the provision of questionnaires or questionnaires. There were 8 statements given to students related to scouting and discipline. In this study, 5 alternative answers were used, namely strongly agree, agree, hesitate, disagree, and strongly disagree. The score for each statement item is as follows

Table 1.

Score for Each Statement Item on the Questionnaire

Code	Answer Caption	Positive Statement	Negative Statements
SS	Strongly agree	5	1
S	Agree	4	2
RG	Nervous	3	3
TS	Disagree	2	4
STS	Strongly Disagree	1	5

Table 2.

Research Variables

Variable X	Variabel Y
Scout Extracurricular	Discipline

Information:

X : Independent variable

Y : Bound variable

After the data collection is completed, data analysis is carried out using SPSS software (version 25). Descriptive statistical analysis includes the calculation of the average (\bar{x}) and the percentage of responses for each statement and the discipline dimension. The category of value interpretation refers to standard guidelines (e.g. score > 3.5 = high, 2.5 – 3.4 = medium, < 2.5 = low). The results were analyzed quantitatively and described descriptively to answer the formulation of the research problem

3. Results and Discussion

3.1 Results

After making observations and distributing questionnaires to students of class V MI Miftahul Ulum Banjarsari, the results are shown in the following frequency table.

Table 1.

Statement "I was always on time when I joined the Scouts."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nervous	5	23.8	23.8	23.8
	Strongly agree	12	57.1	57.1	81.0
	Agree	4	19.0	19.0	100.0
	Total	21	100.0	100.0	

Based on the results of the questionnaire in the first statement, namely "I am always on time when I join the Scouts", 23.8% of students chose 'Hesitant', 19.0% chose 'Agree', and 57.1% chose 'Strongly Agree'.

Table 2.

Statement "I attended the ceremony with great enthusiasm."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nervous	5	23.8	23.8	23.8
	Strongly agree	3	14.3	14.3	38.1
	Agree	13	61.9	61.9	100.0
	Total	21	100.0	100.0	

Based on the results of the questionnaire in the second statement, namely *"I participated in the ceremony with great enthusiasm"*, 23.8% of students chose 'Hesitant', 14.3% chose 'Strongly Agree', and 61.9% chose 'Agree'.

Table 3.
Statement "I always dress neatly and completely."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nervous	3	14.3	14.3	14.3
	Strongly agree	5	23.8	23.8	38.1
	Agree	12	57.1	57.1	95.2
	Disagree	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Based on the results of the questionnaire on the third statement, namely *"I always dress neatly and completely"*, 4.8% of students voted 'Disagree', 14.3% voted 'Hesitant', 23.8% voted 'Strongly agreed', and 57.1% voted 'Agreed'.

Table 4.
Statement: "I often don't do homework because I'm tired after school."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nervous	6	28.6	28.6	28.6
	Strongly agree	2	9.5	9.5	38.1
	Strongly Disagree	4	19.0	19.0	57.1
	Agree	1	4.8	4.8	61.9
	Disagree	8	38.1	38.1	100.0
	Total	21	100.0	100.0	

Based on the results of the questionnaire on the fifth statement, namely *"I often don't do homework because I am tired after school activities"*, 19.0% of students voted 'Strongly Disagree', 38.1% voted 'Disagreed', 28.6% voted 'Hesitant', 4.8% voted 'Agreed', and 9.5% voted 'Strongly Agreed'.

Table 5.
Statement "I understand the 8th dasa dharma and try to apply it every day."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nervous	5	23.8	23.8	23.8
	Strongly agree	7	33.3	33.3	57.1
	Agree	9	42.9	42.9	100.0
	Total	21	100.0	100.0	

Based on the results of the questionnaire on the sixth statement, namely *"I understand the 8th dharma and try to apply it every day"*, 23.8% of students chose 'Hesitant', 42.9% chose 'Agree', and 33.3% chose 'Strongly Agree'.

Table 6.
Statement "I always throw garbage in its place."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nervous	3	14.3	14.3	14.3
	Strongly agree	18	85.7	85.7	100.0
	Total	21	100.0	100.0	

Based on the results of the questionnaire on the seventh statement, namely *"I always throw garbage in its place"*, 14.3% of students chose 'Hesitant' and 85.7% chose 'Strongly Agree'.

Table 7.
Statement "I enjoy talking to friends while I am in the Boy Scouts."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nervous	6	28.6	28.6	28.6
	Strongly agree	2	9.5	9.5	38.1
	Strongly Disagree	7	33.3	33.3	71.4
	Disagree	6	28.6	28.6	100.0
	Total	21	100.0	100.0	

Based on the results of the questionnaire on the eighth statement, namely "I like to talk to friends when I join the Scouts", 33.3% of students voted 'Strongly Disagree', 28.6% voted 'Disagree', 28.6% voted 'Hesitant', and 9.5% voted 'Strongly Agree'.

Table 8.
Statement "I always wear a helmet when traveling."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nervous	11	52.4	52.4	52.4
	Strongly agree	6	28.6	28.6	81.0
	Strongly Disagree	2	9.5	9.5	90.5
	Agree	2	9.5	9.5	100.0
	Total	21	100.0	100.0	

Based on the results of the questionnaire on the tenth statement, namely "I always wear a helmet when traveling", 9.5% of students voted 'Strongly Disagree', 52.4% voted 'Doubtful', 9.5% voted 'Agreed', and 28.6% voted 'Strongly Agreed'

The following table summarizes the average scores for each discipline dimension based on the questionnaire data and its categories:

Table 9.

Discipline Dimension	Average	Category
Timeliness	3,76	Tall
Neatness of dress	3,81	Tall
Concern for cleanliness	3,88	Tall
The spirit of the ceremony	3,76	Tall
Understanding the 8th Dharma	3,76	Tall
Communication in activities	2,80	Keep
Use of helmets (safety)	2,80	Low
Overall average	3,46	Tall

The average overall student discipline score is 3.46 (high category). It appears that aspects of punctuality, neatness of dressing, and concern for cleanliness have high scores. In contrast, the safety aspects (helmet use) and communication had lower scores

3.2 Discussion

3.2.1 Timeliness and Procedure Aspects

The results of the study showed an increase in discipline in punctuality. About 76% of students agree that they arrive on time at Scout activities. These findings are in line with , which says that students are more likely to be on time after participating in scouting.(Fauzi, 2024)

Based on Bandura's theory, providing positive reinforcement, such as praise or rewards, for punctual attendance encourages students to behave disciplinedly. Therefore, the reason why this element is high in value can be explained by providing regular rewards and line training.

3.2.2 Academic Discipline (Uniform and Hygiene)

The aspects of neatness of dress (80.9% agree) and concern for hygiene (85.7% agree) showed that students understood the importance of dress rules and environmental cleanliness. These results are

similar to a study conducted by the Boy Scouts that also found that students were educated to follow dress codes and maintain personal hygiene through scouting field activities. According to the theory of constructivism (Vygotsky), social interaction during Scouting activities (discussions, mutual cooperation) strengthens the internalization of the values of cleanliness and order. Thus, Scouts play an effective role in instilling non-academic academic discipline (cleanliness, uniforms) in students (Syafiudin et al., 2022).

3.2.3 Social Discipline (Ceremonial and Communication Spirit)

The aspect of the spirit of the flag ceremony and the understanding of the 8th Dasa Darma was also high (76% agreed). This shows that students are actively involved in collective social activities. However, communication skills with friends during Scouting are relatively moderate (score 2.80) and some of the majority of students are not comfortable talking in groups. This difference shows that the normative (ceremonial) aspect is more reinforced through formal activities, while interactive social skills receive less attention. There have been no specific studies that have measured social communication in Scouting, but according to , social norms and students' perceptions of self-control affect their social interactions. It is important to foster the courage of communication through role-play activities or group discussions in Scouting (Ajzen, 1991).

3.2.4 Safety Discipline

The aspect of traffic safety (helmet use) is relatively low with only 28.6% of students agreeing to always wear a helmet. This shows that safety awareness is still lacking. These results are in accordance with the theory of Planned Behavior (Ajzen, 1991), which states that attitudes and norms lead to risky behaviors. Findings in the field show that many students are still hesitant, so the Scout program should include modules related to driving safety. Previous research has not addressed this aspect, so this study highlights the importance of strengthening the safety element in extracurriculars.

Overall, the discussion showed that scouting extracurricular activities have a positive influence on most aspects of student discipline, such as punctuality, neatness, and cleanliness. This supports the findings of previous research. Gaps in communication and safety aspects indicate areas for improvement that can be addressed through interactive teaching strategies and strengthening safety rules.

3.3 Conclusion

Based on data analysis, it can be concluded that Scout extracurricular activities improve the discipline attitude of grade V students at MI Miftahul Ulum Banjarsari. This is indicated by a high average overall discipline score ($\bar{x} = 3.46$), as well as a high percentage of participants who adhere to punctuality (76 – 85% agree) and neatness of dress (80.9% agree). These findings are in line with Bandura and Vygotsky's theory of social learning that emphasizes the role of role models and interactions. However, aspects of driving safety (helmets 52.4% are still in doubt) and communication skills are in the low to medium category. For this reason, it is recommended that schools strengthen the teaching of safety values and add interactive learning methods such as simulations and discussions to their scouting programs.

This research is limited to one class in one school so the results cannot be generalized widely. Student discipline can also be influenced by other factors, such as family support and the nature of the scout coach. To understand the supporting and inhibiting factors of the extracurricular influence of scouting, follow-up research is recommended with a wider scope and the use of mixed methods (quantitative and qualitative).

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