



## STRENGTHENING CHARACTER EDUCATION THROUGH SCOUTING AND EXTRACURRICULAR ACTIVITIES

### PENGUATAN PENDIDIKAN KARAKTER MELALUI KEPANDUAN DAN EKSTRAKURIKULER

Ahmad Jarnawi Lubis<sup>1</sup>, Jamaluddin<sup>2</sup>, Hamka<sup>3</sup>

<sup>1</sup>\*State Islamic University of Sheikh Ali Hasan Ahmad Addary Padangsidempuan, Email: [bintang.8052@gmail.com](mailto:bintang.8052@gmail.com)

<sup>1</sup>\*State Islamic University of Sheikh Ali Hasan Ahmad Addary Padangsidempuan, Email: [jamaluddin84hrp@gmail.com](mailto:jamaluddin84hrp@gmail.com)

<sup>1</sup>\*State Islamic University of Sheikh Ali Hasan Ahmad Addary Padangsidempuan, Email: [hamka@uinsyahada.ac.id](mailto:hamka@uinsyahada.ac.id)

\*email koresponden: [bintang.8052@gmail.com](mailto:bintang.8052@gmail.com)

DOI: <https://doi.org/10.62567/micjo.v3i1.1931>

#### Abstract

Character education is a crucial aspect in shaping students' personalities to be faithful, virtuous, independent, and responsible. One effective strategy for strengthening character education is through scouting and extracurricular activities implemented in schools. This study aims to describe the role of scouting and extracurricular activities in strengthening students' character values and to identify their implementation and impact on students' attitudes and behavior. The research method used was a qualitative approach, with data collection techniques through observation, interviews, and documentation. The results indicate that scouting and extracurricular activities are able to instill the values of discipline, cooperation, leadership, responsibility, independence, and social awareness in a contextual and sustainable manner. The process of habituation, the role model of the instructor, and direct experience in the activities are key factors in the success of strengthening students' character. Therefore, scouting and extracurricular activities have a strategic contribution in supporting character education strengthening programs in schools and need to be managed systematically and integrated with learning activities.

**Keywords :** character education, scouting, extracurricular activities, students, schools.

#### Abstrak

Pendidikan karakter merupakan salah satu aspek penting dalam pembentukan kepribadian peserta didik yang beriman, berakhlak mulia, mandiri, dan bertanggung jawab. Salah satu strategi efektif dalam penguatan pendidikan karakter adalah melalui kegiatan kepanduan dan ekstrakurikuler yang dilaksanakan di sekolah. Penelitian ini bertujuan untuk mendeskripsikan peran kegiatan kepanduan dan ekstrakurikuler dalam menguatkan nilai-nilai karakter peserta didik, serta mengidentifikasi bentuk implementasi dan dampaknya terhadap sikap dan perilaku siswa. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa kegiatan kepanduan dan ekstrakurikuler mampu menanamkan nilai disiplin, kerja sama, kepemimpinan, tanggung jawab, kemandirian, serta kepedulian sosial secara kontekstual dan berkelanjutan. Proses pembiasaan, keteladanan pembina, dan pengalaman langsung dalam kegiatan menjadi faktor utama keberhasilan penguatan karakter peserta didik. Dengan



demikian, kependuan dan ekstrakurikuler memiliki kontribusi strategis dalam mendukung program penguatan pendidikan karakter di sekolah dan perlu dikelola secara sistematis serta terintegrasi dengan kegiatan pembelajaran.

**Kata Kunci :** Pendidikan karakter, kependuan, ekstrakurikuler, peserta didik, sekolah.

## 1. INTRODUCTION

Character education is a crucial foundation for shaping students' personalities, fostering strong moral, social, and national values. In the context of modern education, character education is not simply taught through cognitive learning in the classroom; it needs to be internalized through real-life experiences involving social interaction, habituation, and role modeling (Faridah et al., 2023). Berkowitz and Bier (2022) emphasize that effective character education requires students' active involvement in authentic situations that allow them to directly practice moral values in their daily lives.

One strategic vehicle for strengthening character education is extracurricular activities organized by schools. These activities provide a space for students to develop character through social experiences, teamwork, and leadership outside of formal learning (Wirati et al., 2024). Eccles and Barber (2023) explain that student involvement in extracurricular activities has a significant influence on the development of character, social skills, and a sense of responsibility and commitment to the school environment. This demonstrates that extracurricular activities play an important role in a holistic character education system.

Scouting, as an extracurricular activity, has unique characteristics that emphasize the development of the values of discipline, independence, leadership, and social awareness. Durlak et al (2022) stated that experiential non-academic programs, including scouting, have been proven to strengthen students' social-emotional competencies through structured, values-oriented activities. Through these activities, students not only understand character values conceptually but also internalize them through direct practice.

Furthermore, the success of character education is greatly influenced by a consistent process of role modeling and habituation. Lickona and Davidson (2021) suggest that character education will be more meaningful when moral values are instilled through a combination of educator role models, positive behavioral habits, and student involvement in meaningful, real-life activities. In this regard, scouting and extracurricular activities provide a learning context that supports the ongoing internalization of values.

Recent international research also shows that scouting and outdoor activities have a positive impact on the development of leadership and independence in students. Sibthorp et al (2023) found that scouting-based learning experiences can enhance students' sense of responsibility, social awareness, and decision-making skills. Miller et al (2024) emphasized that systematically designed extracurricular activities and the guidance of competent instructors can be a strategic tool for strengthening character education in schools.



In a national context, studies on character education through extracurricular activities also show consistent results. Suyanto and Widodo (2022) stated that extracurricular activities in elementary schools play a crucial role in instilling the values of discipline, cooperation, and responsibility through a continuous process of habituation. Similarly, Nurhayati et al (2023) explained that scouting, as an extracurricular activity, can contextually integrate religious, nationalistic, and leadership character values into students' lives.

Although various studies have discussed the role of extracurricular activities and scouting in character education, more in-depth studies are needed regarding their integrated implementation and contribution to strengthening character education in schools. Therefore, this study aims to examine the strengthening of character education through scouting and extracurricular activities as an integral part of efforts to form students' character holistically and sustainably.

## 2. RESEARCH METHOD

This research uses a descriptive qualitative approach to gain an in-depth understanding of strengthening character education through scouting and extracurricular activities in schools (Nugraha, 2025). A qualitative approach was chosen because it can explore the meaning, process, and dynamics of activity implementation contextually, in accordance with real-world conditions. Creswell and Poth (2023) explain that qualitative research is highly relevant for examining educational phenomena related to the behavior, values, and experiences of research subjects in depth.

The research method used is a case study, focusing on the implementation of scouting and extracurricular activities as a means of strengthening character education. Case studies allow researchers to explore in detail the practices, strategies, and interactions that occur within a specific context. Yin (2022) emphasizes that case studies are highly effective for examining complex educational programs tied to specific social contexts.

The subjects of this study included the school principal, scouting instructors, extracurricular teachers, and students actively involved in these activities. Subjects were selected using a purposive sampling technique, selecting informants deemed to have relevant knowledge and experience related to the research focus. According to Merriam and Tisdell (2023), purposive sampling in qualitative research aims to obtain rich and meaningful data in accordance with the research objectives.

The research location was conducted at an elementary school that actively organizes scouting and extracurricular activities as part of a character education strengthening program. The location selection was based on considerations of program implementation, school support, and the sustainability of existing activities. This approach aligns with the views of Guest, Namey and Mitchell (2024), who emphasize the importance of context in qualitative educational research.

Data collection techniques in this study included observation, in-depth interviews, and documentation. Observations were conducted to directly observe the implementation of



scouting and extracurricular activities and student behavior during the activities. In-depth interviews were conducted with key informants to explore their perceptions and experiences regarding character education strengthening. Additionally, documentation was used to supplement the data, including activity programs, schedules, photos, and school reports. This triangulation approach strengthens the validity of the data, as stated by Saldaña and Omasta, (2024).

The research instrument in this study was the researcher herself, supported by observation guidelines, interview guidelines, and documentation sheets. The instruments were developed based on character education indicators such as discipline, responsibility, cooperation, leadership, and social awareness. This approach aligns with the views of Miles, Huberman and Saldaña (2023), who emphasize the researcher's role as a key instrument in qualitative research.

Data analysis was conducted interactively and continuously through the stages of data reduction, data presentation, and conclusion drawing. Data obtained from various sources were systematically analyzed to identify patterns, themes, and relationships relevant to the research objectives. This process was carried out from the beginning of data collection until the end of the study to ensure the analysis was more in-depth and accurate.

Data validity was ensured through source and technical triangulation techniques, as well as increased researcher diligence in data collection. Furthermore, the researcher conducted member checks with informants to ensure the data matched actual conditions in the field. This strategy is crucial for increasing the credibility and trustworthiness of the research results.

In a national context, a qualitative approach to character education research is considered relevant because it is able to capture the values that develop in educational practices in schools. Prasetyo and Hidayat (2023) stated that qualitative research provides a reflective space for understanding the process of internalizing character values through non-academic activities. Similarly, Wibowo and Lestari (2024) emphasized that qualitative methods are effective for examining the implementation of character education through extracurricular activities based on experience and habituation.

### 3. RESULT AND DISCUSSION

The research results show that scouting and extracurricular activities significantly contribute to strengthening students' character education. The most prominent character values developed through these activities include discipline, responsibility, cooperation, leadership, independence, and social awareness. Based on observations, students demonstrated positive behavioral changes, such as punctuality in participating in activities, adherence to rules, and the ability to work collaboratively in groups. These findings align with international research by Parker and Thomsen (2023), which states that experiential extracurricular activities can develop sustainable habits of discipline and responsibility in students.

Furthermore, interviews with scouting instructors and extracurricular teachers indicate that the process of habituation and role modeling are key to internalizing character values. The



instructor not only acts as a facilitator of activities but also as a role model in attitude and behavior. Students emulate the positive values demonstrated by the instructor during the activities. These findings support the views of O'Donnell and Kirk (2022), who emphasized that the role of educators in non-formal activities is crucial to the success of character education due to the direct and reflective nature of the interactions.

The research also shows that scouting activities provide ample scope for developing students' leadership and independence. Through marching, teamwork, and field activities, students are trained to make decisions, lead groups, and take responsibility for assigned tasks. This finding aligns with an international study by Hodge et al (2024), which concluded that scouting and youth development programs contribute positively to the development of leadership and self-control in students.

In a national context, this study aligns with the findings of Setiawan and Kurniawan (2022), who stated that extracurricular activities in elementary schools are effective in instilling the values of responsibility and cooperation through hands-on learning experiences. Students not only understand these values conceptually but also apply them in real-life situations during the activities.

Furthermore, extracurricular activities have also been shown to strengthen students' religious and social character. Based on documentation and interviews, activities begin and end with prayer and are conducted in an atmosphere of mutual respect and tolerance. This supports the findings of a national study by Rahmawati and Aziz (2023), which stated that integrating religious and social values into extracurricular activities can shape students' character holistically.

The study also showed that students' active participation in scouting and extracurricular activities increases self-confidence and social awareness. Students are more confident in expressing opinions, helping friends, and demonstrating empathy in group activities. These findings align with a national study by Lestari and Handayani (2024), which confirmed that collaboration-based extracurricular activities have a positive impact on students' social-emotional development.

From a managerial perspective, the success of strengthening character education through scouting and extracurricular activities is inseparable from the support of school policies, the involvement of the principal, and the consistency of the supervisor in implementing the program. These findings support the findings of a national study by Prabowo and Sari (2023), which stated that synergy between school policies and the implementation of extracurricular activities is a crucial factor in the success of character education.

Overall, the results and discussion in this study confirm that scouting and extracurricular activities are strategic vehicles for strengthening students' character education. These findings reinforce previous research, both internationally and nationally, that character education is more effective when implemented through experiential activities, role models, and habits integrated into the school culture. Therefore, scouting and extracurricular activities need to be



managed systematically and sustainably as an integral part of the school's character education program.

#### 4. CONCLUSION

Based on the research results and discussion, it can be concluded that scouting and extracurricular activities play a strategic role in strengthening students' character education. Through hands-on, experiential activities, students not only understand character values conceptually but also internalize them in their daily behavior. Character values that develop significantly include discipline, responsibility, cooperation, leadership, independence, and social awareness.

Scouting activities have been proven to contribute strongly to shaping students' leadership and independence. Activities that require group work, decision-making, and individual responsibility encourage students to develop self-confidence and responsibility. Furthermore, the habituation process and role models demonstrated by mentors are crucial factors in the successful internalization of these character values.

Other extracurricular activities also serve as complementary vehicles for character strengthening. Through various non-academic activities, students are given the opportunity to develop social skills, tolerance, and religious and moral values. The integration of character values into every extracurricular activity makes learning more meaningful and contextual.

The success of strengthening character education through scouting and extracurricular activities is inseparable from the support of school policies, the active involvement of the principal, and the consistency of teachers and supervisors in implementing the program. Synergy among the school community is a key prerequisite for these activities to run systematically and sustainably. With proper management, scouting and extracurricular activities can become an integral part of the school culture, supporting the development of student character.

Therefore, this study confirms the need for continued development and optimization of scouting and extracurricular activities as a strategy for strengthening character education in schools. These findings are expected to serve as a reference for schools and educational stakeholders in designing and implementing extracurricular programs oriented towards holistic and sustainable student character development.

#### 5. REFERENCES

- Berkowitz, M. W., & Bier, M. C. (2022). Research-based character education. *Journal of Moral Education*, 51(3), 315–329.
- Creswell, J. W., & Poth, C. N. (2023). Qualitative inquiry and research design: Choosing among five approaches. In (5th ed.). SAGE Publications.
- Durlak, J. A., Mahoney, J. L., & Boyle, A. E. (2022). What we know, and what we need to find out about programs for social and emotional learning. *American Journal of Community Psychology*, 69(1), 20–35.



- Eccles, J. S., & Barber, B. L. (2023). Student engagement in extracurricular activities and adolescent development. *Developmental Psychology*, 59(4), 689–702.
- Faridah, E. S., Febrianti, R., Purnomo, Hajar, M., Dahlan, M. Z., Gaol, E. L., Maqbuloh, A., Nugraha, D., Nurjanah, Laelasari, E., Sayekti, S. P., & Wijaya, S. (2023). *Pengembangan Kurikulum dan Pembelajaran Abad 21* (1st ed.). Yayasan Penerbit Muhammad Zaini.
- Guest, G., Namey, E., & Mitchell, M. (2024). *Collecting and analyzing qualitative data at scale*. SAGE Publications.
- Hodge, K., Danish, S., & Forneris, T. (2024). Life skills and leadership development through youth programs: A systematic review. *Journal of Youth Development*, 19(1), 45–62.
- Lestari, S., & Handayani, R. (2024). Pengaruh kegiatan ekstrakurikuler terhadap perkembangan sosial emosional siswa sekolah dasar. *Jurnal Ilmiah Pendidikan Dasar*, 11(1), 77–89.
- Lickona, T., & Davidson, M. (2021). *Smart and good schools: Integrating excellence and ethics in education*. Routledge.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation*. Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2023). *Qualitative data analysis: A methods sourcebook*. In (4th ed.). SAGE Publications.
- Miller, A. L., Kraus, R., & Veltkamp, J. J. (2024). Structured extracurricular programs and character development in schools. *International Journal of Educational Research*, 1(24), 102–245.
- Nugraha, D. (2025). *METODOLOGI PENELITIAN: TEORI DAN PRAKTIK* (N. Mayasari (ed.)). Penerbit Widina Media Utama.
- Nurhayati, N., Rahman, A., & Prasetyo, E. (2023). Peran kegiatan kepanduan dalam penguatan pendidikan karakter siswa sekolah dasar. *Jurnal Pendidikan Karakter*, 13(2), 145–156.
- O'Donnell, S., & Kirk, D. (2022). Pedagogies of role modelling and character development in youth activities. *Sport, Education and Society*, 27(6), 628–642.
- Parker, A., & Thomsen, L. (2023). Experiential learning and character formation in extracurricular contexts. *International Journal of Educational Research*, 11(8), 102–132.
- Prabowo, A., & Sari, D. P. (2023). Manajemen kegiatan ekstrakurikuler dalam penguatan pendidikan karakter di sekolah dasar. *Jurnal Manajemen Pendidikan*, 15(2), 134–146.
- Prasetyo, A., & Hidayat, R. (2023). Implementasi pendidikan karakter melalui kegiatan ekstrakurikuler berbasis pengalaman di sekolah dasar. *Jurnal Pendidikan Karakter*, 13(1), 25–38.
- Rahmawati, E., & Aziz, A. (2023). Integrasi nilai religius dalam kegiatan ekstrakurikuler untuk membentuk karakter siswa. *Jurnal Pendidikan Karakter*, 13(2), 167–178.
- Saldaña, J., & Omasta, M. (2024). *Qualitative research: Analyzing life*. SAGE Publications.
- Setiawan, R., & Kurniawan, D. (2022). Peran kegiatan ekstrakurikuler dalam menanamkan nilai tanggung jawab siswa sekolah dasar. *Jurnal Pendidikan Dasar Nusantara*, 7(2), 201–212.



- Sibthorp, J., Paisley, K., & Furman, N. (2023). Outdoor and scouting-based education: Impacts on leadership and character development. *Journal of Experiential Education*, 46(2), 123–139.
- Suyanto, S., & Widodo, A. (2022). Implementasi pendidikan karakter melalui kegiatan ekstrakurikuler di sekolah dasar. *Jurnal Pendidikan Dasar Indonesia*, 7(1), 55–66.
- Wibowo, A., & Lestari, N. (2024). Pendidikan karakter berbasis kepanduan di sekolah dasar. *Jurnal Ilmu Pendidikan*, 29(1), 55–66.
- Wirati, T. W., Vidyastuti, H. A., Utarsih, H., Kurniawan, G. I., Sugiharto, N. A., Hamdani, D., Annisawati, A. A., Mulyana, I., Nugraha, D., Wardhana, M. A., & Persada, A. R. (2024). *Berpikir Kreatif dan Kritis di Era VUCA* (R. Solihin (ed.)). Ekuitas Publisher.
- Yin, R. K. (2022). Case study research and applications: Design and methods. In (7th ed.). SAGE Publications.