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Efforts to Improve Student Discipline Through Extracurricular Activities at Panguragan Lor Public Elementary School No. 1 Panguragan Subdistrict, Cirebon Regency

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ABSTRACT

This study was motivated by the low level of discipline among sixth-grade students at Panguragan Lor No. 1 Public Elementary School, Panguragan Subdistrict, Cirebon Regency, evidenced by poor adherence to school rules, low motivation to participate in extracurricular activities, and limited family support in fostering discipline. This study aimed to analyze efforts to improve students' discipline through the Scout extracurricular program, identify obstacles, and describe its contribution to developing disciplined character. A qualitative approach with a descriptive method was employed. The subjects included the school principal, Scout leaders, and sixth grade students. Data were collected through observation, interviews, and documentation, then analyzed through data reduction, data display, and conclusion drawing. Data validity was ensured through triangulation of sources, techniques, and time. The results showed that Scout activities improved discipline through rule adherence, marching drills, ceremonies, teamwork, and the implementation of Tri Satya and Dasa Dharma values. Obstacles included low student awareness and motivation, suboptimal guidance, and family environmental factors. In conclusion, Scout activities can effectively foster discipline when supported by consistent guidance and collaboration between schools and parents. Supervision, evaluation, role modeling, and parental involvement are essential to sustain students' discipline in daily life.

1. Introduction

Education is a continuous process of interaction between educators and students aimed at developing students' potential so that they can lead meaningful lives (Putri et al., 2024). However, students' interest in learning greatly influences the learning process and its outcomes. Education is a fundamental element of human life that is

closely related to the development of individuals, families, communities, and the nation (Maulani et al., 2025). Education is the process of shaping a better system of values and culture, which includes character and skill development as well as intellectual growth. The quality of education can influence the quality of a nation (Afendi et al., 2022). According to Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, the goal of national education is to develop skills and shape the character and civilization of the nation in a way that upholds these values. Without education, a nation will experience a decline in quality across various sectors (Rachmi et al., 2024). Education aims to develop students' potential so they can lead fulfilling lives. Through education, individuals can enhance their intelligence and skills, develop their potential, and cultivate a responsible, intelligent, and creative personality (Gazali et al., 2019). Character education plays a role in shaping the morals of the younger generation by instilling religious values and universal ethics.

Discipline is one of the goals of character development in individuals and students. Instilling discipline in a person fosters a sense of responsibility. The Scout Movement is an extracurricular activity that plays a central role in character building. The development of student discipline can be achieved through the consistent application of strategies, such as teachers setting a good example and fostering disciplined behavior (Samiha & Fauzi, 2025). Scouting activities foster student discipline by instilling character values, conducting marching drills, cultivating the habit of following rules, and ensuring the active involvement of leaders who guide and direct students (Widayanti et al., 2023). The Scouting Movement serves as an effective tool for character development because it offers hands-on "learning by doing" experiences, making it easier for character values to be deeply ingrained. Extracurricular activities are another effective way to help students develop a valuable sense of community within the school environment. Currently, the legal foundation of the Scout Movement has been further strengthened by the enactment of Law No. 12 of 2010 on the Scout Movement.

The values embodied in the Tri Satya (Scout Promise) and Dasa Dharma (Scout Code of Ethics) are expected to foster a disciplined character in participants through consistent practice during every Scouting activity. Student discipline poses a challenge in the world of education, making effective strategies necessary to instill discipline. The success of character education does not happen automatically but depends heavily on the effectiveness of its implementation in educational institutions (Permadi dan Achadi, 2025). Initial observations at Panguragan Lor No. 1 Public Elementary School (Panguragan Subdistrict, Cirebon Regency) revealed several issues related to student discipline. These issues include a lack of student awareness regarding the importance of discipline in daily life, low student motivation to participate regularly in Scouting extracurricular activities, suboptimal supervision and guidance regarding discipline during these activities, and a family environment that is not yet sufficiently supportive of character development. It is evident that character education can be implemented through the learning process, daily habits, and extracurricular activities to strengthen students' disciplined attitudes (Wahyuni et al, 2025). To strengthen this study, the researchers reviewed several relevant previous studies. Efforts to improve students' character through the

Scouting extracurricular activity were carried out by fostering habits, setting a good example, and enforcing sanctions, thereby shaping students' character (Ameliasari et al., 2022). Similar to this study, both of those studies used a descriptive qualitative approach and discussed character development through Scouting extracurricular activities, although they were conducted at MAN 1 Yogyakarta.

Scouting activities, including routine training, Persami (camping), and nature exploration, play a role in developing students' discipline. This study also employed a descriptive qualitative approach but was conducted at MI Miftahul Ulum Cepokolimo (Syafiudin & Purwono, 2022). A review of previous research clearly shows that, across various research settings, prior studies have primarily focused on the role of Scouting activities in promoting general character development and student discipline. Therefore, the setting of this study is different. This study aims to improve the discipline of sixth-grade students through Scouting extracurricular activities and to identify factors that hinder this process. However, very few studies have specifically examined students' efforts to improve their discipline through Scouting extracurricular activities at Panguragan Lor No. 1 Public Elementary School, Panguragan Subdistrict, Cirebon Regency. Consequently, this study aims to analyze efforts to foster sixth-grade students' discipline through Scouting extracurricular activities at Panguragan Lor No. 1 Public Elementary School, Panguragan Subdistrict, Cirebon Regency; identify factors that hinder their implementation; and describe the contribution of Scouting extracurricular activities to fostering student discipline.

2. Methodology

This study employs a qualitative approach using descriptive methods to describe efforts to foster student discipline through Scouting extracurricular activities at Panguragan Lor Public Elementary School 1, Panguragan Subdistrict, Cirebon Regency. The data sources were the research subjects, obtained through the data collection techniques used in this study. The research subjects included the school principal, the Scout leader, and sixth-grade students. The number of informants in this study consisted of 1 school principal, 1 Scout leader, and 1 sixth-grade student. Informants were selected based on their involvement and knowledge regarding the implementation of Scouting extracurricular activities and student disciplinary behavior. The school principal was selected because of their role in school policy and program implementation; the Scout leader was selected because of their direct involvement in Scout activities; and the sixth-grade student was selected because they participate in the Scout extracurricular activities and directly experience the process of discipline-building through these activities. The primary research instrument was the researcher (human instrument). Supporting instruments included observation guidelines, interview guidelines, recording devices, and documentation in the form of photos of activities, school regulations, and other supporting documents.

Data were collected through observation. The research data was reinforced and supplemented through interviews with the principal, the Scout leader, and students.

The interviews were conducted using an interview guide designed in accordance with the research focus. The interview questions focused on efforts to foster student discipline through Scouting extracurricular activities, the implementation of Scouting activities, factors hindering the implementation of these activities, and the contribution of Scouting activities to fostering student discipline. In addition, observations were conducted on the implementation of Scouting activities and students' disciplinary behavior. Documentation was used to supplement the research data, including photos of activities, school regulations, and other supporting documents. To test the validity of the data, source triangulation, technical triangulation, and temporal triangulation were employed. Data analysis was conducted using the Miles and Huberman model, which includes data presentation, data reduction, and drawing conclusions. The analysis was conducted continuously throughout the data collection process until the study was completed. The objective was to obtain a general overview of students' efforts to improve discipline through extracurricular Scouting activities, as well as the factors influencing their implementation.

3. Result and Discussion

This study aims to analyze efforts to improve sixth-grade students' discipline through the Scouting extracurricular activity at Panguragan Lor No. 1 Public Elementary School, Panguragan Subdistrict, Cirebon Regency. This study also identifies inhibiting factors and describes the extent to which Scouting extracurricular activities can improve student discipline. The data triangulation process, as explained in the methodology section, involved the use of source, technique, and temporal triangulation to ensure data validity. Source triangulation was conducted by comparing information gathered from the school principal, the Scouting advisor, and sixth-grade students. Technique triangulation was conducted by comparing findings from interviews, observations, and documentation, so that the information obtained reinforced one another. Meanwhile, temporal triangulation was carried out during the data collection phase, which took place from February through May. Observations were conducted during several sessions of the Scouting extracurricular activity held every Friday from 2:00 PM to 4:00 PM. The data obtained through observations and interviews during that period were then compared to ensure the consistency of information regarding students' disciplinary behavior.

Efforts to Improve Student Discipline Through Scouting Extracurricular Activities

As school leaders, principals must be able to motivate, guide, and inspire teachers to embrace change for the sake of better education (Rohaeti et al., 2025). Teachers are among the key drivers in schools. Interviews with the principal, the Scouting advisor, and students revealed that Panguragan Lor No. 1 Public Elementary School has undertaken various efforts to improve student discipline through Scouting activities. These efforts are carried out through habit formation, setting a good example, supervision, assigning responsibilities, and consistently enforcing school

rules in addition to delivering the Scouting curriculum. Discipline has been an integral part of the school's culture since students first enroll. These findings indicate that the development of disciplined character at Panguragan Lor No. 1 Public Elementary School is achieved through routines practiced regularly, not merely through rules. Education is a process of fostering a system of values and a culture that leads to positive development, including the formation of students' personalities, skills, and intellectual growth (Afendi et al., 2022). This finding is supported by the principal's explanation that discipline has been instilled as part of the school's culture since the very beginning of student enrollment. The principal stated, "From the moment students first enter this school, we have accustomed them to following the rules. Discipline is not only enforced during Scouting activities but also in their daily activities at school. Students are expected to arrive on time, participate actively in activities, and take responsibility for their tasks" (Scout Advisor, Interview, 2026). This statement indicates that the development of discipline at Panguragan Lor No. 1 Public Elementary School is not limited to enforcing rules. Rather, discipline is fostered through ongoing habit formation integrated into students' daily activities. These findings suggest that repeated practice plays a crucial role in transforming discipline from an external demand into a behavioral habit.

The concept of character education holds that habit formation is a successful approach because behaviors performed repeatedly will become habits and ultimately an integral part of students' character. Therefore, a culture of discipline instilled in students from the moment they enter the school environment helps them develop an attitude of compliance with rules and a sense of responsibility in their daily lives. Teacher discipline is crucial to the success of education in schools because it can improve academic achievement (Samsuriadi & Suardi, 2025). Students are expected to arrive before 7:00 a.m., actively participate in learning activities, attend the flag-raising ceremony, use recess time according to the schedule, and participate in the Scouting extracurricular activity. All students are required to comply with school regulations so that discipline can be consistently enforced. A culture of discipline can be fostered through well-planned and sustained Scouting activities. Scouting activities are held regularly every Friday from 2:00 PM to 4:00 PM. These activities include marching drills, educational games, teamwork exercises, group assignments, and the practice of the Scout Oath (Tri Satya) and the Scout Law (Dasa Dharma).

According to the instructors, drill exercises are the most effective activity for fostering obedience to orders, punctuality, concentration, neatness, and self-control. Drill exercises foster a disciplined attitude through adherence to rules and punctuality (Fitriyani & Muthali'in, 2023). Marching drills in Scouting activities foster a disciplined attitude through obedience to orders, punctuality, and the simultaneous execution of movements in accordance with established rules. These findings indicate that drill exercises not only teach marching skills but also help individuals internalize the value of discipline through adherence to instructions, self-control, and punctuality. This facilitates the application of the value of discipline in daily life. Before the start of routine drills, all students attend a roll call and initial briefing led by the Scout leader to ensure that everyone understands the

rules and objectives of the activity and is ready to participate in the entire series of activities in an orderly manner. Documentation of this activity can be seen in Figure 1.



Figure 1. Initial briefing before the Scouting extracurricular activity

Figure 1 shows students participating in an assembly and initial briefing in an orderly manner before the Scouting activities began. This orientation session serves as an initial step to help students understand the rules and objectives of the program. In the Scouting extracurricular program, Scout leaders not only provide practical training but also teach the importance of discipline, responsibility, and the application of the Tri Satya and Dasa Dharma values in daily life. The purpose of this instruction is to help students understand the meaning of discipline before applying it in various Scouting activities. Next, before beginning the practical activities, the Scout leader presented material related to the importance of obeying rules, fulfilling responsibilities, and practicing the values of the Tri Satya and Dasa Dharma in daily life. The presentation of this material aimed to help students understand the values of discipline and responsibility before applying them in Scouting activities. Documentation of the material presentation by the Scout leader is shown in Figure 2 below.

The importance of drill exercises in fostering discipline was also emphasized by the Scout advisor “During drill exercises, students must listen carefully to instructions and perform the movements in unison. If they do not pay attention or follow instructions, the formation will not be orderly. Through this activity, students learn to concentrate, obey instructions, and maintain discipline (Scout Advisor, Interview, 2026)”. This statement indicates that marching drills provide students with hands-on experience in practicing discipline. This activity requires students to control their behavior, pay attention to instructions, maintain concentration, and coordinate their movements with other group members. In this process, students are not only required to understand instructions theoretically but also to apply them

directly through movements performed in unison and in an orderly manner. Each student must be able to adjust their movements to the given commands and maintain synchronization with other group members. In addition, marching drills teach students to value time, as each activity is conducted according to a schedule, and students are expected to arrive on time before the drill begins. If a student fails to pay attention to instructions or does not follow the established rules, it can disrupt the formation and the overall flow of the activity. This situation indirectly teaches students that disciplined behavior and individual responsibility contribute to the group's success.



Figure 2. A Scout leader delivering a lesson

Figure 2 shows the Scout instructor delivering the lesson to students in the classroom. The instructor stands at the front of the class to explain the material written on the blackboard, while the students participate by sitting quietly in their respective seats. This activity is part of the preparatory training before students participate in Scouting practice. Through this instruction, students gain an understanding of the rules, responsibilities, and the importance of maintaining discipline during activities. Students are also trained to pay attention to instructions, participate in lessons in an orderly manner, and understand the tasks assigned to them. This activity is one of the instructors' efforts to instill a sense of discipline and responsibility in students before they apply these principles during Scouting practice. In addition to routine training, the instructor assigns responsibilities to each team member, such as leading the team, carrying equipment, and completing group tasks. Through this division of tasks, students learn to work together, respect each member's role, and take responsibility for the tasks assigned to them. Assigning tasks in Scouting activities is an effective strategy for developing students' discipline and sense of responsibility (Kuswati et al., 2025). Schools also assign homework as a way to instill discipline within the family environment.

The development of discipline is closely related to adherence to rules and students' ability to fulfill their own obligations, as evidenced by the assignment of responsibilities to each member. The concept of character education underlies these activities, which place responsibility as a core value that develops through students' active involvement. When students are given the opportunity to lead a group, maintain cleanliness, or carry supplies, they learn to understand the consequences of each task, thereby gradually developing a sense of responsibility and discipline. Findings regarding efforts to improve discipline were obtained through the triangulation of various sources and data collection techniques. Information from the principal regarding school policies was confirmed through interviews with Scout leaders and students, then reinforced by observations during the activities as well as documentation of Scout activities. The results from these three techniques provide consistent evidence that Scout activities are conducted routinely as a means to foster disciplined character.

Barriers

Research findings indicate that several factors continue to hinder efforts to improve student discipline through extracurricular Scouting activities. The first factor is low student participation in Scouting training. Some students do not attend training regularly because they view Fridays as a more relaxed day, so the process of developing disciplinary habits has not been optimal. Low student participation is one of the obstacles in the implementation of Scouting activities (Desfriyati et al., 2023). The success of character education is influenced by school programs and students' intrinsic motivation, as evidenced by high participation rates among students. Since the value of discipline develops through habit formation, sustained student engagement is necessary to foster a disciplined character.

The second factor is a lack of parental support for Scouting activities, since families, particularly parents, essentially serve as the primary and most influential environment in a child's moral and character development (Saputra & Hafidz, 2025). Some parents still view Scouting activities as unimportant and therefore do not fully encourage their children to participate regularly. This situation reduces students' motivation to attend training sessions and impacts the process of developing disciplined character. The next factor stems from the students themselves. These findings indicate that families play a crucial role in reinforcing the character education instilled at school. Students will be inconsistent in applying values of discipline if parents do not support Scouting activities and the practice of discipline at home. Therefore, collaboration between schools and families is essential for the successful development of disciplined character. Some students still struggle with time management, arrive late, forget to bring their Scouting equipment, talk while the leader is explaining, and are unable to consistently practice discipline both at school and at home.

Furthermore, disciplinary habits within the family environment are not yet optimal, as students still need to be reminded by their parents to study, help with homework, and manage their playtime. This situation indicates that the development of a disciplined character requires ongoing support from both the school and the family.

Obstacles to the implementation of Scouting activities include low participation and a lack of interest among students in participating regularly. This situation hinders the activities from running optimally because some students still lack the motivation to consistently participate in Scouting activities, resulting in suboptimal development of discipline. This situation indicates that the development of a disciplined character requires consistent practice and is a gradual process. Character is not formed instantly but through continuous practice and support from the school and family environments. Findings regarding low student participation were obtained from interviews with the school principal and subsequently confirmed through observations of student attendance during regular practice sessions. Activity documentation shows that there are still some students who do not consistently attend practice sessions. Figure 3 illustrates the consistently low student participation in Scout activities, as evidenced by the marching drill shown in the image below.



Figure 3. Marching Drill Practice

Figure 3 shows a marching drill practice as one of the activities in the Scouting extracurricular program. The students appear to be participating in the activity in an orderly manner, paying attention to the instructions given by the Scout leader. This activity serves as a means to instill discipline in students by habituating them to follow directions, maintain order, and adhere to applicable rules. Based on interviews with the principal and the Scouting leader, student participation in routine drills remains inconsistent. This finding is supported by observations of student attendance during several drill sessions. Thus, Figure 3 serves as documentation of the Scout training sessions, while the finding regarding inconsistent student attendance is supported by the interview results and attendance observations; the activity documentation shows that there are still some students who do not consistently attend training sessions. Figure 3 illustrates the persistently low level of student participation in Scout activities. This is evident in the image above, where the marching drill demonstrates the low level of student participation.

To What Extent Can Scouting Extracurricular Activities Improve Student Discipline?

Based on interviews and research data, Scouting extracurricular activities make a positive contribution to fostering student discipline. The principal stated that Scouting is one of the school's main programs for developing disciplined character through the application of Scouting principles, marching drills, group assignments, and the instillation of a culture of compliance with school rules. Scout leaders also explained that there is a clear difference between students who actively participate in Scouting and those who are less active. Active students tend to be more disciplined, neater, more responsible, and more likely to follow school rules. Scouting extracurricular activities contribute significantly to fostering a culture of discipline among students (Ranisa et al., 2025). Research findings indicate that Scouting activities can foster a disciplined character because all activities require students to fulfill responsibilities, follow rules, cooperate, and value time.

These findings support the theory of character education, which states that character is shaped through the formation of habits and real-life experiences (learning by doing). Therefore, the Scouting program not only helps students improve their technical skills but also helps them build a disciplined character that can be applied in their daily lives at home and at school. The girls' team's success in representing their school at the subdistrict level demonstrates that regular practice can enhance students' scouting skills, teamwork, sense of responsibility, and discipline. In addition, interviews revealed that students have begun to get used to waking up early, helping their parents, studying according to schedule, and completing assignments given by teachers. Although there are still some challenges, such as being late, forgetting to bring equipment, and poor time management skills, the students have shown a commitment to improving themselves.

This indicates that the internalization of disciplinary values has begun to develop through extracurricular Scouting activities. Therefore, the extracurricular Scouting program can serve as an effective means of fostering student discipline when supported by strong and sustained collaboration among schools, Scout leaders, teachers, parents, and students. Students' success in competitions not only demonstrates an improvement in their Scouting skills but also indicates that the discipline instilled through regular practice influences their performance. This suggests that discipline is linked to students' ability to cooperate, follow rules, and complete tasks responsibly. The results of source triangulation indicate that the principal, Scout leaders, and sixth-grade students provided information regarding improvements in student discipline. All three informants stated that students who actively participate in Scouting activities exhibit more disciplined behavior compared to those who merely attend activities routinely.

The results of technical triangulation further reinforce the interview findings. Observations during Scout activities showed that students arrived on time, followed the leaders' instructions well, participated in group activities, and adhered to the rules during practice. Additionally, activity documentation showed that students were actively engaged in every Scout activity, which supports the interview

findings. Extracurricular Scout activities are held regularly to build student discipline. Marching drills are one of the activities frequently conducted. Through this activity, students are trained to follow lessons calmly and responsibly. Marching drills also teach teamwork, focus, and precision. During the activity, students are required to maintain a neat formation and follow the rules. Scouting is a mandatory extracurricular activity for students to support character education and the development of discipline in children (Ningrum et al., 2020). To ensure every student understands the importance of discipline, Scout leaders provide direct instructions to them. This activity serves as a practical form of character education carried out within the school environment. Figure 4 shows how students and Scout leaders conduct marching drills.



Figure 4. Marching Drill (PBB)

Figure 4 shows marching drills in accordance with the Marching Regulations (PBB) under the guidance of a Scout leader. This activity is one of the routine drills that help improve student discipline. Students are trained to follow every instruction from the leader, maintain a neat formation, arrive on time, and carry out each instruction in an orderly manner during the drill. This drill demonstrates that Scouting activities not only teach Scouting skills but also instill a sense of discipline through hands-on practice. Interviews with Scout leaders and classroom teachers revealed that students participating in PBB drills became more orderly, responsible, and more compliant with school rules. This supports these findings. Therefore, the marching drill serves as evidence that Scouting activities outside the classroom genuinely improve student discipline, as Scouting plays an important role in moral development.

Character education focuses on shaping students' morals, ethics, and behavior so that they become responsible, honest, disciplined, and people of good character (Wahyuni et al, 2025). Schools establish rules and regulations to teach students how to behave in daily life. These rules serve as a foundation for students to understand their rights and responsibilities, as well as the rules that apply at school. In addition to fostering character development through Scouting extracurricular activities, the

values of discipline embedded in these rules and regulations also contribute to students' character development. These two elements demonstrate that discipline is not only fostered through practical activities such as Scouting drills but is also reinforced by written rules that apply to the entire school community. The existence of these rules helps create a safe, conducive, and orderly learning environment. Figure 5 shows documentation of school rules, which serve as a guide for student discipline.

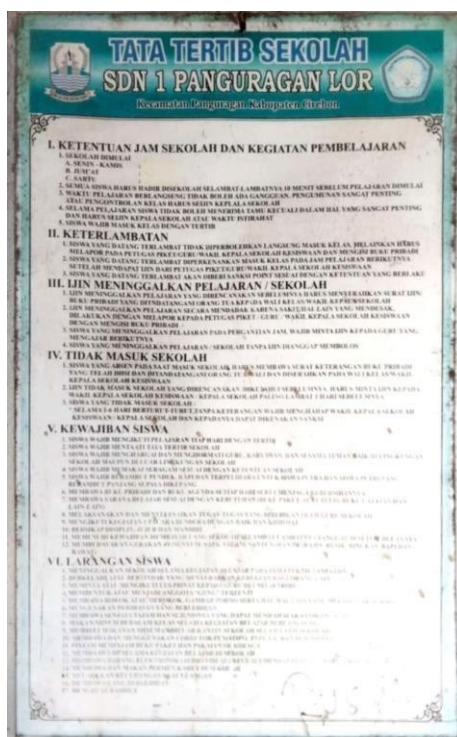


Figure 5. School rules as a guide for student discipline

Research findings indicate that, in terms of fostering student discipline, school rules are closely linked to Scouting extracurricular activities. Schools are places where cultural values develop, particularly a culture of literacy. Every school has a responsibility to instill a culture of literacy (Iman, 2022). Rules such as arriving on time, participating in class in an orderly manner, maintaining appropriate behavior, and complying with school regulations are concrete examples of disciplinary practices that are also applied in Scouting activities. Students who actively participate in Scouting activities tend to comply with school rules more readily than those who do not. Furthermore, the values of the Tri Satya and Dasa Dharma make students more aware of the importance of following rules both at school and at home. Principals, teachers, Scout leaders, and the entire school community play a vital role in fostering a consistent culture of discipline that supports the development of disciplined character. Therefore, school rules are crucial for Scouting extracurricular activities because they help produce students who are more disciplined, orderly, and responsible.

Limitations and Implications of the Study

This study shows that Scouting activities contribute to improving the discipline of sixth-grade students at Panguragan Lor No. 1 Public Elementary School. However, the study has several limitations. First, the informants were limited to the principal, the Scout leader, and sixth-grade students, so the findings cannot yet represent the conditions at other elementary schools. Second, the study was conducted only at Panguragan Lor No. 1 Public Elementary School therefore, the results cannot yet be generalized because each school has different conditions, cultures, and approaches to implementing Scouting activities. Third, the qualitative approach used did not measure changes in student discipline over the long term. Therefore, future research is recommended to involve more informants and schools with diverse characteristics and to use a longitudinal design or a mixed-methods approach to gain a more comprehensive understanding of the development of student discipline through Scouting activities.

4. Conclusion

Based on the research findings, the Scouting extracurricular activities at Panguragan Lor No. 1 Public Elementary School Lor play a role in enhancing students' disciplinary values through habits such as obeying school rules, arriving on time, participating in lessons in an orderly manner, conducting flag ceremonies, and regularly attending Scouting training sessions. The development of a disciplined character is also fostered through marching drills, teamwork, task delegation, and the application of the Scout values of Tri Satya and Dasa Dharma in daily life. These activities are supported by the involvement of the principal, teachers, Scout leaders, and the entire school community in fostering a culture of discipline. This study also indicates that the implementation of Scouting activities still faces several challenges, namely low participation rates among some students in routine training sessions, a lack of parental support, students' suboptimal time management skills, and inconsistent enforcement of discipline within the family environment.

These factors affect the effectiveness of fostering disciplined character and therefore require closer cooperation between schools and parents. Overall, Scouting extracurricular activities make a positive contribution to enhancing students' values of discipline. Students who actively participate in Scouting activities demonstrate more disciplined, responsible, and orderly behavior and are able to apply positive habits both at school and at home. Therefore, Scouting extracurricular activities can serve as an effective strategy for strengthening discipline-based character education in elementary schools if implemented consistently and supported by synergy among the school, Scout leaders, teachers, parents, and students. Thus, the research objectives have been achieved, as the results indicate that Scouting extracurricular activities help sixth-grade students at Panguragan Lor No. 1 Public Elementary School become more disciplined, despite several challenges.

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