



The Role Of Scouting Extracurricular Activities In Shaping Student Character At Madrasah Ibtidaiyah Hijriyah II Palembang

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Abstract

This research is motivated by the importance of Scouting extracurricular activities as a means of character building for students through the habituation of discipline, responsibility, cooperation, and moral values. This study aims to describe the implementation of Scouting activities in shaping student character at Madrasah Ibtidaiyah Hijriyah II Palembang. The study used a qualitative approach with a field research method. The study population was 1,048 students, while the research information sources included grade IV E students, grade IV teachers, the principal, and Scout instructors. The research instruments were observation guidelines, interviews, and documentation. Data were analyzed using the Miles, Huberman, and Saldana model through data reduction, data presentation, and conclusion drawing and verification, with data validity through triangulation of sources and techniques. The results showed that marching activities foster discipline and obedience, reading the Dasa Darma fosters moral and ethical values, while cohesiveness games foster cooperation, responsibility, courage, and leadership. In conclusion, Scouting activities that are carried out routinely and structured support the formation of student character through the habituation of positive values in daily activities and life.

Keywords: Character Education, Discipline, Extracurricular Activities, Scout Activities, Student Character

INTRODUCTION

Education is a process that is not only directed at developing academic abilities, but also at forming the personality and skills of students. Law of the Republic of Indonesia No. 20 of 2003, Chapter 1, Article 1 states, "Education is a conscious and planned effort to create a learning





atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state." (Law of the Republic of Indonesia No. 20 of 2003). The educational process does not only take place in the classroom, but can also be carried out through activities outside the classroom by utilizing the environment as a source and learning media. Astuti (2015) explains that the environment around the school can be used as a learning source and learning media so that learning outside the classroom is important to be introduced to students.

Learning outside the classroom or extracurricular activities are part that can complement the learning process in the classroom. Extracurricular activities are needed to complement classroom learning, improve social skills, support academic achievement, develop interests and talents, and build students' disciplined character (Astuti, 2015). Usman and Setyowati (1993) also stated that extracurricular activities are activities carried out outside of class hours, both in school and outside of school, with the aim of enriching and expanding students' knowledge and abilities in various fields of study. One extracurricular activity that is related to character building is Scouting. Scouting is based on the values of discipline, independence, and mutual cooperation, thus becoming a forum for students to develop positive attitudes in everyday life (Utomo, 2015).

In its implementation at Madrasah Ibtidaiyah Hijriyah II Palembang, Scouting activities are not only a complement to the curriculum, but also a means of character building for students to have an attitude of responsibility, cooperation, and leadership. Character according to the Ministry of National Education Language Center is innate, heart, soul, personality, character, behavior, personality, nature, nature, temperament, and character, while having character means having personality, behavior, nature, nature, and character (Pantu & Luneto, 2014). Scouting is an abbreviation of Praja Muda Karana which means young people who like to work and is an activity that practices the Satya and Darma Pramuka (Damanik, 2014). Through Scouting activities, various characters can be formed, including religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curious, nationalistic, love of the homeland, respect for achievement, friendly or communicative, love of peace, love of reading, care for the environment, care for society, responsibility, thrift, gratitude, and cooperation (Hidayati, 2016).

Although Scouting activities have the potential to shape various student characters, initial observations indicate that there are still problems in student character at Madrasah Ibtidaiyah Hijriyah II Palembang. These problems are seen in the characters of curiosity, discipline, and cooperation. Students still have difficulty understanding the material presented





by teachers because their curiosity is still low. In the aspect of discipline, there are still students who are late to school to participate in Scout extracurricular activities. Meanwhile, in the aspect of cooperation, there are still students who prioritize individualism so that cooperation in groups is not optimal. The results of interviews with educators or Scout leaders, Mely Aulia Putri, S.Pd. and Fahira, S.Pd., confirmed that there are still students who do not understand materials such as the Dasa Darma Scout, marching, and stick columns, there are still students who are late to activities, and there are still students who prioritize individualism over group attitudes.

These issues were further reinforced through interviews with several students. Students reported that they still lacked understanding of the material due to a lack of interest and motivation in learning. The material that had been explained was sometimes forgotten by the following week, requiring teachers to repeat it. In terms of discipline, some students were still late to school due to staying up too late. Furthermore, individualism was still found among students, sometimes making it difficult for them to collaborate with groups formed by their instructors. These conditions indicate problems that need to be examined in the implementation of Scouting extracurricular activities, particularly those related to student character development. Previous research has shown that Scouting extracurricular activities have been studied in various contexts. Suropati (2017) examined the influence of Scouting extracurricular activities on student character education using quantitative methods and found a link to the instilling of discipline and responsibility. Hapsari (2013) and Hobol (2015) used qualitative methods to examine the role of Scouting activities in shaping student character. Andesta (2020) also used qualitative methods to examine the role of Scout extracurricular activities in character formation, while Al Kharomi (2023) examined the formation of independent character through Scout extracurricular activities.

Based on these conditions, this study aims to determine the form of implementation of Scout extracurricular activities in shaping students' characters, to find out the various types of character education formed through these activities, and to find out the obstacles in implementing Scout extracurricular activities at Madrasah Ibtidaiyah Hijriyah II Palembang. This study is important because Scout activities are expected to help students develop characters that are in line with national education goals, especially in facing problems such as low understanding of the material, lateness in participating in activities, and student individualism. The novelty of this study lies in the study of the role of Scout extracurricular activities in shaping students' characters in the context of Madrasah Ibtidaiyah Hijriyah II Palembang, which based on previous research reviews has not been studied specifically at that location. This study uses





a qualitative method with a focus on the implementation of activities, the characters formed, and obstacles in implementing Scout extracurricular activities at the research location.

RESEARCH METHODOLOGY

This study employed a qualitative approach with a field research method. A qualitative approach was used to in-depth describe the phenomena experienced by the research subjects in a natural context and to gain an understanding of the phenomena under study (Alfansyur & Mariyani, 2020; Fiantika, Wasil M, Jumiyati, Honesti, Wahyuni, Jonata, 2022; Haddar, G et al., 2021). The study was conducted at Madrasah Ibtidaiyah Hijriyah II Palembang, focusing on the implementation of Scouting extracurricular activities in shaping student character. The study was conducted in two stages: preliminary observation and the main research, which was conducted in August 2025 through observation, interviews, and documentation.

The research data consists of qualitative data obtained from primary and secondary data sources. Primary data were obtained through observation, interviews, and documentation with information sources such as the principal, teachers, and students (Fiantika, Wasil M, Jumiyati, Honesti, Wahyuni, Jonata, 2022). The research instruments included observation guidelines, interviews, and documentation. Observations were conducted to observe the implementation of Scouting activities, character formation, and obstacles to their implementation. Interviews were conducted with fourth-grade teachers, the principal, students, and Scout instructors. Documentation was used to obtain supporting data in the form of notes, photos of activities, vision and mission, organizational structure, lists of teachers and students, and facilities and infrastructure. The use of documentation refers to Arikunto (2013).

The data analysis technique used the Miles, Huberman, and Saldana model, which includes data reduction, data presentation, conclusion drawing, and verification (Alexandro et al., 2020). Data validity was tested through source triangulation and technical triangulation. Source triangulation was conducted by comparing information from students, fourth-grade teachers, and the principal, while technical triangulation was conducted by comparing the results of interviews, observations, and documentation (Sugiyono, 2010).

The study population was all 1,048 students at MI Hijriyah II Palembang, consisting of 541 male students and 507 female students. Based on the research focus, information sources included fourth-grade students, particularly fourth-grade E, the principal, fourth-grade teachers, and Scout leaders. The selection of information sources was adjusted to the research needs regarding the implementation of Scouting activities and student character building.





The research procedure began with preliminary observations to obtain an overview of field conditions and determine the research focus. Next, the research was conducted through observations of Scout extracurricular activities, interviews with the principal, fourth-grade teachers, students, and Scout instructors, and documentation. The data obtained were analyzed through data reduction, data presentation, conclusion drawing, and verification (Alexandro et al., 2020). Data validity was then checked through source and technique triangulation (Sugiyono, 2010).

RESULTS AND DISCUSSION

The Implementation of Scout Extracurricular Activities in Shaping Student Character at the Hijriyah II Palembang Elementary School

1. Marching activity

Based on the results of an interview with Ms. Maharani as the Scout leader for grade IV, one form of Scouting activities in shaping student character is marching practice which is held every Sunday on the madrasah field. This activity aims to instill discipline, compliance with instructions, responsibility, and solidarity through the habit of arriving on time, following commands, and maintaining neatness and order in the ranks. Ms. Maharani stated, "This Scouting activity not only trains technical skills such as marching, but also gets children used to discipline, obeying rules, and being confident when appearing in front of their friends." The results of an interview with Rahmat, a grade IV E student, also showed that marching practice helps students learn to pay attention to directions and obey the instructor's orders.

Based on direct observations of the implementation of extracurricular Scout activities on the madrasah field, marching practice began at 3:30 PM WIB after school activities concluded. Observations showed that students arrived on time, followed the instructions in an orderly manner, and maintained neat lines throughout the practice. These findings indicate that marching activities carried out routinely and in a structured manner accustom students to obeying rules, respecting time, being responsible, and working together in groups. Thus, this activity not only trains Scouting skills but also supports the formation of disciplined and orderly characters that can be applied in everyday life.





Figure 1. Marching Activity

Source: Personal Documentation, 2025

Based on the documentation in the image above, it shows that students lined up neatly according to directions, thus strengthening the evidence that this activity was carried out effectively and in accordance with the objectives of character building.

The neatness of the ranks, the alertness in following commands, and the orderliness in maintaining formation demonstrate that students are able to apply the values of discipline and responsibility in real life in Scouting activities. Furthermore, marching activities also serve as a means of mental and emotional development, as students are trained to be able to control themselves, be focused, and show respect for leaders and fellow troop members. The implementation of this activity not only has an impact on the development of physical skills, but also forms positive character through the habituation of orderly behavior, teamwork, and respect for rules. Thus, marching activities in the Scouting extracurricular at Madrasah Ibtidaiyah Hijriyah II Palembang have proven to be a strategic medium for instilling character values in real and sustainable ways to students.

2. Reading the Scout Ten Commandments

The implementation of Scouting activities at Madrasah Ibtidaiyah Hijriyah II Palembang in shaping student character is carried out through the habituation of moral and ethical values contained in the Dasa Darma Scout. Based on the results of the researcher's observations on the implementation of Scouting activities, the reading and memorization of the Dasa Darma is carried out every Sunday before the main activity begins. The activity begins with an opening assembly led by the Scout leader, then continued with the recitation of the Dasa Darma together

and reading in turns by student representatives from each group. In this activity, students are also asked to explain the meaning of each point of the Dasa Darma through examples of daily behavior. These observations show that the activity does not only focus on memorization, but also on understanding and habituating the values contained in the Dasa Darma.

Based on the results of an interview with Anindita, a student in grade IV E, it was found that she memorized the Dasa Darma by repeating the reading repeatedly in order to memorize it well. Anindita also provided an example of the application of the value of "polite and chivalrous patriot" through her habit of making her bed at home. The interview data showed that there were students' efforts in memorizing and applying the Dasa Darma values in everyday life. Thus, the observation data showed the form of implementation of activities and student behavior during the activity, while the interview data showed students' statements regarding the process of memorizing and applying the Dasa Darma values.



Figure 2. Memorizing the Ten Principles

Source: Personal Documentation, 2025

Based on the documentation obtained by the researcher above, it is clear that the Dasa Darma recitation activity took place solemnly and orderly. This strengthens the validity of the finding that this activity is not merely a formality, but also a means of internalizing character values in the students' daily lives. The involvement of all team members in participating in the Dasa Darma recitation with a prepared and earnest attitude indicates that this activity has become part of the school culture that is built consistently through habituation.



The habit of reciting the Dasa Dharma doesn't stop at mere memorization; the values of responsibility inherent in reciting the Dasa Dharma are also applied through students' attitudes and behaviors in their daily lives, both at school and at home. This is in line with the interview results obtained by researchers with Ms. Safitri, the Scout leader, who stated:

"We deliberately recite the Ten Commandments regularly so that the children not only memorize them but also understand their meaning. We emphasize that each point of the Ten Commandments, such as discipline, honesty, and responsibility, must be practiced. This must be evident in their daily behavior, not just during Scouting activities."

This statement shows that Scout leaders do not only emphasize memorization aspects, but also ensure that there is a process of internalizing applicable values, such as getting students used to applying the values of honesty in interactions, discipline in carrying out tasks, and responsibility in every activity they undertake. Thus, through the routine activity of reciting the Dasa Dharma, students are not only formed cognitively but also affectively and psychomotorically, thus contributing to the formation of a complete character in accordance with the objectives of character education at Madrasah Ibtidaiyah Hijriyah II Palembang.

3. Solidarity Games

In Scouting activities, teamwork games are one way to foster the value of cooperation through coordination, communication, and mutual assistance among team members. An interview with Rahmat, a fourth-grade E student, revealed that these activities taught him to help his teammates to complete tasks together. This demonstrates that hands-on experience in games can foster a sense of cooperation among students.

Based on the researchers' observations, the teamwork games proceeded enthusiastically and orderly. Each team was given tasks to complete together, such as baton relay, chain message, and stick column. During these activities, students were seen actively sharing roles, coordinating, listening to other members, and maintaining cohesive movements. These activities demonstrated the development of values of cooperation, mutual trust, solidarity, and the ability to respect opinions and follow group rules.





Figure 3. Solidarity Games Activities

Source: Personal Documentation, 2025

Based on the documentation, the implementation of Scouting activities in building student character is carried out through team cohesiveness games, stick columns, and the habit of orderly attendance which are held every Sunday. The results of interviews with Mrs. Fakhirah as the Scout leader indicate that the cohesiveness games train courage, teamwork, and responsibility in students. This is reinforced by the results of the researcher's observations, which show students actively and enthusiastically participating in the games by coordinating with each other, sharing roles, and being responsible for completing group assignments. These activities also encourage students' courage in making decisions and leading their groups.

Furthermore, based on an interview with Ms. Maharani, the Scout leader for class IV, the group leader's attendance recording serves as a form of responsibility and discipline training. Students are accustomed to respecting time, being honest about attendance, and being responsible for group assignments, while group leaders are trained to lead and manage their members. Observations show that attendance is taken in an orderly manner before the activity begins, under the supervision of the leader. This practice demonstrates the instilling of values of discipline, responsibility, cooperation, and leadership through Scouting activities.

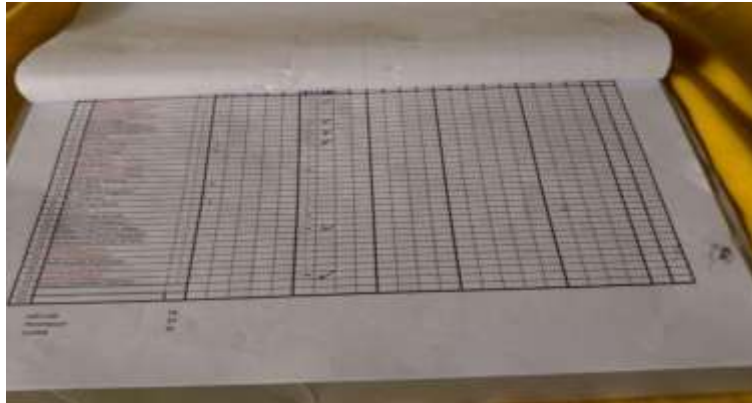


Figure 4. Absence

Source: Personal Documentation, 2025

Based on the documentation in the image above, the implemented attendance mechanism effectively instills discipline in students, encouraging them to arrive on time and be responsible for their participation in Scouting activities. Students who are late are asked to explain their reasons to the instructor and receive character development related to commitment. The documentation in the image above demonstrates an active, enthusiastic, and orderly atmosphere.

Based on data triangulation obtained through interviews, observations, and documentation, it can be concluded that the implementation of Scouting activities at Madrasah Ibtidaiyah Hijriyah II Palembang consistently contributes significantly to student character development. Interviews with students and Scout leaders revealed that these activities instill the values of discipline, cooperation, and responsibility through ongoing, weekly practices.

The results of observations obtained by researchers in Scouting activities show that students are present on time, follow the instructor's instructions in an orderly manner, and carry out group tasks responsibly, for example during marching exercises, stick columns, and educational games that require team cohesion. These findings are supported by documentation in the form of field activity photos that researchers have previously presented, which show the active involvement of students in the entire series of scouting activities. The implementation of Scouting activities not only has an impact on student discipline, but also builds self-confidence and leadership skills, which are seen through students' courage to lead the group, express opinions during group discussions, and appear to practice the Ten Commandments in front of friends.

Furthermore, the values of cooperation and solidarity also grow naturally through



activities designed in the form of teamwork games, school environmental cleanliness activities, and marching skills training. Furthermore, the value of responsibility is also instilled through the team's attendance culture, carrying out equipment picket duties, and completing tasks thoroughly in each activity. Documentation results show the consistency of these activities, which are implemented in a structured manner by the school's Scout leaders, so that character education is not just a slogan, but is truly implemented through real habits. Thus, Scouting activities at MI Hijriyah II Palembang are not only seen as mere extracurricular activities, but have become an effective medium for character education integrated into school life. Through direct practical activities, students not only receive theories about discipline, cooperation, and responsibility, but also practice them in their daily lives. This shows that character education through Scouting runs holistically, touching on cognitive, affective, and psychomotor aspects, and is in line with the national education goal of forming a generation with noble morals, strong personalities, and possessing life skills that are beneficial for the future.

Three Characters Formed Through Scouting Extracurricular Activities at Madrasah Ibtidaiyah Hijriyah 2 Palembang

1. Disciplined Character

Marching drills as part of the Scouting extracurricular at Madrasah Ibtidaiyah Hijriyah II Palembang serve as a means of fostering discipline in students. These activities not only train technical skills but also cultivate the habit of following instructions, maintaining neatness, concentrating, and obeying rules. These habits encourage students to apply discipline in their daily lives, such as arriving on time, wearing the required uniform, and completing assignments responsibly.

Based on an interview with Anindita, a fourth-grade E student, the marching activity taught her to respect the rules and obey the instructor's instructions. She stated, "When we practice marching, we have to be disciplined; we can't play around. We have to be alert to the instructor's commands and we can't be late when gathering on the field." This statement shows that students understand the importance of discipline, adherence to rules, and punctuality through marching activities.



Based on the researchers' observations in the field, students were seen arriving on time, lining up neatly, and following every command from the instructor in an orderly manner. During training, students demonstrated commitment to the activities, obeying instructions, and showing mutual respect among team members. These observations indicate that the values of discipline and responsibility are not only understood by the students but also evident in their



behavior during Scouting activities.

Figure 5. Disciplined Students Participate in Scouting Activities

Source: Personal Documentation, 2025

Based on the documentation results in the image above, it can be seen that the students of class IV E appeared enthusiastic in preparing for the marching exercise. This is evident from their readiness in following the instructor's instructions and their sincerity when forming the marching formation before the exercise began. Each team member stood in their designated position neatly and orderly, demonstrating an awareness of the importance of discipline in Scouting activities. This documentation reinforces the finding that the implementation of Scouting activities, especially marching exercises, not only trains physical skills but also serves as a medium for cultivating positive character that is carried out directly, realistically, and continuously.

2. Responsible Character

Habituation through memorization and practice of the Dasa Darma Scouts is one of the important activities in shaping the character of students at Madrasah Ibtidaiyah Hijriyah II Palembang through the implementation of scouting activities. The Dasa Darma which contains ten basic values such as piety to God Almighty, love of nature and compassion for fellow human beings, discipline, responsibility, obedience and like to consult, willingness to help, honesty,

thrift, courage, and responsibility, becomes a moral guideline that is systematically instilled through Scouting activities. These values are not only taught theoretically, but are instilled through habituation, role models, and direct practice in every Scouting activity agenda.

Triangulation results from interviews with Scoutmaster, Ms. Safitri, also emphasized the importance of internalizing the Dasa Dharma values in students' lives. She stated:

"In addition to precise movements and neat formations during marching exercises, students are also accustomed to practicing the Dasa Dharma values in every activity. One implementation is seen in the habituation of discipline, courage, and loyalty in practicing the Dasa Dharma, which is applied not only during training but also in students' daily behavior at school."

Thus, triangulation between interviews and observations shows that the value of responsibility is internalized in students through a consistent attitude and awareness of carrying out obligations as Scout members, not only manifested in punctual attendance, but also reflected in students' regularity in following instructions, sincerity in carrying out group duties, and orderliness during activities. Through the habituation of the Dasa Dharma values, Scout-based character education at MI Hijriyah II Palembang runs in an integrated, sustainable manner, and has a real impact on the formation of moral attitudes, discipline, and responsibility of students. Responsibility is one of the main values that is an important character formed through Scout activities. This value is evident when students carry out tasks earnestly and with discipline, such as when leading or guiding the recitation of the Dasa Dharma. Initially, some students still felt nervous and lacked confidence in appearing in front of their friends, but through repeated practice and consistent habituation, they began to appear more confident and brave in taking on roles. This is in line with the statement

Mrs. Safitri as the Scout leader emphasized that:

"Instilling a sense of courage in students both in Scouting activities and in real life, the goal is so that they are not only brave when facing Scouting exercises, but also able to face various challenges in their daily lives."

This statement shows that Scouting activities do not only focus on technical skills, but also have a pedagogical goal in shaping students' personalities to be better prepared to face life with a strong, disciplined, and courageous character.

3. Cooperative Character

The character education fostered through extracurricular Scouting activities at Madrasah Ibtidaiyah Hijriah II Palembang is evident in the instructors' efforts to instill the values of

cooperation, caring, and responsibility among team members, through the implementation of teamwork games designed to train student coordination and solidarity. This is reflected in the triangulation results with a statement by Anindita, a fourth-grade E student, who stated:

"When we play team games in Scouting, we have to work together. For example, during the stick column, we have to maintain a rhythmic movement to keep the line neat. If a friend is having trouble, we help them so our team can finish on time. So we're taught to be unselfish and to care for one another."

This statement shows that through teamwork games, students not only practice working together to achieve common goals, but also internalize moral values such as helping each other, empathy, and respecting differences in abilities between team members.

The researchers' field observations also reinforced these findings, showing that students appeared enthusiastic and supportive throughout the activity. Each team member strove to contribute their best, assisting those in difficulty, and maintaining teamwork to ensure the game was successfully completed. This situation demonstrates that Scouting activities, particularly through teamwork games, are an effective means of fostering students' social and moral character in a tangible way within the madrasah environment.



Figure 6. Cooperation

Source: Personal Documentation, 2025

In the Documentation Results of the image above, it can be seen that the implementation of scouting activities in shaping student character is carried out through Scout extracurricular activities, namely the implementation of team cohesiveness games and stick columns which are held every Sunday routinely. This activity is designed to foster a spirit of togetherness, cooperation, care, and sportsmanship among team members. Through games such as baton relay, chain messages, and stick columns that require coordination of movement and teamwork, students learn to cooperate with each other, trust each other, and complete tasks together with



full responsibility. These character values are seen through the attitude of students who help each other and maintain harmony in social relationships, both in the school environment and in everyday life.

Similarly, based on triangulation of interviews with other students, Malik, a fourth-grade E student, also spoke about the importance of maintaining harmony in daily life, especially within the family environment. He said:

"Stay close with your family is important. At home, if there's chores, I usually help my parents, like sweeping or preparing drinking water. If my older or younger siblings are having trouble studying, I also try to help as much as I can. I feel like a harmonious family brings more peace of mind, and that also makes me more enthusiastic at school. So, it's not just about being united with friends at school; we also need to be united at home to make everyone feel comfortable."

Triangulation of interviews on the Scouting solidarity games revealed that they not only improve cooperation in extracurricular activities but also contribute to the development of harmonious social relationships within the family and community. Thus, Scouting activities truly serve as a contextual and sustainable means of character education.

This is in accordance with the observation indicators which show that students help each other during group activities and have concern for friends who are having difficulties, especially when faced with tasks that require cooperation and perseverance such as in stick column exercises. Based on the observation results,

It appears that students are not only focused on individual success, but also strive to ensure that all team members are able to complete the task together. Responsibility and sincerity are evident when students demonstrate initiative in learning and do not give up easily when faced with difficulties.

From the triangulation techniques (interviews, observation, and documentation), it is clear that each source provides continuous reinforcement of meaning. Interview data indicates that students not only understand character values theoretically but also internalize them through direct experience during Scouting activities. The instructors explained the purpose of character development through programmed activities, while students shared their personal experiences in applying the values of discipline, cooperation, and responsibility.

Triangulation results from observations also demonstrated clear evidence that Scouting activities were systematic and consistent, including marching drills, stick-climbing activities, and team-building games held every Sunday. Observations also demonstrated student enthusiasm, regularity in activities, and positive interactions among team members.





Thus, character education formed through Scouting activities at MI Hijriyah II Palembang includes the values of discipline through the habit of being present on time and obeying instructions, responsibility through carrying out team tasks and completing tasks to completion, cooperation through group activities and cohesive games, social awareness through the attitude of helping each other among team members, courage and self-confidence through the opportunity to lead a line or submit a report. All of these values are instilled through a direct practical approach, habituation, and continuous development so that student character is formed that is not only visible in Scouting activities, but also reflected in daily behavior in the school environment and at home.

Obstacles to the Implementation of Scout Extracurricular Activities in Forming Student Character at Madrasah Ibtidaiyah Hijriyah II Palembang

The implementation of extracurricular Scouting activities at Madrasah Ibtidaiyah Hijriyah II Palembang is inseparable from a number of obstacles faced by both students and the school. These obstacles stem not only from internal factors of the students, but also relate to limited infrastructure and support from the surrounding environment. Based on the results of triangulation interviews obtained by the researcher, several teachers and students stated that the problem of motivation and consistent student attendance remains the main obstacle in the implementation of Scouting activities. This presents a challenge for the sustainability of Scouting activities in shaping student character because character formation requires a consistent and ongoing process of habituation.

Student motivation is a particularly prominent obstacle. This is evident in Rahmat, a 4E student, who said:

"If the weather is hot, I become a bit lazy about practicing, so I don't have the enthusiasm to participate until the end."

This statement indicates that environmental conditions such as weather can affect students' enthusiasm for participating in Scouting activities. Furthermore, some students also admitted to feeling tired easily because Scouting activities require physical activity and high levels of concentration. Based on interviews, researchers found that student motivation typically decreased when activities were carried out during the day under the hot sun. During marching or stick column exercises, some students appeared less enthusiastic, often leaving the line, or asking for permission to rest. Some students even appeared exhausted, making it difficult to fully participate in the exercises and unable to focus on receiving instructions from the instructor. This condition indicates that external factors such as hot weather and the duration



of the activity also influenced students' enthusiasm for participating in the exercises.



Figure 7. Preparation for Scout Activities

Source: Personal documentation

Interviews also revealed that facilities were significantly hampering the implementation of extracurricular Scouting activities, particularly the lack of supporting equipment such as kolone sticks, Scout attributes, and adequate training space. This limited facility was a problem expressed by both instructors and students. This was evident in an interview with Safitri, a Scout instructor, who stated that the available equipment was insufficient for training needs. She stated:

"Sometimes the sticks for kolone practice are limited, so not everyone can use them, and not everyone's uniform is complete either."

This condition shows that the uneven availability of training equipment results in some students having to wait their turn or even not being able to train optimally.

This statement was reinforced by an interview with Anindita, a fourth-grade E student, who added that facility constraints extend beyond training equipment and limited space. She stated:

"The place in the school yard is a bit cramped, so when there are lots of people practicing, it's often less easy to move around."

This indicates that inadequate infrastructure impacts the effectiveness of Scouting activities. Training, which should be orderly and optimal, sometimes has to be adapted to limited space, limiting the variety of activities that can be conducted. Therefore, limited facilities are a significant obstacle that requires attention to ensure optimal Scouting activities and support student character development.

The results of interviews conducted by researchers in the field support this statement, showing that the schoolyard is relatively narrow, making movement less flexible when large numbers of students gather. This demonstrates that limited facilities, both in the form of equipment and training space, impact the smooth running of Scouting activities.

Furthermore, based on interviews conducted by researchers, the lack of parental support was another significant factor in scouting activities. Malik, a fourth-grade E student, said:

"At home, parents sometimes emphasize studying school subjects, so Scouting isn't considered that important."

This indicates a difference in perception between schools and parents regarding the importance of extracurricular activities. Anindita, a fourth-grade E student, also added that:

"I have a friend whose parents don't support him enough to join Scouts, so he's sometimes less enthusiastic about participating in activities."

The interview results indicated that some students still lack parental support for participating in training. Furthermore, the teacher emphasized that this lack of parental support directly impacts students' motivation to actively participate in activities.

Based on the interview results obtained by the researcher, it can be concluded that the obstacles to the implementation of Scout extracurricular activities at MI Hijriyah II Palembang include: (1) low student motivation due to environmental factors such as weather; (2) limited facilities in the form of tools, uniforms, and practice rooms; and (3) lack of support from some parents who prioritize academic activities over extracurricular activities. These obstacles indirectly affect the effectiveness of student character formation, even though the efforts of the instructors and the school remain focused on strengthening the values of discipline, responsibility, caring, cooperation, courage, and religiosity.

DISCUSSION

1. Forms of Implementation of Scout Extracurricular Activities in Shaping Student Character

Based on observations, interviews, and documentation, extracurricular Scouting activities at Madrasah Ibtidaiyah Hijriyah II Palembang are routinely held once a week. The activities are structured and systematic, starting with an opening assembly, material presentation, practical activities, and closing ceremonies.

The activities provided include:

- A. Marching Activities
- B. Reading the Ten Dharma
- C. Solidarity Games



The implementation of activities is carried out using direct practice methods (learning by doing), so that students not only receive theory but are also actively involved in each activity.

According to Suyanto's (2010) research in the journal "Character Education in Theoretical and Practical Perspectives," character education is more effective when implemented through habituation and role models in real-life activities. This is reinforced by Kurniawan's (2015) research in the Journal of Elementary Education, which states that Scouting activities can be a strategic tool for instilling the values of discipline and responsibility through structured, group activities.

2. Character Education Formed Through Scouting Activities

Based on research results, there are several character values that are formed through Scouting activities, including:

A. Disciplined Character

The value of discipline can be seen from students' habits of arriving on time, following the rules of lining up, and obeying the instructor's instructions.

B. Responsible Character

Students are given assignments in groups and are responsible for completing the assignments with their group members.

C. Cooperative Character

Through group games and team activities, students learn to work together and help each other.

These values are in line with the opinion of Lickona (1991) in his book Educating for Character, which states that character education includes moral knowing, moral feeling, and moral action which must be practiced repeatedly in real activities.

In addition, Wiyani's research (2013) in the Character Education Journal stated that extracurricular activities, especially Scouts, are effective in forming the characters of independence, leadership, and cooperation because students are trained to be active and responsible in groups.

3. Obstacles to Implementing Scout Extracurricular Activities

In its implementation, there are several obstacles faced, namely:

A. Limited Facilities

The limited number of Scout props and equipment such as sticks, ropes and training media is one of the obstacles in optimizing activities.





B. Student Motivation

There are still some students who are less active and less enthusiastic about participating in activities.

C. Parental Support

Some parents prioritize academic activities over extracurricular activities, so they do not provide full support for their children's participation in Scouting activities.

D. Weather Factors

Because some activities are carried out outdoors, rainy weather often hampers the implementation of training.

According to research by Mulyasa (2014) in the journal Educational Management, the success of extracurricular activities is greatly influenced by the support of infrastructure and parental involvement. This indicates that external factors play a crucial role in the ongoing development of character through school activities.

CONCLUSION

This study shows that extracurricular Scouting activities at Madrasah Ibtidaiyah Hijriyah II Palembang play a role in shaping students' character through routine and structured activities. The research findings show that marching exercises accustom students to discipline, orderliness, obedience to instructions, and responsibility. Reciting and memorizing the Dasa Darma (The Ten Commandments) helps students understand and practice moral and ethical values in everyday life. Solidarity games also encourage cooperation, communication, mutual trust, responsibility, courage, and leadership. In addition, recording attendance by the squad leader becomes a habit that trains students' discipline and responsibility. The limitations of this research lie in the focus of the study conducted at one madrasah and the limited sources of information from parties related to the implementation of Scouting activities, so the results do not yet describe conditions in the broader school context.

It is recommended that further research involve more madrasas or educational levels and utilize more diverse data sources to obtain a broader picture of the role of Scouting activities in student character development. Further research could also examine student character development in greater depth based on the type of Scouting activities and student involvement in those activities. Practically, the research findings can serve as a basis for consideration for madrasas and Scout leaders to maintain and develop activities that emphasize the development of discipline, responsibility, cooperation, leadership, and moral values. Implementing routine,



focused activities, and incorporating them into daily life can strengthen the application of character education in madrasas.

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