

Challenges in Implementing Character Education through Scouting Extracurricular Activities in Madrasah Ibtidaiyah

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Abstract

Scouting extracurricular activities in Madrasah Ibtidaiyah (MI) play a significant role in fostering students' character development and discipline. However, their implementation at MI PSM Gempolan II Gurah, Kediri, faces several challenges that hinder the achievement of character education objectives. This study aims to identify and analyze the problems encountered in the implementation of scouting extracurricular activities and to propose appropriate solutions for improvement. This research employs a descriptive qualitative approach, with data collected through observations, in-depth interviews, and documentation. The findings reveal several major issues, including low student motivation, limited number and competence of scout instructors, inadequate facilities and infrastructure, and insufficient parental support. These challenges collectively affect the effectiveness of the program and limit its contribution to students' character development. Based on these findings, several strategies are recommended, including enhancing instructors' competence through professional training, improving the availability and quality of facilities, developing more innovative and engaging activity programs, and strengthening communication and collaboration with parents. In conclusion, optimizing these aspects is essential to improve the effectiveness of scouting extracurricular activities, enabling them to contribute more significantly to character building among students at MI PSM Gempolan II Gurah.

Kegiatan ekstrakurikuler Pramuka di Madrasah Ibtidaiyah (MI) memainkan peran penting dalam membina pengembangan karakter dan disiplin siswa. Namun, pelaksanaannya di MI PSM Gempolan II Gurah, Kediri, menghadapi beberapa tantangan yang menghambat pencapaian tujuan pendidikan karakter. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis masalah yang dihadapi dalam pelaksanaan kegiatan ekstrakurikuler kepanduan dan untuk mengusulkan solusi yang tepat untuk perbaikan.

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Penelitian ini menggunakan pendekatan kualitatif deskriptif, dengan data yang dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi. Temuan menunjukkan beberapa masalah utama, termasuk motivasi siswa yang rendah, jumlah dan kompetensi instruktur kepanduan yang terbatas, fasilitas dan infrastruktur yang tidak memadai, dan dukungan orang tua yang kurang. Tantangan-tantangan ini secara kolektif memengaruhi efektivitas program dan membatasi kontribusinya terhadap pengembangan karakter siswa. Berdasarkan temuan ini, beberapa strategi direkomendasikan, termasuk meningkatkan kompetensi instruktur melalui pelatihan profesional, meningkatkan ketersediaan dan kualitas fasilitas, mengembangkan program kegiatan yang lebih inovatif dan menarik, serta memperkuat komunikasi dan kolaborasi dengan orang tua. Kesimpulannya, mengoptimalkan aspek-aspek ini sangat penting untuk meningkatkan efektivitas kegiatan ekstrakurikuler Pramuka, sehingga dapat memberikan kontribusi yang lebih signifikan terhadap pembentukan karakter di kalangan siswa di MI PSM Gempolan II Guruh.

Keywords: Challenges of Extracurricular; Scout Extracurricular; Character Education; Madrasah Ibtidaiyah

Introduction

Education serves as a fundamental pillar in shaping individual character and potential, while also playing a crucial role in national development. However, recent studies indicate growing concerns regarding moral degradation among students in Indonesia, particularly at the primary education level. Issues such as low discipline, lack of responsibility, and declining integrity among students have been widely reported in various educational contexts. For instance, Elementary students still exhibit low levels of integrity, reflecting broader challenges in character formation.¹ Similarly, Symptoms of moral decline among students,² emphasizing the urgent need for effective character education strategies within schools. These conditions underscore the importance of strengthening character education through systematic and sustainable approaches.

In the Indonesian context, formal educational institutions such as madrasahs hold a strategic position in delivering education that integrates both general

¹ Ediyansyah and Mutmain Natul Maburrah, "The Effect of Scout Extracurricular Activities on The Character of Fifth Grade Students at Madrasah Ibtidaiyah Sabilul Muhtadin Teluk Sebong Bintan," *Journal of Education and Culture* 5, no. 1 (2025), <https://doi.org/https://doi.org/10.58707/jec.v5i1.1224>.

² Agung Rimba Kurniawan et al., "Analisis Degradasi Moral Sopan Santun Siswa Di Sekolah Dasar," *Jurnal Pendidikan IPS* 9, no. 2 (2019), <https://doi.org/https://doi.org/10.37630/jpi.v9i2.189>.

knowledge and religious values. As a primary-level institution, Madrasah Ibtidaiyah is not solely oriented toward academic achievement but also emphasizes the holistic development of students' personalities. To achieve this goal, extracurricular activities are positioned as an integral component of the school curriculum. These activities provide opportunities for students to explore and develop their interests, talents, and skills beyond formal classroom instruction, thereby enriching their learning experiences and fostering positive character formation.

Character education constitutes a central aspect of the learning process in Madrasah Ibtidaiyah. One effective approach to instilling character values is through extracurricular programs,³ particularly scouting (Pramuka). Empirical studies have consistently demonstrated the effectiveness of scouting activities in fostering students' character. For example, Scouting extracurricular activities significantly improve students' discipline at the elementary level.⁴ Scouting activities are effective in instilling core character values such as responsibility, cooperation, and independence among students. These findings indicate that scouting serves as a practical and experiential medium for character education.

Among various extracurricular programs, the Scout Movement (Gerakan Pramuka) holds significant historical and philosophical importance within the Indonesian education system. It emphasizes character-building education through structured and experiential learning activities that promote mental, physical, and spiritual development. Through the application of scouting principles and methods, students are expected to develop into independent, disciplined, and responsible individuals who possess leadership qualities and strong social awareness. Therefore, the implementation of scouting extracurricular activities, particularly at the Madrasah Ibtidaiyah level, remains highly relevant and should be continuously strengthened.

Scouting extracurricular activities refer to structured educational programs conducted outside formal instructional hours, aimed at developing students' character, social competence, and leadership skills.⁵ These activities have become an essential part of Indonesia's educational system, especially at the

³ Rohanah Rohanah, Intan Rahmawati, and Ferina Agustini, "Development of Student Character Through the Implementation of Extracurricular Activities," *International Journal of Elementary Education* 4, no. 3 (2020): 400, <https://doi.org/10.23887/ijee.v4i3.27963>.

⁴ Ella Sutriani Purba et al., "Pengaruh Ekstrakurikuler Pramuka Terhadap Karakter Disiplin Siswa Di SD," *Maras: Jurnal Penelitian Multidisiplin* 3, no. 1 (2025), <https://doi.org/https://doi.org/10.60126/maras.v3i1.690>.

⁵ Philip Hallinger and Moosung Lee, "Exploring Principal Capacity to Lead Reform of Teaching and Learning Quality in Thailand," *International Journal of Educational Development* 33, no. 4 (2013), <https://doi.org/https://doi.org/10.1016/j.ijedudev.2012.03.002>.

primary education level, as a means of fostering discipline, responsibility, and independence among students. Nevertheless, despite their recognized importance, the implementation of scouting programs still faces various challenges in practice, particularly in Madrasah Ibtidaiyah settings. This condition highlights the need for further research to analyze the challenges and effectiveness of character education through scouting extracurricular activities.

In accordance with Law Number 12 of 2010 concerning the Scout Movement, scouting serves as a platform for youth development aimed at producing individuals who are faithful, pious, and possess noble character. Consequently, scouting activities are not limited to physical training but also encompass moral and spiritual development. However, previous studies indicate that the implementation of scouting extracurricular activities frequently encounters various challenges that hinder their effectiveness. Common issues include low levels of student motivation, as participation is often driven by obligation rather than intrinsic interest, resulting in minimal active engagement. Additionally, the limited number of qualified and certified scout instructors affects the quality of program delivery. Inadequate facilities and infrastructure further contribute to monotonous and less engaging activities. Moreover, insufficient parental support often due to a lack of understanding of the benefits of scouting also plays a significant role in limiting program effectiveness.⁶

Madrasah Ibtidaiyah PSM Gempolan II Gurah, Kediri, scouting extracurricular activities are designated as a compulsory program intended to support students' comprehensive character development. Nevertheless, in practice, the implementation of this program faces several obstacles, resulting in the suboptimal achievement of its intended objectives. These challenges include low student motivation to actively participate, a shortage of competent scout instructors, limited availability of supporting facilities and infrastructure, and inadequate parental involvement.

Previous studies have widely confirmed the significant role of scouting extracurricular activities in fostering students' character, particularly in developing discipline, responsibility, and social awareness.⁷ In addition, several

⁶ A. Rahman et al., "The Implementation of Strengthening Character Education Program through Scouts Extracurricular Activities in Islamic Senior High School," *Journal of Education Research and Evaluation* 5, no. 4 (2021), <https://doi.org/https://doi.org/10.23887/jere.v5i4.32858>.

⁷ Intan Ronauli Sihotang, Anjel Lidya M. Sihombing, and Meikardo Samuel Prayuda, "The Effect Of Extracurricular Scouting On Student Discipline In Grade V At Sd Negeri 101914 Kampung Baru In The 2023/2024 Academic Year," *Journal of Language and Education* 1, no. 6

studies have emphasized that scouting serves as an effective medium for integrating moral and social values into students' daily behavior. However, most of these studies predominantly focus on measuring the outcomes or effectiveness of scouting activities, with limited attention given to the practical challenges encountered during their implementation.

Despite numerous studies highlighting the effectiveness of scouting extracurricular activities in fostering students' character development, most existing research predominantly focuses on outcomes rather than critically examining the practical challenges and contextual constraints in their implementation. Furthermore, limited studies provide in-depth, context-specific analyses within Madrasah Ibtidaiyah settings, particularly those that integrate problem identification with actionable improvement strategies. Therefore, this study seeks to fill this gap by offering a comprehensive analysis of the challenges, underlying factors, and strategic solutions for optimizing the implementation of scouting extracurricular activities in a specific institutional context.

This situation warrants serious attention, as scouting activities are expected to serve as an effective medium for instilling positive values in students. If these challenges are not addressed appropriately, the potential contribution of scouting extracurricular activities to character education at MI PSM Gempolan II Gurah will be significantly diminished. Therefore, this study aims to identify and analyze the existing problems and to formulate appropriate strategies for improving the implementation of scouting extracurricular activities within the institution. Based on this background, the research focuses on identifying the types of challenges encountered, examining the underlying factors contributing to these problems, and exploring potential solutions to overcome them.

Method

This study employs a qualitative field research design using a descriptive qualitative approach. This approach was selected to enable the researcher to provide an in-depth description of the problems encountered⁸ in the implementation of scouting extracurricular activities, based on the experiences and perspectives of scout instructors at MI PSM Gempolan II. The research

(2025), <https://doi.org/https://doi.org/10.9513.vol1iss6no3pp170>; Mohamad Alwi Pomou et al., "The Effect Of Extracurricular Scouting Activities And Student Discipline On The Learning Outcomes," *Jambura Economic Education Journal* 5, no. 2 (2023), <https://doi.org/https://doi.org/10.37479/jeej.v5i2.18821>.

⁸ John W. Creswell, *Research Design Pendekatan Metode Kualitatif, Kuantitatif, Dan Campuran* (Yogyakarta: Pustaka Pelajar, 2019).

was conducted at MI PSM Gempolan II Gurah, Kediri, which serves as the primary site for the implementation of scouting extracurricular activities and the focus of this study. The data collection process took place over a three-week period in June and July 2025, adjusted to the schedule of extracurricular activities at the madrasah.

Data were collected through several techniques. First, in-depth interviews were conducted using a semi-structured format with scout instructors, students participating in scouting activities (grades 4–6), and parents as supporting informants. These interviews aimed to explore participants' experiences, challenges, motivations, and strategies related to the implementation of scouting extracurricular activities. Second, participatory observation was carried out, where the researcher directly observed the activities as they were conducted by the instructors to gain a real understanding of the implementation process and the challenges encountered. Third, documentation was utilized by collecting relevant supporting documents, such as activity reports, training schedules, and instructors' notes related to the extracurricular program.

The collected data were analyzed using the Miles and Huberman interactive model, which consists of three main steps.⁹ The first step is data reduction, involving the selection and simplification of data relevant to the research focus. The second step is data display, in which the data are organized and presented in a descriptive narrative form. The final step involves drawing conclusions and verification, where data consistency is examined through triangulation of techniques (interviews, observations, and documentation) to ensure the validity of the findings. To ensure data credibility, this study applies methodological triangulation by comparing and cross-checking data obtained from interviews, observations, and documentation.

Result and Discussion

Challenge of Scouting Extracurricular in MI PSM Gempolan

1. Low Student Motivation

Based on observations and interview findings, it was identified that most students participate in scouting activities primarily due to school requirements rather than intrinsic interest or personal motivation. This condition leads to low levels of enthusiasm and limited active participation in the activities conducted. Students tend to be passive and show little initiative during the program.

⁹ M. B. Miles, A. M. Huberman, and J Saldana, "Cross-Case Data Analysis," in *Qualitative Data Analysis: An Expanded Sourcebook*, 3rd ed. (Arizona: Sage, 2014).

Student A stated, “I join scouting because it is mandatory, but sometimes I feel bored because the activities are repetitive.” Student B expressed a similar view, “I actually like it, but sometimes I get bored. I prefer sports extracurricular activities. However, since scouting is compulsory, I have no choice but to join.” These statements indicate that student participation is largely driven by institutional obligation rather than genuine interest. Consequently, this lack of intrinsic motivation may negatively affect both learning outcomes and skill development within scouting activities.

Motivation is a crucial factor in determining the success of extracurricular program implementation. Low levels of student motivation lead to minimal participation and hinder the optimal development of character-building outcomes. This finding aligns with educational motivation theories, which emphasize that intrinsic motivation plays a significant role in the success of both formal learning and non-formal activities. Therefore, specific strategies are needed to enhance student motivation, such as providing rewards and designing more engaging and innovative activities.

The effectiveness of scouting extracurricular activities is highly dependent on students’ motivation levels.¹⁰ Their study found that students who demonstrate strong interest and enthusiasm tend to be more actively involved and gain greater benefits from participation. Supporting factors such as experienced instructors and institutional support contribute positively to student motivation. However, limitations in facilities and infrastructure may reduce students’ enthusiasm and willingness to participate.

Similarly, a study revealed that student motivation is influenced by multiple factors, including the support of school leadership, the availability of competent instructors, and parental involvement.¹¹ The study highlights that low motivation is often associated with constraints such as limited time, insufficient resources, and a lack of training for extracurricular instructors. As a result, students with low motivation tend to exhibit lower discipline and reduced active participation in scouting activities.

¹⁰ Nadia Fadilla Damayanti et al., “Scouting Extracurricular Activities as a Means of Increasing Motivation for Physical Activity: An Analysis of Gender Differences in Students,” *Journal of Physical Education, Sport, Health and Recreations* 15, no. 1 (2026), <https://journal.unnes.ac.id/journals/peshr>.

¹¹ Ersila Devy Rinjani et al., “Pengaruh Motivasi Belajar Terhadap Prestasi Belajar Matematika Siswa Kelas 5,” *Danuh Guru: Jurnal Pendidikan MI/SD* 2, no. 1 (2022), <https://doi.org/https://doi.org/10.35878/guru.v2i1.316>.

Furthermore, emphasizes the importance of effective program management in maintaining student motivation. Well-structured management, including careful planning and the development of engaging and innovative activities, can significantly enhance students' interest and willingness to participate. In contrast, poorly managed programs tend to become monotonous, leading to boredom and a decline in student motivation.

2. Limited Competence and Number of Scout Instructors

The number of scout instructors at MI PSM Gempolan II Gurah is limited, and they generally lack formal scouting certification. This situation affects the effectiveness of activity management and student guidance. During an interview, instructor A explained:

“I do not yet have official certification in scouting instruction. However, since I am a relatively new teacher here and was active in scouting during my school years, I was appointed by the head of the madrasah to help manage the program, especially since it had been inactive for more than five years. The program has only been reimplemented in the past academic year.”

This statement suggests that the appointment of instructors is based more on situational needs than professional qualifications. While this reflects an initial effort by the institution to revive scouting activities, it also highlights limitations in instructional capacity.

In another statement, the instructor B added:

“I sometimes feel confused when guiding the students because I handle them alone. The participants range from grade three to six, so it is quite difficult to manage them. Occasionally, other teachers help when they have free time, which is somewhat helpful, but overall, I handle the instruction myself.”

This indicates that the imbalance between the number of instructors and students creates challenges in managing and facilitating the activities effectively. Therefore, both the limited competence and insufficient number of instructors represent significant constraints that affect the overall quality and efficiency of scouting activities. Despite these challenges, the instructor expressed hope that the school leadership would further improve the quality of the scouting program.

The limited number and competence of Scout instructors has become one of the main problems hindering the optimal implementation of Scout extracurricular activities. This condition affects the provision of effective

guidance and mentoring for students. Research conducted that the main obstacle was Scout instructors' irregular attendance during training sessions, which reduced the motivation and participation of scouts members.¹² In addition, instructors' limited ability to develop creativity and innovation in activities was also identified as a barrier. The shortage of competent instructors makes Scout activities less engaging and less effective in shaping students' character.

The challenges in implementing Scout extracurricular activities are largely influenced by external factors, including the lack of competent instructors and the school's limited attention to Scouting education.¹³ This situation has led to low student interest and participation in Scout activities. Furthermore, emphasize that the lack of understanding among principals, teachers, and education staff regarding the importance of Scouting further exacerbates the shortage of qualified instructors. They also found that insufficient funding allocation and the lack of supporting facilities worsened the effectiveness of Scout training in schools.

From these perspectives, it can be analyzed that the limitations of Scout instructors concern not only their number but also their quality and commitment to fulfilling their roles. The lack of training and competency development for instructors, as well as insufficient institutional support, are key factors that need to be urgently addressed. Therefore, improving the quality of Scout instructors¹⁴ through training, certification, and managerial support is essential to enhance the effectiveness and overall quality of Scout extracurricular activities.

3. Inadequate Facilities and Infrastructure

Facilities and infrastructure supporting scouting activities at MI PSM Gempolan II are available but largely in poor condition due to long periods of disuse and lack of maintenance. As stated by the instructor A there are actually facilities for scouting activities. However, since they have not been

¹² Dede Rima Siti Elsani et al., "Peran Pembina Dalam Meningkatkan Minat Dan Partisipasi Siswa Dalam Kegiatan Pramuka Di Sekolah Dasar," *Karimah Tauhid* 4, no. 4 (2025), <https://doi.org/https://doi.org/10.30997/karimahtauhid.v4i4.17315>.

¹³ Euis Guntur Patimah and Maman Suherman, "Managing Scout Based Extracurricular Activities to Strengthen Student Discipline in Senior High Schools: A Case Study from Indonesia Autho," *Journal of Science and Education (JSE)* 6, no. 12 (2025), <https://doi.org/https://doi.org/10.58905/jse.v6i12.693>.

¹⁴ Riptono, Yusup Rohmadi, and Hery Setiyatna, "Manajemen Pendidikan Dan Pelatihan Kursus Gerakan Pramuka Universitas Islam Negeri Raden Mas Said Surakarta Dalam Menyiapkan Pembina Pramuka," *Jurnal Ilmiah Global Education* 7, no. 1 (2026), <https://doi.org/https://doi.org/10.55681/jige.v7i1.5335>.

used for a long time, many items are damaged and cannot be used properly, such as tents that have been damaged by rodents and wooden poles that have been eaten by termites.

This condition is further supported by observational data, which revealed that many items are indeed damaged, including torn tents and deteriorated equipment caused by pests. The lack of proper maintenance and the prolonged inactivity of the program have contributed significantly to the deterioration of these resources. Therefore, it is essential for the school to improve and renew the available facilities to ensure that scouting activities can be conducted more effectively, particularly in outdoor settings.

The lack of facilities and infrastructure is a significant obstacle in the implementation of Scout extracurricular activities, resulting in decreased quality and limited variety of programs. The scarcity of resources such as camping equipment, tents, field activity tools, and meeting spaces makes activities monotonous and less appealing to students. The lack of facilities and infrastructure in elementary schools hinders the optimal implementation of Scout activities. Adequate and well-equipped facilities are essential¹⁵ to creating a conducive learning environment and enhancing students' motivation to participate in Scouting.

The insufficient facilities and infrastructure are a major barrier to the development of extracurricular activities in Elementary School.¹⁶ Their findings show that schools with adequate facilities are able to organize more varied and engaging activities, thereby increasing students' participation and enthusiasm. Furthermore, stresses that the provision of adequate facilities and infrastructure must be prioritized in the management of Scout programs.¹⁷ Without sufficient support, both instructors and students struggle to develop creativity and innovation in activities, which ultimately reduces the effectiveness of Scouting as a medium for character building.

From these perspectives, it can be concluded that adequate facilities and infrastructure are crucial to the success of Scout extracurricular activities. The lack of resources not only hampers program implementation but also

¹⁵ Fahrid Maruf Alfiyana et al., "Pengaruh Sarana Prasarana Serta Dukungan Sekolah Terhadap Pelaksanaan Kegiatan Ekstrakurikuler," *Bersatu: Jurnal Pendidikan Bhinneka Tunggal Ika* 2, no. 1 (2023), <https://doi.org/https://doi.org/10.51903/bersatu.v2i1.536>.

¹⁶ Arfi Purnama Nur Indah et al., "Urgensi Sarana Dan Prasarana Sekolah Terhadap Aktivitas Ekstrakurikuler Siswa Sekolah Dasar," *Didaktik : Jurnal Ilmiah PGSD STKIP Subang* 9, no. 5 (2023), <https://doi.org/https://doi.org/10.36989/didaktik.v9i5.2371>.

¹⁷ Bandana Gurung, Jitima Wannasri, and Vithaya Jansila, "Effective Management of School Scouting Program by Applying Plan-Do-Check-Act Model," *Psychology and Education Journal* 57, no. 9 (2020), <https://doi.org/https://doi.org/10.17762/pae.v57i9.305>.

diminishes students' motivation and interest. Therefore, the provision and maintenance of facilities and infrastructure should be a primary concern for schools and relevant stakeholders.

The Role of Parental Support in the Success of Extracurricular Activities

The lack of parental support for Scout extracurricular activities has become one of the significant obstacles in their implementation. Parents' limited understanding of the benefits of Scouting results in their reluctance to encourage and support their children's active participation, which in turn affects students' motivation and engagement. According to research conducted by Hambali, parental support is an essential factor in the success of Scout extracurricular programs.¹⁸ Parents who actively provide moral and material support can boost students' enthusiasm and consistency in participation.

Conversely, a lack of parental support has a negative impact on students' motivation and the sustainability of their involvement in Scouting. Parental involvement in character education through extracurricular activities strongly influences the development of children's discipline and responsibility. They suggest that schools should engage in intensive communication and outreach with parents to enhance their understanding and support for Scout programs. Furthermore, research by Woro and Marzuki¹⁹ shows that parental support, along with the experience of instructors, student motivation, community involvement, and infrastructure, are factors in the success of Scouting activities in developing responsible character. Therefore, schools need to strengthen communication and outreach to parents regarding the importance of their role in supporting Scouting as a means of comprehensive character building.

Based on research findings, some things that schools can do to overcome this challenge include: First, madrasas should provide regular training and certification for Scout instructors so that student guidance can be carried out professionally and innovatively. Second, allocate a special budget for Scout equipment and facilities to make the activities more diverse and engaging. Third, provided rewards and recognition for active students while also applying personal approaches to foster students' interest and awareness in joining Scouting. Fourth, intensifying communication and socialization with parents to increase their support by emphasizing the role of Scouting in character

¹⁸ Abdul Aziz Hambali and Lili Dasa Putri, "Hubungan Dukungan Orang Tua Dengan Kedisiplinan Anggota Ekstrakurikuler Pramuka Di MAN Kota Pariaman," *Jurnal Family Education* 4, no. 4 (2024), <https://doi.org/https://doi.org/10.24036/jfe.v4i4.244>.

¹⁹ Sri Woro and Marzuki Marzuki, "Peran Kegiatan Ekstrakurikuler Pramuka Dalam Pembentukan Karakter Tanggung Jawab Peserta Didik Di SMP Negeri 2 Windusari Magelang," *Jurnal Pendidikan Karakter* 1, no. 1 (2016).

development. Strengthening the Scout extracurricular program at MI PSM Gempolan II will support the process of developing students' character in facing the challenges of the times.

Conclusion

This study highlights several key challenges in the implementation of Scout extracurricular activities at MI PSM Gempolan II Guruh. The primary issues include low student motivation, limited number and competence of Scout instructors, insufficient facilities and infrastructure, and minimal parental support. Student motivation remains low due to monotonous and less innovative activities, which leads to participation driven more by obligation than genuine interest. Furthermore, the absence of certified instructors and lack of professional training have reduced the quality and effectiveness of guidance, resulting in less engaging activities that fail to optimally contribute to character building. Parental indifference further exacerbates students' lack of enthusiasm. Additionally, as the Scout program only resumed in the 2024/2025 academic year after a period of inactivity, the institution is currently undergoing a phase of readaptation to ensure the future development of more effective and meaningful Scout activities.

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