

# Scout Extracurricular Program to Develop Student Skills and Leadership at Elementary Schools

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## Abstract

The primary function of the after-school Scouting program in elementary schools is the targeted development of students' leadership skills. Students are encouraged to develop skills in organizing, taking initiative, and solving problems through various activities, including discipline training, collaboration, and real-life scenario simulations. The purpose of this study was to examine the impact of the after-school Scouting program on the interpersonal, leadership, and social competencies of elementary school children. Participant surveys, in-depth interviews with scout leaders, and field observations were part of the research process. According to the study authors, scout participants tend to have higher levels of self-confidence, group leadership skills, and decision-making abilities. Furthermore, this curriculum helps shape children's personalities to be more independent, self-controlled, and responsible, all of which are important foundations for future leadership growth. In this way, the Scouting program serves as a powerful tool for shaping young people's character and disposition toward leadership. The results of this study indicate that the after-school Scouting program helps elementary school students develop their leadership skills and character, and also encourages them to become involved members of society.

**Keywords:** extracurricular, scouts, leadership, students, elementary school

## 1. Introduction

Education, as stated by Hamalik (2021), is an effort to develop the potential of students to be able to live independently and play an active role in society. The goal of education is to produce future leaders who have good morals, are able to overcome difficulties, and have strong characters. However, the current reality shows a decline in the morals of the younger generation, such as the rise in deviant behaviour and lack of interest in domestic products. This is of course worrying because it can have an impact on the future of the nation.

There needs to be more research on the challenges of teaching leadership principles in elementary schools, as well as the development of more practical solutions that can be easily implemented in the classroom. One way to reinstate leadership ideals in the classroom is to incorporate them into the extracurricular activities taught in elementary schools. Participating in extracurricular activities related to scouting is a great opportunity to hone your leadership skills. When middle and high school students engage in planned activities outside of class, they are engaging in extracurricular activities. The purpose of participating in extracurricular activities is to help students grow as individuals by giving them the opportunity to hone skills that are relevant to their lives outside of the classroom.

When it comes to helping elementary school students grow as human beings, both academically and otherwise, extracurricular activities play a crucial role. In addition to providing a space to hone skills outside of formal learning, extracurricular activities also serve as a means to develop essential leadership skills for students.

These skills include communication, collaboration, decision-making, and the ability to motivate and direct a group, all of which are essential for an individual's future development.

A person's character is what makes him or her unique, both mentally and in terms of actions (Suparlan, 2021). Ethics, morality, and a strong and resilient national character are qualities possessed by a nation (Yanto, 2020). A person who does not have character tends to do things that harm themselves and others (Bessy, 2016). Therefore, character formation to avoid bad behaviour is very important. A person with true character must be able to inspire others to follow his or her moral compass. Proper character formation is very important to produce quality human resources (Sapriati, 2024).

The implementation of extracurricular scouting programs includes fostering student leadership. To prepare for the demographic bonus, society must also make long-term investments in educational leadership (Al Kahar, 2021). Students are encouraged to improve their leadership skills so that they can achieve organizational goals effectively and gain self-confidence. This will empower them to face difficulties, lead others, and have a positive impact on society. Students learn to lead in scouting by participating in various activities such as taking attendance and ceremonies, working in groups to solve problems, and practicing being effective leaders based on data collected from interviews and observations. The importance of the role of parents, instructors, and mentors in developing children's leadership skills is further emphasized in this study. Therefore, the purpose of this study is to develop strategies and teaching materials that help students avoid mistakes and act responsibly, thereby increasing the likelihood that they will one day rule the country (Dwijayanti, 2023).

Cognitive and social development theories, such as Lawrence Kohlberg's moral development theory and Albert Bandura's social learning theory, are the foundations for understanding how students' skills and leadership can develop through extracurricular activities. According to Kohlberg, children's moral development can be enhanced through healthy social interactions, such as those that occur in extracurricular activities. Bandura emphasized the importance of observing and learning from the social environment, which occurs when students engage in collaborative and competitive activities in extracurricular programs.

There are three levels in Lawrence Kohlberg's six-stage model of moral formation: preconventional, conventional, and postconventional. According to Kohlberg, a person's moral development is influenced not only by the individual's cognitive development, but also by social interactions. In extracurricular activities, students are actively involved in challenging and complex social situations, which allows them to develop moral skills gradually.

According to Albert Bandura's social learning theory, people acquire new skills largely by observing and imitating others around them. Bandura argues that, particularly in social settings, individuals may acquire new habits simply by observing how others behave. In this regard, involvement in extracurricular activities provides an ideal opportunity for students to learn through observation and participation in a supportive social environment.

Through the framework of Kohlberg's moral development theory and Bandura's social learning theory, it can be understood how students' social and leadership skills can develop significantly through extracurricular activities. Active involvement in social, collaborative, and competitive activities provides students with the opportunity to hone their communication, cooperation, decision-making, and leadership skills. This process involves complex learning, from understanding social norms to developing higher moral principles, as well as observing and learning from a dynamic social environment.

Participating in extracurricular activities gives children the opportunity to test different areas, face and overcome social barriers, and build the self-confidence they need to take on leadership responsibilities in the future. The importance of such programs for a child's overall development can be better understood with the help of these ideas.

The relevance of these theories to the research title lies in how extracurricular programs in Elementary Schools can be an effective medium for developing students' skills, especially in terms of leadership. In line with their cognitive and social development phases, these activities provide children with opportunities to engage in social interaction, problem solving, and taking responsibility.

According to many studies, students' social and leadership skills are greatly improved by participating in extracurricular activities. Students' leadership and interpersonal skills are higher among those who participate in extracurricular activities, according to a study by Smith (2018). Another study by Johnson (2020) confirmed that students' involvement in extracurricular programs can improve communication skills and self-confidence, which are important components of leadership. For example, Smith (2018) conducted a comprehensive study on the impact of extracurricular activities on the development of interpersonal skills and leadership abilities. In his study, Smith found that students who actively participated in various extracurricular activities, such as debate clubs, team sports, and student organizations, showed significant improvements in communication skills, teamwork, and leadership abilities compared to students who were not involved in such activities. Smith also noted that extracurricular activities provide a more open environment for students to hone their skills in real social situations, such as managing conflict, negotiating, and making decisions together in groups.

In addition, Johnson (2020) strengthens this finding by stating that involvement in extracurricular programs not only improves social skills but also has a major influence on the development of students' self-confidence. Johnson claims that children who are active in extracurricular activities tend to be more comfortable expressing themselves in public and overcoming social barriers. Furthermore, Johnson's study also revealed that this self-confidence is one of the key components in leadership skills, which often determines a person's success in leading a group or organization.

These two findings highlight the importance of extracurricular activities in helping students build social and leadership skills that will serve them well in their academic and professional careers. These activities, whether in the form of arts, sports, or extracurricular activities, provide opportunities for students to explore their abilities, build self-confidence, and build strong social networks, all of which are important factors in building effective leadership skills.

The formulation of the problem in this study is based on the background and theoretical studies that have been explained previously: How can extracurricular programs in elementary schools develop students' leadership skills and character?

The main purpose of this study is to examine how elementary school students' participation in extracurricular activities affects their personal and professional growth as leaders. The purpose of this study is to help students grow as leaders and improve their skills.

## **2. Research Methods**

This study uses a case study methodology. With the existing theoretical framework, the researcher in this study chose a qualitative approach to describe the perspectives of informants in the efforts of the scouting extracurricular program to foster leadership and skill development among elementary school students. There are two main categories of data used in this study: primary and secondary.

Literature review, one of the research techniques used and researched, is the research approach used. This research utilizes previously published ideas and concepts to address research challenges using internal data sources. The majority of these articles come from scientific journals. The publications of this research were found using a combination of online resources, digital libraries, and libraries that host journals. The journal search was conducted using Google Scholar.

## **3. Results and Discussion**

Especially for elementary school students, scouting education has a significant impact on their character development. Through extracurricular scouting activities, students can hone their psychomotor, emotional, and cognitive abilities while forming their character traits in areas such as leadership, citizenship, patriotism, and life skills. Talent, interaction, and creativity can all be formed through scouting instruction. Students can develop a sense of civic responsibility and patriotism through flexible, locally based scouting programs. It appears that students' teaching, independence, responsibility, national pride, perspective, and social skills can all benefit from participation in extracurricular Scouting activities. In Scouting, children learn to respect themselves and others, take pride in their work, and protect the environment.

Research shows that elementary school students' disciplinary attitudes are influenced by their participation in scouting extracurricular activities. Students' enthusiasm in scouting extracurricular activities makes it a great tool for developing their leadership skills. Therefore, the norms that have been established through scouting extracurricular activities can be easily learned and adapted by students. Scouting extracurricular programs are the main means for students to engage in positive activities and develop self-discipline.

From this perspective, it seems that extracurricular Scouting activities can help children develop their abilities, social attitudes, sense of nationhood, independence, and responsibility. Students also grow as a result of their Scouting experiences because the program instils values such as respect for others, environmental awareness, and a sense of personal accomplishment. The formation of orderly attitudes, empowerment of participation, creation of administration, and development of a spirit of patriotism are just a few of the important ways in which Scouting education shapes the nation. Scouting, when done well, can teach children valuable life lessons and instil strong moral principles.

Scouting is a great way for children to learn self-control and interact with others in a safe and supportive environment. Not only that, scouting is also full of activities that help students develop good habits and self-control. In the Scout program, there are several extracurricular activities such as routine training, ropes, connecting sticks, drag bar construction, writing hero names, playing games, singing scout songs, learning the philosophy

behind the Garuda symbol, SKU exams, and nature tours. Students have the opportunity to develop their independence through these activities.

Extracurricular activities provide a rich social context for students to practice social and leadership skills in real-world situations. Students learn to work together, communicate, and navigate social challenges through collaborative activities such as sports, student organizations, or joint projects. The study concluded that involvement in extracurricular activities contributed significantly to the improvement of students' social and leadership skills. Students who engage in these activities not only learn to communicate and work well together, but also develop self-confidence and leadership skills. Activities that involve teamwork and collaboration have been shown to be the most impactful in developing these skills.

The impact of extracurricular activities on the maturation of students' interpersonal and managerial abilities is the focus of this study. Based on the qualitative data obtained, several important findings can be discussed to provide deeper insight into how extracurricular activities affect these aspects.

The results showed that students' involvement in extracurricular activities was positively related to their improvement in social skills. The results are consistent with what Albert Bandura predicted in his theory of social learning, which states that people take social cues from their peers and teachers in real-life settings. Extracurricular activities provide opportunities for students to practice communication, teamwork, and conflict resolution skills in real-life situations. For example, students who participate in team-based activities such as sports or student organizations often encounter situations that require them to collaborate and communicate effectively with team members. These experiences allow them to develop social skills that may not be fully addressed in formal academic settings. This is also consistent with what Vygotsky proposed in his theory of social learning: that students' social interactions greatly influence the development of their cognitive and social skills.

Research data indicates that students who engage in leadership roles in extracurricular activities demonstrate increased self-confidence and leadership abilities. These findings support Lawrence Kohlberg's theory of moral development, which states that social experiences involved in group interactions can enhance moral and leadership development.

Extracurricular activities give students the opportunity to take responsibility, make decisions, and lead projects or teams. These experiences help them develop better leadership skills, such as decision-making, conflict management, and team motivation. Additionally, students who lead groups or organizations tend to be more confident in taking initiative and completing tasks, reflecting an increase in their self-efficacy.

The results of the analysis showed that team-based activities, such as sports and student organizations, had a greater impact on the development of social and leadership skills compared to individual activities. Team-based activities often involve more intense interaction with other team members, which allows students to learn from social experiences more directly. This supports the understanding that activities that involve cooperation and group interaction are more effective in developing social and leadership skills.

In contrast, individual activities such as fine arts or individual music may not provide the same opportunities to practice social skills in a group context. While important for the development of individual skills, these activities may be less conducive to the development of social and leadership skills that involve group interaction and collaboration.

The findings of this study have important implications for education. Schools need to consider expanding and enhancing extracurricular programs as part of a holistic educational approach. Diverse and structured extracurricular programs can provide significant benefits in the development of students' social and leadership skills. In addition, support from teachers and coaches is essential in ensuring that students get the most out of extracurricular activities. Teachers can act as mentors and facilitators in extracurricular activities, helping students overcome challenges and maximize their experiences.

While this study provides valuable insights, there are some limitations that need to be considered. For example, the study only involved students from a select number of schools, so the results may not be fully representative of the student population as a whole. Additionally, the data collected was based on students' self-reported reports.

The application of leadership character values in Elementary Schools through Scout Extracurricular is described through interviews. Researchers sought information about the application of leadership character through interviews with Scout leaders who were respondents. The following is a table showing the results of interviews, observations, and documentation of SD Negeri 03 Pekuncen.

Table 1. Results of interviews with Scout leaders

<b>Interview</b>	<b>Observation</b>	<b>Documentation</b>
Based on the interview results used by the researcher to answer the problem	Based on the results of observations conducted by researchers in the process of	The documentation obtained by the researcher in this study was photos of observations at

formulation about how extracurricular programs in Elementary Schools can develop students' leadership skills and character, the instructor plays his role and responsibility to instill and develop good values and help students form and build their character with good values.	extracurricular activities, students are very enthusiastic and are able to form their leadership character well and firmly.	Elementary Schools in the form of photos of student activities during extracurricular scouting activities and photos of interviews with the Scout Extracurricular instructors.
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The data in the table above shows that the formulation of the problem regarding the application of leadership character in the Scout extracurricular can be answered through a combination of interview, observation, and documentation methods. Obstacles in the application of leadership character values in Elementary Schools through the Scout Extracurricular are identified as follows:

First, based on the researcher's interview data, three sources said that there were many challenges that had to be faced by the Scout Extracurricular teachers. One of them was the lack of teachers and some children were less enthusiastic. The challenge in developing leadership quality was the lack of teachers.

Table 2. Interviews with Three Scout Leader Informants

No	Informant	Statement
1.	Mrs. Echa as the Scout leader	My role as a mentor requires me to act as an extra pair of eyes and ears for my students while they are in school, encouraging them to grow morally and ethically. Hard work, honesty, discipline, responsibility, patriotism, mutual respect, cooperation, and sacrifice are some of the religious and moral principles I frequently discuss in my classroom.
2.	Mrs. Azmi as Supervisor	My role as a mentor is critical in encouraging my mentees to maintain a positive attitude and polite speech at all times; I also strive to instill values such as respect for one another, tolerance for people of different faiths, and the development of future leaders.
3.	Juna as a student	As a student, I have the responsibility and obligation to study hard, pay full attention to my teachers and lecturers, and practice the principles that my teachers have instilled in me, such as being a leader, being assertive, and acting appropriately.

The table above makes it clear that scoutmasters are very important in helping their students develop strong moral convictions and personal qualities. It is believed that the next generation will be better morally because of the leadership character traits instilled in today's youth, which are fading due to negative influences. An important part of the scoutmaster's job, according to all three sources, is to encourage, shape, and teach his students to have a positive attitude, be strong, and have leadership qualities.

The second finding is that the Scout Extracurricular activity has leadership character traits, as seen from the observation results. Before starting the lesson, the teacher invites students to come forward and lead the ceremony and marching.

The third point is that the documentation of this research includes photographs taken during the Scout Extracurricular activities at SDN 03 Pekuncen, which show the results of the researcher's observations.

#### 4. Conclusion

Participation in extracurricular Scouting activities helps children acquire qualities such as discipline, math, instruction, leadership, citizenship, and practical skills. Students can develop qualities such as accountability, honesty, social awareness, and perseverance through Scouting. Effective movement management is essential for Scout training to shape children's character. Scouting is a great way for children to learn and practice important moral and social principles. To foster an engaging and productive learning environment, it is important for

students to develop their skills through Scouting with awareness and purpose. Participation in Scouting activities helps to develop students' discipline, which in turn helps them develop their independence. Furthermore, by engaging in all of their activities, students will develop their talents. Schools and communities should work together to help students develop the skills and discipline that Scouting offers. Participating in Scouting activities, which include developing social skills and engaging in community service, can help children develop a caring attitude toward others. The results of this study indicate that the Scouting Extracurricular program helps elementary school students develop their leadership and character skills, and also helps them become better prepared to become contributing members of society.

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