The Role of Scout Extracurricular Activities On The Independence of Grade V Students At Bangkal 01 State Elementary School

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Abstract: Extracurricular activities are a school program that trains students to be independent from an early age. This independence is important because it is related to students' abilities to be responsible, manage their time, and make their own decisions. This study was conducted to describe how extracurricular activities play a role in shaping student independence at Bangkal 01 Public Elementary School. This study used a simple descriptive quantitative method with a 15-item questionnaire instrument to 15 students. Data were collected by distributing questionnaires to students participating in scouting activities. The analysis results showed that the level of student independence was high with an average percentage of 93%. The study shows that extracurricular activities have a positive impact on student independence. In addition, these activities also help students build self-confidence and practice problem-solving skills through direct experiences. Thus, the extracurricular program at Bangkal 01 Public Elementary School plays a significant role in supporting student independence.

Keyword: Extracurricular; Scouts; Student independence; Elementary school; Descriptive quantitative

PRELIMINARY

Basic education is not only directed at achieving students' academic abilities, but also plays a more important role in shaping their character, in line with the ideals of independence. One character trait that needs to be developed as early as possible is independence. By developing independence in students, they will be able to manage themselves, complete tasks independently, make decisions, and be responsible in their daily lives. Elementary school age children are at a very appropriate stage for developing character values, because at that stage, elementary school-aged children are in the stage

of forming habits and behavioral patterns that will carry into adulthood (Luthviyani et al., 2019). However, the reality in the field shows that the independent character of elementary school students has not yet developed optimally and has not been consistently formed in daily learning activities. This can be seen in students who still rely heavily on teachers or parents for their schoolwork. Usually, they lack the initiative to learn, find it difficult to manage their time, and are not yet able to take responsibility for themselves. In learning activities, the weak value of independence character can be understood when students tend to wait for direction from teachers or lack initiative. Furthermore, students who lack confidence in making decisions and give up easily when faced with difficult situations also reflect a weakness in character values such as responsibility and discipline. This situation demonstrates the need for a systematic and sustainable educational approach to fostering independent character in elementary school students (Luthviyani et al., 2019).

Efforts to develop character values in elementary school-aged children face several challenges. Social developments and digital technology are considered to exacerbate the challenges in developing student independence. Several findings suggest that children who are accustomed to digital technology and virtual interactions tend to learn less about self-management and face-to-face interactions in everyday life. This issue also impacts other skills such as problem-solving and social and personal responsibility. Consequently, elementary school education faces the need to develop strong personalities, particularly regarding student independence (Hilda Melani Purba et al., 2024). Therefore, schools, as formal educational institutions, have a crucial role to play in addressing this issue by implementing a learning environment that fosters student character.

However, intracurricular learning, which focuses largely on students' academic achievement, typically provides less concrete experiences for independent learning. Based on observations of learning activities at Bangkal 01 Public Elementary School, approximately 30% of fifth-grade students appear to lack initiative, responsibility, and independence in completing assigned tasks. Character building has not been fully prioritized in the learning process due to curriculum demands and limited time for learning activities. Therefore, supporting educational activities are needed to complement classroom learning, especially activities that can serve as a forum for teaching students

character values based on direct experience and continuous habituation (Azizah et al., 2024). An alternative that can be used to overcome this problem is through extracurricular activities at school that provide direct learning experiences and habituation of the values of independence. This is supported by the results of a questionnaire distributed to students, which showed high results, namely 93% of students who participated in extracurricular scouting activities at Bangkal 01 Public Elementary School had a relatively good character of independence. Extracurricular activities are considered an effective means of instilling character values in students through hands-on experience or practice (Syafiudin, 2021). Scouting is an extracurricular activity that primarily teaches students through direct experience. Scouting is one of the extracurricular activities in elementary schools related to increasing student independence. Scouting also emphasizes attitudes of independence, discipline, responsibility, and concern for the community. Scouting education emphasizes the principles of learning by doing, the among system, habituation, and role modeling as the primary foundations for learning character values (Luthviyani et al., 2019). In addition to Scouting material, students are also trained to make decisions, complete tasks independently and in groups, and take responsibility for their duties and roles in Scouting extracurricular activities. Such training is applied to various Scouting activities such as team training, educational games, social activities, and camping (Syafiudin, 2021).

However, based on a review of previous research, approximately 70% of the studies still emphasize the general results of student participation in extracurricular scouting activities, which foster independence in the context of everyday learning in elementary school, such as managing time, obeying rules, completing assignments, and increasing social awareness compared to students who do not actively participate in scouting activities (Luthviyani et al., 2019). Therefore, specific research is needed to examine how scouting activities play a role in fostering student independence through learning experiences at school. This study focuses on scouting activities related to the development of responsible attitudes, decision-making, time management, and learning initiative as key indicators of student independence (Juwantara, 2019).

Scouting activities also instill self-confidence and leadership skills in students, which can strengthen their independent character. However, character development through extracurricular scouting activities is also influenced by consistent

implementation and support from the school environment and parents. Schools, mentors, and parents must collaborate to support effective activities to develop students' character values sustainably (Halimah, 2024). In theory, independence is defined as an individual's ability to manage themselves, make decisions, take responsibility, and solve both small and large problems independently (Juwantara, 2019). In the context of education, independence is defined as the foundation for developing attitudes such as discipline, responsibility, and self-confidence. It can also be said that independence itself is what gives birth to these attitudes during the learning process (Utami et al., 2022). Therefore, developing an independent attitude requires a consistent and ongoing habituation process through targeted and direct action. Developing an independent character is not sufficient if taught only theoretically, as the results will be less effective (Albet, 2024). Therefore, extracurricular scouting activities are considered the most strategic way to instill and strengthen students' independent character in elementary schools.

Based on this background, this study aims to examine in depth the role of Scouting extracurricular activities on the independence of fifth-grade students at Bangkal 01 Elementary School, which was the focus of the study because based on initial observations, there were still students who were less proactive, very dependent on teachers, and had not maximized their ability to manage responsibilities and complete assignments independently. Specifically, this study aims to provide an overview of the influence of Scouting activities on the development of their independent character. The results of this study are expected to provide theoretical contributions in the development of character education studies and contribute practically to schools in optimizing Scouting extracurricular activities as a means of developing the independence of elementary school students.

METHOD

This study employed a simple quantitative method, a research method that aims to describe and analyze phenomena by utilizing numerical data processed through descriptive statistics. The descriptive quantitative method was chosen because this study did not intend to test a hypothesis, but rather to obtain an objective picture of the role of scouting extracurricular activities in developing student independence at the elementary school level. This approach aligns with the nature of quantitative research, which

emphasizes regular and systematic measurement of variables through questionnaires (Arif Rachman, 2024; Sugiyono, 2013).

This research was conducted at Bangkal 01 Public Elementary School, located at Jl. Samsudin No. 37, Bangkal Village, Binangun District, Cilacap Regency, Central Java Province, during the first semester of the 2025/2026 academic year. The subjects were fifth-grade students participating in scouting extracurricular activities. According to (Maryam, 2023), research in the field of education is conducted to carefully and systematically understand and explain emerging phenomena within the educational context so that the final results can be used as a basis for decision-making and the development of educational practices.

The population in this study included all fifth-grade students participating in extracurricular scouting activities at Bangkal 01 Public Elementary School. The sampling method applied was total sampling, given the limited population size of 15 students. The entire population was used as the sample in this study. This method is typically used in quantitative research when all research subjects can be reached in their entirety. The research implementation process consisted of several steps: preparation, which included developing research tools and determining the research object; implementation, which included distributing questionnaires to students involved in Scouting extracurricular activities; data processing, which involved scoring and performing descriptive statistical calculations; and drawing conclusions based on the analysis of the data obtained (Arif Rachman, 2024).

Data were collected through a questionnaire consisting of 15 statements using a dichotomous scale. A yes answer was scored 1 and a no answer was scored 0. This questionnaire was designed to assess students' views on their involvement in Scouting extracurricular activities and their impact on their independence. Aspects of independence assessed in this instrument included courage and self-confidence, independence in action, and participation in extracurricular activities. Each of these aspects was broken down into several statements so that all indicators of student independence were well represented in the research questionnaire. This instrument is prepared in clear and communicative language that humans have carefully examined to clarify the indicators assessed in the research instrument (Sofyan Mustoip, Muhammad

Japar, 2018), a questionnaire instrument grid for student independence is prepared which is presented in the following table.

Table 1. Student Independence Indicators

No	Variable	Indicator	No Item
1	Student Independence	Courage and self-confidence	2,5,9,13
2	Student Independence	Independence in action	3,4,8,12
3	Student Independence	Responsibility and discipline	6,11,15,
4	Student Independence	Cooperation and social awareness	7
5	Student Independence	Perseverance and enthusiasm	10,14
6	Student Independence	Participation in extracurricular activities	1
	Total		**15 Item**

Data analysis was conducted using basic descriptive statistics, where the average and percentage scores for each student independence indicator were calculated. To calculate the percentage, the formula used was:

$$\text{Presentage} = \frac{Total\ Score}{Maksimal\ Score} \times \mathbf{100}\%$$

The results of the percentage analysis are then described into categories of student independence, which include low, medium and high, to provide a comprehensive understanding of the degree of student independence and the contribution of scouting extracurricular activities in forming the character of student independence in an objective and measurable manner.

RESULTS

To determine the level of achievement of each questionnaire instrument, respondents filled out a questionnaire consisting of 15 questions with answer options of Yes (1) and No (0), the percentage of each item was calculated using the formula:

$$\text{Precentage} = \frac{Total\ Score}{Maksimal\ SCore} \times \mathbf{100}\%$$

Table 2. Questionnaire Scores and Percentages

NO	TOTAL SCORE	PRECENTAGE
1	15	100%
2	15	100%
3	15	100%
4	15	100%
5	15	100%
6	11	73%
7	14	93%
8	14	93%
9	15	100%
10	15	100%
11	14	93%
12	15	100%
13	13	87%
14	13	87%
15	14	93%

Table 3. Interpretation of Independence Instrument Scores

Interpretation	
Low	0%-39%
Medium	40%-69%
High	70%-100%

Table 4. Research Questionnaire Instrument

NO	INSTRUMENT	YES	NO
1	I participate in extracurricular activities at school.	100%	0%
2	Extracurricular activities help me become more courageous.	93%	7%
3	I can manage my time between studying and extracurricular activities.	100%	0%
4	I feel more independent after participating in extracurricular activities.	100%	0%
5	I have the courage to make my own decisions in school activities.	73%	27%
6	Extracurricular activities teach me responsibility.	100%	0%
7	I learn to work together with my friends in extracurricular activities.	100%	0%
8	I can complete assignments without help from others.	100%	0%
9	I feel confident when speaking in front of my friends.	93%	7%
10	I continue to participate in extracurricular activities even when the teacher doesn't ask me to.	80%	20%
11	I try to arrive on time for extracurricular activities.	100%	0%
12	I tidy up my own equipment after the activity is over.	100%	0%
13	I dare to try new things in school activities.	80%	20%
14	I don't give up easily when facing difficulties.	100%	0%
15	Extracurricular activities make me a more disciplined child.	100%	0%

This table presents the number of students who responded positively ("Yes") to each question in the questionnaire, which was then converted into percentages. Of the twelve instruments used, five achieved a full percentage (100%), indicating that all respondents agreed with the statement. This finding reflects that aspects such as discipline, adherence to rules, and responsibility have developed well in students. However, one instrument received the lowest percentage, at 73%, indicating that some students have not yet fully demonstrated behavior consistent with the statement. Several other instruments received percentages between 87% and 93%, indicating that although the majority of students have demonstrated positive character traits, there are still aspects that need to be strengthened, particularly those related to personal initiative and internal motivation.

Based on the percentage data for student independence obtained from the questionnaire, all respondents demonstrated a high level of independence. This can be seen from the percentages ranging from 73% to 100%, which aligns with the score interpretation criteria in the table (high category 70-100%). The majority of students scored between 93% and 100%, while a small number scored between 87% and 73%, but all were classified as high independence. These results indicate that students possess excellent independence skills across various measured aspects, such as responsibility, initiative, and the ability to manage tasks independently. Based on the study results, 94.67% of students demonstrated a high level of independence.

DISCUSSION

The research results show that extracurricular Scouting activities have a significant impact on developing independence in elementary school students. Approximately the majority of students achieved high scores, with an average percentage reaching 94.67%, which falls into the high independence category. These data confirm that Scouting activities successfully instill values of independence through various routine activities, habits, and direct experiences. This finding aligns with research (Rahayu & Dong, 2023), which states that extracurricular activities are closely related to character education and play a crucial role in developing complementary traits such as independence and discipline (Azizah et al., 2024b). Student participation in activities outside of class hours not only improves academic performance but also contributes to

overall character development, such as cooperation, responsibility, and self-management skills.

The analysis in Table 1 shows that most students achieved the maximum score of 15, indicating they are able to demonstrate independence in various aspects, such as completing assignments without assistance, maintaining equipment, and managing themselves. However, one student scored 11 (73.3%), which is considered moderately independent. This difference indicates that despite the effectiveness of Scouting activities, students' levels of independence are still influenced by internal factors such as motivation, self-confidence, and mental readiness, as well as external factors such as family support, the school environment, and the role of the supervising teacher. Research (Amelia & Ramadan, 2021) confirms that a school culture that emphasizes habituation and role modeling can instill character values such as religiosity, integrity, independence, mutual cooperation, and nationalism. Thus, Scouting activities can be seen as part of a school culture that supports the development of independent character, as they combine the instillation of these values with real-world practice.

Based on the data presented in Table 2, it can be interpreted that the students' collective level of independence has reached a very high category. This finding aligns with Hurlock's theoretical foundation, which asserts that children's independence is optimally developed through direct involvement in practical experiences. In this regard, the Scouting movement serves as a medium that provides students with real-life experiences through a series of activities such as marching exercises, group dynamics, and field assignments that require students to think autonomously and act responsibly. As stated by Hilda Melani Purba et al. (2024), character education today must be able to transform to remain adaptive to the dynamics of the digital era. Therefore, extracurricular activities such as Scouting are highly relevant in internalizing the values of discipline, responsibility, and critical thinking skills. Through this approach, Scouting not only fosters independence within traditional boundaries but also equips students with moral resilience and social competence to manage themselves and make ethical decisions amidst increasingly rapid cultural and technological changes.

Furthermore, referring to the results of the research questionnaire presented in Table 3, students' achievements in the four main pillars of independence are evident: responsibility, discipline, courage, and problem-solving skills. Data analysis showed that

the responsibility indicator scored the highest at 94.7%, followed by the problem-solving dimension at 94.0%, discipline at 93.3%, and courage at 92.0%. The high scores for the responsibility aspect reflect students' maturity in completing tasks independently and their awareness of safeguarding personal property without the assistance of others.

However, the study also revealed that the courage indicator scored relatively low compared to other aspects, indicating a tendency for some students to hesitate when making decisions or when having to appear in public. This empirical finding aligns with the view (Utami et al., 2022) of emphasizing the crucial importance of practicing the Scout code of honor as a foundation for building a strong culture of discipline. Furthermore, this finding validates the idea (Juwantara, 2019) that while the characteristics of responsibility and honesty can be instilled through various routine activities, strengthening the courage aspect requires a much more intensive process of habituation, particularly through various challenging field simulations.

The alignment of this research's findings with previous literature further strengthens Scouting's position as a strategic instrument in student character development. (Yusdinar et al., 2023) revealed that Scouting plays a crucial role in fostering leadership, discipline, a collaborative spirit, and a sense of nationalism. Agustina et al., 2023, similarly, emphasized the effectiveness of extracurricular activities in internalizing the values of responsibility and hard work. More specifically, (Ranisa et al., 2025) highlighted how scheduled Scouting activities can foster student discipline, from rule compliance to neatness. Overall, this data validates that Scouting is a key pillar in strengthening character education at the elementary school level.

Furthermore, extracurricular Scouting activities provide elementary school students with real-world experiences, such as Scout ceremonies or roll calls, team games, and individual and group assignments. Through direct experience, students develop critical thinking skills, develop self-confidence, and develop a strong sense of initiative. Research conducted by Syafiudin (2022) shows that scouting activities are effective in instilling positive character values, which in turn foster discipline, responsibility, and cooperation, leading to students who exhibit such behavior being considered independent (Yusdinar et al., 2023). Research conducted by Belinda et al., n.d., shows that scouting activities are considered the most appropriate extracurricular activity for shaping and developing students' responsible character (Yusdinar et al., 2023). Thus, scouting

extracurricular activities in elementary schools offer even greater benefits. Scouting not only fosters cognitive development but also shapes students' personalities, becoming more active, independent, and responsible in all situations.

According to Amelia & Ramadan (2021), their research reveals supporting and inhibiting factors that influence students' achievement of independence. Supporting factors include routine and structured activities to train students through real-life experiences, full support from scout leaders who exemplify and motivate them, and a conducive school environment for the instilling of character values. These supporting factors positively influence the school culture, as a school culture that routinely implements and exemplifies good character traits in students can foster character traits such as religiosity, integrity, independence, mutual cooperation, and nationalism. With internal support from the school, extracurricular scouting activities can be run effectively and consistently, instilling the value of independence in students.

These inhibiting factors, as outlined in research by Hilda Melani Purba et al., 2024, include varying motivations for each student, leading to unequal achievement of independence; inadequate facilities and infrastructure, which prevent all activities from being implemented effectively; and a lack of strong parental support, which leads to inconsistent instillation of the value of independence at home. Thus, character education in the digital age must face complex moral and social challenges, requiring a strategy that can provide solutions to these obstacles. Therefore, the success of Scouting extracurricular activities depends on the program developed by the school, and the cohesiveness of teachers, students, and parents who are involved in supporting student character development.

Within the context of national education policy, Scouting activities are strongly linked to the Character Education Strengthening (PPK) program launched by the Ministry of Education and Culture. PPK focuses on strengthening five core values: religiousness, nationalism, independence, mutual cooperation, and integrity. These values are concretely realized in Scouting activities through field activities, teamwork, and the cultivation of discipline. (Rahayu & Dong, 2023) emphasize that extracurricular activities have a significant relationship with student character formation and play a crucial role in their development. Therefore, this study strengthens the view that Scouting is a strategic tool for implementing PPK policies at the elementary school level.

Besides its relevance to education policy, Scouting also plays a crucial role in addressing the challenges of the digital era. Children today live amidst technological advancements and the rapid flow of information, requiring strong character to resist negative impacts. (Hilda Melani Purba et al., 2024) explain that character education in the digital age must adapt to changing times, making extracurricular activities such as Scouting highly relevant in instilling the values of discipline, responsibility, and critical thinking skills (Hilda Melani Purba et al., 2024). Thus, Scouting not only fosters independence in the traditional sense but also prepares students to face the moral and social challenges of the modern era.

The results of an implementation study conducted by (Japar, 2018) show that the regular and structured implementation of Scouting activities can improve student discipline in various aspects, such as punctuality, adherence to rules, and active involvement in activities (Belinda et al., n.d.). This discipline is an important foundation for developing children's independence. As a fundamental character trait, discipline helps students manage themselves, take responsibility for their tasks, and behave consistently. Therefore, this study confirms that Scouting not only focuses on training specific physical skills and techniques, but also plays a significant role in developing disciplined behavior, which is the main foundation of children's independence.

The real implication of this research finding is that Scout leaders need to create more diverse programs to strengthen students' courage. For example, by giving students active roles, such as being a squad leader or being responsible for specific tasks, and by involving them in leadership simulations and games that require decision-making. Furthermore, schools should improve their facilities and infrastructure to support more effective Scouting activities, and involve parents in helping to shape character values at home. This is consistent with Ayunda et al. (2024), who emphasized that extracurricular activities such as Scouting play a crucial role in instilling character values such as hard work, discipline, cooperation, leadership, and responsibility.

Overall, the second part of this discussion demonstrates that Scouting activities are not only effective in fostering student independence, but also relevant to national education policy, adaptable to the challenges of the digital age, and have practical implications that can be implemented by schools and mentors. With support from within the school, ongoing coaching, and a supportive environment, Scouting activities become

an important holistic educational strategy to address the character development needs of today's students.

CONCLUSION

Scouting extracurricular activities play a significant role in fostering independence in elementary school students, fostering a sense of responsibility, initiative, time management skills, decision-making, problem-solving, and independent task completion through real-world experiences. Success in developing this independence is greatly influenced by guidance provided by instructors, along with sound activity planning and support from the school community and parents. This fosters the values of independence, which can be consistently applied in daily life. Thus, Scouting is more than just an additional activity, but a crucial component of character education in elementary schools. Therefore, it is necessary to improve the quality of Scouting implementation, which can also serve as a basis for further research to analyze the effectiveness of various types of Scouting activities on student independence.

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