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Management of Scout Extracurricular Activities in Improving Students' Non-Academic Achievements

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Abstract

This research aims to determine the management of scout extracurricular activities in improving the non-academic achievements of students at Madrasah Aliyah Raudlatul Huda Adipala. This research method uses a qualitative approach, and data collection techniques include observation, interviews, and documentation. The collected data from these techniques were analyzed using the Miles and Huberman and Saldana model, employing four stages: data collection, data condensation, data presentation, and data verification. The research results indicate that the management of Scout Extracurricular Activities in Improving Non-Academic Achievements of Students at Madrasah Aliyah Raudlatul Huda Adipala has been well-planned, programmed, implemented, and evaluated through three stages: the planning stage, the implementation stage, and the evaluation stage, which are carried out as follows: The formulation stage of strategic extracurricular management, where a SWOT analysis is conducted. The application process of programs and activities/actions to be carried out by all units based on the principal's policies. All policies made by the principal involve all stakeholders. The evaluation of scout extracurricular management is carried out by measuring the extent to which the objectives have been achieved and how effective the management strategies implemented have been.

Keywords: Management, Extracurricular, Scouts, Non-Academic Achievement

1. Introduction

Education plays a significant role in developing the quality of human resources (Al Faruq et al., 2024; Fatimah & Mahmudah, 2017). Educational institutions must be able to keep pace with

the rapid advancement of science and technology. Almost all attention is given to the development and progress of education to improve educational standards and quality. High educational standards create high human resource standards. This motivates all levels of society to pay attention to the progress of education (Fomba et al., 2023; González García et al., 2020).

According to Law Number 20 of 2003 concerning the National Education System, it is stated that 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 and religious strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. The provision of education is aimed at preparing the next generation to play a role in the development of the Indonesian nation and state in the future. This shows that education aims to develop the personality, capacity, knowledge, and skills of students for use in the real world (González-Pérez & Ramírez-Montoya, 2022; Jach et al., 2023).

Reviewing the main goal of education, it is to shape students who are intelligent and have good character, possessing the skills they need for the future. This proves that education does not only focus on the academic field but also needs to focus on the non-academic (Kulal et al., 2022). Non-academic achievement is an accomplishment that cannot be measured and assessed using numbers; this achievement can be obtained by students who have specific talents in their field. Non-academic achievement is achievement generated outside of school subjects. Achievement can be attained through an effort that has been done and created, both individually and in groups, in the form of knowledge or skills (Ali et al., 2023).

Extracurricular programs serve as a platform to enhance the non-academic achievements of students (Kulal et al., 2022). According to the Ministry of Education and Culture Regulation Number 62 of 2014, extracurricular activities are curricular activities carried out by students outside of intra-curricular and co-curricular learning hours, under the guidance and supervision of the educational unit, aimed at developing the potential, talents, interests, abilities, personality, cooperation, and independence of students optimally to support the achievement of educational goals. Scouting activities are one extracurricular activity that is appropriate for improving non-academic achievements (Suratman et al., 2024). Scout education is a learning activity carried out for a number of students under the guidance of adults through recreational, educational, creative, challenging, and enjoyable activities in the outdoor activity, packaged in various activities according to the unit or group of students.

Based on observations at Madrasah Aliyah Raudlatul Huda, it was found that the

implementation of the extracurricular scout program is quite effective in improving students' non-academic achievements. This is evident from the scouting activities that have been running according to schedule through efforts in developing activities aimed at enhancing students' skills in non-academic areas. These observation results are reinforced by the findings of interviews conducted with the scoutmaster, who stated that scouting activities at the school have been implemented systematically in accordance with the existing school program and are beginning to be directed towards the development of activity programs as an effort to improve non-academic achievements.

Improving student achievement requires appropriate and effective management, especially in enhancing non-academic achievements. Through scouting activities, students are trained to develop various skills that are not obtained in the classroom (Bukhori et al., 2023). Scouting activities provide a space for students to foster leadership, teamwork, independence, and creative problem-solving abilities. Through various activities such as camping, nature walks, and the provision of scouting material, students learn to be responsible, disciplined, and appreciate the surrounding environment (Pardede et al., 2024; Subaidi et al., 2023).

The values instilled in scouting activities also support the formation of a strong character, such as honesty, patriotism, and a spirit of mutual cooperation, which are important aspects of non-academic achievement. Direct field experience in scouting activities provides meaningful learning and allows students to apply theoretical knowledge in real-life situations, thereby shaping resilient individuals who are ready to face future challenges.

Several studies have extensively examined the importance of extracurricular scouting activities in enhancing students' character and skills. Bukhori et al. found that extracurricular activities demonstrably have a positive impact on students' religious character (Bukhori et al., 2023). Pomou et al. and Nureva produced consistent findings that extracurricular scouting activities provenly improve students' discipline (Nureva & Tohir, 2020; Pomou et al., 2023). This occurs because scouting activities have a systematic structure with clear rules and regulations, thus consistently training students to obey regulations and carry out tasks on time. The discipline formed through scouting activities not only impacts compliance with rules but also develops self-discipline, enabling students to manage their time well, set priorities, and act according to their values without external supervision. This positive impact then carries over into students' daily lives, both in the school environment and at home, thus supporting the development of a more comprehensive personality.

Previous research has examined the importance of scouting activities in improving students' character and attitudes. However, not much research has explored the significance of scouting activities in enhancing students' non-academic achievements. Therefore, this study will examine in more depth how the school implements strategic management of scouting activities in improving students' non-academic achievements at Madrasah Aliyah Raudlatul Huda.

2. Method

This research method uses a qualitative approach with phenomenological type. In order to gain a thorough and comprehensive understanding of social or human phenomena, this research entails the direct collection of data in a natural setting (Creswell, 2014). Data collection techniques include observation, interviews, and documentation. The subjects in this study were school principals, scout leaders, and students. The collected data from these techniques were analyzed using the Miles and Huberman and Saldana model, employing four stages: data collection, data condensation, data display, and data verification. Data collection is the initial phase where the researcher gathers all relevant information for the study. The goal is to collect rich and detailed data that can provide insights into research questions. Condensation data is substantial amount of data has been collected, the next step is to reduce and transform it. This doesn't mean losing important information but rather sifting through, focusing, simplifying, abstracting, and organizing the data. Data display is stage involves organizing and presenting the condensed data in a visual format to help researchers see patterns, relationships, and make comparisons. Effective data displays facilitate understanding and the drawing of conclusions. Data verification is the final stage where the researcher interprets the displayed data, identifies meanings, and draws conclusions that address the research questions (Miles et al., 2014).

3. Results and Discussion

1. Formulation of Scout Extracurricular Strategy in Improving Non-Academic Achievement of Students of Raudlatul Huda Adipala Cilacap Islamic Senior High School

Strategy formulation is the development of a long-term plan for the effective management of environmental opportunities and threats, viewed from the strengths and weaknesses of the

Madrasah (Islamic school). Based on the interview results with the principal, it was stated that:

“The school always supports extracurricular activities, especially scouting, as an activity that can enhance students' non-academic achievements. Therefore, the school always formulates strategies in creating school programs that are integrated with other programs within the school.”

This is also reinforced by the scouting advisor who stated that:

“The school always supports extracurricular programs, especially scouting activities, in order to improve students' non-academic achievements. The scouting program is integrated with other school programs.”



Figure 1. Strategy Formulation Meeting for Scouting Activities

Based on the results of the strategy formulation, a mission was obtained that directs towards the development of students who are characterized and possess good abilities in both academic and non-academic fields.

Mission:

- a. Organizing education with insights into science and technology, faith and piety, and implementing Islamic teachings according to Ahlussunah wal jama'ah in daily life;
- b. Organizing quality education in achieving academic and non-academic achievements, and an increase in the average National Examination (UN) / Madrasah Examination (UAMBN) scores that meet graduation standards;
- c. Providing Islamic provisions to students so that they can become an Islamic generation that is faithful, pious, knowledgeable in practice, and practical in knowledge;
- d. Implementing effective, efficient, and accountable madrasah governance and organization by implementing a combination of various available resources to obtain satisfactory outcomes;
- e. Implementing coordination and cooperation with the madrasah family, related units, and the community;
- f. Organizing education that prioritizes character, culture, and Islamic values;

- g. Improving the quality of teachers who are role models, trustworthy, professional, and confident.

From the explanation of the school's mission, the school has established a mission stating that there is a need for learning aimed at improving non-academic achievements and also prioritizing culture and character education. This is very relevant to the existence of scouting activities that can develop students' character education. These results are relevant to several previous studies that extracurricular activities have proven effective in developing students' character and can be a step in improving students' non-academic achievements (Bukhori et al., 2023; Pardede et al., 2024; Subaidi et al., 2023).

Strategy formulation is also carried out by creating policies, namely with the issuance of the Decree Letter of the Minister of Education and Culture (Mendikbud) Number: 0461/U/1964 and the Decree Letter of the Director General of Basic and Secondary Education Number: 226/C/Kep/O/1992. It is stated that extracurricular activities are one of the channels for student development alongside the 4 channels of the Intra-School Student Organization, leadership training, and wiyatamandala insight (school environment awareness). At Madrasah Aliyah Raudlatul Huda Adipala Cilacap, policies have been outlined, such as the existence of a scouting advisor with an organizational structure consisting of the school principal as the head of the scouting council, advisors, assistant advisors, senior patrol leaders, patrol leaders (pinru), assistant patrol leaders, secretary, and treasurer. And in its organizational structure, the advisor involves students selected from scouting members who are considered to have more ability, skills, and leadership qualities.

To create professional human resources, the key lies in the processes of recruitment, selection, training, and development (Al Faruq et al., 2024). Similarly, for the Scouting extracurricular activity at Madrasah Aliyah Raudlatul Huda Adipala Cilacap, to obtain professional scouting members, a recruitment process must have been planned beforehand. As stated by the scouting advisor:

“Every year, of course, there is a new member recruitment process, which is carried out by socializing scouting activities to new students, distributing information or brochures, taking and collecting application forms, participating in basic leadership training 1 as a requirement to become a guest of the troop, and then basic leadership training 2 is held again as a requirement to become a scouting member.”



Figure 2. Basic leadership training activities

Several previous researchers found that basic leadership training can shape students into disciplined and responsible individuals, where these characteristics are relevant to a person's success (Budiharjo & Astutik, 2024; Kurniasari, 2024). Basic leadership training can shape students into disciplined and responsible individuals, where these characteristics are relevant to a person's success. When students develop discipline, they learn to manage their time effectively, follow through on commitments, and maintain focus on long-term goals even when faced with distractions or challenges. This self-regulation is crucial in professional environments where deadlines, quality standards, and persistence determine career advancement.

2. Implementation of Scout Extracurricular Strategy in Improving Non-Academic Achievement of Students of Raudlatul Huda Adipala Cilacap Islamic Senior High School

The implementation of the scouting extracurricular program at Madrasah Aliyah Raudlatul Huda Adipala Cilacap is related to the scouting work program. The Scouting Work Program is a form of activity implementation that will be carried out by all scouting members. This scouting activity work program aims to train students to have abilities and skills. This is reinforced in an interview with the scouting advisor, who stated:

“The work program held is expected to help students improve their potential. In addition, it is hoped that with this work program, it can motivate students who join the scouting extracurricular activity to participate and win in all the competitions they enter.”

Scouting activities not only aim to improve non-academic achievements but also to develop character education. Based on the interview results with the scouting advisor, it was mentioned that:

“Students who join the scouting extracurricular activity have their own characteristics; they always pay more attention to their attire, arrive on time, are more disciplined, and of course, can be relied upon.”

The achievements of students who join the scouting extracurricular activity are better both academically and non-academically. Al Yakin found that there is a positive relationship between scout activities and learning outcomes. The results show that students who participate in scout activities tend to have better academic performance (Al Yakin et al., 2022; Suratman et al., 2024). This is evidenced by the fact that on average, scouting members are always in the top ten of their class. They also often participate in competitions from the sub-district to the district level. This is in line with the results of an interview with the principal, who stated:

“What I see is that students who join the scouting extracurricular activity are more disciplined both inside and outside the classroom. In every class in this school, there is a prayer attendance record, and from what I see, scouting members rarely miss their prayers unless they are absent from school. Their achievements are also good both academically and non-academically. This is evidenced by the fact that on average, scouting members are always in the top ten of their class, and they also often participate in competitions from the sub-district to the district level.”

Scout activities typically emphasize skills like time management, goal setting, and consistent effort toward achievement. Many scout activities also incorporate problem-solving challenges and team-based learning opportunities that enhance cognitive flexibility and collaborative skills applicable in classroom settings (Asensio-Ramon et al., 2020; Sa’odah et al., 2023). Furthermore, the confidence gained through mastering various scout skills often translates to greater academic self-efficacy (Asensio-Ramon et al., 2020; Szałachowski et al., 2024), with students more willing to tackle challenging subjects and persist through difficult coursework. The balance between physical activities, mental challenges, and social interaction in scouting provides students with a well-rounded developmental experience that complements formal education and potentially enhances their ability to absorb and apply academic content.

Implementation of the Scouting Extracurricular Strategy in Improving Students' Non-Academic Achievements at Madrasah Aliyah Raudlatul Huda Adipala Cilacap is carried out in accordance with the planning established in the annual work meeting.

- a. The Work Program for Scouting Education Activities, namely Routine Scouting Practice at Madrasah Aliyah Raudlotul Huda Adipala, is held every Friday starting at 1:00 PM WIB and ending at 4:30 PM WIB.

- b. Procedure

The procedure specifically details the various activities that must be carried out to complete the programs of Madrasah Aliyah Raudlatul Huda Adipala Cilacap in implementing Scouting activities, such as:

- 1) Internalizing the Scout Oath and Law, which is implemented by practicing worship according to their respective religions and beliefs;
 - a) Fostering awareness of nationality and statehood;
 - b) Recognizing, maintaining, and preserving the environment and all its natural contents;
 - c) Possessing a sense of togetherness, living a healthy physical and spiritual life;
 - d) Being open-minded, obeying agreements and considering common interests, cultivating polite, friendly, and patient speech and behavior;
 - e) Making it a habit to offer help, participate in charitable/social activities, and being able to overcome challenges without giving up;
 - f) Willingness and sincerity to accept tasks, in the form of practicing skills and knowledge, being cheerful in carrying out tasks facing difficulties and challenges; acting and living economically, carefully, and vigilantly by making simple living a habit;
 - g) Controlling and managing oneself, being brave in facing challenges and reality, being brave in admitting mistakes, upholding correct principles and order, and being obedient to rules/agreements; making it a habit to keep promises and be honest;
 - h) Possessing good thinking and reasoning skills in ideas, conversations, and actions.

For the internalization of these values, everything is already listed in the General Proficiency Requirements and Special Proficiency Requirements books for Senior Scouts. Therefore, every student participating in the Scouting extracurricular activity at Madrasah Aliyah Raudlatul Huda Adipala Cilacap always fills out their SKU book, which is tested by the senior Scout advisor.

- 2) Learning by doing in Scouting education activities;

Activities are carried out through as much practical experience as possible, directing students' attention to carrying out real activities, and stimulating curiosity about new things and the desire to participate in all activities.

- 3) Group activities, cooperation, and competition;

The team system is implemented so that students have the opportunity to learn to lead and be led, to organize, to bear responsibility, to manage themselves, to position themselves, and to cooperate harmoniously (mutual assistance). Students are grouped into movement units led by themselves and serve as a forum for harmony among them. This activity facilitates the delivery of messages in the open air and reduces the span of control.

- 4) Interesting and challenging activities;

Scouting extracurricular activities are creative, innovative, and recreational, containing

educational elements. Activities are carried out in an integrated manner; education within the Scout Movement is carried out in stages of improvement for the abilities and development of individuals and groups (teams). Scouting activity materials are adapted to the age and physical and spiritual development of students. The Scouting extracurricular activity at Madrasah Aliyah Raudlatul Huda Adipala Cilacap strives to develop students' talents, interests, and emotions, as well as support and benefit their personal, social, and environmental development.

5) Outdoor activity;

Outdoor activity provide experience of interdependence between natural elements and the need to preserve them, as well as developing a responsible attitude towards a future that respects the balance of nature. Activities in the outdoor motivate students to participate in protecting their environment, and every activity should be in harmony with nature. Activities in the open air can:

- a) Develop the ability to overcome challenges faced;
- b) Build awareness that there is nothing excessive within oneself;
- c) Rediscover a pleasant way of life in simplicity;
- d) Foster cooperation and a sense of belonging.

This result is relevant to previous research indicating that outdoor activities have a positive impact on the formation of students' mental and character development (Leksono et al., 2023; Pardede et al., 2024). The unpredictable and challenging natural environment encourages students to develop independence, courage, problem-solving skills, as well as a sense of responsibility towards themselves and the group.

6) The presence of advisors who provide guidance, encouragement, and support;

Scout advisors at Madrasah Aliyah Raudlatul Huda Adipala Cilacap function as planners, organizers, implementers, controllers, supervisors, and evaluators; and are responsible for the implementation of Scouting extracurricular activities. Students receive mentoring and guidance from Scout advisors; before carrying out activities, the Scout Troop Council consults with adult members.

7) Awards in the form of proficiency badges;

Awards in the form of proficiency badges are given to students as recognition of their competencies through the assessment of behavior in the internalization of values, as well as general proficiency tests and special proficiency tests according to the levels of Scouting education.

8) Separate units for boys and girls;

Girl Scout units are guided by female advisors, and Boy Scout units are guided by male

advisors. If activities are held in the form of camping, it must be guaranteed and ensured that the girls' camping area and the boys' camping area are separate. Girls' camping is led by female advisors, and boys' camping is led by male advisors.

3. Evaluation of Scouting Extracurricular Strategies in Improving Non-Academic Achievements of Students at Raudlatul Huda Adipala Cilacap Islamic Senior High School

In evaluation activities, we can also see the extent to which the implemented program activities are running according to the previously made plans. The form of evaluation activities is also able to orient the follow-up actions that will become a reference for the scouting advisors or even the principal in responding to things that happen. Whether the activities have gone as expected, and whether there were problems in those activities that will ultimately lead to finding solutions that can minimize errors that occurred by giving punishments or sanctions, as well as appreciating forms of activities that have gone according to the established plan.

Regarding the evaluation activities carried out by the Scouting Advisor team at Madrasah Aliyah Raudlatul Huda Adipala Cilacap itself, they are quite varied. As stated by the scouting advisor:

“There are three types of evaluations conducted here. Some are done spontaneously, meaning if we supervisors see any behavior from scout members that strays from the rules, we'll address it immediately, without any scheduled time. Then we usually have evaluations at the end of every month during the fourth week, and we also have one that takes place annually.”

This is also supported by the school principal, who stated:

“The orientation of evaluations conducted by scout supervisors here must always relate to the material that has been taught. So, students are expected to master the content delivered by the scout supervisors. There are certain standards that serve as benchmarks to determine whether a student is considered competent and has passed.”

From the interview results above, it is understood that the evaluation process serves as a more intense and focused monitoring opportunity. With the presence of clear standards for graduation that have been mutually agreed upon, it becomes easier for the scout supervisors to assess whether a student has passed or not.

Based on the interview with scout supervisors at *Madrasah Aliyah Raudlatul Huda Adipala Cilacap*, it's understood that monthly evaluations are closely related to previously taught material, and the passing standard is based on general graduation criteria. The scout activities that have already been conducted always include material aligned with the agreed-upon work program,

making it easier for students to study for what will be tested.

In addition to monthly evaluations, there is also an annual evaluation conducted at the end of the year. As explained by the scout supervisor:

“The annual evaluation takes the form of a compulsory exam that all scout members must take. The material in the exam covers all scout activities from the entire year. The subjects include leadership, discipline, knowledge, competence, skills, and more. The results of the yearly exam are used as one of the considerations in the student’s overall assessment for that year. However, other factors beyond the exam results are also taken into account, such as the student’s level of participation in scouting extracurricular activities, which also influences the final evaluation.”

4. Conclusion

The research results indicate that the management of Scout Extracurricular Activities in Improving Non-Academic Achievements of Students at Madrasah Aliyah Raudlatul Huda Adipala has been well-planned, programmed, implemented, and evaluated through three stages: the planning stage, the implementation stage, and the evaluation stage, which are carried out as follows: The formulation stage of strategic extracurricular management, where a SWOT analysis is conducted. The application process of programs and activities/actions to be carried out by all units based on the principal's policies. All policies made by the principal involve all stakeholders. The evaluation of scout extracurricular management is carried out by measuring the extent to which the objectives have been achieved and how effective the management strategies implemented have been. This research provides a recommendation on the importance of commitment and support from stakeholders, from all interested parties involved in the extracurricular scout program. Through a systematically and planned program, such as continuous scouting exercises, it has an impact on improving students' skills.

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