

ANALYSIS OF THE IMPLEMENTATION OF SCOUT ACTIVITIES FOR THE INTERMEDIATE LEVEL AT SDN KEDUNGKANDANG 2 IN MALANG CITY

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Abstract

This study aims to analyze the implementation of Scout activities for the Intermediate Level at SDN Kedungkandang 2 in Malang City, focusing on the nature and implementation of the activities, supporting factors, and obstacles encountered during their implementation. Scout activities in elementary schools play a strategic role in developing students' character, discipline, independence, responsibility, cooperation, and social skills. This study employs a qualitative approach using a descriptive research design. Data were collected through observation, interviews, and documentation, then analyzed through the stages of data reduction, data presentation, and drawing conclusions. The results indicate that the Scout activities for the Penggalang level at SDN Kedungkandang 2 in Malang City have been implemented in a structured manner and have received positive feedback from students. The implementation of the activities was supported by student involvement, school support, and the guidance of Scout leaders in directing the activities. However, the implementation still faced several obstacles, particularly the limited number of Scout leaders and the availability of facilities and infrastructure to support the activities. The research findings indicate that strengthening institutional support, increasing the availability of facilities, and optimizing guidance are necessary to improve the quality of Junior Scout activities in elementary schools.

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A. INTRODUCTION

Education is a process oriented not only toward the mastery of knowledge but also toward the development of students' skills, personality, and character. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System asserts that education is a conscious and planned effort to develop students' potentials, including spiritual aspects, personality, intelligence, noble morals, and the skills necessary for community, national, and state life. Therefore, the educational process in schools needs to be comprehensively designed through intracurricular, cocurricular, and extracurricular activities that provide students with holistic learning experiences. In this context, character education is insufficient when delivered solely through classroom learning; it also requires real-world experiences that allow students to practice positive values in their daily lives (Darussalam et al., 2024; Aulia & Saleh, 2024).

One of the extracurricular activities with strategic potential in supporting student character building is scouting. Scouting activities provide learning

experiences that emphasize discipline, independence, responsibility, cooperation, leadership, social awareness, and environmental stewardship. These values align with the principles contained in the Trisatya and Dasa Darma Pramuka (Scout Oath and Law), which guide students not only to understand these values conceptually but also to implement them in daily behavior. Activities such as educational games, skills training, group activities, expeditions, camping, and outdoor pursuits provide opportunities for students to learn through direct experience. The engaging, challenging, and enjoyable nature of these activities also creates a more contextual learning experience, granting students space to develop social and personal skills.

At the elementary school level, the implementation of Scouts (Junior Scout) activities possesses characteristics that must be tailored to the developmental stages of the students. The activities involve not only the delivery of scouting material but also how scout leaders design activities, select methods, manage students, provide supporting facilities, and evaluate the processes and outcomes of the activities. Consequently, the success of scouting activities is determined not solely by the existence of a program, but also by the quality of its implementation at the school level. Each educational unit may exhibit different conditions regarding leader resources, facility availability, student characteristics, the school environment, and the types of activities applied. These varying conditions potentially generate diversity in the implementation of Scouts activities, making empirical examination crucial.

A number of previous studies have indicated that scouting activities contribute to the development of students' character. However, studies on scouting in elementary schools still largely focus on the general influence or contribution of scout activities toward character formation, whereas research specifically mapping the implementation of Scouts activities comprehensively still needs to be reinforced. Implementation encompasses not only student character achievements but also the forms of activities, materials delivered, coaching methods, student engagement, supporting factors, and obstacles emerging during the activities. Therefore, research examining the implementation process directly within the school environment is necessary to obtain an empirical overview of how Scouts activities are designed and executed, as well as the factors influencing their sustainability.

This gap becomes increasingly relevant because the implementation of extracurricular activities in schools frequently encounters practical challenges, such as limited numbers of leaders, inadequate facilities and infrastructure, time constraints, and variations in student participation. These conditions can affect the quality of the learning experience acquired by students. Thus, an analysis of the implementation of Scouts activities needs to be conducted not only to check whether the program took place, but also to identify the activity formats, materials, coaching methods, supporting factors, and obstacles

encountered in practice. Such an approach enables research to yield a more comprehensive depiction of scouting activity implementation within a specific elementary school context.

Based on these considerations, SDN Kedungkandang 2 Malang serves as an important context to examine because the implementation of Scouts activities must be understood based on the empirical conditions of the school, student characteristics, and available resources. This study contributes to a more thorough mapping of Scouts activity implementation by integrating aspects of activities, materials, methods, supporting factors, and obstacles into a single study. The findings are expected to serve as empirical information for schools and scout leaders in evaluating and developing more directed, contextual scouting programs suited to the needs of elementary school students.

Based on this elaboration, this study aims to analyze the implementation of Scouts activities at SDN Kedungkandang 2 Malang, covering the forms of activities, materials provided, methods utilized, supporting factors, and implementation obstacles. This research is expected to provide an empirical overview of the practice of organizing Scouts activities while serving as a foundation for the further development of extracurricular scouting management in elementary schools.

B. RESEARCH METHOD

This study employed a qualitative approach using a descriptive research design. This approach was chosen because the study focused on deeply describing and understanding the implementation of Pramuka Penggalang activities under natural conditions at SDN Kedungkandang 2 Malang. Qualitative research enables researchers to obtain information regarding the process of activity implementation, the forms of activities, the materials delivered, coaching methods, supporting factors, and the obstacles encountered during the activities. The data obtained were subsequently described and interpreted based on empirical conditions found in the field.

The study was conducted at SDN Kedungkandang 2 Malang. The research subjects were determined purposively based on their direct involvement in the implementation of Pramuka Penggalang activities. The primary informants in this study were the Pramuka Penggalang leaders, as they possess direct knowledge and experience regarding the planning, execution, management, and evaluation of the activities. To corroborate the information obtained from the leaders, the data were further supplemented by observations of participating students and documents related to the organization of scouting activities at the school.

Data collection was carried out through observation, interviews, and documentation. Direct observation of the implementation of Pramuka Penggalang activities was conducted to gather data regarding activity formats, materials, coaching methods, student engagement, interactions

during activities, and the condition of the supporting facilities and infrastructure. Semi-structured interviews were conducted with scout leaders to elicit information concerning activity planning and execution, activity objectives, methods utilized, student responses, supporting factors, and obstacles faced during implementation. Documentation served as supporting data in the form of activity programs, schedules, activity lists, execution photographs, and relevant school documents concerning the administration of Pramuka Penggalang activities.

The primary instrument in this study was the researcher, supported by observation guidelines, interview guides, and documentation sheets as auxiliary instruments. Observation guidelines were used to systematically identify aspects of activity implementation, while interview guides ensured that the information gathered remained aligned with the research focus. Documentation was used to reinforce and verify the findings obtained through observation and interviews.

Data were analyzed interactively through three stages: data reduction, data display, and conclusion drawing/verification. In the reduction stage, data derived from observations, interviews, and documentation were selected, categorized, and focused according to the research themes, namely activity implementation, materials, methods, supporting factors, and obstacles. Subsequently, the data were presented in the form of descriptive narratives and thematic classifications so that the relationships among findings could be systematically understood. The final stage involved drawing conclusions based on the patterns and findings obtained, alongside continuous verification throughout the analysis process.

C. RESULTS AND DISCUSSION

1. Implementation of Pramuka Penggalang Activities

The results of observations and interviews indicate that SDN Kedungkandang 2 Malang organizes Pramuka Penggalang activities as part of the school's extracurricular program. Although scouting is no longer generally compulsory, the school maintains scouting as a mandatory activity for all students. The organization of these activities is directed toward shaping students' positive character through the internalization of values contained within the Dasa Darma and Trisatya Pramuka (Scout Law and Oath). These findings indicate that the school continues to position scouting as an essential medium for student character development.

The implementation of scouting activities at SDN Kedungkandang 2 has been structured through semester programs, syllabi, and activity implementation plans referencing materials from the General Skill Requirements (SKU) and Special Skill Requirements (SKK) manuals. Activities are held regularly every Friday from 08:00 to 09:30 Western Indonesian Time (WIB). In addition to routine sessions, the school organizes supplementary activities such as camping, overnight camps (Persami), nature expeditions, Scout Day commemorations, and participation in competitions at various levels. These activity formats demonstrate that scouting implementation is oriented not only toward the delivery of materials but also

toward providing learning experiences through practical activities and outdoor pursuits.

Observation results also reveal that scout leaders apply scouting principles through squad formations, independent task assignments, outdoor activities, and the separation of male and female squads. Dividing students into squads provides opportunities to develop teamwork and group responsibility. Meanwhile, outdoor activities offer learning experiences distinct from classroom instruction. Consequently, the implementation of Pramuka Penggalang activities at SDN Kedungkandang 2 has gravitated toward experiential learning, enabling students to engage directly in scouting activities.

2. Materials and Methods of Pramuka Penggalang Activities

Scouting activity materials originate from the SKU and SKK, which are subsequently developed by leaders through engaging, challenging, and enjoyable activities. These materials are manifested in knowledge acquisition, skill training, nature expeditions, community service, games, and group activities. The variety of activities reflects the leaders' efforts to avoid instruction that is solely oriented toward theoretical delivery. Students are provided with opportunities to learn through direct practice and experience.

One observed activity format was the creation and presentation of group cheers (yel-yel). This activity offers space for students to perform, collaborate, communicate, and express creativity. Based on observations, these activities also afford students the opportunity to develop self-confidence through performances before other groups.

The application of scouting methods is evident through active learning, squad collaboration, challenging and enjoyable activities, and the utilization of the environment as a source of learning experiences. These findings align with the characteristics of scouting methods, which emphasize the practice of the moral code, squad-based activities, outdoor pursuits, the badge system, and educationally valuable activities (Sianturi et al., 2024). Thus, scouting activities at SDN Kedungkandang 2 serve not merely as an additional activity outside of class, but also as a space for students to develop social skills, independence, responsibility, and teamwork capabilities.

3. Supporting Factors for Activity Implementation

The implementation of Pramuka Penggalang activities at SDN Kedungkandang 2 receives support from several aspects. One primary factor is student enthusiasm for practical and outdoor activities. The research results indicate that students tend to be more interested in participating in activities such as nature expeditions, camping, cheer creation, and group exercises compared to sessions restricted to direct instruction. This finding indicates that activity variation is a crucial factor in enhancing student engagement in scouting.

Another supporting factor is institutional backing concerning the provision of scout leaders and partial facility funding. The school engages external scout leaders and provides several activity equipment items using School

Operational Assistance (BOS) funds. The availability of camping equipment and activity gear supports program continuity. Furthermore, parental support acts as a contributing factor, particularly in helping provide equipment unavailable at school and offering motivation to students.

Activity implementation is also complemented by periodic evaluations. Evaluations are conducted weekly to assess goal attainment, while leaders and school administrators maintain communication to discuss the execution and subsequent development of activities. This evaluation mechanism reflects the school's commitment to continuous improvement in the administration of scouting activities.

4. Obstacles in Pramuka Penggalang Activity Implementation

Although scouting activities generally run smoothly, the study identified several implementation hurdles. The first obstacle is the limited number of scout leaders. Based on the research findings, the number of leaders for the Penggalang group remains limited, hindering optimal supervision and assistance for students. This limitation is significant because scouting employs a squad system and involves practical activities requiring direct guidance.

The second obstacle relates to the scarcity of facilities and infrastructure. Equipment such as semaphore flags, ropes, and scout staffs are not available in adequate quantities. Consequently, certain activity requirements must be met through student contributions. If students fail to bring or possess the necessary equipment, practical exercises encounter disruptions. This condition demonstrates that resource availability is a vital factor in supporting the continuity of practice-based scouting learning.

The subsequent obstacle involves a small number of students who are less conducive and lack interest in participating in scouting activities. Disparities in interest can affect group dynamics and student engagement throughout the session. The findings indicate that students show a higher preference for practical activities, games, and nature pursuits compared to direct lecture-style material delivery. Therefore, methodological and activity variations are crucial aspects that leaders must consider to maintain student participation.

5. Leaders' Strategies in Overcoming Obstacles

A significant finding in this study is the ability of scout leaders to adapt to actual field conditions. During a particular session, the majority of students failed to bring the equipment required for the planned material. This situation prompted the leaders to shift the activity to environmental education topics that remain within the scope of the SKU. This step demonstrates that leaders do not halt activities when initial conditions diverge from planning; instead, they adapt materials and activities to align with available resources.

This adaptive capacity constitutes an essential component of scouting management, as the practical and contextual nature of scouting frequently generates unpredictable conditions during planning. In this research context, leader flexibility ensured that learning objectives remained directed toward

competencies outlined in the scouting program despite modifications in activity formats.

In addition to adapting activities, leaders strive to enhance their competencies through Basic Coach Training Courses (KMD). This activity serves as an effort to develop leaders' abilities in applying scouting methods and designing more engaging activities for students. Leaders also conduct collaborative evaluations with school management to discuss activity effectiveness and infrastructure needs.

Overall, the findings indicate that the implementation of Pramuka Penggalang activities at SDN Kedungkandang 2 Malang has proceeded in a structured manner and garnered positive responses from students. The activities are supported by school programs, leader involvement, available facilities, parental support, and periodic evaluations. Nevertheless, limitations in the number of leaders, facilities, and varying student interests remain obstacles requiring attention. A noteworthy finding is the leaders' ability to adapt to actual conditions, enabling activities to proceed while keeping learning objectives focused on scouting competencies. Consequently, enhancing the quality of Pramuka Penggalang activities should focus on strengthening leader resources, fulfilling facility and infrastructure needs, developing activity variations, and ensuring sustainable program evaluation.

D. CONCLUSION

Based on the results of this study, it can be concluded that, overall, Scouting activities at SDN Kedungkandang 2 are running smoothly. Scouting activities are conducted regularly every week, and annual events such as camping trips, Scouting gatherings, and nature hikes are held routinely. The implementation of Scouting at this elementary school makes a positive contribution to the students' development as individuals who must cultivate a spirit of patriotism, nationalism, love for others, and love for God Almighty. Students are expected to apply the values of the Scout Law and the Scout Promise as guidelines in their daily lives. The learning conducted through Scouting activities is designed to be as engaging as possible to foster students' enthusiasm and interest in Scouting education. Supporting factors include the availability of certain facilities and infrastructure, which are covered by the school's operational budget. However, it cannot be denied that there are still challenges in carrying out Scouting activities, such as a shortage of Scout leaders, incomplete school facilities and infrastructure for Scouting, and some students who are not fully engaged in Scouting activities. These issues can still be addressed by Scout leaders by participating in the Basic Proficiency Course (KMD) and conducting evaluations with school staff.

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