

Instilling Discipline Values through Scout Extracurricular Activities (Case Study at SD Negeri Serang 07 Serang City)

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Abstract

The creation of order has two purposes, namely special goals and also general purposes. In particular, it aims to create a conducive atmosphere for all school residents, so that teachers can carry out teaching and learning optimally and to create cooperation between parents and schools in carrying out educational tasks. Discipline is a prerequisite for the formation of attitudes, behaviors and disciplined life systems, which will lead a student to succeed in learning and working later. Case study research is qualitative research that seeks to find meaning, investigate processes, and gain a deep understanding and understanding of certain individuals or situations. One of the activities that aims to train students to have positive character to shape students' disciplinary attitudes is scout extracurricular activities. In this activity, students are trained to be disciplined in terms of marching in an orderly and neat manner following the instructions of their respective squad leaders. One of the discipline values taught in scouts is time discipline, discipline in dressing, hygiene discipline, and discipline in obeying rules. The impact of extracurricular scouts on student discipline is that students who are recorded as active in scout activities have a good level of discipline. This is marked by the fulfillment of all indicators of disciplinary elements to students who take part in scout extracurricular activities. Thus, it shows a positive impact on the development of student discipline.

Keywords: discipline, extracurricular, scout

A. INTRODUCTION

Each school has its own approach to cultivating student character. Schools use a variety of strategies to foster the ability of disciplined students to interact well with the surrounding environment. The school also prepares existing activities such as extracurricular scouts to help students become more disciplined.

Character education uses instruction, knowledge, and follow-up to help children develop positive character qualities. The idea of character education is considered as the behavior of school citizens who need to have character to be excellent students. "An effort to educate children to be able to make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment," said the definition of Ratna Megawangi (2004: 95).

Tsauri (2015: 43) Character literally comes from the Latin word Karakter, which can also mean morality, psychological traits, personality, or character. Therefore, character can be interpreted as basic traits, personality, behavior, and ingrained behavior. Whereas

character is what we mean when discussing human nature as a whole, many of the characteristics that individuals possess are shaped by their own personal experiences.

Schools were created by the community to offer classrooms, spaces for teaching and learning, and locations for teaching. Learning activities are designed to improve students' lives and encourage the development of their character, knowledge, attitudes, and habits. Because superior character is one of the keys to a person's cognition and behavior to achieve success in life, character development initiatives for elementary school students must be carried out continuously. As a consequence, they will be able to improve their character, competence and capacity, which will help them become better citizens. In order to prepare children for the life of society, nation, and state in the future, it is important for schools to educate them to respect culture and ethics and have noble morals.

Schools are communities dedicated to developing a noble culture, therefore improving order, safety and comfort in an educational environment is essential given the frequent breaking of rules of conduct. As a result, school rules must determine how to maintain order and discipline.

Both general purpose and special purpose are part of the two objectives of the regulation. Administrators must be able to make the school a welcoming place for all children, more specifically. This will allow instructors to perform at their peak in the classroom and inspire collaboration between parents, schools, and educators. While helping to implement an effective curriculum and improve the standard of education in schools are the main goals.

"Behavior is a response or reaction to stimuli or the environment," the Ministry of National Education notes in 2005. From a biological point of view, behavior is what living things do when they are in distress. Behavior is "the act or deeds of an organism that can be observed and even learned", as argued by Robert Kwick (1974). Humans are able to perform reflexive and non-reflexive behaviors (Bimo Walgito, 2005: 12).

The purpose of the Scout Movement as stated in Law Number 12 of 2010 is to produce cadres of citizens who uphold the rule of law, discipline, and maintain the noble principles of the nation. state in upholding and expanding the Unitary State of the Republic of Indonesia, in adhering to Pancasila, and in upholding a sustainable ecosystem. Understanding and expressing the purpose of scouting is the core of scouting education mandated by laws and regulations as a means of fostering the younger generation in the development of personality, life skills, and noble morals. Article 11 of Law Number 12 of 2010 concerning the Scout Movement states that scouting education is a form of non-formal education that contributes to the growth of noble morals, love for the motherland, obedience to the law, discipline, and upholding the Republic of Indonesia. noble values and life skills.

Students in primary school are a group that has undergone significant mental and physical changes. The period between the ages of 6 and 11 or 12 is known as primary school age, and is sometimes referred to as "last childhood". The beginning of elementary school marked this age and marked the beginning of a new chapter in his life that would change his outlook and behavior. Happy to play, actively moving, happy in doing group activities, then happy to demonstrate are the characteristics of elementary school students. Students at primary school age vary in terms of development and characteristics. Students in the low-stage class period have a different character from students in the high-grade period. The cognitive and affective aspects show this.

There are various kinds of student characters in school, including lazy, timid, naughty, chatty, shy, selfish, quiet, and difficult to work with. Some students identify with these characteristics that prevent students from aligning school-based education. In addition, students attend school in the hope of getting a quality education. But this is not always the case, as evidenced by the many challenges they face, such as competition between friends and lack of parental support that will result in a lack of discipline among school children.

Everyone, wherever they are, needs discipline, even a student. Bohar Suharto in Tu'u (2004) said that most people already know and understand discipline. Parents and teachers should see discipline as an important part of human interaction. Discipline, if created and applied appropriately, and well, will greatly affect the lives and behavior of students. As students must focus on obeying school rules, discipline in doing and completing assignments both at home and at school, to achieve the desired results. Discipline can encourage students to progress firmly in the actions of life in school and direct one's behavior according to one's current circumstances.

According to Maman Rachman in Tu'u (2004), student discipline is necessary for several reasons, including but not limited to the following: (1) encouraging the growth of non-deviant behavior; (2) facilitate students' understanding and adaptation to environmental demands; (3) address the demands students want to show to their environment; (4) facilitate balancing the desires of one student with the desires of another; and (5) prevent students from engaging in activities prohibited by the school.

Therefore, a person's behavior is largely shaped and changed through the influence of discipline. Discipline is important for the development of a person's perspective, way of behaving, and life plan that will lead students to advance in thinking and at work later.

SDN 07 Serang Kota Serang is one of the elementary schools that organizes scout extracurricular activities in addition to academic programs. The school coordinates extracurricular programs, such as for the Boy Scouts. Students of grades IV and V can take part in this scouting activity as a compulsory extracurricular. During the study, researchers saw many students who lacked discipline, including:

1. The presence of students who do not dress in accordance with the rules
2. There are students who enter the classroom
3. The presence of students with long hair and nails
4. The presence of undisciplined students during the flag ceremony
5. There are students who doodle on benches and walls

Making school rules is an effort by schools to overcome the problems mentioned above. Nawawi in Hadianti, L.S. (2017) claims that discipline has several components, including: 1) responsibilities and duties in both extracurricular and curricular activities; 2) restrictions on students; and 3) consequences for students. School discipline is not just an institution's need; It is a demand that requires attention from all stakeholders, especially children. Schools often make disciplinary policies in this regard. 1) Family environment factors; 2) elements of the school environment; and 3) community environmental factors are factors that affect school discipline. The purpose of school rules is to ensure that all students understand their responsibilities and rights and uphold them so that school activities can proceed without incident.

The following school policies address these concerns: 1) Students must arrive at school five minutes before the entrance bell rings; 2) Students must always attend school

ceremonies on time; 3) Students are required to wear neat and clean school uniforms that have been determined according to their days; 4) Students may not damage school benches, tables, doors, windows, or walls; and 5) Students are not allowed to have long nails or hair.

Based on the above problems, scouting activities teach students to familiarize discipline from an early age. Scouting activities such as ceremonies, Persami, hiking, marching rules and so on teach discipline. Such exercises are perfect for applying the values of pupil discipline. Therefore, the strengthening of student discipline through habituation in all scout activities plays an important role. According to Bafedal (2016, p. 9), the purpose of scouting education is to help Scouts grow as individuals by teaching them the Scout Oaths and Laws and encouraging them to practice them in daily life. As can be seen above, scouts are a wonderful out-of-school activity for elementary school children.

Teaching students, even in elementary school, scouting skills is one approach to instilling discipline. Researchers want to observe scout extracurricular activities at SDN 07 Serang with the topic "Instilling Discipline Values through Scout Extracurricular Activities (Case Study at SDN Serang 07 Serang City)".

B. METHOD

The methodology used in this study is referred to as qualitative approach or qualitative research technique. The goal of qualitative research, often known as "naturalistic research methods," is to analyze the state of nature. It is a research methodology based on the postpositivist school of thought (Sugiyono, 2013: 14–15). Without carrying out special procedures or treatment of the object under study or its surroundings, this qualitative research will be carried out as appropriate.

Because the data in this study will be presented in the form of words derived from real things, qualitative research methodology will be used. This is because the main purpose of this research is to disseminate knowledge about the field. Students from SDN Serang 07 were used as research subjects, and word exposure or descriptions were used to explain the findings.

1. Types of Research

Case studies, such as those presented here, fall under the umbrella of qualitative and descriptive research. Case study research is included in the umbrella of descriptive research (Arief Furchan, 2011: 447). Studying individual cases allows researchers to better understand the context of factors that contribute to student disciplinary issues.

Case study research is a kind of qualitative inquiry that aims to understand a particular person or circumstance in depth, analyze the process, and find significance (Emzir, 2010: 20). Matters related to discipline that are the subject of discussion in this study include elements that affect student punishment and explanations of how students react to disciplinary violations. In-depth information and disciplinary knowledge of SD Negeri Serang 07 students were sought in this case study research.

2. Data Sources

Two pieces of data that researchers collect include data sources to determine data sources:

- a. Primary data, to be more specific the main information in this review, covering student discipline. Students will be the source of this information.

- b. Secondary data, or information that supports the original data. The scout trainer will provide us with this additional data.

3. Research Techniques

1. Data Collection Techniques

According to Sugiyono (2010, p. 225), qualitative research relies on first-hand notes and uses in-depth observation and interviews as its main data collection techniques. Data is collected in its natural habitat or in its natural state.

a. Observation

According to Nasution (quoted in Sugiyono, 2010, p. 226), all knowledge is acquired through observation. Data, or facts about the world discovered through observation, are the only things on which scientists can base their conclusions. As part of the observational data collection method, researchers and informants conduct social interaction during data collection. This observational approach is used by researchers to conduct direct experience, as it allows them to demonstrate their findings so that they can feel their reality. Researchers made observations at the research site, namely SD Negeri Serang 07 Serang city directly through collecting observation data. To assess scout extracurricular activities and student discipline inside and outside the classroom as well as in scout activities, observations were made using field notes.

b. Interview

According to Sugiyono's paper (2010, p. 231), researchers use interviews as a data collection method when they need to conduct preliminary studies to identify problems that need to be researched, and when they want to gather more detailed information from respondents. This method is used to compile a summary of scout extracurricular activities at SDN Serang 07 Serang City and data on topics discussed by scouts.

Table 1. Research Instruments

No.	Purpose of the study	Required data	technical
1	Describe the extracurricular scout activities held at SD Negeri Serang 07	How are scout activities at SD Negeri Serang 07 Done every day what during the week	Observation Interview
2	Know what disciplines are taught in scout extracurricular activities	What activities are carried out in extracurricular scouts at SD Negeri Serang 07 What materials are given to students	Observation Interview
3	Describe the impact of scout extracurricular activities on student discipline aspects	Whether the activities carried out in extracurricular scouts can instill disciplinary values	Observation Interview

C. RESULTS AND DISCUSSION

SDN Serang 07 Scouts have 2 scout coaches, namely Ibu Barhah as a female coach, and Mr. Koswara as a male coach. Here is the organizational structure of SDN Serang 07 scouts:

Organizational Structure of SDN Serang 07 Scouts

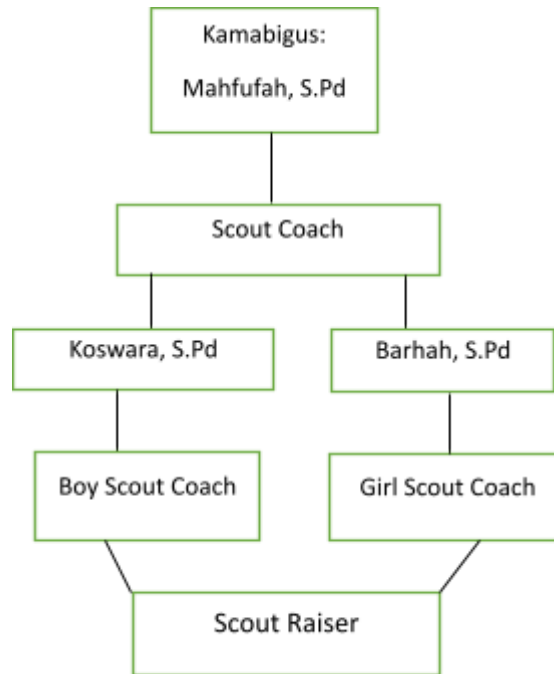


Chart 4.1 Scout Organizational Structure SDN Serang 07

1. Kamabigus

Kamabigus or stands for Chairman of the Front Group Assembly which plays an important role in supporting scout activities in schools such as facilitating various equipment, as well as providing operational funds in scout extracurricular activities. Kamabigus at SDN Serang 07 is the person who serves as the principal, the principal of SDN Serang 07 is Ibu Mahfufah, S.Pd so she is the kamabigus in the school scouting organizational structure.

2. Scoutmaster

Scoutleaders are adult members who have a high responsibility for scout activities in school who volunteer to motivate, guide, and help with patience. The scout coaches of SDN Serang 07 are Ibu Barhah and Bapak Koswara who are also scout trainers at SDN Serang 07.

3. Scout Raiser

Raisers are levels in scouts after alert. Scout raisers are scouts between the ages of 11-15. Those who fall into the category of scout raisers are class IV and class V.

Extracurricular Management of Scouts SDN Serang 07

1. Event Planning

The plans that have been prepared to facilitate the running of the scout extracurricular program at SDN Serang 07 are the Vision, Mission and Objectives of extracurricular activities, and extracurricular work program plans.

a. Vision and Mission of Extracurricular

- 1) Everyone
 - a) As a container for character building.
 - b) As the center of development, talent, interest and creativity of students.
- 2) Mission
 - a) Creating an independent and quality scout movement.
 - b) Prepare skilled and science-based scouts.

b. Extracurricular Objectives

The objectives of Scout Extracurricular Activities in Elementary School aim as follows:

- 1) Increase the faith and piety of the Lord YME.
 - 2) Increase love of nature.
 - 3) Develop students' attitudes to be responsible, trustworthy, clear in thinking, saying and doing.
 - 4) Develop the potential, interests and talents of students related to scout activities.
 - 5) Improve self-discipline and utilization of time outside learning hours.
- c. Extracurricular Work Program Plan
- 1) Short-term work program plan
 - a) Follow a regular exercise according to a predetermined schedule.
 - b) As a forum for channeling talents, interests, and hobbies for students and students.
 - c) make children trained and controlled, by teaching them appropriate and inappropriate or foreign forms and behaviors.
 - 2) Long-term work program plan
 - a) Creating students with character, tolerance, discipline, creative and independent as a provision for students.
 - b) Able to foster an attitude of social care, responsibility, mutual cooperation, and love for the motherland.

d. Scout Extracurricular Work Program Planning Curriculum

The curriculum used at SDN Serang 07 is adjusted based on the Learning Plan every time the meeting, along with details in the scout's routine extracurricular training activities, namely:

- 1) Get to know the history of scouts
- 2) Scout password
- 3) PBB
- 4) Pionering
- 5) Cording

2. Implementation of Activities

Based on his research, researchers collected information about the implementation of scout extracurricular activities at SDN Serang 07 using various data collection methods, including interviews and observations. On Saturdays, SDN Serang 07 organizes scout activities once a week. The routine policy of school scouts, according to scouts, is that all events take place on Saturdays because if they are held after school, many students are lazy

to follow them. As a result, many children were absent. This is in line with the justification given by Pusklatda (2011, pp. 40–41), which explains that broadly speaking, scouting activities consist of regular weekly and monthly exercises or as agreed. Class IV and V scouts are required to participate in scout activities at SDN Serang 07 which is an extracurricular activity.

Routine operations will begin on February 11, 2023, with a comprehensive scout rally and characteristics check. After the scout series is over, the children carry out these activities in the classroom, which includes the distribution of materials and memorization of Dasadarma and Trisatya. Before the students learn it, the Coach gives a brief explanation of Dasadarma and Trisatya. On the group attendance sheet, students who have remembered their names will get a checkmark. Students are required to clean used chairs after class before leaving for home.

On February 25, 2023, routine activities begin with the implementation of apple scouts and full attribute checks. After it is completed, it is then continued with defense activities by the Coach to students who will fill in the SKU (General Proficiency Requirements).

The routine task starts with apples on March 4, 2023, and ends with attribute checks. All scouts and students participated in the clean-up activity because there will be a Midterm Exam (UTS) on Monday next week. The first step in cleaning the school is to clean each classroom, followed by the school grounds, the back area of each classroom, and finally the front garden.

After the apple activity and verification of all criteria, the students carried out a marching activity on March 18, 2023. Each squad in this activity is led by a commander. Students learn basic gestures such as standing in a ready posture, saluting, moving forward, facing right, facing left, and turning right. Because all activities, including scout activities are temporarily suspended during Ramadan, this walking event is the closing of the fasting month.

3. Discipline Values in Scouting Activities at SDN Serang 07

Researchers can learn what disciplinary values are taught and established in scout activities based on their observational findings and interviews. Time management, dress code compliance, hygiene standards, and regulatory compliance are some of them. Activities that teach discipline include:

1. Scout Extracurricular Routine Activities

Scouting is one of the extracurricular activities designed to teach students how to develop good character and shape students' disciplinary behavior. Scout extracurriculars that are required every week, namely on Saturdays, must be completed. Apple activity is often used as an initial exercise in routine exercise. The team captains of each squad prepare students to march according to their respective squads. Through this exercise, children learn discipline in the form of neat and orderly marching while obeying orders from their various team leaders.

Before starting training, the Coach motions to be examined. The students turned to the right and directly checked their Scout uniforms, noticing in particular how neatly they dressed and wore belts, black socks, shoes, shirts, and hats. Scout coaches always explain and emphasize to each student that the most important thing for boys is to tuck the scout uniform into the pants neatly, and there is no need to put the uniform for girls because the

special uniform for girl scouts has a pocket on the front of the shirt so that it does not need to be tucked into the skirt, and then check the completeness of the scout's attributes.

Scouts are also taught to keep the environment clean by collecting garbage and disposing of it around the school; This practice is often referred to as ant operations. Coaches always emphasize the need to maintain cleanliness inside and outside the classroom as well as on the school grounds. This type of task is often completed after the subject has been presented.

2. Dasa Darma Pramuka

Dasa darma activities also contain disciplinary values, the explanation is as follows:

a. Fear of the One God

In this first dasa darma there are 3 important points in it, the first is taqwa, God, and One. Taqwa has the straight meaning of the word "piety" is "honorable", "endure", "filial piety", and "forsake despicable things". In essence, taqwa is an effort and activity that is so meaningful in the continuation of life. following God's teachings, doing good and beneficial things, and avoiding things that are bad and useless to oneself, society, and mankind as a whole.

b. Love of nature and compassion of fellow humans

This second decade explains how Scouts can provide love for nature (natural objects, animals, and plants), care for others, and maintain its sustainability. Here, students learn how to take care of the natural environment around the school, such as not damaging plants and having to take care of plants on the school grounds, dispose of garbage in its place, take care of friends and not fight.

c. Polite and chivalrous patriot

In this context, "patriot" refers to the descendants of the motherland who are devoted to the Indonesian state. Where is the soul of a knight and a respectful attitude towards others. This knight refers to valor, tireless, and honest in daily activities. Students are educated to be friendly to anyone, act righteously in what they do, and always stand firm in their beliefs.

d. Obedient and deliberative

This fourth decade has a purpose for how Scouts have a nature that obeys and is loyal to the rules that have been agreed before. In addition, Scouts must also be able to deliberate as representatives of democracy to be able to better appreciate the income of others. Here students are taught to always obey the rules in school, and learn to respect the opinions of others by deliberation.

e. Willing to help and steadfast

Scouts are expected to always be sincere in doing all positive actions. Like helping others, caring for people in need, and of course having empathy to help. Students are taught not to be easily discouraged and not easy to complain in the face of difficulties.

f. Diligent, skillful, and joyful

The purpose of the establishment of Scouting activities in this Dasa Darma is one of them to be diligent, skilled, and always happy members. In a sense, Scouting activities are committed to producing members who have certain skills and are always cheerful in living life.

Students are taught to be diligent in doing anything, especially diligent in entering school and doing homework. This can make students disciplined in doing schoolwork.

g. Frugal, meticulous and unpretentious

Frugality is not defined as "stingy", but rather refers to the ability of a Scout member to do and use something according to the portion and according to its usefulness. Then, careful here means the meticulousness that a Scout must have and of course remain unpretentious or which means what it is. Frugality here is taught not to be extravagant like carrying excessive pocket money at school.

h. Disciplined, courageous, and loyal

As a member of the Scout must have a disciplined nature which means obedience to the leader. In addition, Scouts must also have a brave mentality to overcome a problem and be obedient and loyal to their organization. Students are taught discipline in doing everything and not going out of school rules, dare to express their opinions in class, and provide support to friends who are experiencing problems.

i. Responsible and trustworthy

As a scout member, he must be able to be responsible for everything that is done whether ordered or not, especially personal responsibility to himself and responsible to the nation and state. In addition, as a scout member must also be trusted by the community as an important component in this nation and country. Here students are taught to be responsible for everything such as being responsible that they are a student and must study seriously, as well as being trustworthy students when given assignments by the teacher.

j. Sacred in thoughts, words, and deeds

Every Scout must perform sacred deeds in word, deed, and thought. Being pure in mind this requires that Scouting activities consider only the positive aspects of the situation; Otherwise, there is a silver lining and no thoughts at all will be generated about evil behavior. You should be able to control your behavior both inside and outside of school as a student to avoid speaking rudely or hurting your professors and friends.

3. Marching Regulations

Marching rules are another practice that instills discipline among students. To form a disciplined attitude both personally and in groups, walking activities are carried out as basic movement exercises. According to the researchers' findings, this walking exercise is carried out every Monday at flag ceremonies and at meetings held before scout extracurricular activities. Once the instructions to install the front and right sassy are given, the students often straighten the line before the apple activity begins. During the

implementation, there are also signals of respect and rest in place. In this activity, students are required to behave responsibly by lining up neatly and refraining from speaking during the flag ceremony.

Students must maintain high discipline during this walking activity because they must be able to withstand the hot sun during exercise, concentrate on listening to instructions, and carry out commands precisely and accurately. To stay upright during marching exercises, children must also continue to maintain balance.

A number of attitudes, including discipline, are evaluated by looking at Scouting Education attitudes and abilities detailed and developed in the General Proficiency Requirements (SKU). Researchers observed various disciplinary principles taught through the adoption of scout extracurricular activities, including:

1. Time Discipline

Time management is necessary for most Scout extracurricular activities. Students have been taught time management skills, including the need to arrive on time for scheduled scout events by making an effort to arrive before activities begin and taking advantage of proper breaks when participating in scout activities. Students always follow all required scouting activities when they are disciplined and behave appropriately. Students display a disciplined approach in their activities by completing tasks that have been agreed with the trainer and on schedule.

According to the researchers' observations during the study, student behavior inside the classroom, outside of school, and during Scouting activities demonstrated the use of time management. When students arrive at school, it is clear that time punishments are used in class. No student arrives late to school for no reason during learning. When engaging in activities outside the classroom, students can demonstrate discipline. They will return to the classroom when it is time to start class.

2. Dressing Discipline

While habituating students to use uniform clothing of all attributes in accordance with predetermined regulations, it can help children to get used to discipline, especially in dress. In fact, the school still tolerates students' clothing choices a little. Scout leaders demand that scout extracurricular participants adhere to dress codes that prioritize neatness and modesty before considering the equipment each participant wears.

According to the researchers' observations, the suitability of students who wear uniforms with existing rules, such as Monday to Tuesday wearing white and red uniforms complete with hats and ties, Wednesday to Thursday wearing red batik box uniforms, Friday wearing black and white. Muslim women's clothing, and Saturdays wearing scout uniforms, can be seen from the application of discipline in dress.

3. Hygiene Discipline

The discipline of cleanliness in scout activities is always instilled, cleanliness in oneself and cleanliness in the environment. Scout leaders always remind students to take care and maintain the environment such as picking up garbage around the school environment. In line with this, hygiene discipline refers

to the value of *dasa darma* which reads "Love of Nature and Compassion of Fellow Humans".

Based on the observations of researchers, the implementation of hygiene discipline attitudes is shown by students in carrying out pickets on schedule, and when conducting ant operations at the end of scout activities.

Students who have been scheduled to picket and carry out a predetermined picket schedule by cleaning the classroom after use, organizing the classroom, erasing the writing on the blackboard, and picking up trash which is then disposed of in its place. Based on direct research, students picket on the way home from school. Researchers also observed that the students already had self-awareness in keeping the school clean, and all students had begun to be disciplined by throwing their garbage into the trash. But

4. Discipline Obeying Rules

Every scouting activity has rules that are always followed and enforced. A scout is obliged to follow the rules at all times. These rules are either written, such as regulations, or unwritten, such as the *Dasa Darma* and *Trisatya*, which are from the Scout Code of Honor and are always taught by Scout Leaders. Scouting activities show discipline by always obeying, performing duties and instructions that have been given by Scout Guides to scouts, maintaining always order in attitude and words during apple activities, and carrying out orders in an orderly manner when marching.

4. Impact of Scout Extracurricular Activities at SDN Serang 07

Based on the findings of their fieldwork at SDN Serang 07, researchers found that scouts at the school had a high level of discipline. Students who participate in scout extracurricular activities show this by meeting all disciplinary indicators. The act of practicing discipline involves paying attention to moving intentionally and consistently according to rules and tasks. The researchers themselves found that the extracurricular activities of school scouts had an impact.

Students of the study subjects participate actively in the extracurricular activities of the scouts at school. For these students, scouts are a mandatory extracurricular activity. It is proven that scouting has a beneficial influence on the growth of student discipline based on studies that researchers found while conducting fieldwork. It is believed that scouting is an interesting and difficult extracurricular activity that can be carried out in public and includes a skill scoring system. Various rules, consequences, rewards, and harmony in scouting extracurricular activities are also numerous. By describing these conditions, it shows a positive impact on the growth of student discipline.

D. CONCLUSION

1. Planning and implementation of activities are two strategies for managing and implementing Scout extracurricular activities.
2. Class IV and V scouts who are in the scout raising stage participate in the implementation of regular scout extracurricular activities at SDN Serang 7. The activity starts at 09.00 to 11.00.

3. The disciplinary values that have been taught in scout extracurricular activities include time discipline so that students can better appreciate their own time, discipline in dressing, hygiene discipline by always maintaining environmental cleanliness, and discipline in obeying regulations such as existing rules. at school.
4. Students who participate in scouting activities have a strong level of discipline which is one of the influences of scout extracurricular activities on student behavior. The achievement of all disciplinary indicators for students who participate in scout extracurricular activities is one sign of this. This shows a beneficial effect on the growth of learners' discipline.

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