

## THE INFLUENCE OF STUDENT PARTICIPATION IN SCOUTING EXTRACURRICULAR ACTIVITIES ON SPATIAL THINKING SKILLS AND DISCIPLINED CHARACTER AT MTS MATHLA'UL ANWAR 2, BOGOR CITY

Imas Nursa'adah<sup>1</sup>, Samadi<sup>2</sup>, Sucahyanto<sup>3</sup>

<sup>1, 2, 3</sup> Universitas Negeri Jakarta, Indonesia

<sup>1</sup> [imasnursaadah8@gmail.com](mailto:imasnursaadah8@gmail.com), <sup>2</sup> [samadi@unj.ac.id](mailto:samadi@unj.ac.id), <sup>3</sup> [sucahyanto@unj.ac.id](mailto:sucahyanto@unj.ac.id)

### Abstract

*Based on the facts on the ground, there is still significant variation in student participation in the mandatory Scouting extracurricular activity. Some students are actively involved, while others are passive or even do not participate at all. This raises the question of whether the level of participation in Scouting can significantly contribute to the development of students' character and abilities. This study aims to analyze the influence of student participation in Scouting extracurricular activities at MTs Mathla'ul Anwar 2, Bogor City. The method used in this study is a quantitative descriptive method with percentages. The sample size was 120 students, with 60 active students and 60 inactive students. The instruments used were test questions, questionnaires, and observation sheets. The results showed that students with high levels of active participation scored moderately to very high in spatial thinking ability and disciplinary character assessments. This means that the level of participation in Scouting extracurricular activities influences students' spatial thinking ability and disciplinary character.*

*Keywords:* Discipline, Participation, Scouting, Spatial.

### Abstrak

*Berdasarkan fakta di lapangan adalah masih terdapat variasi yang signifikan dalam partisipasi siswa pada ekstrakurikuler Pramuka sebagai ekstrakurikuler wajib. Sebagian siswa terlibat aktif, namun sebagian lainnya pasif atau bahkan tidak mengikuti kegiatan sama sekali. Hal ini menjadi pertanyaan terkait apakah tingkat partisipasi dalam Pramuka bisa berkontribusi terhadap perkembangan karakter dan kemampuan siswa secara nyata. Penelitian ini bertujuan untuk menganalisis bagaimana pengaruh tingkat partisipasi siswa dalam kegiatan ekstrakurikuler Pramuka di MTs Mathla'ul Anwar 2 Kota Bogor. Metode yang digunakan dalam penelitian ini adalah menggunakan kuantitatif deskriptif dengan persentase. Sampel yang digunakan adalah sebanyak 120 Orang dengan jumlah 60 orang siswa aktif dan 60 orang siswa tidak aktif. Instrumen yang digunakan adalah soal tes, angket dan lembar observasi. Hasil penelitian menunjukkan bahwa siswa dengan kategori partisipasi aktif yang tinggi mendapatkan nilai kemampuan berpikir spasial dan penilaian karakter disiplin yang termasuk dalam kategori sedang-sangat tinggi. Artinya bahwa tingkat partisipasi ekstrakurikuler Pramuka memberikan pengaruh terhadap kemampuan berpikir spasial dan karakter disiplin siswa.*

*Kata Kunci:* Disiplin, Partisipasi, Pramuka, Spasial.



© Author(s) 2026

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

## INTRODUCTION

The Father of Indonesian National Education, Ki Hajar Dewantara, defined education as the demands of life as children grow. His goal is to guide all the natural strengths of children so that they, as human beings and as members of society, can achieve the highest level of safety and happiness. Education is a crucial element in shaping a more focused human personality. Education plays a crucial role in determining the good or bad behavior, attitudes, actions, and thought patterns of individuals in social life.<sup>1</sup>

The environment, both at home and at school, significantly influences how a person's thought patterns and behaviors are formed. In school, many character values are developed, specifically those that foster students' knowledge, skills, and attitudes. Septiana Intan Pratiwi also explained this.<sup>2</sup> Education at school itself is carried out in the classroom and outside the classroom, activities outside the classroom are activities that can develop students' personalities which will later become basic skills for students to enter society.

Education is also a process that develops not only cognitive aspects but also affective and psychomotor aspects. In the context of 21st-century education, higher-order thinking skills and student character are two key competencies demanded by a dynamic global world. Therefore, education cannot rely solely on intracurricular learning but also needs to be strengthened through extracurricular activities as an integral part of non-formal education.

In practice, schools provide educational facilities through extracurricular activities to build relationships among students. In addition to formal education, extracurricular activities also make a significant contribution to developing students' potential. According to Wiyani in Pratiwi,<sup>3</sup> Extracurricular activities are activities carried out to develop certain aspects of what is found in the curriculum being implemented, including those related to how to actually apply the knowledge that students learn according to the demands of their life needs and the surrounding environment.

Extracurricular activities are aimed at encouraging students to develop their potential, as stated in the Indonesian Minister of Education and Culture Regulation No. 62 of 2014 concerning Extracurricular Activities, that extracurricular activities are held with the aim of optimally

---

<sup>1</sup> Alberda Salma Fariha et al., *Kepemimpinan Pendidikan Meliputi Pengertian, Karakteristik, Model, Strategi, Serta Keberhasilannya*, 3 (2025).

<sup>2</sup> Septiana Intan Pratiwi, "Pengaruh Ekstrakurikuler Pramuka Terhadap Karakter Disiplin Siswa Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan* 2, no. 1 (2020): 62–70, <https://doi.org/10.31004/edukatif.v2i1.90>.

<sup>3</sup> Septiana Intan Pratiwi, "Pengaruh Ekstrakurikuler Pramuka terhadap Karakter Disiplin Siswa Sekolah Dasar," *EDUKATIF: JURNAL ILMU PENDIDIKAN* 2, no. 1 (2020): 62–70, <https://doi.org/10.31004/edukatif.v2i1.90>.

developing the potential, talents, interests, abilities, personality, cooperation, and independence of students in order to support the achievement of national education goals.<sup>4</sup>

One extracurricular activity that supports the development of students' thinking skills and character is the Scouting extracurricular, which is designed to develop skills and foster discipline, responsibility, and independence in students. According to Suyanto in Maulana & Insani,<sup>5</sup> Scouting education has the main characteristic of open-air-based learning with a learning-by-doing pattern that is implemented in groups and packaged in interesting and enjoyable learning activities.

At the Scouting level in junior high schools (SMP/MTs), the main activities include various interesting activities such as Jamborees, Level Competitions (LT), Dianpinru, and Exploration (Wide Game). Tarisa Munawwarah et al.,<sup>6</sup> explains that Exploration (Wide Game), is a meeting of Scouts Penggalang in the form of searching for traces (orienteering) using trail signs, making maps, recording various situations and divided into posts. In making maps, Scouts Penggalang have their own techniques such as tape maps and field maps. Tape maps are made by two or three people who usually record the position or point of the aiming compass, then another person will record the surrounding conditions in a road table. This shows that the spatial competencies that must be mastered at the Scout level Penggalang are the competency to recognize traces in the travel map and the ability to use maps to facilitate travel.

In addition, Scouting not only develops basic values such as discipline, responsibility, and leadership, but also trains spatial skills, namely by knowing the location, area, differences, similarities, and distance during exploration activities in the field. Spatial skills themselves are the ability to understand, remember, and use information about space and objects in space, including the ability to visualize and manipulate the shape and position of objects mentally. This ability is related to students' understanding of space, shape, and the relationships between objects in that space.

Scouting extracurricular activities also teach various character developments that are very useful for students' personalities. One of the characters instilled through Scouting extracurricular activities is discipline. Discipline is an action that demonstrates orderly behavior and compliance with various rules and regulations. Discipline is also a means of developing an orderly personality in doing something. Discipline can also be in the form of time, in carrying out activities, and so on. On the other hand, discipline reflects the personal integrity and social responsibility of students,

---

<sup>4</sup> Muhammad Rizky Syifa'urrahmat et al., *Analisis Karakter Disiplin Siswa Dalam Ekstrakurikuler Drum Band Di Sekolah Dasar*, 10, no. 1 (2025): 746–52.

<sup>5</sup> M Kahfi Maulana Anggara and Nailul Insani, *Pengaruh Sistem Aktualisasi Pendidikan Kepramukaan Terhadap Keterampilan Berpikir Spasial Pada Mata Pelajaran Geografi*, 2, no. 5 (2022): 477–94, <https://doi.org/10.17977/um063v2i52022p477-494>.

<sup>6</sup> Tarisa Munawwarah et al., "The Scout Education Management of (Senior Scouts)," *TOFEDU: The Future of Education Journal* 3, no. 5 (2024): 2082–86, <https://doi.org/10.61445/tofedu.v3i5.348>.

which are the foundation for building a healthy and productive learning ecosystem. Spatial thinking skills and discipline can both be indicators of the success of character- and competency-based education. However, the effectiveness of scouting activities as an instrument for character and cognitive education does not always run as intended.

At MTs Mathla'ul Anwar 2 Bogor City, although Scouting activities are categorized as extracurricular or mandatory activities based on school policy, there is still significant variation in student participation. Some students are actively involved in every activity, but others show passive involvement or even do not participate in activities at all. This phenomenon indicates an imbalance between policy and implementation, and opens up space for scientific questions regarding whether the level of participation in Scouting actually contributes to the development of student character and abilities in a real way. Initial observations also show that many Scout members are still not proficient in using a compass. The character of discipline also does not appear to be running optimally because there are still students who are late to extracurricular activities. Therefore, this study not only observes students who actively participate in Scouting activities but also compares them with students who are not active to determine whether differences in participation levels have a real impact on students' spatial thinking skills and character of discipline.

Based on these problems, the researcher considers it necessary to carry out measurements to determine the effect of participation in Scouting extracurricular activities on the spatial thinking skills and disciplinary character of students at MTs Mathla'ul Anwar 2, Bogor City.

## LITERATURE REVIEW

### The Concept of Participation

Linguistically, participation comes from the English word "participation," which means to take part or participate. According to the Indonesian Language Center's Big Indonesian Dictionary, participation is the act of taking part in an activity, taking part, or playing a role in it.<sup>7</sup> According to Sastrodipoetra inSari et al.,<sup>8</sup> states that participation is spontaneous involvement accompanied by awareness and responsibility for group interests for the common good. Meanwhile, according to Alastra White, participation is the active involvement of the local community in the socialization, decision-making, or implementation of development projects.

Participation can be associated with a mutually beneficial situation between two or more interacting parties. The more benefits gained from the interaction process, the stronger the

<sup>7</sup> Nana Suryana et al., "Konsep Dasar Dan Teori Partisipasi Pendidikan," *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)* 2, no. 2 (2022): 61–67, <https://doi.org/10.54371/jiepp.v2i2.219>.

<sup>8</sup> Rosalinda Amanda Sari et al., "Partisipasi Orang Tua Dalam Pendidikan Anak Usia Dini," *Cybernetics: Journal Educational Research and Social Studies* 1, no. 1 (2024): 10–22, <https://doi.org/10.51178/cjerss.v5i3.2019>.

relationship between the parties involved. Rahnema defines participation as "the act or fact of partaking, having, or forming a part of." In this sense, participation can be transitive or intransitive, moral or immoral, and forced or free, manipulative or spontaneous.<sup>9</sup>

According to Andriani, participation can be defined as a person's conscious involvement in social interactions in a particular situation. In this sense, a person can participate if they find themselves with or within a group, through various processes of sharing with others in terms of values, traditions, feelings, loyalty, obedience, and shared responsibilities.<sup>10</sup> According to Tannebaum and Hann in Fadila & Sylvia,<sup>11</sup> Participation is the degree to which a person engages in an activity and contributes energy and thought to it. Based on the definitions above, it can be concluded that participation is the involvement or active participation of an individual or group in an activity or process. This can take the form of contributing ideas, energy, time, expertise, or other resources to achieve a common goal.

### **Spatial Thinking Ability**

Spatial thinking ability is the ability of a person's thinking process to recognize specific spatial conditions. Spatial thinking ability can also be defined as the cognitive ability to transform and connect spatial information.<sup>12</sup> According to the Indonesian education curriculum, the primary competencies students must possess include knowledge, attitudes, and skills. Spatial thinking skills encompass knowledge, attitudes, and skills.

According to the National Research Council (NRC) Committee on Spatial Thinking (2006), spatial thinking is defined as the ability to identify natural elements, express information in various ways, and analyze it spatially. Spatial thinking is related to the ability to examine the environment, improving spatial thinking skills so that humans understand environmental conditions, potential natural resources, potential human resources, as well as potential threats, vulnerabilities, and disaster risks.<sup>13</sup>

---

<sup>9</sup> Lue Sudiyono, *Model Partisipasi Masyarakat Dalam Pembangunan Pendidikan* (2016).

<sup>10</sup> Andriani, "Pengertian Partisipasi Masyarakat," *Universitas Muhammadiyah Ponorogo*, no. 2018 (2019): 10–39.

<sup>11</sup> Sesil Anisa Fadila and Ike Sylvia, *Upaya Peningkatan Partisipasi Siswa Pada Pembelajaran Sosiologi Fase E Melalui Media Teka-Teki Silang Dan Model Pembelajaran Teams Games Tournament Di SMA Negeri 1 VII Koto Sungai Sarik*, 3 (2024): 309–17.

<sup>12</sup> Muhammad Aliman et al., *Konstruksi Tes Kemampuan Berpikir Spasial Model Sharpe-Huynh Konstruksi Tes Kemampuan Berpikir Spasial Model Sharpe-Huynh*, no. July (2019), <https://doi.org/10.32663/georaf.v4i1.738>.

<sup>13</sup> Nurindah Ardiyana Putri et al., *Analisis Kemampuan Berpikir Spasial Peserta Didik Sekolah Menengah Atas*, 11, no. 2 (2023): 168–78.

### **Disciplined Character**

Character, according to the Great Dictionary of the Indonesian Language, is defined as the disposition, psychological traits, morals, or manners that distinguish one person from another. Meanwhile, Nira Fatma states that character can be defined as the attitudes and behaviors of each individual that foster moral behavior.<sup>14</sup> Character is also an important aspect of a person's life, encompassing their inner qualities, morals, and manners. Building and developing good character is crucial to achieving success and happiness in life.

One of the most important characteristics for the continuity and success of a person's life is discipline. Discipline is the result of training or habituation in order to control oneself and follow the rules, so that a person can carry out their obligations in a timely, orderly, and efficient manner. In accordance with the opinion of Julie Andrews that "Discipline is a form of life training that, once experienced and when practiced, develops an individual's ability to control themselves." Discipline is a form of life training, an experience that has been gone through and done, developing a person's ability to be self-aware.<sup>15</sup>

According to Smith in Faradiba & Royanto<sup>16</sup> Discipline is divided into two categories: positive and negative. Positive discipline teaches children to understand why certain behaviors are permitted and others prohibited, while negative discipline only teaches children to obey and avoid punishment. Positive discipline is what needs to be developed, as it differs from avoiding punishment. This opinion suggests that discipline is a person's awareness of obeying applicable rules with a happy feeling and without coercion from others. Disciplined people will behave as they should, without making things up, not overdoing it, but also not diminishing the actual situation.

### **Scout Extracurricular**

According to Mulyono in his research Son,<sup>17</sup> Extracurricular activities are activities carried out outside the classroom and outside of class hours (curriculum) to develop the potential of human resources (HR) owned by students, both related to the application of the knowledge they have acquired and in a specific sense to guide students in developing their potential and talents through mandatory and optional activities.

---

<sup>14</sup> Renilda Manis Da Gomez et al., "Membangun Karakter Bangsa Melalui Kepramukaan," *Jurnal Ilmiah Dan Karya Mahasiswa* 3, no. 1 (2025): 182–87, <https://doi.org/10.54066/jikma.v3i1.3015>.

<sup>15</sup> Maryam, *Pembentukan Karakter Disiplin Siswa Di MI Sidarurip 02 Gandrungmangu, Cilacap*, Tesis (Pascasarjana IAINU, 2022).

<sup>16</sup> AT Faradiba and LRM Royanto, "Karakter Disiplin, Penghargaan, Dan Tanggung Jawab Dalam Kegiatan," *Jurnal Sains Psikologi*, 2018, 93–98.

<sup>17</sup> Bara Kurnia Putra, "Tingkat Partisipasi Siswa Dalam Mengikuti Kegiatan Ekstrakurikuler Di Sma Negeri 1 Karanganom Kecamatan Karanganom Kabupaten Klaten," *Jurnal PJKR* 6, no. 11 (2017).

Pramuka is an abbreviation of "Praja Muda Karana," meaning young people who love to work. As defined by Lord Baden Powell, Scouting is not a discipline to be studied diligently, nor is it a collection of teachings and texts from a book. Rather, it is a fun game played outdoors, a place to go together, explore, develop health, skills, and a willingness to provide assistance to those in need.<sup>18</sup>

Another explanation explains that the Scout Movement is the name of an out-of-school educational organization that uses the Basic Principles of Scouting Education Methodology or abbreviated as PDMPK. Article 3 of the Scout Movement's Statutes explains that the Scout Movement aims to shape each member into having a noble personality, a patriotic spirit, obeying the law, having high discipline, upholding and respecting the nation's noble values and having life skills as a national cadre in maintaining and developing the Unitary State of the Republic of Indonesia. In carrying out the Scout Movement, the Scout Movement must practice Pancasila and preserve the environment.<sup>19</sup>

Scouting was formed based on Presidential Decree No. 238 of 1962 dated May 20, 1961. Currently, Scouting education is strengthened by the issuance of Law No. 12 of 2010 concerning the Scouting movement.<sup>20</sup>

The Indonesian Scout Movement has long been an integral part of the national education system, even being made a mandatory activity in the 2013 curriculum. Through Scouting activities, students are guided to learn actively, hone practical skills, develop discipline, and foster a spirit of mutual cooperation and leadership.<sup>21</sup>

## RESEARCH METHODS

The research method used in this study is a descriptive quantitative research method, implemented through the steps of data collection, information verification, and data transfer into a computer-readable format. The data analysis step can be replaced by a large amount of computer-generated output that provides meaning or interpretation of the data. To describe the theory, in this quantitative research methodology, quantitative researchers must examine the data being analyzed, using background knowledge about the research topic and questions.

---

<sup>18</sup> Encep Andriana et al., "Implementasi Dasa Darma Pramuka Pada Tingkat Penggalang Di SDN Karanganyar 1," *Didaktik: Jurnal Ilmiah PGSD STKIP Subang* 9, no. 5 (2023): 2434–46, <https://doi.org/10.36989/didaktik.v9i5.2241>.

<sup>19</sup> Fazar Siddiq Bangun et al., "Struktur Organisasi Gerakan Pramuka," *Journal of Community Devation* 1, no. 1 (2024): 182–91, <https://doi.org/10.63736/jcd.v1i1.176>.

<sup>20</sup> Israyanti Israyanti et al., "Peran Kepramukaan Sebagai Sarana Pembelajaran Karakter," *Jurnal Ilmiah Dan Karya Mahasiswa* 3, no. 1 (2025): 129–35, <https://doi.org/10.54066/jikma.v3i1.2971>.

<sup>21</sup> Iva Inayatul Ilahiyah and Putria Wahyu Ningsih, "Integrasi Nilai Nilai Kepramukaan Dalam Membangun Karakter Siswa Di MAN 8 Jombang," *IHSAN: Jurnal Pendidikan Islam* 3, no. 2 (2025): 341–48, <https://doi.org/10.61104/ihsan.v3i2.973>.

According to Sugiyono, population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusions drawn.<sup>22</sup> The population in this study was all male and female students in grades VII and VIII at MTs Mathla'ul Anwar 2, Bogor City.

The sampling technique used in this study was random sampling. Random sampling is considered ideal for quantitative research because it gives every member of the population an equal chance of being selected. The sample in this study was 120 students, both active and inactive, participating in Scouting extracurricular activities. The population details are shown in the following table:

**Table 1. Population and Sample**

No	Class	Amount
1	VII	60 Students
2	VIII	60 Students
<b>Amount</b>		120 Students

Source: Research Data, 2025

## RESULTS AND DISCUSSION

### Description of Data on the Results of Scout Extracurricular Participation, Spatial Thinking Ability and Student Discipline Character

Following explained result data extracurricular Scout participation, spatial thinking ability and overall discipline character of respondents.

#### 1. Scout Extracurricular Participation Results Data

**Table 2. Results of the Calculation of Scout Extracurricular Participation Values**

No	Value Range	Category	Number of Students
1	$\geq 89.65$	Very high	0
2	$72.22 \leq X < 89.65$	Tall	60
3	$54.78 \leq X < 72.22$	Currently	3
4	$37.35 \leq X < 54.78$	Low	57
5	$< 37.35$	Very Low	0
<b>Amount</b>			120

Source: 2025 Research Results Data

<sup>22</sup> Chotamul Fajri et al., "Pengaruh Kepuasan Kerja Dan Disiplin Kerja Terhadap Kinerja Karyawan PT. Indonesia Applicad," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 5, no. 1 (2022): 369–73, <https://doi.org/10.54371/jiip.v5i1.425>.

Based on the results of the table above, it can be explained that out of 120 respondents who are included in the category of students with high activity in Scout extracurricular participation, there are 60 students, with a score range of 73-87. In the medium category there are 3 students with a score of 57 and in the low category there are 57 students with a score range of 40-53. The results of the data above will be illustrated through a pie chart as follows:



**Figure 1. Results of Scout Extracurricular Participation Assessment**

## 2. Spatial Thinking Ability Results Data

**Table 3. Results of Calculation of Spatial Thinking Ability Scores**

No	Value Range	Category	Number of Students
1	$\geq 81.88$	Very high	3
2	$67.57 \leq X < 81.88$	Tall	40
3	$53.26 \leq X < 67.57$	Currently	32
4	$38.95 \leq X < 53.26$	Low	40
5	$< 38.95$	Very Low	5
<b>Amount</b>			120

Source: 2025 Research Results Data

Based on the results of the table above, it can be explained that out of 120 respondents who got a spatial thinking ability test score with a very high category, there were 3 people with a total score of 85. In the high category there were 40 students with a score range of 70-80. Furthermore, in the medium category there were 32 students who got a score of 55-60. There were 40 students who were classified as low category with a score range of 40-50 and finally there were 5 students who were classified as low category with

a score range of 30-35. The results of the data above will be described through a pie chart as follows:



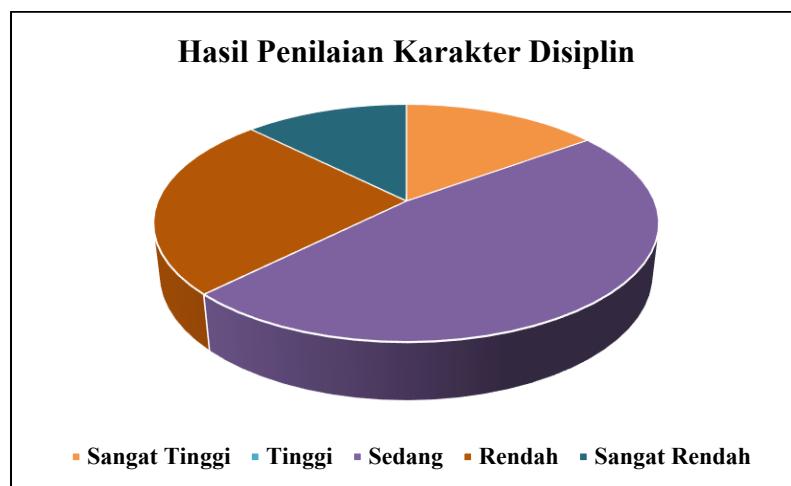
**Figure 2. Results of Spatial Thinking Ability Assessment**

### 3. Discipline Character Result Data

**Table 4. Results of the Calculation of Discipline Character Values**

No	Value Range	Category	Number of Students
1	$\geq 99.56$	Very high	18
2	$81.85 \leq X < 99.56$	Tall	0
3	$64.15 \leq X < 81.85$	Currently	57
4	$46.44 \leq X < 64.15$	Low	30
5	$< 46.44$	Very Low	15
<b>Amount</b>			<b>120</b>

Source: 2025 Research Results Data



**Figure 3. Results of Scout Extracurricular Participation Assessment**

Based on the calculation table of the discipline character value above, the results obtained were 18 students with a total score of 100 and included in the very high category. In the medium category there were 57 students included in it with a total score of 80. In the low category there were 30 students with a total score of 60 and finally in the low category there were 15 students with a total score of 40. The results of the data above will be depicted through a pie chart as follows:

### **Analysis of the Results of Scout Extracurricular Participation, Spatial Thinking Ability and Student Discipline Character**

Questions were given via Google Form to 120 students with 60 students categorized as actively participating in Scout extracurricular activities and 60 other students included in the category of students who were not actively participating in Scout extracurricular activities. In the aspect of assessing Scout extracurricular participation, the results showed that 60 students were included in the high participation category and 60 others were included in the medium and low categories. This proves that the 60 students are classified as students who actively participate in Scout extracurricular activities. The other 60 students, 3 are classified as students with a medium level of participation and 57 students have a low level of participation.

In the aspect of spatial thinking ability assessment, there are 43 people who are included in the high to very high category, 32 are moderate, 40 are low and 5 are very low. The number of 43 students from a total of 60 students who have an active participation level in the Scout extracurricular has a high-very high ability score with a value range of 70-85, while 17 other active students have a medium level of spatial thinking ability with a value range of 55-60. The other 60 students who are included in students who have a low level of participation have spatial thinking ability scores that are included in the medium, low and very low categories.

In the aspect of discipline character assessment, there are 18 students with a score of 100 who are included in the very high discipline level category, 57 students are included in the medium category, 30 students are included in the low category and 15 students are included in the very low discipline level category. This shows that 30% of the total number of 60 active students have a very high level of discipline, the other 70% are stated to have a medium level of discipline.

It can be concluded that the 60 students included in the active student category have a high level of Scout extracurricular participation. 43 of them have high-very high spatial thinking skills and 17 others have moderate spatial thinking skills. This good level of participation and spatial thinking skills is supported by the results of the very high level of discipline scores obtained by 18 active students, while the other 42 students are classified as moderate levels of discipline. This

indicates that the high level of Scout extracurricular participation has an impact on the value of students' spatial thinking skills and disciplined character.

The results of this study are in accordance with the research conducted by M. Kahfi Maulana Anggara et al in 2022 on "The Effect of the Scouting Education Actualization System on Spatial Thinking Skills in Geography Subjects" that based on the results of the analysis of the hypothesis test with the Paired Sample T-Test method using the SPSS 16 application, the sig. (2-tailed) value is 0.000. This value indicates that the Scouting Education Actualization System has a significant influence on spatial thinking skills in Geography subjects.

Another study that aligns with this research is the 2023 study by Dadang Ahmad et al., "The Impact of Scouting Extracurricular Activities on Discipline," which found that Scouting extracurricular activities simultaneously impacted student discipline. This is consistent with their research, which showed that student discipline at SMKN 1 Cimahi improved after actively participating in Scouting extracurricular activities.

## CONCLUSION

Based on the results of data analysis and discussion conducted by the researcher, the following conclusions can be drawn:

1. The results of the Scout extracurricular participation of 60 students who are included in the active student category have a high level of Scout extracurricular participation with a range of scores of 73-87. 43 of them have high-very high spatial thinking skills with scores of 70-85 and 17 others have moderate spatial thinking skills with scores of 55-60.
2. The results of the disciplinary character assessment showed that 18 students were included in the very high category with a score of 100 and 42 other students were included in the moderate disciplinary character category with a score of 80.
3. The level of extracurricular Scout participation influences the value of students' spatial thinking skills and assessment of their disciplinary character.

## BIBLIOGRAPHY

Aliman, Muhammad, Takhyyatul Ulfy, Syahril Lukman, and Hujairah Hi Muhammad. *Konstruksi Tes Kemampuan Berpikir Spasial Model Sharpe-Huynh Konstruksi Tes Kemampuan Berpikir Spasial Model Sharpe-Huynh*. no. July (2019). <https://doi.org/10.32663/georaf.v4i1.738>.

Andriana, Encep, Siti Rokmanah, and Nabilla Cholifiana Putri. "Implementasi Dasa Darma Pramuka Pada Tingkat Penggalang Di SDN Karanganyar 1." *Didaktik: Jurnal Ilmiah PGSD STKIP Subang* 9, no. 5 (2023): 2434-46. <https://doi.org/10.36989/didaktik.v9i5.2241>.

Andriani. "Pengertian Partisipasi Masyarakat." *Universitas Muhammadiyah Ponorogo*, no. 2018 (2019): 10-39.

Anggara, M Kahfi Maulana, and Nailul Insani. *Pengaruh Sistem Aktualisasi Pendidikan Kepramukaan Terhadap Keterampilan Berpikir Spasial Pada Mata Pelajaran Geografi*. 2, no. 5 (2022): 477–94. <https://doi.org/10.17977/um063v2i52022p477-494>.

AT Faradiba, and LRM Royanto. “Karakter Disiplin, Penghargaan, Dan Tanggung Jawab Dalam Kegiatan.” *Jurnal Sains Psikologi*, 2018, 93–98.

Bangun, Fazar Siddiq, Fifi Indriani Hasibuan, and Miftahur Roihan Napitupulu. “Struktur Organisasi Gerakan Pramuka.” *Journal of Community Devation* 1, no. 1 (2024): 182–91. <https://doi.org/10.63736/jcd.v1i1.176>.

Fadila, Sesil Anisa, and Ike Sylvia. *Upaya Peningkatan Partisipasi Siswa Pada Pembelajaran Sosiologi Fase E Melalui Media Teka-Teki Silang Dan Model Pembelajaran Teams Games Tournament Di SMA Negeri 1 VII Koto Sungai Sarik*. 3 (2024): 309–17.

Fajri, Chotamul, Adinda Amelya, and Suworo Suworo. “Pengaruh Kepuasan Kerja Dan Disiplin Kerja Terhadap Kinerja Karyawan PT. Indonesia Applicad.” *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 5, no. 1 (2022): 369–73. <https://doi.org/10.54371/jiip.v5i1.425>.

Fariha, Alberda Salma, Imamul Muttaqin, Universitas Islam Negeri Maulana, Malik Ibrahim, and Jawa Timur. *Kepemimpinan Pendidikan Meliputi Pengertian , Karakteristik , Model , Strategi , Serta Keberhasilannya*. 3 (2025).

Gomez, Renilda Manis Da, Elviana Pona Rato, Donatus Datoq, Marwan Marwan, Wihelmus Sede, and Fitrah Hamzah. “Membangun Karakter Bangsa Melalui Kepramukaan.” *Jurnal Ilmiah Dan Karya Mahasiswa* 3, no. 1 (2025): 182–87. <https://doi.org/10.54066/jikma.v3i1.3015>.

Ilahiyah, Iva Inayatul, and Putria Wahyu Ningsih. “Integrasi Nilai Nilai Kepramukaan Dalam Membangun Karakter Siswa Di MAN 8 Jombang.” *IHSAN: Jurnal Pendidikan Islam* 3, no. 2 (2025): 341–48. <https://doi.org/10.61104/ihsan.v3i2.973>.

Israyanti, Israyanti, Muniati Muniati, Fransiska Liliana, Agnes Novita Dua Bare, Veronika Dua Riong, and Ardiansah Andika Fajar. “Peran Kepramukaan Sebagai Sarana Pembelajaran Karakter.” *Jurnal Ilmiah Dan Karya Mahasiswa* 3, no. 1 (2025): 129–35. <https://doi.org/10.54066/jikma.v3i1.2971>.

Maryam. *Pembentukan Karakter Disiplin Siswa Di MI Sidarurip 02 Gandrungmangu, Cilacap*. Tesis. Pascasarjana IAINU, 2022.

Munawwarah, Tarisa, Dinda Aulia Sani, Nur Alfiana Kholizah, Fathia Hanifah, Intan Savitri, and Budi Budi. “The Scout Education Management of (Senior Scouts).” *TOFEDU: The Future of Education Journal* 3, no. 5 (2024): 2082–86. <https://doi.org/10.61445/tofedu.v3i5.348>.

Pratiwi, Septiana Intan. “Pengaruh Ekstrakurikuler Pramuka Terhadap Karakter Disiplin Siswa Sekolah Dasar.” *Edukatif: Jurnal Ilmu Pendidikan* 2, no. 1 (2020): 62–70. <https://doi.org/10.31004/edukatif.v2i1.90>.

Pratiwi, Septiana Intan. “Pengaruh Ekstrakurikuler Pramuka terhadap Karakter Disiplin Siswa Sekolah Dasar.” *EDUKATIF: JURNAL ILMU PENDIDIKAN* 2, no. 1 (2020): 62–70. <https://doi.org/10.31004/edukatif.v2i1.90>.

Putra, Bara Kurnia. “Tingkat Partisipasi Siswa Dalam Mengikuti Kegiatan Ekstrakurikuler Di Sma Negeri 1 Karanganom Kecamatan Karanganom Kabupaten Klaten.” *Jurnal PJKR* 6, no. 11 (2017).

Putri, Nurindah Ardiyana, Rayuna Handawati, and Ode Sofyan Hardi. *Analisis Kemampuan Berpikir Spasial Peserta Didik Sekolah Menengah Atas*. 11, no. 2 (2023): 168–78.

Sari, Rosalinda Amanda, Mhd. Fuad Zaini Siregar, and Nurhamidah Nurhamidah. “Partisipasi Orang Tua Dalam Pendidikan Anak Usia Dini.” *Cybernetics: Journal Educational*

*Research and Social Studies* 1, no. 1 (2024): 10–22.  
<https://doi.org/10.51178/cjerss.v5i3.2019>.

Sudiyono, Lue. *Model Partisipasi Masyarakat Dalam Pembangunan Pendidikan*. 2016.

Suryana, Nana, Mumuh Mumuh, and Cecep Hilman. “Konsep Dasar Dan Teori Partisipasi Pendidikan.” *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)* 2, no. 2 (2022): 61–67. <https://doi.org/10.54371/jiepp.v2i2.219>.

Syifaurrahmat, Muhammad Rizky, Irna Khaleda Nurmeta, and Luthfi Hamdani Maula. *Analisis Karakter Disiplin Siswa Dalam Ekstrakurikuler Drum Band Di Sekolah Dasar*. 10, no. 1 (2025): 746–52.