



The Role of Scouting Extracurricular Activities in Developing Emotional Intelligence and Discipline in Junior High School Students

Muhamad Alfiyan Ariyanto^{1*}, Ellen Prima²

¹⁻² Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri

email: Muhammadalfiyannnn29@gmail.com¹

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Abstract

Scouting extracurricular activities are widely recognized as an important medium for character education and socio-emotional development among students. This study aims to examine the role of scouting extracurricular activities in developing emotional intelligence and disciplinary character among junior high school students. The study employed a qualitative non-empirical approach using a literature review design. Data were collected from scholarly journals, books, and relevant academic publications addressing scouting education, emotional intelligence, discipline, and student development. The findings indicate that scouting activities contribute to the development of self-awareness, emotional regulation, empathy, responsibility, and social competence through experiential and collaborative learning experiences. The review also reveals a strong relationship between emotional intelligence and disciplinary behavior, as students with better emotional regulation tend to demonstrate greater self-control, accountability, and adherence to rules. In addition, scouting activities promote broader developmental outcomes, including leadership, independence, social responsibility, and civic awareness. These findings highlight the significance of scouting as a character-based learning environment that supports holistic student development and strengthens both socio-emotional competencies and disciplinary character.

Keywords: Character Education, Discipline, Emotional Intelligence, Junior High School Students, Scouting Extracurricular Activities.



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INTRODUCTION

Education systems across the world have increasingly shifted from a narrow emphasis on academic attainment toward a more holistic paradigm that recognizes social-emotional competencies and character development as fundamental dimensions of student success in the twenty-first century. Research in contemporary pedagogy highlights that extracurricular activities constitute an important educational arena through which schools can cultivate non-cognitive skills that complement formal classroom instruction (Munadi, 2023). The growing attention to emotional intelligence reflects the recognition that students' ability to understand, regulate, and express emotions significantly influences their interpersonal relationships, learning engagement, and long-term adaptation to social environments (Saputra et al., 2024). Emotional intelligence has also been identified as a crucial determinant of positive social behavior among adolescents during the formative years of secondary education (Ernawati, 2025). Within this broader educational transformation, scouting has gained renewed relevance because its experiential learning orientation integrates leadership, teamwork, responsibility, and self-regulation into structured developmental experiences (Daraghma, 2026). Educational institutions increasingly regard scouting programs as strategic mechanisms for strengthening students' character formation while simultaneously promoting competencies that cannot be adequately developed through conventional academic instruction alone.

Previous studies consistently demonstrate that participation in extracurricular activities contributes positively to students' academic and personal development, although the pathways through which these effects occur remain a subject of ongoing scholarly discussion (Amanda et al., 2024). Empirical evidence suggests that extracurricular engagement facilitates the development of diverse soft skills, including communication, collaboration, problem-solving, and self-management capacities that are essential for lifelong learning (Choiri, 2026). Scouting activities have been specifically associated with the cultivation of independence, responsibility, and self-confidence through repeated participation

in collaborative and experiential tasks (Fadil & Umah, 2024). Conceptual analyses further argue that scouting education possesses a strong alignment with character education frameworks because both emphasize value internalization through practice and reflection rather than through abstract instruction alone (Maftuh et al., 2023). Several investigations have reported that scouting programs effectively foster disciplinary behavior by habituating students to rules, routines, and collective accountability mechanisms within organized group activities (Syafiudin & Purwono, 2022). Evidence from school-based implementations also indicates that scouting contributes to broader educational goals through the development of caring attitudes, social responsibility, and civic values among students (Saripuddin et al., 2024).

Despite the growing body of literature supporting the educational benefits of scouting, important conceptual and empirical limitations remain evident within existing scholarship. Many studies continue to examine student discipline as an isolated outcome without adequately considering its interaction with emotional competencies that may function as underlying developmental mechanisms (Natalia et al., 2025). Research focusing on emotional intelligence within scouting contexts frequently emphasizes leadership formation while providing limited attention to broader dimensions of emotional regulation and social adaptation among adolescents (Dewi & Fachradilla, 2024). Several investigations report positive associations between extracurricular participation and emotional intelligence, yet they often fail to explain how specific characteristics of scouting activities contribute to these outcomes (Konadi et al., 2026). Existing studies also tend to prioritize descriptive accounts of program implementation rather than examining the developmental processes that connect participation experiences with character formation outcomes (Maryati et al., 2022). The predominance of institution-specific case studies has further limited the construction of a more integrated theoretical understanding of scouting as a pedagogical intervention capable of simultaneously influencing emotional and behavioral domains (Yusdinar & Manik, 2023).

These limitations are particularly significant because contemporary schools increasingly face challenges associated with students' emotional regulation, social interaction, and adherence to institutional norms during adolescence. Emotional intelligence represents a critical resource that enables students to navigate interpersonal conflicts, manage academic pressures, and establish constructive relationships within school communities (Wildayanti, 2019). The effectiveness of educational interventions designed to strengthen discipline may be constrained when emotional development is not addressed as a complementary dimension of character formation (Patimah & Suherman, 2025). School administrators and educators have consequently sought learning environments capable of integrating affective, social, and behavioral development within a unified educational framework (Astra et al., 2024). Scouting programs are increasingly viewed as promising platforms for achieving such integration because they combine experiential learning, collective responsibility, and structured behavioral expectations within authentic social settings (Amirullah et al., 2025). Understanding how scouting contributes simultaneously to emotional intelligence and discipline therefore possesses substantial practical relevance for schools seeking evidence-based strategies to address contemporary developmental challenges among junior high school students.

Within the current scientific landscape, this study positions scouting extracurricular activities not merely as complementary school programs but as pedagogical environments through which emotional intelligence and disciplinary character can be developed simultaneously through experiential learning, social interaction, and value internalization. Existing research has predominantly examined scouting in relation to leadership development, nationalism, character education, or non-academic achievement, leaving the interrelationship between emotional intelligence and disciplinary behavior among junior high school students insufficiently explored (Muhyi, 2025). Investigations concerning scouting management have also focused largely on organizational effectiveness rather than on the developmental processes experienced by participants (Fatchudin et al., 2025). The literature consequently provides limited understanding of how specific scouting activities contribute to students' emotional regulation, social competence, responsibility, and adherence to rules as interconnected developmental outcomes. This study addresses these shortcomings by examining scouting activities as a comprehensive character-building mechanism that shapes both affective and behavioral dimensions of student development. Particular attention is given to the relationship between emotional intelligence and discipline, as well as to the educational experiences that facilitate their formation within scouting contexts.

This study aims to investigate the role of scouting extracurricular activities in supporting the development of emotional intelligence and disciplinary character among junior high school students. The research further seeks to analyze the relationship between students' emotional intelligence and their disciplinary behavior while identifying scouting activities that contribute most significantly to character formation. In addition, the study explores supporting and inhibiting factors that influence the implementation of scouting programs in schools. By integrating these dimensions into a single analytical framework, the research contributes theoretically to contemporary discussions on the relationship between socio-emotional development and character education within extracurricular learning environments. Methodologically, the study offers a more holistic approach to examining scouting as an educational intervention by connecting program activities, developmental processes, contextual factors, and student outcomes within a unified model of adolescent character development.

RESEARCH METHODS

This study employed a qualitative non-empirical approach using a literature review design to examine the role of scouting extracurricular activities in developing emotional intelligence and discipline among junior high school students. The study relied exclusively on secondary data derived from scholarly publications, including journal articles, conference proceedings, academic books, and relevant educational reports discussing scouting education, character development, emotional intelligence, and student discipline. The sources were selected through purposive criteria, namely relevance to the research objectives, publication in reputable academic outlets, and substantive discussion of scouting activities or socio-emotional development in educational settings. The analytical framework was guided by contemporary perspectives on character education and social-emotional learning, enabling the integration of findings from diverse studies into a coherent conceptual understanding of the relationship between scouting participation, emotional intelligence, and disciplinary behavior (Munadi, 2023; Maftuh et al., 2023).

The data analysis process consisted of systematic identification, classification, interpretation, and synthesis of the selected literature. Relevant findings were coded according to key themes, including emotional intelligence development, disciplinary character formation, educational values of scouting activities, and factors influencing program effectiveness. A thematic analysis approach was applied to identify recurring patterns, conceptual relationships, and gaps within the existing literature, allowing the development of a comprehensive interpretation of scouting as a character-building educational environment. To ensure methodological rigor, the study employed source triangulation through the comparison of findings from multiple scholarly works and maintained analytical consistency by using predefined thematic categories throughout the review process. This procedure enhanced the credibility, dependability, and transparency of the study while ensuring alignment between the research objectives and the analytical outcomes (Choiri, 2026).

RESULTS AND DISCUSSION

Scouting Extracurricular Activities as a Character-Based Learning Environment

The thematic analysis of the literature reveals that scouting extracurricular activities occupy a strategic position within contemporary educational practice because they provide a learning environment that integrates cognitive, social, emotional, and behavioral development. Contemporary pedagogy increasingly recognizes that educational success cannot be measured solely through academic achievement, as students are also expected to develop interpersonal competencies, ethical awareness, and self-regulatory capacities. Within this broader perspective, extracurricular activities serve as complementary educational spaces where students encounter authentic experiences that extend beyond the formal curriculum. Scouting activities are particularly significant because they are designed around experiential learning principles that encourage active participation, collective responsibility, and practical problem-solving. Students are not merely recipients of information but become active participants who learn through direct engagement with tasks, challenges, and social interactions. This educational orientation aligns with current views that meaningful learning emerges when learners are able to connect knowledge, values, and behavior within real-life situations. Research on secondary education has emphasized that extracurricular participation contributes substantially to holistic student development because it provides learning opportunities that are often unavailable within conventional classroom settings (Munadi, 2023).

A prominent finding identified across the reviewed studies concerns the close relationship between scouting education and character formation. Character education within scouting is not delivered primarily through theoretical explanations or moral lectures but through structured experiences that require students to practice desirable values repeatedly. Activities such as teamwork exercises, leadership assignments, community service, and outdoor challenges expose students to situations where responsibility, honesty, cooperation, and respect become necessary components of successful participation. Through continuous engagement in such activities, values gradually shift from external expectations into internalized behavioral dispositions. This process reflects the educational assumption that character is developed through habituation rather than through cognitive understanding alone. The conceptual review conducted by Maftuh et al. (2023) highlights that scouting and character education share similar foundations because both prioritize value internalization through experience, reflection, and social interaction. Character development therefore emerges as an ongoing process supported by participation in meaningful educational activities rather than as a static outcome achieved through isolated interventions.

The literature further demonstrates that scouting activities contribute to the development of various soft skills that have become increasingly important in twenty-first-century education. Educational systems across different contexts now emphasize competencies such as communication, collaboration, adaptability, and leadership because these capacities influence students' long-term academic, social, and professional success. Scouting provides a practical environment in which these competencies can be cultivated through direct interaction and collaborative problem-solving. Students are regularly required to communicate ideas, coordinate actions, negotiate responsibilities, and respond to challenges collectively. Such experiences strengthen not only technical skills but also interpersonal competencies that support effective participation in social environments. Studies examining extracurricular education indicate that sustained participation in organized activities contributes significantly to the development of students' soft skills because learning occurs through authentic engagement rather than simulated exercises (Choiri, 2026). These findings suggest that scouting functions as an important mechanism for preparing students to navigate increasingly complex social and educational contexts.

Another recurring theme concerns the contribution of scouting activities to the development of independence and personal responsibility. Adolescence represents a critical stage during which students begin to assume greater responsibility for their decisions, behaviors, and relationships. Educational environments that encourage autonomy while maintaining appropriate guidance can therefore play an important role in supporting healthy development. Scouting activities frequently require participants to organize tasks, manage time effectively, complete responsibilities, and contribute actively to group objectives. Such expectations encourage students to develop self-reliance while remaining accountable to collective goals. Research examining the educational outcomes of scouting participation indicates that students often demonstrate stronger independent behavior and greater responsibility after engaging in scouting programs over extended periods (Fadil & Umah, 2024). The development of these qualities is particularly relevant because independence and responsibility constitute foundational elements of both emotional maturity and disciplinary behavior.

The social dimension of scouting education also emerges as a significant factor in student development. Unlike many formal learning activities that emphasize individual achievement, scouting frequently relies upon collective participation and mutual cooperation. Students are expected to work with peers from diverse backgrounds, contribute to shared objectives, and resolve interpersonal challenges through communication and collaboration. These experiences expose learners to perspectives different from their own while encouraging the development of

empathy and social awareness. Social interaction within scouting settings creates opportunities for students to understand the consequences of their actions on others and to recognize the importance of collective responsibility. Research investigating scouting implementation has demonstrated that participation contributes positively to the cultivation of caring attitudes, cooperation, and social responsibility among students (Saripuddin et al., 2024). Such findings suggest that the educational value of scouting extends beyond individual development to include the strengthening of social and communal competencies.

The literature also identifies leadership development as one of the most distinctive outcomes associated with scouting participation. Leadership within scouting is not restricted to formal positions of authority but is cultivated through opportunities to organize activities, coordinate peers, make decisions, and assume responsibility for group outcomes. These experiences encourage students to develop confidence, initiative, and accountability while learning to balance personal interests with collective needs. Leadership development is particularly important during adolescence because it contributes to identity formation and self-efficacy. Educational experiences that allow students to exercise leadership in authentic situations can strengthen their capacity to influence others positively and manage challenges effectively. Previous studies have emphasized that scouting activities provide a practical framework through which leadership competencies can be developed gradually and systematically (Muhyi, 2025). Leadership in this context is understood not merely as a positional role but as a developmental process that supports broader character formation.

The synthesis of the reviewed literature ultimately positions scouting extracurricular activities as a multidimensional educational environment capable of supporting comprehensive student development. The educational impact of scouting arises from the interaction of experiential learning, social participation, leadership training, responsibility, and value internalization, all of which contribute to the formation of positive behavioral dispositions. Rather than functioning solely as a supplementary school activity, scouting operates as a pedagogical space where students repeatedly encounter opportunities to translate values into action. The consistency of findings across previous studies suggests that scouting possesses considerable potential to strengthen both personal and social competencies among junior high school students. Such characteristics are particularly relevant within contemporary educational contexts that increasingly prioritize holistic development alongside academic achievement. The conceptual foundations identified in this review provide an important basis for understanding why scouting activities are frequently associated with positive developmental outcomes. More specifically, they establish the theoretical context for examining how participation in scouting contributes to the development of emotional intelligence and discipline, which represent the central focus of the present study.

Scouting Activities and the Development of Emotional Intelligence among Junior High School Students

The literature review reveals that emotional intelligence represents one of the most important dimensions of adolescent development because it influences how students understand themselves, regulate emotions, interact with others, and respond to challenges within their social environments. Contemporary educational perspectives increasingly acknowledge that academic achievement alone is insufficient to prepare students for the complexities of modern life. Students are also required to develop emotional competencies that enable them to build positive relationships, resolve conflicts constructively, and adapt to changing circumstances. Emotional intelligence is therefore regarded as a fundamental component of holistic education because it contributes to both personal well-being and social effectiveness. Within the context of junior high school education, emotional intelligence becomes particularly significant because adolescence is characterized by rapid emotional,

psychological, and social changes. Research has demonstrated that students with stronger emotional intelligence tend to exhibit more positive social behavior and greater adaptability in educational settings (Ernawati, 2025). These observations suggest that schools must provide learning environments capable of supporting emotional development alongside academic learning.

The reviewed studies indicate that scouting activities create conditions that facilitate the development of emotional intelligence through direct social engagement and experiential learning. Unlike conventional classroom environments, scouting activities frequently place students in situations that require cooperation, communication, and collective problem-solving. Such experiences encourage participants to recognize their own emotional responses while simultaneously considering the perspectives and feelings of others. Emotional learning in scouting emerges naturally through participation in shared activities rather than through formal instruction on emotional concepts. Students learn to manage frustration during challenging tasks, demonstrate empathy toward peers, and maintain constructive interactions despite differences in opinion or ability. These processes contribute to the gradual development of emotional awareness and emotional regulation. The relationship between extracurricular participation and emotional intelligence has been highlighted in previous studies that identify social engagement as a critical factor supporting emotional growth among students (Konadi et al., 2026).

One important aspect identified in the literature concerns the role of scouting activities in developing self-awareness and self-regulation. Emotional intelligence begins with the capacity to recognize personal emotions and understand how those emotions influence behavior. Scouting activities often require students to evaluate their strengths, limitations, reactions, and responsibilities while participating in group-based tasks. Through repeated exposure to situations involving success, failure, leadership, and cooperation, students become more aware of their emotional responses and behavioral tendencies. This awareness enables them to make more deliberate decisions regarding how they respond to challenges and interpersonal situations. The process of emotional self-regulation is particularly important during adolescence because students frequently encounter situations that require patience, resilience, and emotional control. Educational experiences that support these competencies can contribute significantly to long-term personal development (Wildayanti, 2019).

Another recurring finding concerns the contribution of scouting activities to the development of empathy and social awareness. Empathy enables individuals to understand and appreciate the experiences, feelings, and perspectives of others, thereby facilitating positive social relationships. Many scouting activities are intentionally organized around teamwork and collective achievement, creating opportunities for students to interact closely with peers in diverse situations. These interactions encourage participants to listen actively, appreciate differences, and provide support to fellow group members when difficulties arise. Social awareness develops as students become increasingly capable of recognizing how their behavior influences the experiences of others within a group setting. Research examining emotional intelligence in educational contexts has consistently shown that empathy and social awareness are closely associated with positive interpersonal relationships and constructive social behavior (Saputra et al., 2024). Such competencies are particularly valuable within school environments where cooperation and mutual respect contribute to positive learning experiences.

The literature also highlights the relationship between scouting participation and leadership development through emotional competencies. Effective leadership requires more than organizational skills or authority; it also depends upon emotional awareness, interpersonal sensitivity, and the ability to manage relationships constructively. Within scouting environments, students are frequently given opportunities to lead teams, coordinate activities, and make decisions affecting collective outcomes. These experiences require participants to

understand group dynamics, respond appropriately to interpersonal challenges, and maintain positive communication with peers. Leadership experiences therefore function as opportunities for emotional learning because students must balance personal emotions with collective responsibilities. Research focusing on scouting activities has identified emotional intelligence as a key factor supporting the development of leadership qualities among students (Dewi & Fachradilla, 2024). The cultivation of leadership and emotional intelligence can therefore be understood as mutually reinforcing developmental processes.

The findings further suggest that emotional intelligence development within scouting activities occurs through sustained participation rather than through isolated experiences. Emotional competencies require repeated opportunities for practice, reflection, and adaptation before they become integrated into everyday behavior. Scouting programs typically involve continuous engagement across multiple activities, enabling students to encounter diverse emotional and social situations over extended periods. This continuity allows participants to refine emotional skills progressively while receiving feedback from peers and mentors. Emotional development in this context is not viewed as an immediate outcome but as a gradual process shaped by consistent interaction with supportive educational environments. Studies examining the broader educational value of scouting have emphasized that long-term participation contributes to personal growth because learning occurs through cumulative experiences rather than through single interventions (Daraghma, 2026). Such findings highlight the importance of sustained engagement in fostering meaningful emotional development.

The synthesis of the reviewed literature demonstrates that scouting activities provide a valuable context for the development of emotional intelligence among junior high school students. Through experiential learning, social interaction, teamwork, leadership opportunities, and reflective participation, students acquire competencies related to self-awareness, emotional regulation, empathy, and interpersonal effectiveness. These competencies contribute not only to personal well-being but also to students' ability to function successfully within educational and social environments. The evidence suggests that emotional intelligence should not be understood as an isolated psychological attribute but as a developmental outcome shaped by participation in meaningful social experiences. Scouting activities offer a particularly suitable environment for this process because they combine structured learning objectives with authentic interpersonal engagement. The emotional competencies developed through scouting participation also provide an important foundation for the formation of disciplinary behavior, as the ability to regulate emotions and manage social relationships frequently influences students' willingness and capacity to comply with rules, responsibilities, and social expectations.

Scouting Activities, Discipline Formation, and Holistic Student Development

The literature synthesis indicates that discipline represents one of the most consistently reported outcomes of participation in scouting extracurricular activities. Within educational settings, discipline is commonly understood as an individual's capacity to regulate behavior, comply with established rules, fulfill responsibilities, and maintain consistency in carrying out obligations. Contemporary educational perspectives increasingly view discipline not merely as obedience to authority but as a form of self-regulation that enables students to manage their actions independently. This perspective shifts the focus from external control toward the development of internal responsibility and behavioral awareness. Scouting activities contribute to this process by exposing students to structured routines, collective responsibilities, and clearly defined expectations that must be fulfilled throughout participation. Students become accustomed to managing time, completing assigned tasks, adhering to schedules, and respecting organizational procedures. Previous studies have identified discipline as one of the

primary character outcomes associated with sustained participation in scouting programs (Syafiudin & Purwono, 2022).

The relationship between emotional intelligence and discipline emerged as a significant theme throughout the reviewed literature. Students who possess stronger emotional regulation skills are generally better equipped to control impulses, manage frustration, and make decisions consistent with established rules and expectations. Emotional intelligence contributes to discipline because self-awareness enables students to recognize emotional triggers, while self-regulation allows them to respond appropriately rather than react impulsively. This relationship suggests that discipline should not be understood solely as behavioral compliance but also as a manifestation of emotional maturity. Adolescents who can manage emotions effectively are more likely to demonstrate responsibility, persistence, and consistency in their actions. Research examining emotional intelligence in educational contexts has shown that emotional competencies influence students' social behavior and their capacity to adapt to institutional expectations (Ernawati, 2025). The development of discipline and emotional intelligence therefore appears to occur through interconnected developmental processes rather than through separate educational pathways.

The literature further indicates that specific scouting activities play an important role in facilitating disciplinary character formation. Activities such as regular assemblies, leadership exercises, group assignments, outdoor training, and camping programs require participants to follow established procedures while fulfilling collective responsibilities. These activities create situations in which discipline becomes a practical necessity rather than an abstract expectation. Students learn that the success of group activities depends upon punctuality, responsibility, cooperation, and adherence to agreed rules. Through repeated participation, these behavioral expectations gradually become internalized and incorporated into everyday conduct. Research examining the influence of scouting activities on disciplinary character has consistently reported positive outcomes associated with students' participation in structured scouting programs (Natalia et al., 2025). Such findings suggest that discipline develops most effectively when students repeatedly practice responsible behavior within meaningful social contexts.

The effectiveness of discipline formation through scouting is also influenced by organizational and environmental factors. Educational outcomes are more likely to emerge when scouting programs are supported by effective management, committed instructors, adequate facilities, and institutional encouragement. The literature emphasizes that successful scouting programs require more than well-designed activities; they also depend upon educational environments that consistently reinforce desired values and behaviors. School support contributes to program sustainability, while competent scout leaders facilitate meaningful learning experiences that connect activities with broader developmental objectives. Research on scouting-based educational management highlights that organizational quality significantly influences the extent to which discipline and character values are successfully cultivated among students (Patimah & Suherman, 2025). Effective implementation therefore becomes a critical factor determining the educational impact of scouting participation.

In contrast, several studies identify obstacles that may limit the effectiveness of scouting activities in supporting student development. Limited facilities, insufficient funding, scheduling conflicts, low student motivation, and inadequate program management frequently emerge as barriers affecting program implementation. Some schools encounter difficulties in maintaining student participation because academic demands reduce the time available for extracurricular engagement. Other institutions face challenges related to resource availability and the recruitment of qualified scout instructors. These limitations do not negate the educational value of scouting but suggest that developmental outcomes may vary according to contextual conditions. The literature therefore indicates that the success of scouting programs

depends upon both pedagogical quality and institutional support structures that enable meaningful participation.

Table 1. Supporting Factors, Challenges, and Developmental Impacts of Scouting Activities

Category	Key Findings
Supporting Factors	School support, competent scout leaders, adequate facilities, student motivation, collaborative learning climate
Challenges	Limited resources, time constraints, inconsistent participation, funding limitations, management difficulties
Emotional Outcomes	Improved self-awareness, emotional regulation, empathy, interpersonal competence
Disciplinary Outcomes	Responsibility, punctuality, rule compliance, self-control, accountability
Broader Developmental Outcomes	Leadership, independence, social responsibility, nationalism, non-academic achievement

The information presented in table 1 illustrates that the educational impact of scouting activities is influenced by the interaction between contextual conditions and program implementation. Positive outcomes become more likely when institutional support and student engagement are sufficiently strong to sustain meaningful participation. At the same time, barriers related to resources and management can reduce the effectiveness of developmental processes. These findings reinforce the importance of viewing scouting not simply as an extracurricular activity but as a complex educational system whose outcomes depend upon multiple interconnected factors.

Beyond discipline formation, the reviewed literature consistently highlights broader developmental benefits associated with scouting participation. Students who actively engage in scouting activities frequently demonstrate stronger leadership capacities, greater independence, enhanced social responsibility, and improved non-academic achievement. Several studies also emphasize the contribution of scouting to the development of civic awareness, nationalism, and positive attitudes toward community participation (Amirullah et al., 2025; Muhyi, 2025). These outcomes suggest that the educational value of scouting extends beyond individual behavioral improvement and contributes to the formation of socially responsible citizens. Research examining student character development similarly indicates that scouting participation supports the cultivation of values that remain relevant across educational, social, and civic contexts (Yusdinar & Manik, 2023). The synthesis of the literature therefore positions scouting extracurricular activities as an important pedagogical mechanism through which emotional intelligence, discipline, and broader dimensions of adolescent development can be strengthened simultaneously.

CONCLUSION

This literature review demonstrates that scouting extracurricular activities play a substantial role in supporting the development of emotional intelligence and disciplinary character among junior high school students. The synthesis of previous studies indicates that scouting functions as a character-based learning environment where students engage in experiential learning processes that integrate social, emotional, and behavioral development. Through activities such as teamwork, leadership training, problem-solving tasks, community-oriented programs, and outdoor learning experiences, students are encouraged to develop self-awareness, emotional regulation, empathy, cooperation, and responsibility. These competencies are cultivated not through theoretical instruction alone but through repeated

participation in meaningful activities that require students to apply values in authentic situations. The findings also reveal that emotional intelligence and discipline are closely interconnected dimensions of adolescent development, as students who are capable of understanding and managing their emotions tend to demonstrate stronger self-control, accountability, punctuality, and compliance with established rules. In this regard, scouting activities provide a practical educational context in which socio-emotional competencies and disciplinary behaviors can be developed simultaneously, supporting the broader objective of holistic education within contemporary pedagogical frameworks.

The review further highlights that the effectiveness of scouting activities is shaped by multiple supporting and constraining factors. Institutional commitment, competent scout leaders, adequate facilities, parental support, and active student engagement contribute significantly to the successful implementation of scouting programs and the achievement of their educational objectives. At the same time, challenges such as limited resources, insufficient funding, time constraints, and varying levels of student participation may influence the extent to which developmental outcomes are achieved. Despite these limitations, the literature consistently emphasizes the positive contribution of scouting activities to broader aspects of student growth, including leadership development, independence, social responsibility, civic awareness, interpersonal competence, and non-academic achievement. The findings therefore position scouting not merely as a complementary extracurricular activity but as an important educational platform capable of strengthening character formation and socio-emotional learning. Strengthening the quality, sustainability, and educational orientation of scouting programs may provide schools with an effective strategy for fostering emotionally intelligent, disciplined, responsible, and socially engaged adolescents who are better prepared to navigate both academic and societal challenges.

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