

## **From Planning to Reality: Managing Scout Extracurriculars – a Case Study**

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**Abstract:** This research aims to analyze and describe the management of Scout extracurricular activities at SDIT Al-Mumtaz Pontianak, focusing on the aspects of planning, organizing, implementing, and supervising. The method employed is a case study approach within the qualitative research paradigm as proposed by Spradley. Data collection techniques encompass structured interviews, participatory observation, and documentary analysis. The findings indicate that the management of Scout extracurricular activities at Gudep 05.047-05.048 Umar bin Abdul Aziz Fatimah Az-Zahra Pangkalan SDIT Al-Mumtaz Pontianak can be outlined as follows: (1) Planning, involving mentor meetings at the beginning of each academic year to discuss activity plans; (2) Organization, where the Front Cluster leadership is held by Kamabigus, overseeing the male and female Gudep mentor leaders; (3) Implementation: Overall, the execution of Scout activities at SDIT Al-Mumtaz Pontianak reflects a unique approach and a strong commitment to Islamic values; (4) Supervision, carried out collaboratively by several parties, including mentors, coordinators, and the Deputy Head of Student Affairs.

**Keywords:** Management, Extracurricular, Scout, SDIT, Al-Mumtaz

### **INTRODUCTION**

In the era of the 4.0 industrial revolution, the presence of a strong identity becomes crucial to shield the nation's youth from doubt and the potential erosion of their sense of self, which could ultimately lead to national disintegration. Educational institutions, including schools, hold a strategic position in shaping individuals who not only possess a strong identity but also understand and appreciate local wisdom (Imron et al., 2023). Therefore, it is necessary to have student management capable of instilling these values, aiming to revitalize and actualize the nation's identity to confront the significant challenges posed by the increasingly dominant phenomenon of globalization.

Within the dimension of school-based management, student-centered school-based management occupies a highly important place, as the central educational service in schools is directed towards the students (Imron, 2015). This signifies that student management is a key

aspect in ensuring the effectiveness of the learning process. One effort to enhance the learning experience is through extracurricular activities, as they not only expand students' knowledge beyond the academic scope but also provide opportunities for them to develop social, leadership, and talents that may not be tapped into in classroom learning. Thus, integrated management of extracurricular activities with student management can enrich students' learning experiences comprehensively. Extracurricular activities are usually organized in educational units to provide services to students in developing their abilities beyond the academic field.

One extracurricular activity that holds high educational value is the Scout activity. Based on research conducted by (Mislia et al., 2016), it is known that scout skills such as knot tying, first aid, deciphering, camping, marching, navigation, and mapping can shape students' character. According to (Bafadal, 2015), the cultivation of moral values through extracurricular scout learning activities is very effective in nurturing students' character. Through the Scout Movement's Front Group, activities can be organized or based in 154 schools, where students are nurtured to practice ten virtues (Dasa Dharma), namely (1) devotion to the One and Only God, (2) Love for nature and compassion for fellow humans, (3) being a polite and chivalrous patriot, (4) obedience and a penchant for consultation, (5) willingly helping and being steadfast, (6) diligent, skillful, and joyful, (7) thrifty, meticulous, and unpretentious, (8) disciplined, courageous, and loyal, (9) responsible and trustworthy, and (10) pure in thought, speech, and deed.

SDIT Al-Mumtaz Pontianak, as an Islamic-based educational institution, has a strong commitment to conducting Scout activities as an integral part of character education for its students. Through Ministerial Regulation no. 63 of 2014, character education in schools will be strengthened. Previously, scout activities were only considered as regular extracurricular activities and could be removed from the school program and not included in the curriculum. With the issuance of this regulation, scout extracurricular activities become mandatory in every school. For schools that have adopted the 2013 curriculum, scouting has been integrated into the subjects with an allocation of 2 hours per week. Therefore, in this study, the researcher intends to conduct an in-depth analysis of the management of Scout extracurricular activities at SDIT Al-Mumtaz Pontianak to ensure that this activity is managed effectively and can contribute positively to the formation of students' character.

As the foundation of the scientific novelty of this research, it is important to revisit previous literature studies related to the management of Scout extracurricular activities. Previous studies have provided valuable insights into various aspects of extracurricular activity management, including planning, organizing, implementing, and supervising.

However, recent research has not fully comprehensively revealed how the management of Scout extracurricular activities is implemented at the elementary school level, especially in the environment of SDIT Al-Mumtaz Pontianak.

This research aims to contribute to the education literature by providing a deep understanding of the practice of managing Scout extracurricular activities at SDIT Al-Mumtaz Pontianak. The focus of the analysis is centered on the aspects of planning, organizing, implementing, and supervising, each of which has significant implications for the effectiveness and efficiency of Scout activities. The research problem in this study is 'How is the management of Scout extracurricular activities implemented in terms of planning, organizing, implementing, and supervising at SDIT Al-Mumtaz Pontianak?' By focusing on these four stages of management, it is expected that this research can provide a clear picture of existing practices and offer recommendations to enhance the effectiveness of Scout activities. The objective of this research is to analyze and describe the management of Scout extracurricular activities at SDIT Al-Mumtaz Pontianak, with a focus on the aspects of planning, organizing, implementing, and supervising. Through this analysis, it is hoped that potential improvements and developments in the implementation of Scout activities in this school can be identified, contributing positively to the character development of the students."

#### **METHOD**

This research employs a case study approach with a qualitative research design, in accordance with the methodology proposed by Spradley. The case study approach allows the researcher to delve deeply into the specific context of Scout extracurricular activity management at SDIT Al-Mumtaz Pontianak, while Spradley's qualitative approach provides a robust theoretical framework for analyzing and interpreting qualitative data. Spradley (1980) divides data analysis in qualitative research based on stages within the qualitative research process. This activity begins with identifying a key informant, an authoritative and trusted source capable of providing access to the research subject. Subsequently, the researcher conducts interviews. Following this, the researcher focuses on the research subject, initiating with descriptive questions, followed by an analysis of the interviews (Sugiyono, 2014).

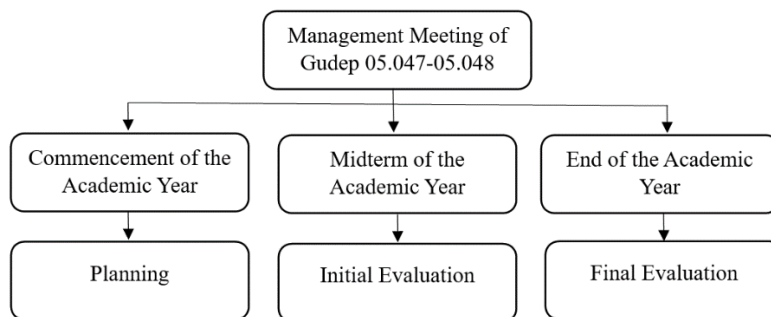
The design of this research will involve data collection through structured interviews, participatory observation, and documentary studies related to student management. Triangulation approach will be employed to ensure the validity and reliability of the data. For data collection techniques, the researcher will undertake: (1) structured interviews, as they allow the researcher to obtain in-depth and structured information regarding student management in the school under study, (2) Participatory Observation: The researcher will observe the Scout extracurricular activities at SDIT Al-Mumtaz. This will provide direct

insight into how student management is implemented in real-life contexts. According to Spradley, researchers utilizing participatory observation should possess: dual purpose, explicit awareness, a wide-angle lens, the insider or outsider experience introspection, and record keeping, and (3) Document Analysis: Documents pertaining to policies and procedures of student management will be analyzed to gain a more comprehensive understanding of the management system within the school.

## RESULTS

### Planning of Scout Extracurricular Activities at SDIT Al-Mumtaz Pontianak

The planning of Scout extracurricular activities in Gudep 05.047-05.048 Umar bin Abdul Aziz Fatimah Az-Zahra Pangkalan SDIT Al-Mumtaz is conducted at the beginning of each academic year. This is achieved through mentor meetings discussing the activity plans for the upcoming semester. Within these plans, character values are integrated into every Scout activity, providing an opportunity to strengthen students' character. Throughout the academic year, SDIT Al-Mumtaz holds three Gudep meetings: (1) a meeting to discuss the planning of Scout extracurricular activities, conducted at the start of the new academic year, (2) a mid-term evaluation, carried out in the middle of the academic year, and (3) a final evaluation, regularly conducted at the end of each academic year. The research findings regarding the implementation of Gudep 05.047-05.048 meetings at SDIT Al-Mumtaz are illustrated in Figure 1.



**Figure 1. Management Meeting of Gudep 05.047-05.048**

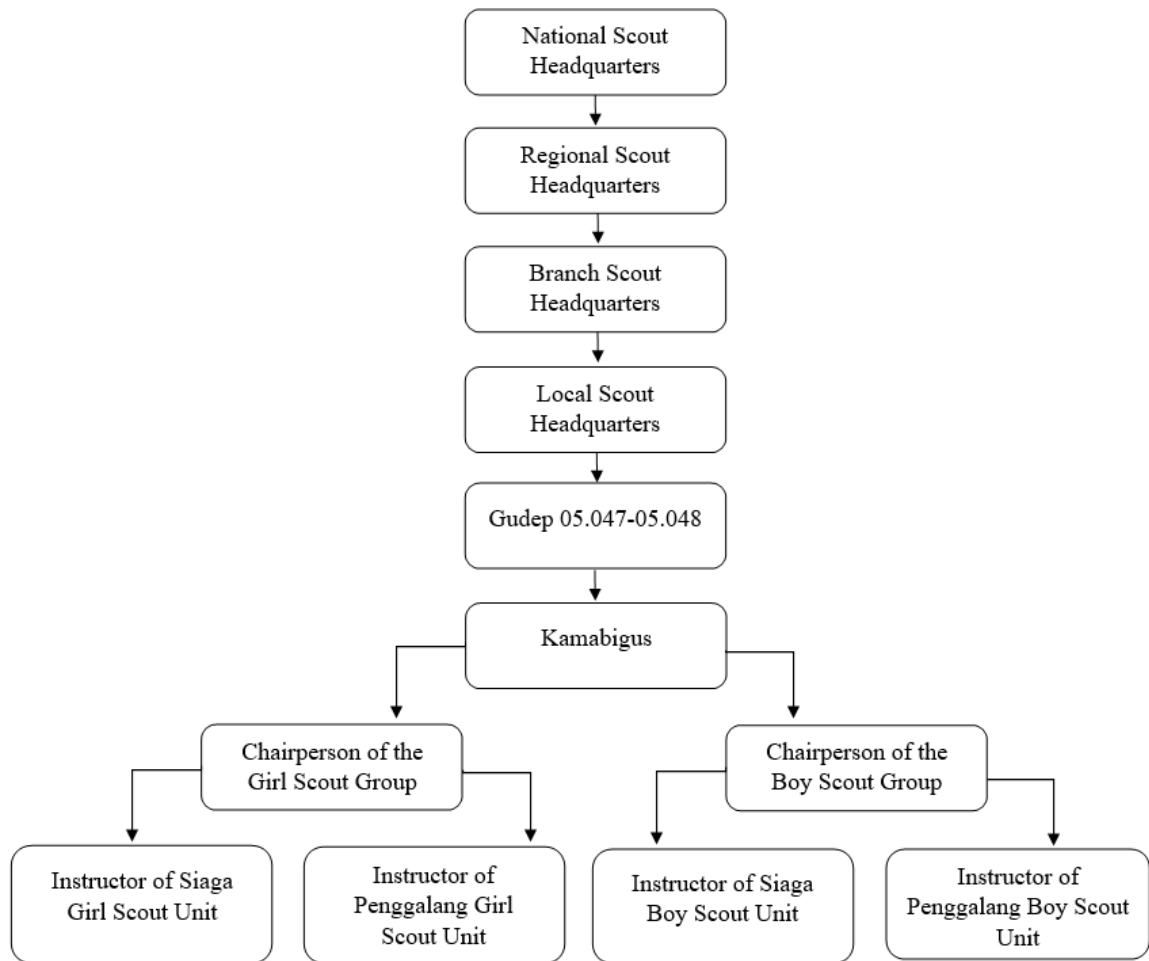
The planning of Scout extracurricular activities at SDIT Al-Mumtaz involves all Scout mentors from each level, along with the Scout coordinator and the vice principal for student affairs. They collaborate to design a comprehensive activity plan that encompasses activities such as camping, regular scout training, and community social projects. Additionally, in this planning process, character values take center stage. The mentors strive to effectively integrate these values into every Scout activity, providing opportunities for students to develop positive

character traits. Evaluation of the success of previous activities is also conducted to identify areas for improvement in the upcoming semester. Furthermore, these meetings are held to discuss and design the plan for the next semester, taking into consideration the goals of character education, resource availability, as well as the interests and preferences of the students.

Based on the research findings, it is revealed that the determination of the objectives of Gudep 05.047-05.048 Scout activities at SDIT Al-Mumtaz is based on several aspects, including: (1) the JSIT Graduation Competency Standards, (2) General Proficiency Requirements, and (3) alignment with the Vision and Mission of SDIT Al-Mumtaz Pontianak. In the implementation of Scout activities to achieve the established objectives, SDIT Al-Mumtaz employs various approaches, such as selecting themes relevant to the character values intended to be internalized through Scout activities, creating schedules, and developing materials and methods for character value internalization. These steps are designed to ensure that every Scout activity provides an opportunity to attain the set objectives.

#### **The Organization of Scout Extracurricular Activities at SDIT Al-Mumtaz Pontianak**

Based on the research findings at SDIT Al-Mumtaz Pontianak regarding the organization of Scout extracurricular activities, it is known that under the national scout organization (kartir nasional), there exists a regional scout organization (kartir daerah), which then oversees branch scout organizations (kartir cabang), and these, in turn, oversee sub-branch scout organizations (kartir ranting). The sub-branch scout organizations oversee the Scout Groups 05.047-05.048 Umar bin Abdul Aziz Fatimah Az-Zahra, located at the base of SDIT Al-Mumtaz. The Scout Groups 05.047-05.048 are led by Kamabigus. Kamabigus oversees the male Scout Group leader and the female Scout Group leader. The Scout Group leaders, in turn, oversee the leaders of the Pengalang unit and the leaders of the Siaga unit. The research findings regarding the organizational structure of Gudep 05.047-05.048 at SDIT Al-Mumtaz are illustrated in Figure 2.



**Figure 2. The Organizational Structure of Gudep 05.047-05.048**

The "Mabi" or Front Group Supervisory Council 05.047-05.048 is chaired by the Kamabigus, who serves as the head of SDIT Al-Mumtaz Pontianak. The Front Group supervisory council is composed of members typically appointed from the foundation, local residents within the school's vicinity, or community figures surrounding the school. The Mabi's duty is to provide guidance and instruction to Scout members in carrying out Scout activities in accordance with the principles and objectives of Scouting.

As previously elucidated by the researcher, beneath the Mabi, there exists the Head Supervisor of the front group who oversees (1) assistant supervisors and (2) unit supervisors (aligned with the educational levels of the participants). The responsible figures for participants in levels 1-4 are the Siaga unit supervisors, while for participants in level 5, it is the Penggalang unit supervisor. Typically, two unit supervisors bear the responsibility of educating one level (class), which is then further divided into several subgroups, subsequently forming a cluster of subgroups overseen by a unit supervisor. In general, a unit supervisor is responsible for 3-4 subgroups. During scout activities, unit supervisors are addressed as

"Yanda" and "Bunda" by Siaga unit participants, and as "Kakak" by Penggalang unit participants. Unit supervisors have assistant supervisors tasked with aiding in all aspects of scout activity implementation, commonly referred to as "Pak Cik" and "Mak Cik". The management of scout extracurricular activities in Gudep 05.047-05.048 SDIT Al-Mumtaz can be observed in Figure 3.



**Figure 3. The Management Committee of Gudep 05.047-05.048**

#### **The implementation of scout extracurricular activities at SDIT Al-Mumtaz Pontianak**

The scouting extracurricular activities at SDIT Al-Mumtaz Pontianak are unique in that they differ from the conventional scout activities typically conducted outside of regular class hours. However, SDIT Al-Mumtaz Pontianak implements scouting by making use of pre-allocated class hours. The purpose of conducting scout activities during these class hours is to ensure maximum participation from all students without disrupting the balance between academic and extracurricular pursuits. The execution of scout extracurricular activities in Gudep 05.048 Fatimah Az-Zahra Pangkalan at SDIT Al-Mumtaz can be observed in Figure 4.



**Figure 4. The Implementation of Scouting Activities in the Girl Siaga Unit**

The Scout extracurricular activities at SDIT Al-Mumtaz are conducted in accordance with the plan that was formulated at the beginning of the academic year. This plan serves as a crucial foundation for executing every Scout activity. The Scout leaders and organizers endeavor to ensure that each element of the plan is realized effectively. Gudep 05.047-05.048

Umar bin Abdul Aziz Fatimah Az-Zahra Pangkalan at SDIT Al-Mumtaz has several flagship programs, including (1) "Pesta Siaga," which is dedicated to participants in levels 1-4 of the Siaga unit, and (2) "Mumtaz Camp," a major camping program designed for participants in level 5 of the Penggalang unit, which lasts for two days. SDIT Al-Mumtaz has distinct programs compared to other schools, as it incorporates Islamic principles into every aspect of its activities. The camping activities at SDIT Al-Mumtaz are designed to ensure that students apply the values they have learned throughout their time at the school, including the emphasis on Islamic values in Scout activities at SDIT Al-Mumtaz. Despite participating in competitions, SDIT Al-Mumtaz still strives to compete with other schools. However, the primary focus remains on the core essence of Scouting, which is Islam. Scouting was founded on Islamic values, with a separation between the male and female units, and SDIT Al-Mumtaz endeavors to uphold this principle. The implementation of scout extracurricular activities in Gudep 05.047 Umar bin Abdul Aziz Pangkalan at SDIT Al-Mumtaz can be observed in Figure 5.

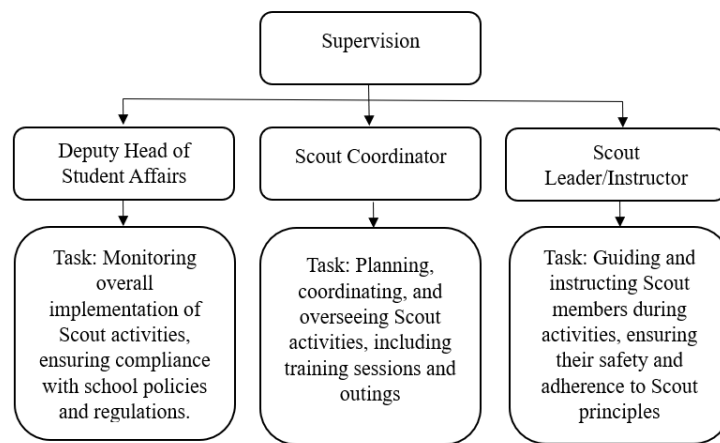


**Figure 5. The Implementation of Scouting Activities in the Boy Siaga Unit**

#### **Supervision of Scout extracurricular activities at SDIT Al-Mumtaz Pontianak**

The supervision of Scout extracurricular activities in Gudep 05.047-05.048 Umar bin Abdul Aziz Fatimah Az-Zahra Pangkalan at SDIT Al-Mumtaz is conducted collaboratively by several parties, namely, the supervisors, coordinator, and Vice Principal for Student Affairs. All three play significant roles in overseeing the activities. The Vice Principal for Student Affairs is tasked with monitoring the overall implementation of Scout activities, ensuring compliance with school policies and regulations. The Scout coordinator is responsible for coordinating and supervising Scout activities, including training sessions and outdoor events. The role of the Scout supervisors is to guide and instruct Scout members during activities, ensuring their safety and adherence to Scout principles. The research findings on the supervision of Scout extracurricular activities in Gudep 05.047-05.048 SDIT Al-Mumtaz are illustrated by the researcher as shown in Figure 6.





**Figure 6. Supervision**

The supervision process of Scout extracurricular activities at SDIT Al-Mumtaz is carried out by ensuring the alignment between what was initially planned at the beginning of the semester in the syllabus and the actual implementation in the field. Subsequently, the results of this supervision serve as the primary guide for identifying potential improvements. In cases where disparities or gaps are found between the planning and execution, the Scout organizers of Gudep 05.047-05.048 at SDIT Al-Mumtaz make efforts to adjust both the plan and execution to align with the established objectives.

## **DISCUSSION**

### **Planning of Scout Extracurricular Activities at SDIT Al-Mumtaz Pontianak**

Based on the findings presented by the researcher, it can be ascertained that the planning of Scout extracurricular activities in Gudep 05.047-05.048 at SDIT Al-Mumtaz follows a structured series of steps. Initially, a meeting is conducted at the beginning of the academic year where supervisors discuss the activity plan for one semester. Within this plan, there is an integration of character values in each scout activity, ensuring that each activity serves as a golden opportunity to strengthen students' character. This aligns with the research conducted by (Jannah et al., 2023), where it was found that SD Plus Bakti Nusantara 666 also conducts extracurricular scout planning at the beginning of each new year.

There are three Gudep meetings held in one academic year, namely the initial planning meeting, mid-term evaluation, and final evaluation. Each meeting has its own objectives and focus, proving the presence of a structured approach in the planning of scout extracurricular activities. All scout supervisors from various levels, as well as the scout coordinator and the Vice Principal for Student Affairs, are involved in this planning process. They collaborate to design a comprehensive activity plan, encompassing activities such as camping, regular scout training, and social projects within the community. Moreover, character values are also the

primary focus in the planning of scout extracurricular activities at SDIT Al-Mumtaz. The supervisors make efforts to integrate character values effectively into every scout activity, providing students with the opportunity to develop strong character traits. Evaluation of the success of previous activities is also part of this process, aimed at identifying areas for improvement in the next semester.

The research conducted by (Sulistiany et al., 2022) indicates that the planning and organization are crucial initial steps in achieving the program's goals and objectives. This includes the formation of character values expected in students after the implementation phase in the management process.

The research findings also indicate that the objectives of scout activities in Gudep 05.047-05.048 at SDIT Al-Mumtaz are based on the JSIT Graduate Competency Standards, General Proficiency Requirements, and are aligned with the Vision and Mission of SDIT Al-Mumtaz Pontianak. Various strategies are employed during activity implementation, including the selection of themes relevant to the character values to be instilled, scheduling, as well as the development of materials and methods for internalizing character values. These steps are designed to ensure that each scout activity is effective in achieving the established objectives.

In addition, according to the research conducted by (Putra & Ginanjar, 2021) and (Ariani, 2019), planning is a process related to anticipating future possibilities and designing suitable strategies and techniques to achieve organizational goals. This includes program work, activity schedules, and activity objective. Overall, the research emphasizes the significance of planning and organizing as essential steps in achieving educational and character development goals through scout extracurricular activities.

### **The organization of Scout extracurricular activities at SDIT Al-Mumtaz Pontianak**

The Organizing Process aims to break down a large activity into smaller tasks. Additionally, it facilitates managers in supervision and determining individuals needed to execute the assigned tasks (Harahap et al., 2017). A manager should implement the organizing process in accordance with the work plan or job instructions.

In the context of organizing Scout extracurricular activities at SDIT Al-Mumtaz Pontianak, research findings indicate a well-organized hierarchical structure. Starting from the national scout level to the local Gugus Depan 05.047-05.048 Umar bin Abdul Aziz Fatimah Az-Zahra at SDIT Al-Mumtaz, each level has its own roles and responsibilities. According to (Ratnawati, Imron, & Benty, 2018), an institution requires a solid organizational structure to ensure effective coordination, facilitating the planning process. Based on their research at SMPN 1 Bandung, Tulungagung, it is revealed that the organization of scout activities at

SMPN 1 Bandung is under the school's umbrella but also under the auspices of the local scout group (Ratnawati, Imron, & Benty, 2018).

In this study, it is noted that the leadership of Gugus Depan 05.047-05.048 is held by Kamabigus, overseeing the male and female Gudep scout leaders. These Gudep scout leaders, in turn, have responsibilities for guiding Pengalang and Siaga scout units. The Gudep Council is led by Kamabigus, who also serves as the head of SDIT Al-Mumtaz Pontianak. Council members come from various backgrounds, including the foundation, local community, and school staff. The primary function of the Council is to provide guidance to Scout members in conducting activities in line with the principles and objectives of Scouting.

Below the Council, there is a head scout leader responsible for assistant leaders and unit leaders. Assistant leaders assist in all aspects of implementing scout activities and are often referred to as "Pak Cik" and "Mak Cik." Additionally, unit leaders play a key role in educating participants according to their levels. Typically, two unit leaders are responsible for one level or class, dividing responsibilities among several barung (sub-groups). Each unit leader is responsible for 3-4 barung. Siaga unit participants generally address unit leaders as "Yanda" and "Bunda," while Pengalang unit participants refer to them as "Kakak".

These findings illustrate that the organization of scout activities at SDIT Al-Mumtaz Pontianak has a well-structured and clearly hierarchical system, ensuring that each level has specific roles in supporting the implementation of scout activities.

### **Implementation of Scout Extracurricular Activities at SDIT Al-Mumtaz Pontianak**

The implementation of activities is a core element of management, as it represents the realization of planned and organized activities (Dwi et al., 2019). Research findings indicate that the implementation of Scout activities at SDIT Al-Mumtaz Pontianak has unique characteristics. Unlike many schools, as revealed in a study by (Amalia & Salim, 2023), where Scout extracurricular activities at MTs Negeri 2 Cirebon are conducted outside regular class hours, specifically on Saturdays, SDIT Al-Mumtaz conducts Scout activities during regular class hours. This approach aims to ensure maximum participation from all students without disrupting the balance between academic and extracurricular activities. It provides an opportunity for every student to engage in Scout activities without sacrificing their study time.

In a study by (Meri et al., 2021), it is noted that the overall implementation of Scout extracurricular activities at SD Negeri 3 Rupit is generally good. However, there are discrepancies in the execution compared to the school's program plan, and routine training often experiences delays weekly. In contrast, the research shows that SDIT Al-Mumtaz Pontianak has a well-designed plan for Scout activities that serves as the foundation for each

activity. Scout leaders and organizers strive to ensure that every element of the plan is executed successfully, thus achieving the objectives of each activity.

Furthermore, SDIT Al-Mumtaz Pontianak has several flagship programs, such as Pesta Siaga and Mumtaz Camp. These programs are specifically designed according to the students' levels and reflect an integrated Islamic approach in Scout activities at the school. This demonstrates SDIT Al-Mumtaz's commitment to applying Islamic values in every aspect of their Scout activities. The school also makes efforts to compete with other schools in Scout competitions, prioritizing Islamic values that are at the core of Scouting, including the separation between male and female units.

Overall, the implementation of Scout activities at SDIT Al-Mumtaz Pontianak reflects a unique approach and strong commitment to Islamic values. By utilizing class hours, structuring well-planned activities, and integrating Islamic values, SDIT Al-Mumtaz provides a meaningful Scout experience for its students.

#### **Supervision of Scout Extracurricular Activities at SDIT Al-Mumtaz Pontianak**

The supervision of Scout extracurricular activities in Gudep 05.047-05.048 Umar bin Abdul Aziz Fatimah Az-Zahra at SDIT Al-Mumtaz is a collaborative process involving several key parties, namely the scout leaders, coordinator, and Vice Principal for Student Affairs. Each of these parties plays a crucial role in ensuring the smooth and successful implementation of Scout activities in this school. The Vice Principal for Student Affairs holds a very important role in overseeing Scout activities. Their tasks include comprehensive monitoring of the implementation of Scout activities and ensuring that all activities comply with school policies and regulations. In this role, the Vice Principal for Student Affairs ensures that Scout activities align with educational objectives and established norms. The Scout Coordinator is responsible for coordinating and supervising every aspect of Scout activities, including training and outdoor activities. This coordinator plays a crucial role in ensuring that all stages of Scout activities are carried out according to the plan and achieve predefined objectives. The role of the Scout leaders is also crucial in providing guidance and instructions to Scout members during activities. They are also responsible for ensuring participant safety and ensuring that activities align with Scout principles. With their guidance, students can experience deep learning and hone their skills in a safe and structured environment.

Based on research findings at SDIT Al-Mumtaz, it is evident that Scout activities are supervised by the Vice Principal for Student Affairs, the Scout Coordinator, and Scout leaders who coordinate with each other. In contrast, a study by (Meri et al., 2021) reveals that Scout activity supervision is carried out by Scout leaders and occasionally overseen by the school principal. Furthermore, in a study by (Ratnawati, Imron, Djum, et al., 2018), it is found that

Scout activity supervision at SMPN 1 Bandung is conducted directly, monitored by the school principal, Vice Principal for Student Affairs, Scout leaders, and trainers.

The supervision process at SDIT Al-Mumtaz involves comparing the implementation of activities with the plan designed at the beginning of the semester in the syllabus. The results of this supervision serve as the main guide to identify potential improvements. If there is any discrepancy between planning and implementation, the Scout leaders of Gudep 05.047-05.048 at SDIT Al-Mumtaz strive to adjust the plan and implementation to align with the predefined objectives. According to (Yusdinar & Manik, 2023), the character of students can be shaped through Scout extracurricular activities. Therefore, effective management of Scout extracurricular activities is needed, starting from planning, organizing, implementing, supervising, evaluating, and developing all efforts to utilize human and non-human resources.

Thus, the collaboration among Scout leaders, coordinators, and the Vice Principal for Student Affairs forms a solid foundation for the supervision of Scout extracurricular activities at SDIT Al-Mumtaz. Through this approach, the school ensures that each Scout activity can run efficiently, safely, and in line with the established educational objectives.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

The conclusion drawn from this research pertains to the management of Scout extracurricular activities in Gudep 05.047-05.048 Umar bin Abdul Aziz Fatimah Az-Zahra Base of SDIT Al-Mumtaz. In line with the first focus, which is related to (1) Planning, Gudep 05.047-05.048 conducts advisor meetings held at the beginning of each academic year to discuss activity plans for one semester. (2) Organization, the leadership of Gugus Depan 05.047-05.048 is held by Kamabigus, who oversees the male and female scout group advisors. The group advisors have responsibilities for both Pengalang and Siaga unit advisors. The Majelis Pembimbing Gugus Depan, led by Kamabigus, also plays a crucial role in providing guidance and instructions to Scout members in accordance with the principles and objectives of Scouting. (3) Implementation, overall, the implementation of Scout activities in SDIT Al-Mumtaz Pontianak reflects a unique approach and a strong commitment to Islamic values. (4) Supervision, Scout extracurricular activities in Gudep 05.047-05.048 Umar bin Abdul Aziz Fatimah Az-Zahra Base of SDIT Al-Mumtaz are collaboratively conducted by several parties, including advisors, coordinators, and the Vice Principal for Student Affairs.

## Suggestion

For future researchers, it is recommended to conduct a more in-depth analysis of the planning process of Scout extracurricular activities. Focusing on how character values are integrated and reinforced in each activity could be an interesting area of research. Additionally, future researchers are encouraged to conduct a comprehensive analysis of the effectiveness of Scout activity implementation. This could include a more detailed evaluation of every aspect of the activities, such as camps, routine training, and community social projects. Alternatively, conducting research on the concrete impact of Scout activities on student character formation would be beneficial. Longitudinal studies or experimental research may be necessary to deeply understand the long-term effects of these activities.

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