



Analysis of Student Management Strategies in Strengthening Extracurricular Achievements in Scouting at SMAN 1 Cisaga Ciamis

**R. Supyan Sauri¹, Wawan Kuswanda², Rini Riyanti³,
Nenden Rosmaya⁴, Leni Eka Yuniar⁵**

^{1,2,3,4,5} Universitas Islam Nusantara Bandung, Indonesia

Email: uyunsupyan@uninus.ac.id, wawankuswanda@uninus.ac.id, riniriyanti@uninus.ac.id,
nendenrosmaya@uninus.ac.id, leniekeyuniar@uninus.ac.id

Abstract: This study aims to analyze student management strategies in supporting extracurricular Scout activities and their impact on character building and student achievement at SMAN 1 Cisaga, Ciamis. The background of this study is based on the reality of the low effectiveness of scout activities in schools, which results in minimal student involvement and suboptimal character-building outcomes. This study employed a qualitative approach using a case study method. Data were collected through in-depth interviews, observations, and documentation and analyzed using Miles and Huberman's interactive model. The results indicate that the main challenges in implementing scouting activities include low student participation, limited resources, low motivation, insufficient trainer training, and poor communication. The student management strategies implemented include the development of participatory programs, capacity building for instructors, and creating a supportive environment. Systematic scouting activities have been shown to improve discipline, leadership, independence, and academic achievement among students. This study recommends strengthening participatory and evaluative extracurricular management policies and cross-sector collaborations to support successful character building through scouting. These findings are expected to contribute to more responsive and contextual educational management practices at the secondary-school level.

Keywords: Student Management, Scouting, Extracurricular

Abstrak. Penelitian ini bertujuan untuk menganalisis strategi manajemen kesiswaan dalam mendukung kegiatan ekstrakurikuler Pramuka dan dampaknya terhadap pembentukan karakter serta prestasi siswa di SMAN 1 Cisaga, Ciamis. Latar belakang penelitian didasarkan pada realitas rendahnya efektivitas pelaksanaan Pramuka di sekolah, yang berakibat pada minimnya keterlibatan siswa dan tidak optimalnya hasil pembinaan karakter. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa tantangan utama dalam pelaksanaan kegiatan Pramuka meliputi partisipasi siswa yang rendah, keterbatasan sumber daya, rendahnya motivasi, kurangnya pelatihan pembina, dan lemahnya komunikasi. Strategi manajemen kesiswaan yang diterapkan meliputi penyusunan program partisipatif, pengembangan kapasitas pembina, dan penciptaan lingkungan pendukung. Kegiatan Pramuka yang dikelola secara sistematis terbukti mampu meningkatkan kedisiplinan, kepemimpinan, kemandirian, serta prestasi akademik siswa. Penelitian ini merekomendasikan penguatan kebijakan manajemen ekstrakurikuler berbasis partisipatif dan evaluatif, serta kolaborasi lintas pihak untuk mendukung keberhasilan pembinaan karakter melalui Pramuka. Temuan ini diharapkan berkontribusi terhadap praktik manajemen pendidikan yang lebih responsif dan kontekstual di tingkat sekolah menengah.

Kata kunci: Manajemen Kesiswaan, Pramuka, Ekstrakurikuler

Introduction

Extracurricular activities are an important component of the national education system, aiming not only to support the achievement of academic competencies but also to develop students' personal, social, and spiritual potential. One extracurricular activity that plays a strategic role in the context of national character building is the scouting movement. In



Indonesia, Scouting is not merely an additional activity but an integral part of character education based on national values, independence, and leadership.

Many schools treat scouting activities as mere administrative formalities, thereby losing their essence as a platform for character building. At SMAN 1 Cisaga, for example, although Scouting is one of the school's flagship extracurricular activities, several issues remain major obstacles to achieving academic excellence and character development goals for students. These challenges include low student participation, a lack of understanding of the benefits of the activities, and limited supporting facilities and infrastructure (Usman & Anggraini, 2020; Ramadhan & Ikhlas, 2024). This indicates an urgent need to intervene in the managerial process of activities through a more targeted and adaptive student management strategy tailored to the school context.

Active student involvement in extracurricular activities, including scouting, is known to have a positive correlation with improved academic and non-academic performance. Previous research has shown that students who actively participate in scouting demonstrate higher levels of discipline and responsibility, as well as relatively better academic performance, compared to inactive students (Heryanti et al., 2018; Erliansyah, 2023). This finding reinforces the argument that the structured management of Scouting activities based on effective management strategies can be a key factor in the holistic development of students' potential. Unfortunately, various structural and cultural barriers often hinder the optimal implementation of activities, such as insufficient parental support, weak coordination among school stakeholders, and a mismatch between activity programs and students' needs and interests (Sa'diyah & Santoso, 2022; Hasanah & Sukri, 2023).

Several previous studies have made important contributions to examining the relationship between student management and the effectiveness of extracurricular activities. Fachruddin et al. (2022) emphasized that the systematic implementation of student management directly impacts students' academic and non-academic achievements. The same was highlighted by Musrianah et al. (2022) and Erliansyah (2023), who emphasized the importance of character development through extracurricular activities as part of a comprehensive educational system. However, studies specifically examining student management strategies for enhancing the performance of Scouting activities, particularly at the senior high school level in non-metropolitan areas like Cisaga, remain relatively limited. However, the local context plays a significant role in determining the success of educational managerial strategies.

This study aims to fill this gap by offering an empirical study on student management strategies implemented at SMAN 1 Cisaga in the context of improving the effectiveness and performance of scouting activities. This study explores how student management at this school identifies and responds to challenges in the implementation of activities, as well as how the strategies applied contribute to improving the quality of student engagement and their achievement. This approach is important to consider, given that educational management policies are often generic and fail to consider unique local dynamics, such as students' socioeconomic backgrounds and local school culture (Setyastuti et al., 2024; Yuliana et al., 2023).

Within this framework, scouting activities play a strategic role in supporting the national character education agenda. Surya et al. (2023) state that Scouting is an effective vehicle for shaping students' social skills and leadership values directly through experience-based



learning. Furthermore, Musrianah et al. (2022) and Sabrina et al. (2022) demonstrated that scouting activities support the development of students' interpersonal skills and social responsibility, which aligns with the goals of 21st-century education. In contrast, Abidin (2020) emphasizes the importance of active student involvement in Scouting activities to foster national awareness and a spirit of mutual cooperation.

The success of Scouting activities is determined not only by the content or material of the activities but also by how they are managed. Megananda et al. (2023) and Dewi et al. (2022) show that good management of extracurricular activities increases students' motivation to learn. In this case, scouting activities that are managed systematically and tailored to students' needs can increase their emotional and cognitive involvement in the learning process. Therefore, an analysis of student management strategies is important to understand the extent to which schools can manage, develop, and evaluate scouting activities effectively.

Based on the above, this study was designed to explore and analyze student management strategies for strengthening the extracurricular achievements of the Scouting program at SMAN 1 Cisaga Ciamis. The main objective of this study is to gain an in-depth understanding of how managerial functions—including planning, organizing, implementing, and evaluating—are carried out within the framework of managing scouting activities. This study also aims to identify the main challenges faced in implementing these strategies and their impact on increasing student participation and achievement. Strategies that include participatory, data-driven, and responsive approaches to student needs are predicted to create more structured, engaging, and impactful Scouting activities that contribute to character development and academic achievement (Fachruddin et al., 2022; Arifah & Nasirudin, 2024). Thus, the results of this study are expected to provide a tangible contribution to strengthening student management practices in senior high schools, particularly in the context of developing effective extracurricular activities.

Furthermore, the findings of this study are expected to serve as a reference in formulating policies and strategies for scouting activities that are more adaptive to the dynamics of today's students. The recommendations generated are intended not only for education managers at SMAN 1 Cisaga but also for other educational institutions committed to character development and student achievement through non-academic activities. Based on empirical evidence and theoretical analysis, this study is expected to enrich the scientific knowledge in the field of educational management and contribute to improving the quality of education in Indonesia more broadly (Dewi et al., 2022; Yuliana et al., 2023).

Method

This study used a qualitative approach with a case study method. A qualitative approach was chosen to enable researchers to gain an in-depth understanding of the phenomenon of student management in strengthening the extracurricular achievements of the Scouts through the perspectives of actors directly involved in the natural context of the school. The case study method was used because this research aims to intensively explore the dynamics of managerial strategies applied in a specific educational unit, namely SMAN 1 Cisaga Ciamis, as a single unit of analysis with distinctive contextual characteristics. The research subjects consisted of the school principal, vice principal for student affairs, Scout leader, and students actively involved in Scouting activities. Informants were purposively selected based on their direct involvement in the planning, implementation, and evaluation of scouting extracurricular



activities. Data collection techniques included in-depth interviews, participatory observations, and document analysis. Interviews were conducted using a semi-structured approach to allow for in-depth information gathering while remaining focused on the research objectives of this study. Observations were conducted on the implementation of scouting activities and managerial interactions within the school environment, while documentation was obtained from planning documents, activity reports, meeting minutes, and activity evaluation records.

The data analysis process refers to the interactive model developed by Miles and Huberman (1994), which includes three main steps: data reduction, data presentation, and conclusion drawing/verification. Data reduction involves selecting, focusing on, and simplifying information relevant to the research focus. The reduced data were then presented in the form of a matrix or thematic narrative to facilitate the identification of patterns, relationships, and main categories. The final stage was the drawing of preliminary conclusions, which were continuously verified through the triangulation of sources, techniques, and time to ensure data validity.

Results and Discussion

1. Challenges in Implementing Scouting Activities at SMAN 1 Cisaga

This indicates that low student participation is not merely a technical issue but rather a matter of perception and awareness. This aligns with the findings of Asih and Hasanah (2021) and Nurdiana and Prayoga (2018), who stated that students' low interest in extracurricular activities, particularly scouting, is often caused by a lack of understanding of the educational values contained within them. In addition, Nopiyerto (2021) emphasized that scouting activities are still considered monotonous and irrelevant to the needs of today's education, so students are not encouraged to participate actively. *First*, this low participation is an important indicator that there is a need for a more creative and communicative managerial approach to increase the attractiveness and effectiveness of scouting activities in schools.

Second, limited financial and material resources are significant factors. In interviews, Scout leaders said, "We have difficulty carrying out large activities such as camps or competitions because the available funds are very limited, and even basic equipment is often inadequate." This statement reinforces the findings of Hardiani (2022) and Bahri and Basri (2021), who highlighted that the lack of budgetary support and facilities hinders the planning and implementation of quality scouting activities. This situation limits the variety of activities that can be conducted, ultimately affecting students' enthusiasm. *Third*, student motivation is a serious concern. Many students participate in activities only because it is their obligation, not because they are intrinsically motivated. The lack of a reward system and interesting activities make students feel that they do not benefit directly from their participation in the program. Erliansyah (2023) emphasizes the importance of intrinsic and extrinsic motivation in maintaining student engagement, while Sukma et al. (2024) suggest that extracurricular programs be designed with consideration for students' interests and psychological needs. When activities are perceived as monotonous and unchallenging, students tend to withdraw and become inconsistent in their participation.

Fourth, the lack of training for Scout leaders is a significant obstacle. Many leaders have not received adequate formal training to develop and manage scout activities

effectively. Scout leaders at SMAN 1 Cisaga admitted that, *"We rely on personal experience and independent references. We have not participated in any official training from a competent institution."* However, according to Devi and Simbolon (2023) and Bahri and Basri (2021), training instructors is a key factor in improving the quality of extracurricular activities. Without adequate competence, instructors will find it difficult to deliver relevant material, organize interesting activities, and optimally guide students.

Fifth, ineffective communication between schools, students, and parents weakens support for scouting activities. Information about the benefits of activities often does not reach parents; therefore, support for children to participate remains low. Hasnadi (2022) showed that weak communication in the school environment negatively impacts student involvement in non-academic activities. Silfiyaningsih (2024) emphasized that parental involvement is one of the main determinants of the success of extracurricular activities. Without synergy and open communication, scouting activities risk being overlooked and failing to gain social legitimacy within students' families.

Schools can initiate regular communication forums, such as parent-teacher meetings or online communication groups involving instructors and homeroom teachers. Devi and Simbolon (2023) and Hardiani (2022) state that such communication forums are effective in building understanding and collaboration among the parties involved while also increasing trust and support for extracurricular activities. By integrating these strategies, SMAN 1 Cisaga is expected to overcome existing challenges and improve the quality of scouting activities as an integral part of student character development. This success is determined not only by the availability of resources but also by the school management's commitment to building a collaborative, participatory, and student-centered system that focuses on the holistic development of students' potential.

2. Student Management Strategies in Supporting Scouting Activities at SMAN 1 Cisaga

The Scout program at SMAN 1 Cisaga is developed in a participatory manner, involving various parties, including students, teachers, coaches, and parent representatives. The principal emphasized that student involvement from the planning stage is part of the school's strategy to foster a sense of ownership of the activities carried out. He stated, *"We don't want Scout activities to be merely a formality."* Therefore, we involve our students directly in developing the program so that they feel a sense of ownership and responsibility." The program includes a combination of educational and recreational elements so that activities are not boring or monotonous. Activities such as basic leadership training, disaster response simulations, and environmental exploration are included in the annual agenda. This strategy has proven effective in increasing student participation. Furthermore, the activity program is also integrated with the learning curriculum through cross-curricular themes. This integration not only adds relevance to the activities in relation to the formal learning process but also strengthens the achievement of students' attitudes, knowledge, and skills.

Scout leaders at SMAN 1 Cisaga receive special attention in the human resource development strategy implemented by the school. The school regularly facilitates training in various forms, ranging from scouting workshops, organizational management training, to strengthening facilitation skills for experience-based activities. These training sessions aim to improve the pedagogical and leadership capacities of scout leaders so that scouting activities can be designed and implemented more effectively, attractively, and relevant to students' needs.

Bahri and Basri (2021) emphasize that the development of instructors' capacity is one of the determining factors of the quality of Scouting activities. Training not only enhances understanding of Scouting methods but also equips instructors with managerial strategies and leadership skills. As a result, Scouting activities become more meaningful and effective in shaping students' character.

The management strategies implemented demonstrate integration between planning, implementation, and evaluation of activities. This supports the opinion of Wati and Farhan (2024) that student involvement in activity planning increases their sense of ownership of the program being implemented. When students feel they are part of the process, they will be more motivated to maintain their commitment and perform better. Sutrisno (2021) also emphasizes the importance of communication between teachers, parents, and students in supporting the success of non-academic activities. At SMAN 1 Cisaga, communication forums are held regularly through parent-teacher meetings and digital communication groups. This facilitates the dissemination of information and strengthens social support for the activities carried out. Evaluation of the implementation of activities is carried out quarterly, involving students as evaluators through written reflections and open discussions. Pratiwi et al. (2020) state that participatory evaluation can help school management understand the effectiveness of programs and find solutions to challenges faced. This also serves as an important means of developing activities that are more adaptive to students' needs.

Substantially, Scouting activities that are managed in a structured and strategic manner contribute to improving students' character aspects, such as discipline, responsibility, and leadership. Rahmayani and Ramadan (2021) show that experience-based activities such as Scouting can significantly shape students' social competencies. Additionally, Putri (2024) and Pratiwi (2020) noted that student involvement in extracurricular activities can improve academic performance through the enhancement of soft skills that support classroom learning. Full support from school management for Scouting activities reflects the institution's understanding of the importance of character building as part of national educational goals. Pratiwi (2023) emphasizes that the success of extracurricular activities requires management policies that are not only oriented toward fulfilling administrative obligations but also toward achieving long-term educational outcomes.

Based on the above findings, it can be concluded that the student management strategy at SMAN 1 Cisaga has demonstrated effectiveness in supporting the implementation of Scouting activities. The approach involving student participation, strengthening the capacity of instructors, and creating a conducive school environment has formed a comprehensive and sustainable system. This success is inseparable from the school's open leadership, good communication system, and integration between managerial and pedagogical aspects in program implementation.

3. Impact of Scouting Activities on Student Character and Achievement at SMAN 1 Cisaga

This study aims to explore the impact of Scouting extracurricular activities on character building and achievement improvement among students at SMAN 1 Cisaga, Ciamis Regency. Scouting, as an integral part of the school's student program, is not merely an additional activity but a non-formal educational tool that develops students' personalities, independence, and social skills comprehensively. Based on interviews, observations, and documentary studies, it was found that Scouting activities have a significant positive influence on the development of character, academic achievement, creativity, and the quality of social relationships among students. Scouting activities have proven to make a tangible contribution to shaping students' character, particularly in terms of discipline, responsibility, and leadership. Observations show that students who consistently participate in Scouting activities exhibit more disciplined behavior,

punctuality, and responsibility toward school tasks and organizational duties. This is in line with the findings of Muslim and Hidayat (2024) and Qoustaulani (2023), who emphasize that Scouting activities play an important role in strengthening the character values of students. Through regular training, marching drills, leadership simulations, and team activities, students learn to face challenges, work together, and solve problems collectively.

In addition to character, participation in Scouting activities also correlates with students' academic achievement. Data analysis shows that students who are active in Scouting tend to have more stable report card grades and higher graduation rates compared to students who do not participate in extracurricular activities. Research by Sulastris and Nugraha (2024) and Qoustaulani (2023) concludes that active participation in self-development activities such as Scouting can improve time management, concentration in learning, and academic motivation.

This is reinforced by the statement of the Scout leader at SMAN 1 Cisaga, who said:

“We observe that students who are active in Scouting are usually more organized in their study time. They are accustomed to schedules, discipline, and responsibility. All of that carries over into the classroom, and their academic results improve.”

This phenomenon reflects that the soft skills developed in Scouting activities have a direct impact on how students manage their schoolwork. With a more structured mindset and a strong sense of responsibility, they are able to maximize their study time and improve their overall academic performance. Scouting activities are designed to actively involve students in planning and implementing programs. Students are given the freedom to design weekly activities, form work teams, and take responsibility for the activities. This process trains students' creativity, critical thinking, and independence. Alistriana et al. (2024) state that activity-based learning experiences such as these are very effective in developing creative thinking skills and decision-making abilities.

Based on observations and interviews, it was found that students who are active in Scouting tend to be more confident, independent, and proactive in completing tasks, both in school and outside the classroom. They are also better prepared to face challenging or unexpected situations, demonstrating their high level of adaptability. This shows that Scouting activities not only teach practical skills but also foster positive attitudes and a lifelong learning mindset. Scouting activities also play an important role in forming social bonds between students. Interactions in work groups, camp dynamics, and teamwork simulations create a social space that strengthens relationships between students. Nurrofiah and Falah (2023) mention that positive social relationships between students can improve mental health, reduce stress, and create a more comfortable learning atmosphere. Students who feel accepted in a group have higher self-confidence and are more motivated to learn.

The results of this study indicate that Scouting activities make a significant contribution to character development, academic achievement, creativity, and students' social and emotional well-being. Therefore, these activities should not be viewed as supplementary but as an integral part of the educational process in schools. Alifah (2023) emphasizes that character education cannot be instilled solely through formal curricula but must be brought to life through real-world activities and social experiences.

To optimize its effectiveness, Scouting activities need to be supported by collaboration across various stakeholders, including school principals, teachers, mentors, parents, and the surrounding community. Well-planned activities, supported

by adequate resources, and effectively communicated to all stakeholders will have the maximum impact on character development among students.

Based on the findings obtained, it can be concluded that Scouting activities at SMAN Cisaga have a positive influence on the character development and achievement of students. These activities not only shape values such as discipline, responsibility, and leadership, but also increase learning motivation, creativity, and social relationships among students. Therefore, school management strategies should prioritize strengthening these activities as part of a comprehensive educational process.

Conclusion

The results indicate that the student management strategy implemented at SMAN 1 Cisaga has contributed significantly to the effectiveness of the Scout extracurricular activity. The strategy includes participatory program planning, human resource development through trainer training, and the creation of a supportive and collaborative school environment. This approach has been proven to increase student participation, strengthen character values such as discipline and responsibility, and have a positive impact on students' academic and social achievement. However, this study has several limitations. First, the scope of the study was limited to only one school, so the generalization of the findings needs to be done carefully. Second, since the approach used is qualitative, the interpretation of results is highly dependent on the local context and the subjectivity of informants. For future research, it is recommended to conduct comparative studies across schools using a quantitative approach to expand the scope and strengthen the validity of the findings. This study is expected to serve as a foundation for further research on improving student participation in school management in the future.

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