

The Application of Behaviorism Theory Through Scout Extracurriculars in Forming Elementary School Student Discipline

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ABSTRACT

This study examines how behaviorist tactics, particularly classical conditioning, in scout extracurricular activities affect student conduct in a Palembang primary school. From April to May 2023, this qualitative study included observation data, interviews, and documentation. Students in grades 5 and 6 were selected for the study because they were more mature and had extensive learning experiences. Wider than poorer pupils. This is essential because behaviorist theory is seen to shape student character more at this time. Student scout extracurricular engagement is the topic of this study. Behaviorism-aligned activities that emphasize personal growth and service were selected. Careful information gathering, inference, presentation, and verification are done in this study. Final findings are analyzed using different methods. The study shows that extracurricular activities, particularly scouting, help improve primary school children's impulse control. These results may assist educators, mentors, and extracurricular coaches teach their kids character and self-control for success in and out of school. This study may also inform classroom behaviorism research.

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1. INTRODUCTION

Ki Hajar Dewantara, a leading educational figure in Indonesia, emphasized that the highest value of goodness that must be the goal of human life is the realization of perfection. According to him, this perfection is reflected in an orderly and peaceful life where a person feels safe and happy. This concept is known as 'manunggaling kawula lan Gusti,' which refers to faith and devotion to God Almighty. Dewantara believes education should guide individuals to achieve this state, where they live in harmony and order while developing a close and respectful relationship with a higher power. (Ibrahim & Hendriani, 2017). An annual curriculum is developed to guide the teaching and learning that takes place in schools. Several schools in Indonesia, particularly those that are part of the driving school program, have begun adopting an autonomous curriculum as of the 2022/2023 school year. Nonetheless, a number of governmental and commercial institutions have registered separately via the site established for this purpose. So that schools don't feel rushed into utilizing the autonomous curriculum, registration is required beforehand (Noer, 2023).

With an autonomous curriculum, institutions have greater leeway in designing academic and co-curricular programming. For pupils, the classroom becomes a place to learn required courses academically, while the extracurriculars become an opportunity to grow personally and intellectually in pursuit of greater potential intelligence. Students possess different forms of intelligence, according to (Asiati & Hasanah, 2022). The capacity to perform things that are useful in daily life is what we mean when we talk about someone having many intelligences. There is no objective measure of intelligence; rather, it is the plasticity of the brain, which may be activated or deactivated in response to the stimuli of one's environment (Arnold & Fonseca, 2004). According to (Morgan, 1996) Gardner says The ability to solve issues or make things that matter in a certain cultural setting is an indicator of intelligence, according to Gardner. Being able to think critically and determine the most effective course of action in any given circumstance is a key component of problem-solving competency.

In order to fully appreciate Asri Budiningsih's theory (2010) of multiple intelligence (multiple intelligences), it is important to keep in mind the following points: (1) everyone possesses all of these intelligence; (2) many people can develop their respective intelligence to an optimal level; (3) intelligences typically work together in unique ways; and (4) there are many ways to be intelligent. There are several ways in which schools may help kids develop their multiple intelligences, and extracurricular activities are one of them (Holili, 2018).

Extracurricular activities held of that's all right a bisection grow position, talent, interest, ability, personality, cooperation, and independence participant educate optimized for support achievement objective education national, per Regulation of the Minister of Education and Culture Number 62 of 2014 (Salahuddin, 2017). There seems to be some misunderstanding over Kareina Thati's primary extracurricular activity and the definition of "objectivity" in her objective personality assessment. An individual's "objectivity" may be defined as their capacity to see and evaluate an issue or situation free from bias or emotional attachment. That is why classifying "objectivity" as a hobby is a stretch.

Changes in a person's behavior can occur regarding knowledge, affectivity, or psychomotor skills. At this time, what is happening in the world of education is that many intuitive learning theories are being balanced and used to improve the quality of education. Learning theory is used intuitively to help educators and students design appropriate learning to provide excellence in achieving the learning objectives that have been determined. Learning theory is a combination of mutually related principles and includes several facts discovered and discoveries related to learning events (Mursyidi, 2019).

Behaviorist, cognitive, and humanistic approaches to theory study are distinguished. (Pratama, 2019). The theory of behaviorism places greater emphasis on the relationship between a motivating stimulus and the resulting behavior. Study theory known as behaviorism places a premium on the importance of observable behavior. How to train an individual's reflexes to the point where they become a habit is a central topic in behaviorist incident studies. Research the earliest and most rudimentary idea there is: behaviorism. This is the belief that a person's behavior may be altered by the application of external stimuli. With the help of behaviorist theory, students at Paleisister's elementary schools may hopefully develop into well-rounded individuals. According to this theory of behavior, an individual's behavior is the outcome of a chain of events beginning with a stimulus and ending with a reaction. Students are provided stimuli in the form of a set of rules that they must follow in order to receive rewards for exhibiting behavior that goes above and beyond what was anticipated of them by the researcher.

A lot of psychologists have presented this theory. Experts like as Ivan Pavlov, B.F. Skinner, Edward Lee Thorndike, Robert Won, and Albert Bandura have a firm grasp on the principles of behaviorism. Meirika conducts statistical analysis on pets since they are thought to accurately reflect human character. Meirika keep track of all the many reactions they see after applying a stimulus. Animal experiments have shown that any desired action may be elicited by a suitable stimulus shown repeatedly. Scientists who are trying to show the validity of the behaviorist hypothesis should not bother with the aforementioned specialists. This is applicable in the real world of education, and it is especially useful for shaping students' personalities in a way that pleases teachers (Saracho, 2023).

In implementing this behavioral theory, one of the elementary schools in Palembang has implemented the Pramuka extracurricular activity, held every Saturday. Extracurricular activities, such as leadership training and student development, are outside the program written in the curriculum. The following opinion states that the educational, extracurricular program is an internal part of the learning process that focuses on improving the mothers' personalities of students. Intra-curricular and extracurricular activities cannot be separated; even extracurricular activities extend the development or enhance the special intra-curricular activities that convey talents or encourage the balance of students' potential to reach maximum levels (Arifudin, 2022). The activity scout program is a great way for adolescents to develop their personalities and leadership skills outside of the classroom. Positive extracurricular scouting activity Because scouting is an extracurricular activity that takes place outside of the classroom, and because it often relates to real-world situations, students who participate regularly are able to grasp new concepts quickly and easily.

Scout activities have long been recognized as an essential means of developing character and positive values in students. Based on research conducted by Abdul Basit in 2017, it was revealed that students involved in scouting tend to show increases in discipline, cooperation, and responsibility. However, gaps in previous research, especially in the context of the COVID-19 pandemic, have yet to be explored in depth. This pandemic has brought significant changes in learning methods and social interactions, raising essential questions about how scout activities can adapt to maintain their effectiveness in shaping student character and discipline.

This research introduces a new perspective by exploring the impact of the pandemic on scouting programs. The unique situation created by the pandemic creates an urgency to understand how scouting, as an extracurricular activity, can be adapted to address new challenges in character education. The main question underlying this research is how scout programs can adapt their strategies and activities to remain relevant and effective in forming student character and discipline amidst changing pandemic conditions. This research also aims to assess whether there are significant differences in the influence of scouting activities on student character formation before and during the pandemic, providing new insights into approaches to character education during the pandemic.

2. METHODS

This study was conducted at an elementary school in Palembang throughout April and May 2023. Students in fifth and sixth grades participated in the study. Students in grades 5 and 6 were selected as research subjects because their development is more advanced at those stages than younger students. This is because they have already spent several years in elementary school and have a more varied learning background, making them better suited to benefit from applying behaviourism theory. In addition, fifth- and sixth-graders had a higher involvement rate in scouting extracurriculars than younger kids.

Since a step parameter for doing field research, this study employs a qualitative descriptive strategy since the data acquired using such an approach will take the form of descriptive words, such as those describing the features of qualitative research. Researchers using this method want to understand the conditions under which the groups, people, organizations, or society under investigation write, speak, perceive, and act (Umrati & Wijaya, 2020).

This study uses observation, interviews, and documentation to gather data. Documentation about school statistics, scout extracurricular programs, and other information pertinent to the study subject; 1) Observation of school circumstances and scouting activities; 2) Interviews with sports instructors, scout extracurricular coaches, and primary school scout members; 3) Observation of scouting events;

Methods of Analyzing Data Data gathering, data reduction, data presentation, verification, and knowledge withdrawal are the five steps of analysis. In the data-gathering step, relevant information is gathered from various sources. The process of data reduction follows data collection. Data reduction entails sifting and choosing information most pertinent to the study goals. First, It is structured, classified, and simplified to understand the acquired data better. The researchers will identify the

patterns, themes, and other significant characteristics of the gathered data. The research process is incomplete until the researcher draws conclusions based on the compiled and presented facts. To ensure accuracy, existing data is compared against the research's theoretical foundation, behaviourism. The processed qualitative data is next subjected to theme analysis, from which further inferences are formed. This validation and inference will contribute to the research questions and goals of studying the impact of Scouting's behaviourism theory implementation on primary school kids' self-control.

3. FINDINGS AND DISCUSSION

Learning is an activity that is quite urgent to achieve educational goals. With learning, a person can become an educated person. In other words, an educated person is a person who always likes to learn. He always tries to understand his life, so a principle is embedded in him: "There is no day without learning." Every human being, wherever they are, certainly carries out learning activities. A student who wants to achieve his goals must study hard. Not only at school, but you also have to look at home, in the community, and educational institutions outside of school in the form of courses, private lessons, tutoring, and so on (Qodir, 2017).

To transform oneself, including one's conduct, is one of the primary goals of learning. The goal of education is to replace poor practices with good ones (2). Third, education is meant to alter one's outlook from pessimism to optimism, hostility to warmth, and so on. Skill (4) may be acquired via education. (5) Education is pursued to broaden one's scientific horizons.

There are three fundamental tenets of education: (1) Classical Conditioning, a theory based on the research of Russian national scientist Ivan Pavlov (1849-1936). In classical conditioning, the focus is on the link between a stimulus and an outcome (the "stimulus and response" relationship), rather than on the use of reinforcement to consolidate the learning. Conditioning theory states that learning is a process wherein one's behavior is altered as a result of exposure to novel stimuli. Condition the Instrument (the Operator). Thondike conducted the first tests into operant conditioning. He claims that the law of effect is what ultimately determines which of many possible answers will result in a reward in operant training. This method is analogous to evolution in that it selects the most successful members of a population at random, much like how natural selection works. As a result, the law of effect improves the chances of a species continuing on. Rats in a cage, for instance, scamper back and forth, sniff items, scratch the walls, and so on as part of their exploratory behavior. Information gleaned from the world around us through the five senses is processed in a process known as "cognitive learning," which makes use of the language of cognition. Learning, on the other hand, causes alterations in behavior that tend to stick around for a time.

Scouting is an alternative to traditional schooling that emphasizes moral development and personal growth. The Scouting movement is guided by a set of guiding principles that shape the way its members behave and think. Inculcating character values via the skills and attitude values for Scouting education included in the Scout Honor Code is an on-going effort since character education is inherent in the Scout Honor Code. The school gives its full support to scouting extracurriculars by providing an appropriate environment for scouting activities in terms of both infrastructure and funding (Utami dkk., 2022).

This research looks at how scouting, an extracurricular activity that might help students develop discipline, is being used in schools. Scouts are an extra-curricular activity in one Palembang primary school that meets every Saturday from 10 p.m. to 12 a.m. The goal of this exercise is to get the team used to behaving in a structured manner by creating a habit of showing up on time and completing all of the assigned tasks.



Figure 2. Scouting extracurricular routine exercise of one of the elementary schools in Palembang

To determine the implementation of behaviorism in classical conditioning theory through extracurricular scouting in forming student discipline, the stages that have been carried out in extracurricular scouting are:

1. perform the ceremony or ceremony of opening and closing the exercise, in this activity the stimulus given is in the form of getting used to arriving on time and taking turns being the leader of the ceremony or assembly. The observed responses were students who were able to carry out the opening and closing exercises in an orderly manner.
2. march technique exercises, in this activity the stimulus given is in the form of training in concentration and quick response when given a cue. The response observed was that students were trained to deftly march when they heard instructions from the leader.
3. first aid training in accidents, in first aid activities in this accident students are given a stimulus in the form of emergency response training to do help systematically so that the response that can be observed is that students are used to doing things in a systematic order.
4. practice reading semaphore code, in the semaphore exercise students are trained by giving a code or code using hand gestures or flags by the messenger (the sender and receiver can take turns). Responses from students who have been trained are in the form of the ability to see codes or ciphers.
5. Students are motivated to practice regularly because they see scout training sessions to be enjoyable thanks to the inclusion of a simple game in each and every one of them. Because of the game's emphasis on technique, it may serve as a stimulant in the formation of student discipline. Research from (Evianingsih, 2015) (Evianingsih, 2015) lends credence to proponents of the game, finding that providing group advice through chain messages improves students' discipline, particularly their punctuality. Research by Rahmah and Zirmansyah (2021) (Rahmah & Zirmansyah, 2021) supports this view, finding that traditional games have the potential to enhance discipline among children in disciplinary group B at TK Al Kautsar Pondok Bambu in East Jakarta.

Discipline and responsibility are two such character traits well recognized for their usefulness in bolstering educational pursuits. Instead of focusing exclusively on behavior management, punishment should build kids' character (Lickona, 2013). Like obedience, self-discipline is an act that demonstrates one's commitment to following the rules and refraining from violating them (Yasin, 2018). For him, self-discipline entails conforming to established norms and procedures without external pressure or interference. Behavior that demonstrates conformity with an applicable regulation is what is meant by "discipline," as stated by (Ningrum et al., 2020). Students' performance in school depends in large part on their level of self-discipline, which has numerous positive knock-on effects. One definition of discipline is the development of a character that is submissive to authority and actively works to conform to accepted social standards and expectations. One definition of self-discipline is the

realization that one must act in accordance with one's community's shared ideals and standards. Consider moral instruction to be an integral aspect of raising responsible adults. It is also said that the moral problem is becoming worse and worse each year. As a result, the school implemented disciplinary measures to foster character education among its student body.

According to (Patmawati, 2018), punctuality is the first signal of discipline, followed by obeying rules and regulations, completing and returning assignments on time, and using proper grammar and vocabulary. According to (Prastika & Muhibbin, 2018), indicators include (1) punctuality to and from school, (2) adherence to school rules and regulations, (3) completion of all assignments, (4) timely submission of assignments, (5) use of appropriate school uniform, and (6) provision of subject-appropriate learning equipment. Additionally, the indicator (Uddiin, 2016) states that indicators of discipline include (1) punctuality, (2) the ability to estimate the time required to complete a task, (3) the use of objects in accordance with their function, (4) the taking and returning of objects to their proper location, (5) the attempt to comply with agreed-upon rules, (6) the ability to wait one's turn in an orderly fashion, and (7) the knowledge of the consequences of lack of discipline. The metrics used in this research are (1) punctuality, (2) rule or regulation compliance, and (3) timely assignment completion.

In light of the above, it is clear that educators must come up with new ways to convey the importance of disciplined character development to their students. Teachers are often the parents of the children they educate. Then, school should be able to instill a sense of self-control in its students. Ivan Pavlov's idea of Classical Conditioning behaviorism may be used to foster creativity in the cultivation of disciplined character. According to this theory, experimental dogs will produce saliva in response to both the turning on of a lamp and the presence of food (food is the unconditioned or unlearned stimuli, stimuli that are not conditioned or not learned), as well as to the presence of both stimuli alone. According to Pavlov, this occurrence is a conditioned reflex of the presence of brain function difficulties, therefore Pavlov's experiment sought to answer the question of how this reflex is generated. Pavlov repeated the experiment with little changes each time.

According to Pavlov's theory, as explained by Agus Suryanto, everything must be objectified to everything visible to the senses, from the outside. This party determines when and what will be given as a stimulus, and the subject responds accordingly. The student plays a receptive role since he or she must wait for a trigger before acting. However, Pavlov proposed that reinforcement is related to uncontrolled stimuli (unconditioned stimuli). The stimulus acts as a reinforcer since it induces the behavior to be repeated. Once a conditioned response has been established, what will happen if the conditioned stimulus is presented again (without the unconditioned stimulus following it)? This means total destruction or extinction. In other words, obliteration occurs when the conditioned stimulus is presented again without the unconditioned stimulus following the response, resulting in either no reaction or a weaker response. A disappearance may be avoided via action or genuine effort, but spontaneous mending just happens. Reconditioning, in which two conditioned stimuli are presented in succession, is one method.

According to the principles of classical conditioning, it is possible to train new reflexes by presenting a stimulus in advance of the natural one. Students can be encouraged to learn more by receiving rewards for their efforts. This can lead to a more positive attitude toward school in general and the teacher in particular, as well as increased enthusiasm for and focus on the lessons being taught, as well as improved long-term memory and responsiveness to classroom reinforcement. At the outset of face-to-face encounters for the purpose of teaching and learning, for instance, a teacher may adopt a congenial demeanour and offer effusive compliments to his pupils, leaving them with a favorable impression of the instructor (Haslinda, 2019).

Learning, in behaviourism, is defined as a shift in behavior prompted by the combination of a stimulus and an appropriate reaction. As a consequence of the exchange between a stimuli and a response, pupils undergo a process of transformation known as learning. If a learner can demonstrate altered behavior, we may conclude that he or she has gained knowledge. According to this idea, the stimulus and the resulting behavior, or "input" and "output," are the two most crucial factors. Because

it is impossible to see or quantify what occurs between a stimulus and a reaction, it is often assumed that this time period is irrelevant. What may be seen is a reaction to a stimuli. According to this hypothesis, if there is a stimulus and reaction, then the learner's behavior will shift. Students' conduct may be seen as a reaction to therapy, which might come in the form of a stimulus. Therefore, both the teacher's input (the stimulus) and the student output (the reaction) must be verifiable and quantifiable (Nahar, 2016).

It has been seen at one of Palembang's primary schools that behaviorism, a learning theory that views human behavior as the product of stimulus and reaction, is being put into practice. This theory is a learning theory that can form student discipline through extracurricular scouting, as evidenced by the improvement of exercise discipline and order through marching lines, turns into a squad leader, semaphore, first aid in accidents, this game, and positive reinforcement from the scoutmaster at the start and finish of every Apple. Students may be readily disciplined and habituated to discipline by respecting defined rules in extracurricular scouting activities. Students who struggle with self-control might utilize the Scouts as an extracurricular to participate in constructive activities. Discipline and students' capacity to think for themselves go hand in hand. Students who regularly attend Scout training, as was found in this study and corroborated by an interview with the scoutmaster, tend to be on time (possibly because the rules and consequences for breaking them are outlined at the outset of each meeting, making the coach's sentence of reinforcement a point of reference for the students). Listen to an interview with the trainer here.

"at the beginning of the training, the younger siblings were still not familiar with the rules that I gave, meirika practiced not because of her own desire but because it was required by the school. Moreover, they still have the impact of the pandemic, which in my opinion is more difficult to manage, especially the discipline of dressing, getting used to issuing bad words or babbling, the impact of the robe, arriving late, and when practicing marching is not serious. But I still focus on setting an example and providing stimulus in the form of interesting activities such as Reiki competitions, camping, following the rules, giving advice when april opens and closes, and giving appreciation for the younger siblings who managed to do the challenge. Alhamdulillah, the impact after a month of training (4x meetings), the younger siblings were able to line up in an orderly and correct manner, arrive on time, dress according to regulations, use black shoes and socks, and dare to change into leaders when april opening and closing".

Students who commit to regular Pramuka training are more likely to develop into self-controlled adults. They are more likely to be on time to school, to dress appropriately (including wearing black shoes and a black jacket), and to take on leadership positions in Pramuka clubs and other extracurricular activities.

Students who took part in Scout training, including the Eagle Squad, were also interviewed.

"We're training Scouts because a lot of practice in the field, pembinanya sirui brother, many interesting activities such as yells, marching race, the game between reiki, change so the leader of each exercise, learn to set up a tent. We are also taught to come and go home on time, if we violate we get a penalty to run on the field ". (RZ, May 13, 2023)

The Eagle Squad's pupils defended their participation in Scout training by explaining that they benefited from learning outside the classroom, found the activities engaging, and were taught to observe the rules via the application of rewards and punishments, all of which are central tenets of the behaviorist theory of learning. B.F. Skinner's behaviorist theory and the shaping of disciplinary dispositions Operant conditioning (the reinforcement of good or negative behavior) allows for the management of behavior formation. When students exhibit either destructive or constructive wolf behavior in the face of punishment, they need to be warned quickly. Pulse reinforcement may be either good or negative. For example, if a student consistently arrives late to class, the teacher should use

negative reinforcement by criticizing, questioning the student about the cause of the tardiness, and then applying severe consequences.

Sports educators were also interviewed for this study.

" Since entering school after the pandemic, children are more spoiled in my opinion, it is difficult to follow the rules, for example, wearing colorful shoes, when the ceremony cannot line up in an orderly manner, pikeit dikeilas juiga beiluim meirasa his poem tangguingjawab even though the schedule has been pasted in the classroom. As a sports teacher, I feel that I have a responsibility to train students ' discipline, fortunately I am helped by the presence of a scout coach who plays a very important role in training discipline. When training Scouts meirika taught marching, learn to be a leader and responsible with the task given the task birigui/group"

The Elementary School physical education instructor said that following the Scout training routine, the children had witnessed substantial improvements, such as the ceremonial line being well-behaved and responsible on Monday. It takes a long time to offer excellent habits for children, particularly after the pandemic struck, but information from sources suggests that extracurricular Scouts may be one of the groups in schools that can build student discipline. Efforts are made to provide stimulation, such as by training pupils in rows, transforming them into Apple leaders, incorporating learning into games, setting ground rules, and penalizing players who break them. When pupils show they are committed to their training by showing up on time, wearing their uniforms properly, working responsibly, and responding positively to praise, their scoutmaster and instructor will express their gratitude verbally.

The following are some of the problems that arise when trying to apply behaviorism via the Scouts as an extracurricular activity:

1. The role of Scouting as an extracurricular activity in molding student behavior is not well known or appreciated by school staff. Some educators may not feel responsible for monitoring Scouting activities that occur outside of school hours.
2. Second, there are many who mistake Scouting for nothing more than a way for kids to kick back and have some fun. Such a perspective might undermine Scout extracurricular activities' primary goal of instilling self-control and moral fiber in young people.
1. Due to a lack of available Scout coaches, it might be difficult to give enough supervision and an individualized approach to each kid, particularly in grades 5 and 6, which have as many as 150 pupils.
2. The insufficient number of Scout coaches leads to subpar monitoring of Scout events. Some kids may not take Scouting activities seriously or may even engage in activities that have nothing to do with Scouting, which would defeat the aim of developing discipline.
3. Difficulties in learning children to have excellent discipline might emerge from obstacles from the assistance of parents or students' families, such as students who live with their grandparents or in a home setting that does not encourage the establishment of discipline.
4. Sixth, children from low-income families benefit from the guidance of parents who provide an example of discipline. When pupils are required to wear school uniforms and accessories, for instance, it is difficult for parents to meet these demands in a timely manner. However, this may be avoided by paying for it over time via a partnership with a school.

To overcome these challenges and maximize the effectiveness of applying the theory of behaviorism in Scouting extracurriculars, measures like raising school-wide awareness of the role of Scouting in shaping discipline, recruiting more Scout coaches, and stepping up oversight during activities need to be taken. Cooperation with schools in the form of monthly payments is one example

of a possible solution to the problem of financial barriers. Students may become more actively engaged in the establishment of discipline via Scout extracurricular activities by making use of an installment scheme to purchase Scout uniforms and qualities.

"The Application of Behaviorism Theory Through Scout Extracurriculars in Forming Elementary School Student Discipline" seems to be a research that aims to use scouting activities as a means to inculcate discipline in elementary school kids by means of behaviorist principles, according to the available material. Often used for classroom management, the behaviorist approach to education has a wide range of good applications (Pomou et al., 2023).

There are a number of studies that compare this to the current research and examine how scouting as an extracurricular activity affects different parts of a student's growth. For example, several studies have used quantitative descriptive methodologies to try to figure out how much extracurriculars affect students' disciplinary records (Nureva & Tohir, 2020). Research has shown that scouting activities help pupils develop self-reliance and discipline, which highlights the importance of extracurriculars in shaping students' perspectives (Gunawan et al., 2022).

Studies comparing scouting and non-scouting samples of high school students have looked at the larger effects of the Scout movement on students' academic performance, social skills, and self-esteem (Asensio-Ramon et al., 2020). Alongside this, there are research initiatives aimed at creating and evaluating disciplinary character-building modules that include scouting activities. (Nugraha dkk., 2023). There is strong evidence that scout extracurricular activities have a positive effect on students' academic performance and behavior, according to quantitative results from research that use statistical methods like the coefficient of determination.

But without further background, it's hard to tell how this research may be different from the ones mentioned above, either in terms of methodology or results. The current research demonstrates that scouting can be a powerful tool for behaviorist discipline and behavior modification in the classroom. However, every study will differ depending on factors like the educational setting, the program's design, and the criteria used to evaluate discipline.

The importance of extracurricular activities in shaping students' personalities is shown by the fact that scouting programs foster long-term discipline. Teens may benefit academically and socially from scouting. Significant insight into the effects of behaviorist theory on student discipline is provided by the study's results, which show how scouting activities relate to behaviorist theory. Instructors might use scout leaders or incentive systems to create effective extracurricular activities. This extracurricular activity may be better implemented and promoted thanks to the study's insightful view of behaviorism's benefits.

Prospective investigations may include comparing existing studies. When it comes to student discipline, behaviorism-based scout extracurriculars are like constructivism or humanism. Longitudinal studies are another intriguing method. Children who participate in scout extracurricular activities may be followed up by these studies to see whether the discipline they acquire impacts their social and intellectual development in the long run. Furthermore, the mechanisms of change may be investigated. The impact of behaviorism on scout discipline has to be carefully examined. It is important to review the processes, rules, regulations, peer interactions, scout leaders, and reward schemes.

The study of other cultures is another interesting and important area of study. Scouting behaviorism and its effects on discipline development may be the subject of cross-cultural studies. Curriculum integration of behaviorism-based scout activities is another area of research. To do this, we need to look at ways that these kinds of exercises may be readily included into the curriculum in order to promote self-control. It could be illuminating to do a qualitative study of scout leaders and educators. By reflecting on their own experiences, challenges, and perceived benefits, researchers may have a better understanding of the behaviorist theory's practical implications in extracurricular activities.

Evaluating the involvement of parents is crucial. How parents engage in scout activities that are focused on behaviorism and how it influences discipline might be the subject of future research. Lastly, research on behaviorism-based online punishment systems is ongoing as the field of education develops. Think about how these approaches would work in a virtual or hybrid classroom and make any necessary adjustments. Applying behaviorism theory to elementary school scout extracurriculars as a means of promoting discipline is an area that might benefit from these lines of inquiry, which could enhance the field of educational psychology.

4. CONCLUSION

This research reveals that the Scout extracurricular program at one of the elementary schools in Palembang has successfully implemented the principles of behaviorism to improve student discipline. The principles of behaviorism used include the application of positive reinforcement mechanisms, which involve the use of rewards and recognition to encourage desired behavior, as well as the application of mild sanctions in response to undesirable behavior. Thus, the research results indicate that this program has succeeded in increasing students' level of control and obedience to the standards set. Furthermore, through monitoring carried out in April-May 2023, significant improvements were seen in student behavior, which previously tended to be irregular. This indicates that the behaviorist approach applied in the Scout extracurricular environment has provided positive results in improving student discipline, which can positively impact their learning experience. However, in the context of the success of this program, this research also reveals several obstacles faced in its implementation. One is the need for more financial support for instructors, which can impact the quality and sustainability of these programs, and the lack of family participation, which can help the economic conditions of parents experiencing difficulties. Therefore, these obstacles must be considered and overcome to ensure that the Scout extracurricular program can continue successfully and provide sustainable student benefits.

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