

Scout Extracurricular Curriculum Management in Improving Student Discipline in Madrasah

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Submitted: 06-11-2023

Revised : 02-01-2023

Accepted: 08-03-2024

ABSTRACT. The phenomenon of a learning crisis occurred after the COVID-19 pandemic; discipline is one aspect that must be the main focus of schools during this learning crisis. At MTs Arifah, discipline is the primary goal of extracurricular scouting. This study aims to reveal curriculum management in improving student discipline in the scout extracurricular activities. This research also uses a descriptive qualitative approach to tell the facts of curriculum management of the scout extracurricular to improve student discipline. The results obtained from this study reveal that the management of scout extracurricular curriculum planning begins with preparing Prota and Promes as a reference for activities for one year and evaluations carried out by implicit means, namely oral reports by scout coaches to the principal; this evaluation is more effective because the principal is faster and understands the conditions of extracurricular scouting.

Keywords: *Curriculum Management, Scouting, Discipline, Islamic School.*



<https://doi.org/10.31538/munaddhomah.v5i2.810>

How to Cite Bayu Astra, N. P., Hafid, E., & Suban, A. (2024). Scout Extracurricular Curriculum Management in Improving Student Discipline in Madrasah. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(2), 161–172.

INTRODUCTION

Education has experienced ups and downs in Indonesia, especially after the COVID-19 pandemic; students are experiencing an educational crisis. Education here covers many aspects: cognitive, character, discipline, and others. Education must change and develop the following policies due to the COVID-19 pandemic to continue to achieve fundamental learning objectives (Nafrin & Hudaidah, 2021). Education in Indonesia after COVID-19 requires learning activities that stimulate students to increase discipline (Marbun, 2021). One way is by presenting extracurricular scouting. Extracurricular activities such as moral values, attitudes, abilities, and creativity bridge learners' developmental needs. Through extracurricular activities, learners can learn and develop their communication skills. Extracurricular activities also provide significant social benefits (Kompri, 2015). Scouting activities cannot be separated from the nature of discipline; discipline is one of the main characteristics that every individual, especially students, must possess (Nurdin, Jahada, & Anhusadar, 2021).

Rabiatul Adawiyah's research explains that extracurricular scout activities can foster the religious character of students at MAN Bone through religious guidance to students. The growth of religious character is organized through religious activities in extracurricular scouting at school (Majid, 2021)—another study by Akhmad Ardiansyah on extracurricular scout activities in fostering religious character. Ardiansyah's findings state that the scout extracurricular curriculum can improve the non-academic achievements of students who pursue scout extracurricular activities (Ardiansyah, 2020). Another study conducted by Endang Suciningsih also on

extracurricular scouting found that students who participate in scouting can improve their independent attitude, complete tasks and responsibilities, solve problems, believe in their abilities, and manage themselves (Suciningsih, 2021).

Therefore, this research needs to be carried out with attention to highlighting the new research focus regarding student discipline in schools. After the COVID-19 pandemic, there was an education crisis, one of the subjects of which was student discipline, which tended to decline. This research will focus on improving student discipline through school curriculum management. Apart from that, this research is also expected to present an overview of the scouting curriculum management system so that it can become a guide for schools in managing the scouting curriculum.

METHOD

This research uses a descriptive qualitative approach. The output produced is in the form of speech, writing, and behavior that the researcher directly observes. This research will also obtain an in-depth understanding and interpretation of the meaning and relevant facts. This research was conducted at MTs Arifah, Pangkabinanga Village, Pallangga District, Gowa Regency. The research subjects were chosen by considering Spradley's opinion in Nasution, namely that choosing and determining a research location must take into account several aspects, namely: a) simple, b) easy to enter, and c) affordable transportation (Nasution, 2003).

Data sources in this research are divided into primary data and secondary data. Primary data was obtained directly through observation, interviews, and documentation from the deputy principal for student affairs at the Arifah Foundation (person in charge of scouting extracurriculars), the head of MTs Arifah, scout extracurricular supervisors, and school students. Meanwhile, secondary data sources were obtained through scientific books, journals, theses, or dissertations, as well as information from various sites on the internet that were used in the study in this research. The data analysis technique in this research uses the triangulation method to test the validity of the data used. The researcher used source and method triangulation techniques, where source triangulation refers to the researcher's efforts to access various sources to obtain data regarding the same problem.

RESULT AND DISCUSSION

Result

MTs Arifah Gowa was established in 2019 with the vision of "Becoming an Inclusive Madrasah that Produces a Generation with Noble Morals, Multiliteracy Dimensions, High Competitiveness, and Care for the Environment." Although relatively new, this school has 28 study groups of 768 students. MTs Arifah is one of the units under the auspices of the Arifah Foundation. MTs Arifah is registered at Gudep number 02.127-02.128 in the Somba Opu Branch Quartier. Kwartir Ranting Somba Opu itself is in the Gowa Branch Kwartir. MTs Arifah students themselves are included in the Penggalang group, with details: 1) Candidate General Proficiency Requirements of as many as 140 students 2) Ramu General Proficiency Requirements of as many as 25 students. 3) Rakit General Proficiency Requirements of as many as ten students.

The curriculum of MT Arifah Gowa uses the curriculum set by the Ministry of Religious Affairs. This curriculum is designed to meet established educational standards and develop students' competence in various fields. The planning of the scouting curriculum is carried out at the beginning of the new school year, as stated by Ahmad Suryadi as the person in charge of the following school principal:

"We do every planning; it's a meeting at the beginning of the year. So before the new school year begins, we discuss everything related to learning, including extracurricular activities. Before stabilizing activities, we try

to provide the widest possible opportunity for any teacher who wants to become an extracurricular coach. Of course, we still pay attention to the competence of these teachers (Principal: Interview: 2023)”

Learning is structured and systematic, integrating competency-based approaches and active learning. Qualified teachers will deliver the subject matter under the lesson plans that have been developed. In addition, the school also provides various supporting facilities and resources to improve the quality of learning, such as libraries, laboratories, and information technology.

In addition to planning for the beginning of the new school year, included in the planning category is coordination which is carried out regularly with related parties, such as the principal, student affairs, and coaches. In addition to the various authorities who directly guide and foster students, coordination is also carried out with stakeholders, namely student guardians. With the support and cooperation of all parties, it is hoped that scouting can be an effective forum in shaping the character of students into a generation that has a good personality. Commitment continues to be given to improve scout curriculum planning, in order to provide greater benefits for students and the school environment. This is in accordance with what was conveyed by Ahmad Suryadi as the person in charge of the following school principal:

“Those involved are of course the extracurricular coaches themselves, then accompanied by the student affairs department, of course, we also involve the head of the madrasah, and the homeroom teacher, because the homeroom teacher also has the authority. Because how can students who participate in scout activities, of course, must also coordinate homeroom teacher activities, because maybe yes, if there is no coordination, they usually ask why, for example, many consider that scouts interfere with learning. So as much as possible we coordinate well so that extracurricular activities do not interfere with class learning (Suryadi: Interview: 2023)”

The competence of teachers who have adequate qualifications and are competent in carrying out the scout coaching process has the responsibility to support and supervise scout activities at school. As for the Scout coaches in the front cluster of MTs Arifah, there are 10 coaches with details of 6 male coaches and 4 female coaches. While the curriculum that is compiled is a curriculum that is in accordance with the wishes of the scout coaches. This is because the curricular nature is learning outside the classroom that is not related to classroom material. This was conveyed by Ahmad Suryadi as the person in charge of the principal and Ahmad Hamdan Guntur as the vice principal for the following curriculum;;

“When it comes to planning, we refer to the goals to be achieved, so the goal to be achieved here is to make students more disciplined by making a routine training schedule that has been coordinated with the authorities in the sense that here it has coordinated with the head of the madrasa, then student affairs, then coaches, and parental involvement as well so indeed here it has involved all relevant parties regarding the planning of the scout extracurricular curriculum (Interview: Hamdan Guntur: 2023).”

In curriculum planning at the beginning of the year, MTs Arifah compiles all scouting learning tools in great detail as official subjects. Among the forms are the Annual Program (Prota) and Semester Program (Promes). In the Prota and Promes there is a routine training schedule every week as well as the achievement of the General Proficiency Requirements (SKU) which is carried out in the first semester in November and the second semester in April. The simple form of the annual program is as follows.

Table 1. Annual Program of Scouting Extracurricular at MTs Arifah

No	Kegiatan	Bulan												
		1	2	3	4	5	6	7	8	9	10	11	12	
1	Pembenahan Administrasi	✓	✓	✓	✓	✓	Libur	✓	✓	✓	✓	✓	✓	
2	Latihan Rutin	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
3	Pencapaian SKU / TKU	-	-	-	✓	-		-	-	✓	✓	-	-	-

4	Pencapaian SKK / TKK	-	-	-	✓	-	-	✓	✓	-	✓
5	Perkemahan Sabtu-Minggu	✓	-	-	✓	✓	-	✓	✓	✓	✓
6	Latihan Gabungan	-	-	-	-	-	-	-	✓	✓	-
7	Pramuka Peduli	-	-	-	✓	-	-	✓	-	-	-
8	Out Door Activity	-	✓	-	-	-	-	-	✓	✓	-
9	Pembenahan Sanggar & Perlengkapan	✓	✓	✓	✓	✓	-	✓	✓	✓	✓
10	Kegiatan Giat Prestasi	✓	✓	✓	✓	✓	-	✓	✓	✓	✓
11	PHBI / PHBN	✓	-	-	✓	-	-	✓	-	-	-

In addition to discipline, another focus of the scouting curriculum at MTs Arifah is religiosity. This religious attitude is presented through activities and joint exercises on extracurricular activities. This was conveyed by the scout coach Mrs. Nurhalifah below:

“The hallmark of scouting education at Madrasah Arifah is definitely stricter Islamic education, for example in every scouting activity Islamic education must be involved. For example, if we carry out persami activities, there will definitely be activities such as carrying out duha prayers, lail prayers, or tahajud prayers in each activity So indeed the characteristics of this Madrasah are in line with what Kak Mansyur and Pak Kamad are talking about, so it is more because of religious discipline.”

Dalam hal implementasi atau pelaksanaan manajemen kurikulum ekstrakurikuler pramuka di MTs Arifah dijelaskan oleh wakil kepala sekolah bidang kurikulum Bapak Ahmad Hamdan Guntur mengatakan.

“If the implementation of the scouting curriculum that we have done is by holding compulsory scout activities that refer to the 13th curriculum, besides that there is also a scout extracurricular which is a forum to accommodate the interests of students who want to develop their scouting skills so there are 2 lines that underlie, the first is compulsory scouting, the second is extracurricular scouting as a student specialization. In the organization, it is quite good, because all the rules related to training time are all well coordinated, starting from the head of the madrasa, student affairs, coaches, parental involvement, all of them agree with the predetermined time, namely after learning is complete, so indeed this scout activity is designed to be an activity outside of compulsory subjects. outside of the learning process, and it has been agreed by 4 parties, the head of the madrasa, student affairs, coaches, as well as the involvement of parental approval Interview: Hamdan Guntur: 2023).”

The implementation of the scouting curriculum is carried out with the approval of 4 parties, namely, the principal, student affairs, scout coaches, and parents. All of them have agreed with the scouting curriculum which aims to shape the character of discipline in students.

MTs Arifah Gowa also organizes scouting activities as part of learner management. Scout extracurricular activities are mandatory extracurricular activities that must be present in every school. This activity aims to develop leadership skills, teamwork, discipline, and a sense of social responsibility for students. Through scouting activities, learners will be involved in various outdoor activities, such as camping, hiking, and survival skills improvement activities. Scouting activities also provide opportunities for learners to recognize nature and the surrounding environment and develop a sense of love and concern for the environment.

The compulsory scout extracurricular program at MTs Arifah Gowa aims to form a tough, disciplined, independent and responsible personality. The activities of this extracurricular scout program include: (1) Scout basic skills training, such as using knots, putting up tents, and cooking in the open. (2) Nature exploration activities, such as hiking, camping, and orienteering. (3) Learning about scouting values, such as honesty, cooperation, and environmental awareness. (4) Participation in flag ceremonies and routine scouting activities.

The program is designed to provide valuable experiences for learners in developing positive attitudes, leadership, and social skills. Through the mandatory scout activity program, it is hoped that students can grow into individuals with integrity, responsibility, and a spirit of togetherness. During the process of increasing the discipline of students, the school evaluates the extracurricular scout curriculum, this is certainly explained by the person in charge of the school principal Ahmad Suryadi and scout coach Mrs. Nurhalifah said that:

“Of course, it is still evaluated and one of them is scouting. And it has been reported perhaps periodically to the coach then to the student affairs. Yes, in addition to explicit evaluation through documents or accountability reports or reports on the results of activities. Sometimes we, the head of the madrasah, also conduct evaluations, this means implicit evaluation. So we call maybe in person to directly talk to the person concerned, in this case the scout leader, to talk about everything that the scouts will do in the future. I think this is what I think is the most effective evaluation because where the madrasa head and the scout leader are directly face to face and directly communicate with each other.....(Interview: Nurhalifah)”

Gugus Depan MTs Arifah designs scouting curriculum management with three stages, namely, planning through meetings at the beginning of the new school year, implementing the curriculum by carrying out exercises and achieving general proficiency requirements as written in Prota and Promes, and evaluation through observation and coordination between scout coaches, principals and student affairs and stake holders, namely student guardians.

Discussion

Planning management

Several important aspects must be considered in management activities, including planning, organizing, mobilizing, controlling, and decision-making. (Mulyasa, 2002) suggests that curriculum management is an activity that includes planning, implementing, and assessing the curriculum. Other experts, namely Mustari (Mustari & Rahman, 2014), also suggest that curriculum management is an arrangement made for learning success so that these activities can achieve maximum results. Planning is a very important process in every activity or organization. Through planning, we can identify the steps that must be taken to achieve the desired goals. Planning aims to create harmony and coordination between the various operations carried out in an organization (Cook, 2021). Planning aims to achieve a consistent and coordinated set of operations to obtain desired results. Planning must be prepared before implementing other management functions (Hamalik, 2008).

Scouting planning at MTs Arifah begins with a meeting before the new school year led by the school principal. All aspects of school preparation will be discussed in this meeting, including scout extracurriculars. Because the scout extracurricular is a mandatory extracurricular in curriculum 13 and in the independent curriculum, every teacher is expected to take part in the initial planning. The annual scouting extracurricular program was among those prepared at the beginning of the year meeting.

The role of teachers in scout development and scout curriculum management is vital. Teachers with adequate qualifications and competence in carrying out the scout development process have the responsibility to support and supervise scout activities at school. The school must have adequate knowledge and skills to guide scout members in developing and participating in scout activities. Apart from that, teachers also play a role in implementing scout curriculum management. The school must understand the existing scout curriculum well and be able to implement scout materials effectively in learning. Teachers are also responsible for planning scout activities by the curriculum and actively involve scout members.

Therefore, teachers are expected to actively participate in workshops, training, or coaching independently to increase their scouting abilities and skills. By upgrading the teachers' abilities and

skills, scouting will be carried out in extracurricular activities and classroom learning. At MT's Arifah, the teachers play a very active role in training, as with scout leaders, by taking the 'Basic Proficient and Administrative Training' course organized by the Gowa Branch of the Quarter.

MTs Arifah created a scout extracurricular curriculum design that cannot be separated from the Scout Curriculum and Methods which have been regulated by the National Quarter of the Scout movement. Curriculum planning in scout education is very important to ensure that the educational process runs well and is in accordance with the stated objectives. The curriculum must be designed in such a way as to cover all the desired aspects of education, including the development of character, skills and knowledge.

In addition, at the educational unit level, curriculum activities prioritize the realization and relevance of the national curriculum (competency standards/basic competencies) with regional needs and the conditions of the school concerned so that the curriculum is a curriculum that has integrity with students and with the environment in which the school is located. Are (Nasbi, 2017). Therefore, MTs. Arifah always tries to collaborate between the national curriculum, which is the scout extracurricular, with the Islamic curriculum inserted into routine training.

A method is a way or technique to make it easier to achieve activity goals. One method that can be used in education is the Scouting method. The Scouting method provides education through interesting, fun, and challenging activities and helps students develop social skills, leadership skills, and skills to adapt to the surrounding environment (Pramuka, 2010).

Structurally, scout coaches will always coordinate with students regarding the scout curriculum, materials, schedules, exercises, and so on related to the scouting curriculum—important components for assessment and evaluation of learning outcomes. The curriculum must also consider the needs and interests of scout members to provide learning experiences that are relevant and beneficial to the school. Therefore, scouting is learning that is outside the regular learning curriculum. So, the scouting curriculum is adjusted to the school's goals: discipline students, develop character, and form good morals (Hsiao, 2021; Lickona, 2009).

One example of cultivating character development discipline and forming good morals by MTs Arifah scouting is that newly accepted students must attend mandatory camps. This is one of the efforts to support the formation of good character through scouting. Through this activity, the school believes that students can develop discipline, teamwork, leadership, and other positive values. From these mandatory camping activities, the basic principles of the scout movement are also instilled, the first being faith and devotion to God, caring for the nation and homeland, caring for oneself, and obeying the code of honor. It is important to know that basic principles are fundamental principles that form the basis for thinking and acting. The scout movement provides non-formal education outside of school and family as a forum for coaching and developing young people based on the Among System, Basic Principles, and Methods of Scouting.

Basic principles include values and norms in the lives of all members of the Scout Movement. Scouting is an educational process outside the school and family environment in the form of interesting, fun, challenging activities carried out in the open air with the ultimate goal of character formation. It can be concluded that the Basic Principles of Scouting (PDK) are the foundation or principles underlying scouting activities to develop students' character. By referring to the basic principles of scouting in planning the scout extracurricular curriculum, it is hoped that students can develop faith and devotion to God, a sense of love for their country, concern for themselves, and respect and uphold scouting values. This curriculum provides opportunities for students to grow and develop in all aspects of their lives and form disciplined and dignified characters (Al-Shanawani, 2019; Susanti & Rokhman, 2022).

One of the main objectives in planning the management of the scout extracurricular curriculum is to make students more disciplined from a religious and social perspective. MTs Arifah scouting has been integrated with religious activities, such as Saturday and Sunday Camping (Persami). On the sidelines of scout activities, Dhuha, Lail, or Tahajud prayers are also held. With these various activities, religious discipline is hoped to be created. This aligns with the first spiritual point of the General Skills Requirements (SKU). In the context of scout extracurricular curriculum planning management at MTs Arifah, the disciplinary aspect is the main focus that is integrated into every scout activity.

Curriculum management at the school level is a complex process and involves many related parties. The main objective of curriculum management is to ensure that the curriculum implemented in schools can achieve national basic competence and competency standards as well as regional needs and the conditions of the schools concerned (Wahyudin, 2014). At this school, students are expected to have discipline in learning, both in terms of time and intensity. They are taught to study seriously and on time, so that they can achieve optimal results in the learning process (Anderson et al., 2022). Besides that, religious discipline is also one of the characteristics implemented in scout extracurricular curriculum planning management. Students are taught to diligently participate in worship activities, fardhu prayers, and other religious activities. In this way, religious values can be internalized well in students' daily lives. This aims to form students who are disciplined, responsible, and have strong religious values (Nieuważny et al., 2021).

Implementation of the management curriculum

Rusman explained that in implementing curriculum management in educational institutions, the five main principles that need to be considered in curriculum management are productivity, democratization, collaboration, effectiveness and efficiency, as well as vision, mission and goal orientation as outlined in Curriculum Management (Rusman & Pd, 2009). These five principles of curriculum management need serious attention from program organizers because they can affect the quality and success of the learning process.

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 63 of 2014 concerning Scouting Education as a Mandatory Extracurricular Activity in Primary and Secondary Education, Scout extracurricular curriculum development is the process of planning, implementing, and evaluating Scout extracurricular activities in educational units. The Scout extracurricular curriculum must be by the learners' goals, objectives, and characteristics and refer to the guidelines set by the Ministry of Education and Culture and the National Quarter of the Scout Movement.

The implementation of the scouting curriculum that we have done is by holding mandatory scouting activities that refer to the K13 curriculum, as well as extracurricular scouting, which is a forum to accommodate the interests of students who want to develop scouting skills. The implementation of extracurricular scouting is (1) compulsory scouting and (2) specialization scouting. This scouting activity is designed to be an activity outside of compulsory subjects. Outside of the learning process, and has been agreed upon by four parties, namely the principal, vice principal for student affairs, and scout coaches, as well as the involvement of parental approval as school stakeholders. The curriculum for parents can be used as a reference to participate in guiding their children so that the learning experience provided by parents is by the learning experience received by children at school (Suyadi, 2014).

MTs Arifah provides a forum for students who want to develop their scouting skills in the scout extracurricular curriculum. This reflects the school's commitment to valuing learners' interests and talents in the scouting field. The curriculum is designed to be an activity outside of compulsory subjects, thus providing opportunities for learners to learn and participate in more interactive and practical activities. However, to organize effective and efficient extracurricular

scout activities, good management is needed with many important points that must be considered in each management function (Ariani, 2015).

Scout coaches, counselling guidance (BK) teachers and subject teachers work synergistically to improve students' discipline. BK teachers are responsible for carrying out discipline coaching activities, while scout coaches and subject matter teachers are open to collaborating to build student discipline. Implementing the scouting curriculum at MTs, Arifah receives active supervision from the principal, vice principal, and scout coach. The direct involvement of superiors in monitoring and supervising the implementation of the scouting curriculum shows a high commitment to ensuring that these extracurricular activities run well and by established standards (Handayani, Wangid, & Julius, 2021; Lewis et al., 2018).

The control carried out by the principal and the deputy head of student affairs is a control management to ensure that the planning prepared at the beginning of the new school year is well implemented. This is as stated by Thomson in his research, namely to observe (1) the experience of students, (2) teacher performance, and (3) products (learning outcomes) (Thompson, 1992). In this study, the principal controls the following: 1) Extracurricular activities, 2) Learning patterns carried out by coaches, 3) Discipline as a result of extracurricular scouting.

Evaluation is also a very important management function. In evaluating, coaches must assess the results and impact of extracurricular scouting activities on the development of students. Evaluation can be done using various methods and instruments, such as observation, interviews, questionnaires, tests, portfolios, etc. Evaluation must be carried out objectively, accurately, and transparently so that the results can be used for the development of future activities (Nasbi, 2017).

According to the principal of MTs Arifah, three factors play an important role in creating discipline among students who join the scouts. These factors are interconnected and influence each other to achieve the same goal, namely, making students disciplined and have good character—*first*, the competency factor of the coach. The coach has a very big role in shaping the character and discipline of students. The coach's competence includes knowledge, skills, and experience in managing scout activities. A competent coach can provide appropriate guidance, set a good example, and encourage learners to develop self-discipline. The ability of coaches to give advice and direction to learners greatly affects their level of discipline.

Second is the cooperation factor with parents. Although efforts to discipline learners are actively carried out at school, this process will only be possible with good cooperation with parents. Parents have a very important role in supporting and reinforcing learner discipline. Collaboration between schools and parents is essential to build an environment that consistently provides rules and reinforces discipline values. Through good communication and mutual support between schools and parents, learners will experience consistency in expectations and actions regarding discipline.

Finally, an equally important factor is the role of the learners themselves. Improving discipline depends not only on the efforts of coaches and cooperation with parents but also on communication and interaction with scouts. Learners need to be actively involved in scout activities and follow the directions and rules set. They need to have the motivation and responsibility to maintain self-discipline. In addition, learners also need to understand the importance of discipline in achieving individual and group goals in scout activities.

The value of daily discipline of MTs Arifah scout members is closely related to the value of discipline based on Islamic teachings. MTs Arifah views Islamic discipline as a fundamental pillar in carrying out duties and responsibilities as a scout member. One example is the implementation of the ASR prayer during training. Before starting the training, scout members of MTs Arifah are prioritized to perform asr prayer first, especially if there is a mosque around the training location. This action shows that MT Arifah strongly emphasizes discipline in religious and spiritual aspects.

Evaluation and Development

Evaluation is an important part of the curriculum because it regulates the implementation of teaching and learning activities. By conducting evaluations, we can obtain accurate information about the achievement of the learning process and the success of students (Hamalik, 2003). Related to this is Government Regulation No. 4 of 2022 concerning Amendments to Government Regulation No. 57 of 2021 concerning National Education Standards regarding assessment standards. Educational Assessment Standards are criteria that regulate the scope, objectives, benefits, principles, mechanisms, procedures, and instruments for assessing student learning outcomes. These standards are the basis for research on primary and secondary education student learning outcomes. Assessment of learning outcomes by educators aims to assist and evaluate the learning process, learning progress, and improvement of student learning outcomes on an ongoing basis. Assessment of learning outcomes by education units aims to assess the achievement of graduate competency standards in all subjects. Assessment of learning outcomes by the government aims to assess the achievement of graduate competencies nationally in certain subjects (K. Ahmad & Ogunsola, 2011; Lafrarchi, 2020).

At MTs Arifah, the scouting extracurricular activities are evaluated as a report by the scoutmaster to the vice principal for student affairs. This report is carried out periodically. In addition to evaluations carried out formally, it is also carried out non-formally, namely by summoning or verbal communication between the scout coach and the deputy to the school. In addition, scout coaches in direct contact with students also conduct evaluations with fellow scout coaches. The evaluation contains the shortcomings of each routine training. These shortcomings are also tried to be minimized, and solutions are found for future routine exercises.

Therefore, the evaluation of the extracurricular scout curriculum shows a systematic effort to evaluate and improve the discipline of students. This evaluation is carried out as part of the process of developing and improving the quality of scout coaching. This evaluation is very important in seeing the achievement of discipline standards, the coaching process, and the results of routine training activities (C. N. C. Ahmad, Yahaya, Yahaya, Taha, & Ibrahim, 2022). In the evaluation, there are specific management patterns that are incorporated to ensure that scouting can run better. Observation, discussion, and coordination between coaches and instructors are also an integral part of this evaluation (Pereira, Flores, & Niklasson, 2016).

By evaluating the scout extracurricular curriculum, MTs Arifah can continue to optimize scout coaching and ensure that scouting remains useful for students. By improving the quality of coaching, scouts can be an effective means of fostering the character of discipline, leadership, cooperation, and other positive values in students (Lee, Pan, Liao, Chen, & Walters, 2013).

One of the motivations for this extracurricular scouting program is the 'Giat Prestasi' program. Giat Prestasi is the flagship program of extracurricular scouting. As the name implies, Giat Prestasi is a place for scout members to achieve any achievement in their field. The Giat Prestasi program also gives appreciation and awards to students who have achieved achievements in scouting activities (Wu & Shen, 2022). This increases learners' pride and confidence and encourages them to continue striving and developing their potential. The development of the scout extracurricular curriculum, particularly through the Giat Prestasi program, has proven its important role in improving learners' discipline. This program rewards achievements and encourages learners to develop disciplinary characters that will positively impact their lives. In the future, this development can continue and provide greater benefits for learners and the school environment.

CONCLUSION

Scout extracurricular curriculum planning management at MTs Arifah by preparing Prota and Promes as a reference for activities for one year and evaluations carried out by implicit means, namely oral reports by scout coaches to the principal; this evaluation is more effective because the principal is faster and understands the conditions of extracurricular scouting. This research complements previous studies by providing a new perspective, namely discipline. The aspect of discipline has yet to be found in scouting. Therefore, this research contributes in the form of new variables, namely discipline and scouting. This research can be complemented by subsequent research by replacing the discipline variable with other variables such as skills, physical strength, or emotional strength. In addition, future researchers can examine higher scouting levels, such as at the university level or at the Enforcer and Pandega levels.

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