

Scout Extracurricular Participation and Student Learning Motivation in Islamic Senior High Schools

Dewi Yuniska*, Sandi, Sahiruddin

Economics Educationn, Muhammadiyah University of Bone, Bone, 92716, Indonesia

Abstract

Extracurricular activities provide students with opportunities to develop discipline, leadership, character, and active learning habits beyond formal classroom instruction. Scout extracurricular activities are particularly relevant because they combine experiential learning, teamwork, responsibility, and character formation that may be associated with students' motivation to learn. This study examines the relationship between participation in Scout extracurricular activities and student learning motivation in an Islamic senior high school context. A quantitative ex post facto design was employed involving 48 students who actively participated in Scout activities, with all members of the population included through saturated sampling. Data were collected using a structured questionnaire and analyzed through descriptive statistics, validity and reliability testing, normality and linearity testing, and simple linear regression analysis. The findings indicate a positive and statistically significant relationship between Scout extracurricular participation and student learning motivation, with a significance value below 0.001. The regression model produced the equation $Y = 30.049 + 0.488X$, while the coefficient of determination of 0.364 indicates that Scout extracurricular participation accounted for 36.4% of the variance in student learning motivation. These findings suggest that structured extracurricular participation is associated with stronger learning motivation and may support schools in fostering discipline, responsibility, engagement, and positive learning attitudes through experiential activities.

Keywords: Scout Extracurricular Activities, Learning Motivation, Students, Ex Post Facto, Simple Linear Regression

1. Introduction

Education is the main foundation in building quality, characterful human resources who are able to adapt to the development of science and social change. Education is not only oriented towards achieving academic competencies, but also aims to develop the potential of students comprehensively, in terms of knowledge, skills, and attitudes. The success of education is greatly determined by the active involvement of students in the learning process so that they can produce graduates who have critical thinking skills, good character, and are ready to face future life challenges (Anhusadar, 2021). Therefore, improving the quality of education needs to be carried out through various strategies that can create meaningful learning experiences for students. Education is currently very important for all of us, but if education is not based on rules, it will be misused (Sandi, 2024).

One of the factors that plays an important role in the success of the learning process is learning motivation. Learning motivation is an internal or external drive that moves students to actively engage in learning activities, maintain persistence in completing tasks, and strive to achieve optimal learning outcomes (Agrifina, 2024). Students with high learning motivation tend to show great curiosity, are active in participating in learning, have a commitment to academic tasks, and are able to maintain their learning spirit even when facing various difficulties. Conversely, low learning motivation can cause students to be less active during the learning process, give up easily when facing difficulties, and show less than optimal learning outcomes (Arsini, 2023).

From the perspective of educational psychology, learning motivation is not only influenced by factors originating from within the student, but is also shaped through a learning environment that can fulfill their psychological needs. Self-Determination Theory explains that learning motivation develops optimally when students are given the opportunity to fulfill their needs for competence, autonomy, and social relatedness. These three needs can be met through learning experiences that provide students with opportunities to participate actively, receive recognition for their abilities, and

* Corresponding author.

E-mail address: dewiyuniska25@gmail.com (Dewi Yuniska)

build positive social relationships in the school environment. Thus, schools play an important role in providing a learning environment that can foster student learning motivation through various educational programs, both those conducted inside and outside the classroom.

One form of educational program that supports the development of student potential is extracurricular activities. Extracurricular activities are educational activities organized outside of class hours as a means of developing students' interests, talents, skills, and character (Ningrum., 2020). Through these activities, students gain more contextual learning experiences because they are directly involved in various activities that demand cooperation, responsibility, communication, and problem-solving skills. The learning experiences gained through extracurricular activities are expected to complement the formal learning process, thereby contributing to students' academic and non-academic development.

One of the extracurricular activities with a strong orientation towards character building is Scouting. The Scout Movement is a non-formal educational organization that aims to shape young generations who are disciplined, independent, responsible, have integrity, and possess teamwork skills through various experiential learning activities (Yusdinar, 2023). The values developed in scouting activities, such as discipline, responsibility, leadership, cooperation, and independence, are believed to foster positive behaviors that are not only beneficial in social life but also have the potential to increase students' motivation in participating in the school learning process. Furthermore, a school environment that provides opportunities for students to actively participate in extracurricular activities can also strengthen intrinsic motivation because students gain more meaningful learning experiences (Sahiruddin, 2025).

Nevertheless, empirical facts show that student participation in Scout activities has not always been followed by increased learning motivation. This phenomenon was also found at MAN 1 Bone, where there are still students who actively participate in Scout activities but show relatively low learning motivation in the learning process. This condition indicates that character building through scouting activities does not necessarily automatically improve students' learning motivation. Therefore, empirical research is needed to test the extent to which Scout extracurricular activities truly influence students' learning motivation.

Several previous studies have examined the role of Scout activities in character formation of students. Syaifiudin, (2021) found that Scout activities have a positive influence on the formation of disciplined and responsible character through habituation of rules and team activities. Research (Afresda., (2023) also shows that Scout activities contribute to the formation of Pancasila Student Profile characters, such as mutual cooperation, integrity, and independence. Furthermore, Rumiati, (2025) revealed that the development of block-based Scout programs is capable of improving responsible character while also positively impacting students' learning motivation. These findings indicate that Scout activities have a significant contribution to the character development of students.

Nevertheless, previous research is still dominated by discussions regarding character formation as the main outcome of Scout activities. Learning motivation is generally only positioned as an indirect impact directly or not yet analyzed as the main dependent variable using a quantitative approach. In addition, most of the research was conducted in public schools, so the characteristics of the Islamic senior high school environment, which has a different academic and religious culture, have not received much attention. This condition indicates a research gap, namely the limited research that specifically examines the influence of Pramuka extracurricular activities on student learning motivation in the context of Islamic senior high schools.

Based on this gap, this research offers novelty in the form of empirical testing regarding the influence of Pramuka extracurricular activities on student learning motivation in the Islamic senior high school environment using a quantitative approach. This research not only examines Pramuka activities as a means of character building but also analyzes how the learning experiences gained through scouting activities can contribute to increasing student learning motivation. Thus, this research is expected to enrich studies on the relationship between experience-based non-formal education and learning motivation, as well as provide practical implications for schools in optimizing extracurricular activities as part of a strategy to improve learning quality.

2. Literature Review

2.1 Learning Motivation in the Perspective of Education

Learning motivation is one of the psychological factors that play an important role in determining the success of students during the learning process. Motivation not only functions as a driver for someone to learn, but also influences the intensity, direction, and sustainability of learning behavior in achieving learning goals. Students who have high learning motivation tend to show enthusiasm in participating in learning, have perseverance in completing tasks, and are able to maintain learning efforts even when facing various difficulties. Conversely, low learning motivation is often associated with a lack of student engagement in learning, low concentration, and decreased academic achievement (Agrifina, 2024).

Learning motivation is influenced by various interacting factors, both originating from within the learner and from the learning environment. Internal factors include interest, needs, self-confidence, and learning goals, while external factors include the school environment, teacher's teaching strategies, learning media, and the social support received by the learner. The interaction between these two sets of factors shapes different levels of motivation in each individual. Therefore, improving learning motivation not only depends on the learner's personal characteristics but also requires an educational environment that can provide meaningful learning experiences and encourage active student engagement in the learning process.

In modern educational studies, learning motivation is explained through Self-Determination Theory (SDT), which emphasizes that motivation develops when students' three basic psychological needs are met: the need for competence, autonomy, and relatedness. Students will be driven to learn if they feel capable of completing tasks, have opportunities to make decisions in the learning process, and receive social support from their environment. Thus, learning experiences gained through various educational activities, both inside and outside the classroom, have the potential to increase students' intrinsic motivation because they provide opportunities to fulfill these three psychological needs.

2.2 Scout Extracurricular Activities as a Means of Character Development

Extracurricular activities are an integral part of education aimed at developing students' potential beyond formal learning activities. Unlike intracurricular learning, which is more oriented towards achieving academic competencies, extracurricular activities provide space for students to develop interests, talents, social skills, leadership, and character through applied learning experiences. Thus, extracurricular activities not only function as a supplement to classroom learning, but also as a means of comprehensively shaping student personality (Ningrum, 2020)

One of the extracurricular activities with a strong orientation towards character building is the Scout Movement. Scouting is a non-formal educational organization that develops student character through a learning-by-doing approach, which is a learning process that emphasizes direct experience in every activity. Through routine training, team systems, camping activities, educational games, and the practice of Tri Satya and Dasa Dharma values, students are accustomed to developing attitudes of discipline, responsibility, cooperation, leadership, integrity, and independence. These values become an important foundation in forming positive behavior that can be applied not only in social life but also in academic activities at school (Yusdinar, 2023)

The character built through Scout activities develops through a continuous process of habituation. Discipline exercises, task division within patrols, collaborative problem-solving, and decision-making in various field activities provide learners with opportunities to develop self-management skills while enhancing responsibility for their assigned tasks. These experiences foster adaptive, independent, and cooperative character traits, thus viewing Scout activities as an effective character education strategy within the school environment. (Nantara, 2022)

2.3 Relationship Between Scout Activities and Learning Motivation

Conceptually, the relationship between Scout extracurricular activities and learning motivation can be explained through the character-building process that occurs while learners participate in various scouting activities. Traits such as discipline, responsibility, cooperation, and independence, which develop through Scout activities, are believed to foster more positive learning habits. Learners who are accustomed to completing tasks, adhering to rules, and working collaboratively tend to have a higher commitment to the learning process, thereby increasing their learning motivation (Arsini, 2023).

Besides character building, Scouting activities also provide a different learning experience compared to formal classroom learning. Outdoor activities allow learners to learn through direct experience, social interaction, and collective problem-solving. These experiences provide learners with opportunities to experience success, gain recognition from the group, and boost their self-confidence. From the perspective of Self-Determination Theory, these conditions contribute to the fulfillment of the needs for competence, autonomy, and social relatedness, which ultimately strengthen learners' intrinsic motivation in participating in the learning process.

A number of previous studies have shown that Scout activities have a positive contribution to the development of student character, especially in aspects of discipline, responsibility, leadership, and cooperation. Syaifiudin, (2021) explains that habituation through scouting exercises is capable of increasing student discipline and adherence to rules. Afresda, (2023) also found that Scout activities are effective in shaping positive character through structured group activities. Meanwhile, Rumiati, (2025) stated that the block-based Scout program not only strengthens the character of responsibility but also has a positive impact on student learning motivation. Nevertheless, most of these studies still consider learning motivation as an indirect impact of character formation, so the causal relationship between the intensity of Scout activities and learning motivation has not been widely empirically tested.

Based on the synthesis of theory and previous research findings, it can be understood that the Scout extracurricular activity has the potential to increase learning motivation through character building and meaningful learning experiences. Therefore, this research positions the Scout extracurricular activity as an independent variable that is estimated to influence student learning motivation as a dependent variable. This conceptual framework serves as the basis for testing the empirical relationship between the two variables in the context of MAN 1 Bone.

3. Research Method and Materials

This study uses a quantitative approach with an ex post facto design, which is a non-experimental research design used to identify the influence of one variable on another based on conditions that have already occurred without researcher manipulation. This approach was chosen because the research aims to analyze the influence of Scout extracurricular activities on student learning motivation based on phenomena that occur naturally in the school environment. The analysis model used is simple linear regression, with Scout extracurricular activities as the independent variable (X) and learning motivation as the dependent variable (Y).

The research was conducted at MAN 1 Bone, Bone Regency, South Sulawesi, during the period of March to April 2026. The selection of the research location was based on the consideration that the school has active Scout extracurricular activities, making it relevant to the research objectives, and allowing for effective data collection in terms of accessibility, time, and cost.

The research population consisted of 48 students who are active members of the Boy Scout extracurricular activities at MAN 1 Bone, comprising 29 female students and 19 male students. Given the relatively small population size, this study employed a saturated sampling technique (full sampling), thus all population members were included as research respondents. The use of this technique allowed the researcher to obtain a more comprehensive understanding of the relationship between Boy Scout extracurricular activities and learning motivation without conducting a random sampling process..

The research involved two variables: Boy Scout extracurricular activities as the independent variable and learning motivation as the dependent variable. Boy Scout extracurricular activities are defined as all scouting activities participated in by students to develop discipline, responsibility, teamwork, leadership, and learning experiences through various scouting activities. Meanwhile, learning motivation is defined as the internal and external drives that encourage students to actively participate in the learning process, demonstrate perseverance in completing tasks, and strive to achieve optimal learning outcomes. Operational definitions for both variables were formulated based on theoretical indicators, which were subsequently elaborated into research instruments.

Research data was collected using a questionnaire as the primary instrument and documentation as a supporting instrument. The questionnaire was designed based on the indicators of each variable using a five-point Likert scale, namely Strongly Agree (5), Agree (4), Less Agree (3), Disagree (2), and Strongly Disagree (1). This instrument was used to measure the level of student involvement in Scout extracurricular activities and their learning motivation. Meanwhile, documentation was utilized to obtain supporting data, such as the list of Scout members, activity schedules, organizational structure, and documentation of scouting activities.

Before being used for data collection, the research instrument first underwent validity and reliability testing. Validity testing was conducted using Pearson Product Moment correlation to test the ability of each statement item to measure the investigated construct. An item is considered valid if it has an r -calculated value greater than the r -table at a 5% significance level or has a significance value less than 0.05. Subsequently, instrument reliability was tested using Cronbach's Alpha coefficient. An instrument is considered reliable if it obtains a Cronbach's Alpha value of ≥ 0.70 , indicating good internal consistency, making it suitable for use as a research data collection tool.

The research was carried out in three stages. The first stage was preparation, which included problem identification and problem formulation, development of the theoretical framework, hypothesis formulation, research instrument development, instrument validity and reliability testing, and research permit processing. The second stage is implementation, which includes distributing questionnaires to all respondents, providing filling instructions, collecting instruments, and checking data completeness. The final stage is completion, which covers the process of coding answers based on the Likert scale, data processing using statistical software, interpretation of analysis results, hypothesis testing, and research report compilation..

Data analysis was performed using IBM SPSS through several stages. The analysis began with descriptive statistics to describe data characteristics based on mean and percentage values. Subsequently, prerequisite analysis tests were conducted, consisting of a normality test using Kolmogorov–Smirnov or Shapiro–Wilk and a linearity test through the Test for Linearity in the ANOVA table. After all assumptions were met, hypothesis testing was performed using simple linear regression analysis to determine the influence of Scout extracurricular activities on student learning motivation. Decision-making was based on the significance value with a 5% error level ($\alpha = 0.05$), where a Sig. value < 0.05 indicates that Scout extracurricular activities significantly influence student learning motivation.

4. Results and Discussion

This research was conducted at Madrasah Aliyah Negeri (MAN) 1 Bone, Bone Regency, South Sulawesi, involving 48 students actively participating in Scout extracurricular activities as respondents. Based on respondent characteristics, 29 students (60.4%) were female and 19 students (39.6%) were male. This composition indicates that female students dominate the Scout extracurricular activities at MAN 1 Bone.

Descriptive analysis shows that the Scout extracurricular activity variable obtained an average score of 50.42 with a score range of 40–60 and a standard deviation of 5.255. Meanwhile, the learning motivation variable obtained an average score of 54.65 with a score range of 44–60 and a standard deviation of 4.250. These results indicate that, in general, students' participation in Scout extracurricular activities and their learning motivation are in good categories.

Before hypothesis testing is conducted, the research instrument is first tested for validity and reliability. The validity test results show that all statement items for the Scout extracurricular activity variable and learning motivation have correlation coefficient values exceeding the r -table value (0.284), so all items are declared valid and suitable for use as research instruments. Furthermore, the reliability test results show that the Scout extracurricular activity variable

obtained a Cronbach's Alpha value of 0.866, while the learning motivation variable obtained a value of 0.855. Both values are above the minimum required limit, so the research instrument is declared to have good internal consistency.

Prerequisite analysis testing was conducted through normality tests and linearity tests. The normality test results indicated that the Pramuka extracurricular activity variable had a significance value of 0.200, thus meeting the normality assumption. Conversely, the learning motivation variable obtained a significance value of 0.002, indicating that the data was not normally distributed. Nevertheless, the analysis proceeded because the research sample size exceeded 30 respondents, meaning that based on the Central Limit Theorem, the data distribution was considered to be approximately normal. Furthermore, the linearity test results showed a Deviation from Linearity significance value of 0.970, which suggests that the relationship between Pramuka extracurricular activities and learning motivation meets the linearity assumption.

Hypothesis testing was performed using simple linear regression analysis to determine the influence of Pramuka extracurricular activities on students' learning motivation. The ANOVA test results showed that the regression model had a significance value of 0.000, thus the model was deemed appropriate for explaining the relationship between the two research variables. The regression analysis yielded the equation $Y = 30.049 + 0.488X$, with a regression coefficient value of 0.488. Additionally, the partial test results showed a t-value of 5.129 with a significance level of 0.000, thus the research hypothesis was accepted.

The magnitude of the contribution of Scout extracurricular activities to student learning motivation was analyzed using the coefficient of determination. The analysis results showed an R value of 0.603, indicating a moderately strong relationship between the two variables. Meanwhile, an R Square value of 0.364 indicated that Scout extracurricular activities could explain 36.4% of the variation in student learning motivation, while the remaining 63.6% was influenced by factors outside the research model.

Overall, the research results indicate that the research instrument meets the criteria for validity and reliability, the analysis model meets the linearity assumptions, and the hypothesis testing results show a significant influence of Scout extracurricular activities on student learning motivation at MAN 1 Bone.

5. Conclusion

This study aims to analyze the influence of Pramuka extracurricular activities on student learning motivation at MAN 1 Bone. The research results indicate that Pramuka extracurricular activities have a positive and significant influence on student learning motivation. These findings suggest that student involvement in Pramuka activities contributes to increased learning motivation, as evidenced by the results of a simple linear regression analysis with a significance value below 0.05. Furthermore, the coefficient of determination shows that Pramuka extracurricular activities contribute 36.4% to the variation in student learning motivation, while the remainder is influenced by other factors not analyzed in this study.

The findings of this study confirm that Pramuka extracurricular activities not only serve as a means of character development but also contribute to supporting the learning process through increased student learning motivation. Therefore, schools are expected to optimize the implementation of Pramuka activities through planned, participatory programs oriented towards student competency development. Future research is recommended to examine other factors influencing learning motivation, such as family support, teacher learning strategies, school environment, and student psychological characteristics, to obtain a more comprehensive understanding of the determinants of learning motivation.

References

- Afresda, S., Toharudin, M., & Sunarsih, D. (2023). *Penanaman Pendidikan Karakter Profil Pelajar Pancasila Melalui Kegiatan Ekstrakurikuler Pramuka*. 06(01), 8021–8040.
- Agriana, V. F. (2024). *Pedagogika : Jurnal Pedagogik dan Dinamika Pendidikan*. 12(2), 414–431.
- Anhusadar, L. O. (2021). *Efektivitas Pembelajaran Online Pendidik PAUD di Tengah Pandemi Covid 19*. 5(1), 686–

697. <https://doi.org/10.31004/obsesi.v5i1.699>

- Arsini, Y., Zahra, M., & Rambe, R. (2023). Pentingnya peran orang tua terhadap perkembangan psikologi anak. *Jurnal Mudabbir*, 3 no 2.
- Nantara, D. (2022). *Pembentukan Karakter Siswa Melalui Kegiatan di Sekolah dan Peran Guru*. 6, 2251–2260.
- Ningrum, R. W., Ismaya, E. A., Fajrie, N., & Artikel, S. (2020). *Faktor – Faktor Pembentuk Karakter Disiplin dan Tanggung Jawab Dalam Ekstrakurikuler Pramuka*. 3(1).
- Rumiati, S. (2025). *Pengembangan Program Ekstrakurikuler Pramuka Berbasis Blok Dalam Meningkatkan Karakter Tanggung Jawab dan Motivasi Belajar Siswa*. 5(2), 143–154.
- Sahiruddin, S. (2025). *Penerapan Model Pembelajaran Meningkatkan Hasil Belajar Siswa Rotation Trio exchange Untuk*. 3(4), 2120–2126.
- Sandi, A. H. H. (2024). : *Jurnal Penelitian Multidisiplin* DOI: <https://doi.org/10.62667/begibung.v2i3.117>. 105–114.
- Syafiudin, M. (2021). *A U LADA: Jurnal Pendidikan dan Perkembangan Anak e-ISSN:2656-1638, Volume III, (1),2021* Muhamad Syafiudin. III(1), 71–82.
- Yusdinar, P., Manik, Y. M., Terbuka, U., & Malang, K. (2023). *Pengaruh Ekstrakurikuler Pramuka terhadap Pembentukan Karakter Siswa*. April, 183–190. <https://doi.org/10.47709/educendikia.v3i01.2407>