

Leadership Strategies Of Scout Leaders In Instilling The Value Of Discipline In Scout Members

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ABSTRACT

Discipline is one of the core character values that students must possess to face the challenges of modern life. In the context of non-formal education, the Scout Movement plays an essential role in instilling character values such as discipline, responsibility, and independence. This study aims to analyze the leadership strategies of the Scout Leader in instilling discipline among members of the Scout organization at UPT SMP Negeri 27 Medan. This research employed a qualitative descriptive approach with data collected through interviews, observations, and documentation. The results revealed that the leadership of the Scout Leader plays a significant role in shaping members' discipline through three main strategies: exemplary leadership, participatory leadership, and moral coaching.

Exemplary leadership emerged as the most influential strategy as it fosters self-awareness and voluntary discipline among members. Through open communication and an empathetic approach, the leader successfully created a conducive environment for developing sustainable disciplinary character within the scouting context.

Keywords: Leadership, Scout Movement, Discipline, Character, Non-formal Education

I. INTRODUCTION

The Scout Movement is a forum for the development of the younger generation with the aim of shaping the character of the nation to be noble, disciplined, and responsible. Based on Law Number 12 of 2010, the Scout Movement functions as a non-formal educational institution that plays a role in guiding students through activities based on the basic principles of scouting and learning-by-doing methods.

Discipline is one of the core values in the Scout Movement because it is the basis for the formation of other characters such as responsibility, cooperation, honesty, and determination. According to Suprihatin (2017) in the Journal of Character Education, discipline is the main key to the success of the learning process and character building in both formal and non-formal educational environments.

However, the formation of a disciplined attitude is not a process that can be achieved instantly. Discipline requires time, habit formation, role modeling, and consistent leadership. The Scout leader, as a central figure in the organization, has a strategic role in instilling and upholding the values of discipline through behavior and concrete actions.

As explained by Mulyasa (2013) in the Journal of Education Management, effective leadership is leadership that is able to set an example and build healthy communication between leaders and members. Therefore, this study was conducted to examine how Scout leaders apply leadership strategies in shaping the disciplined character of members, as well as the supporting and inhibiting factors that influence this process.

II. LITERATURE REVIEW

1.1 The Concept of Leadership in Education

Leadership is the process of influencing others to achieve common goals. Kartono (2010) defines leadership as a person's ability to motivate and influence others in a positive way so that they work voluntarily for common goals. According to Rivai (2015) in the Journal of Leadership and Organization, successful leadership in educational institutions is leadership that prioritizes participation, builds trust, and strengthens interpersonal relationships. In the context of scouting, the leader is tasked with guiding members to understand the meaning of discipline through habit formation and moral guidance.

1.2 Leadership in the Scouting Movement

Leadership in the Scout Movement is based on the Among System proposed by Ki Hajar Dewantara with three main principles:

1. Ing ngarso sung tulodo, meaning leading by example,
2. Ing madyo mangun karso, meaning building enthusiasm in the middle,
3. Tut wuri handayani, meaning to encourage from behind.

These principles emphasize that a true leader is not someone who commands, but someone who guides with love, inspires, and sets an example through their actions.

As explained by Syamsu (2016) in the Journal of Basic Education, an effective leadership style in Scouting is one that is democratic, persuasive, and participatory. Scout leaders must be able to instill discipline through example and habit, not coercion.

1.3 The Value of Discipline in Scouting Education

Discipline is a character value that reflects a person's willingness to obey rules and carry out responsibilities with full awareness. Berti Izalia (2022) emphasizes that discipline cannot be formed through punishment alone, but must be instilled through consistent habituation and example from leaders.

Sunarti (2018) in the Journal of Educational Innovation adds that Scouting activities such as routine training, ceremonies, and camping serve as a medium for internalizing the values of discipline and responsibility. Through planned and focused activities, members learn to value time, obey rules, and manage themselves well.

The National Headquarters (2018) also emphasizes that discipline is one of the main pillars of Scouting education, which is the foundation for shaping the nation's character.

III. RESEARCH METHODOLOGY

This study uses a qualitative descriptive approach, with the aim of describing in depth the leadership strategies of Scout leaders in instilling the value of discipline in members.

1. Research Location and Time:

The research was conducted at UPT SMP Negeri 27 Medan on September 24, 2025, at 10:10 a.m. Western Indonesian Time.

2. Research Subjects:

Two ninth- and tenth-grade students, namely Citra (Scout Leader) and Indah (Deputy Scout Leader).

3. Data Collection Techniques:

Data was collected through in-depth interviews, direct observation, and documentation of activities.

4. Data Analysis:

Analysis was conducted using the interactive model of Miles & Huberman (1994) through the stages of data reduction, data presentation, and conclusion drawing

IV. RESULT AND DISCUSSION

This section discusses the research results obtained from interviews, observations, and documentation, and relates them to theory and previous research results. Based on the results of data collection in the field, there are three main strategies used by Scout leaders

Scout Leaders in instilling discipline in members, namely (1) exemplary behavior, (2) participatory leadership, and (3) moral guidance and motivation.

In addition, several obstacles and strategic efforts in implementing discipline were also found.

1. Role Modeling as the Main Strategy for Instilling Discipline

Role modeling is one of the most effective forms of leadership in instilling discipline. Based on the results of an interview with the Scout Leader, Citra, she stated that a leader should not only give orders but also take action first. She believes that "members will imitate what their leader does, not what they say."

Observations show that the Scout Leader is always on time, wears a complete uniform, and demonstrates a responsible attitude in every activity. This behavior indirectly influences members to do the same. This is in line with Bandura's (1986) social learning theory, which states that individuals learn by observing the behavior of others, especially those who are considered to have authority or influence in the group.

This finding is also in line with the research by Dwi & Rukiyati (2020) in the Journal of Character Education, which shows that role modeling is the most dominant factor in shaping students' disciplinary behavior. Students who see direct examples from

role models will be more motivated to imitate these positive behaviors than if they only hear commands or rules.

Role modeling also creates a strong emotional bond between leaders and members. In the context of Scouting, this relationship is called the among system, which is a pattern of relationships based on affection, mutual respect, and a sense of moral responsibility. Ki Hajar Dewantara, in his educational philosophy, emphasized the principle of *ing ngarso sung tulodo* (leading by example), which forms the basis of leadership ethics in scouting. Thus, the role model strategy not only serves to enforce discipline but also becomes a means of shaping the character and personality of members as a whole.

2. Participatory Leadership in Building Collective Discipline

In addition to exemplary leadership, participatory leadership is also an important strategy used by Scout Leaders in fostering discipline. In scouting activities at UPT SMP Negeri 27 Medan, members are given the opportunity to participate in decision-making, activity planning, and task distribution. Observations show that the Scout Leader often involves members in setting up training schedules, determining weekly activities, and making rules together. This participation fosters a sense of collective responsibility, where discipline is no longer considered an individual obligation but a group awareness.

According to Rivai (2015), participatory leadership is a leadership style that provides opportunities for members to be actively involved in the decision-making process. This style has been proven to increase motivation, loyalty, and discipline because members feel valued and trusted.

Wulandari's (2021) research in the Journal of Non-Formal Education also shows that the application of a participatory leadership style in Scouting extracurricular activities

encourages social discipline that grows from a sense of belonging to the organization. Members become more obedient to the rules because they feel they have played a role in their formation. These findings show that participatory leadership contributes greatly to the formation of collective discipline among Scout members. Open and communicative leadership creates harmonious relationships, so that disciplinary values can be accepted and implemented voluntarily.

3. Moral and Motivational Guidance as a Humanistic Approach

The third strategy implemented by the Scout leader is moral and motivational guidance. Moral guidance is carried out continuously through briefings, reflections, and group discussions after activities. The leader often explains the importance of discipline, responsibility, and honesty in everyday life.

This approach is humanistic because it emphasizes self-awareness rather than punishment. The Scout Leader prefers to provide moral guidance rather than repressive measures against members who violate the rules.

This is in line with Kohlberg's (1981) view on the stages of moral development, which states that a person can reach a higher moral level if given the opportunity to understand the moral reasons behind a rule, rather than just being forced to obey it.

Research by Nurhayati & Subhan (2022) also supports these findings, showing that empathy-based moral guidance has been proven to improve student behavior more effectively and sustainably than physical punishment or administrative sanctions.

In an interview, the Scout Leader said: *"I prefer to reprimand them by talking to them nicely, so that they know why discipline is important, not because they are afraid of being punished."* This kind of empathetic approach demonstrates emotional maturity and educational leadership. Thus, moral guidance and motivation are effective strategies in instilling the value of discipline that grows from the self-awareness of members, not because of external coercion.

4. Barriers to Discipline Formation

Although various strategies have been implemented, the study also found several obstacles in the effort to instill discipline, including:

- a. Low motivation among new members, especially those who are not accustomed to regular and scheduled activities.
- b. The intensity of academic activities, so that the time for Scout training often conflicts with other school activities.
- c. Lack of environmental support, such as minimal attention from teachers or advisors to Scouting activities.
- d. Limited facilities, such as inadequate training equipment and internal communication tools.

The Scout leader tried to overcome these obstacles through a persuasive approach and positive reinforcement for members who showed disciplined behavior. Based on Fitriani's (2019) research in the Journal of Educational Psychology, verbal, praise, or symbolic rewards have been proven to increase student motivation and positive behavior. In addition, a personal approach is also taken with members who are often late or break the rules. The leader holds a two-way dialogue to find a solution together without embarrassing members in public. This is in line with Devito's (2011) theory of effective interpersonal communication, which states that empathetic and open interpersonal relationships can strengthen a person's sense of responsibility and discipline.

5. Implications for Character Building and Student Leadership

The results of the study show that the application of leadership strategies based on exemplary behavior, participation, and moral guidance not only shapes the discipline of members but also influences the overall character and leadership development of students. Through Scouting activities, members learn to value time, obey rules, work together in groups, and respect leaders. These values become provisions in social and academic life.

According to Lickona (2012), effective character education contains three main elements: moral knowing, moral feeling, and moral action. These three elements are

applied in Scouting activities through the process of value reflection, habit formation, and practical implementation in field activities.

Thus, the leadership strategy of the Scout Leader at UPT SMP Negeri 27 Medan not only serves to enforce technical discipline but also as a means of internalizing character and moral values for students.

6. Comparative Discussion with Previous Research

When compared to Syamsu's (2016) research, which highlights the role of Scout leaders in shaping the character of elementary school students, this study confirms that the role of student Scout leaders at the junior high school level is also very significant. This means that leadership is not only effective when carried out by adults but also by peers when given appropriate responsibility and guidance.

In addition, these findings also support the results of Sunarti's (2018) research that Scouting activities serve as a forum for training discipline and responsibility. The difference is that this study adds that the effectiveness of discipline does not only depend on the scout leader, but also on the leadership style of the student who acts as the group leader. Thus, the results of this study enrich scientific studies on student leadership in scouting organizations and provide empirical contributions to character-building models based on non-formal education.

The leadership of Scout leaders plays a very important role in instilling values of discipline in members. Through strategies of exemplary behavior, participation, and moral guidance, leaders are able to foster awareness of discipline from within members, rather than through coercion. Effective leadership must be based on consistency, empathy, and good communication. The formation of a disciplined character through scouting activities is an important part of efforts to build a responsible, honest, and independent younger generation.

V. CONCLUSION

The leadership of the Scout Leader plays an important role in instilling discipline in Scout members at UPT SMP Negeri 27 Medan. The strategies applied include exemplary leadership, participatory leadership, and moral and motivational guidance. Through exemplary leadership, the leader becomes a real example for members to be disciplined; through

participation, members are involved in decision-making, thereby fostering a sense of responsibility; and through moral guidance, members understand the meaning of discipline as a form of self-awareness, not coercion.

Despite obstacles such as low motivation and time constraints, the chairperson was able to overcome them through good communication and rewards. Overall, the leadership strategy based on role modeling, participation, and moral guidance proved effective in shaping the discipline, responsibility, and integrity of Scout members

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