



THE EFFECT OF EXTRACURRICULAR SCOUTING ACTIVITIES AND STUDENT DISCIPLINE ON THE LEARNING OUTCOMES

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ABSTRACT

This research aims to determine the effect of scout extracurriculars and student discipline on student learning outcomes in economics subject in grade XI of Social Science at SMA Negeri 2 Limboto, Gorontalo Regency. This quantitative research involves 38 samples, and the data are collected through a questionnaire with multiple linear regression analysis techniques. The results indicate that partially or simultaneously, the variables of scout extracurricular and student discipline affect student learning outcomes in economics subject in XI grae of social science at SMA Negeri 2 Limboto, Gorontalo Regency positively and significantly. The results are obtained through the coefficient of determination (R²) of 85.70% of the variable scout extracurricular and student discipline on student learning outcomes in economics subject in grade XI of Social Science at SMA Negeri 2 Limboto, Gorontalo Regency. Meanwhile, the other 14.30% is influenced by other variables not explained in this research.

Keywords: Scout Extracurricular, Student Discipline, and Student Learning Outcomes.

INTRODUCTION

In terms of education, the level of application of learning, and intelligence, learning outcomes are the extent to which a person can engage in active and constructive interactions with their environment affecting that person's learning outcomes. According to Hamalik (2006 : 30), learning outcomes are when someone has learned something, their behavior will change as a result of the learning. Furthermore, Winkel in Nurrita (2018 : 175), states that learning outcomes are a person's potential to act according to their talents represented by learning outcomes, which are internal capacities that have become their own.

According to Sudirman et al, (2019 : 69), the learning outcomes of students are the determining stage of students mastering lessons in the material studied by taking evaluations / exams, the learning outcomes of Class VIII students can be seen through evaluation activities which aim to obtain evidentiary data that will show the level of students' ability to achieve learning objectives and evidence of the success that has been achieved by a student by involving cognitive aspects.

Learning outcomes are changes in behavior and abilities that students acquire as a result of learning, Nurrita (2018 : 175). As a measure of assessment of learning activities or the learning process, learning outcomes are expressed in symbols, letters, and sentences to describe the results that have been achieved by students within a certain period of time, Novita et al, (2019 : 65). Student learning outcomes are achievements that students achieve academically through exams and assignments, actively asking and answering questions that support the acquisition of these learning outcomes.

According to Nabillah (2019 : 660), Because learning activities are a process, they are related to learning outcomes. Learning outcomes are a psychological domain. This occurs as a consequence of the student's experience in the classroom and the learning process. As according to Bahri (2014 : 105), to state that a teaching and learning process can be said to be successful, each teacher has their own views in line with their philosophy.

Since they interact more with their peers in extracurricular activities, participating students tend to be more vocal. They do not hold back when expressing their thoughts. However, students should pay attention to each activity to achieve a balance between learning, having fun and personal growth. One of the activities that can improve student learning outcomes is scout extracurricular activities.

According to Gunawan (2014 : 265), the main purpose of scouting is to develop character, morals, and noble character. Scouting is an educational process that takes place outside the traditional classroom and family environment. The form is in the form of interesting, fun, healthy, organized, directed, and practical activities carried out in public.

Another aspect that affects student learning outcomes is discipline. According to Wiyani (2013 : 58), discipline is an effort made by instructors to help

children develop their ability to control themselves and behave obediently to the rules. Student learning effects are significantly influenced by discipline. One aspect that affects learning outcomes is discipline. Through discipline, students will learn to behave well and have control over every activity. This will teach them to respect teachers and maintain order during teaching and learning activities in the classroom. Students who respect teachers and school rules will thus have a good influence on student learning outcomes. Good learning outcomes result from an effective learning process, (Handayani 2020 : 152).

In November 2022, the researcher conducted observation at SMA Negeri 2 Limboto, Gorontalo Regency, Class XI Social Studies. Based on the results of field observations during teaching and learning activities of economics subjects, that in SMA Negeri 2 Limboto, Gorontalo Regency, Class XI IPS, is still not very optimal in improving the quality of learning, especially related to student learning outcomes. Information was obtained that student learning outcomes are still low, especially in economics subjects, which can be seen from student learning behaviors such as: (1) not serious in doing learning activities, for example, joking and chatting with their classmates, (2) less involved in learning activities, for example, lazy taking notes, not participating in discussions, and (3) reluctant to do the tasks given by the teacher, for example, not doing the assigned tasks, doing other subjects. Although the teacher has given sanctions, there are still some students who repeat the same actions.

Indiscipline also often occurs in SMA Negeri 2 Limboto, Gorontalo Regency, Class XI IPS. There are still many children who violate school rules, including 9 students skipping the flag ceremony, 4 students skipping healthy gymnastics, 6 students not following the school uniform dress code, 2 students behaving badly during recess, and around 60% of students often skip scout activities.

Another phenomenon was found in the object of research, some students whose learning outcomes were low based on report card scores, as was the case with class XI IPS students at SMA Negeri 2 Limboto, Gorontalo Regency, that there were several students who had not reached the KKM, namely, for more details, see in the following table:

Table 1. Data on Learning Outcomes of XI Social Studies Class Students at SMA Negeri 2 Limboto

No	KKM	Learning Completeness	Total number of students	The percentage
1.	>75	Completed	20	53%
2.	<75	Incomplete	18	47%
Amount			38	100%
Highest Score			100	
Lowest Score			65	

Source: Economics Subject Teacher Data, 2022.

Based on the background description, the researcher formulates problems regarding: the influence of extracurricular scout activities on student learning outcomes, the influence of student discipline on student learning outcomes, and the simultaneous influence of extracurricular scout activities and student discipline on the learning outcomes of students in class XI social studies economic subjects at SMA Negeri 2 Limboto, Gorontalo Regency. With the aim of knowing the effect of extracurricular scout activities on student learning outcomes, the effect of student discipline on student learning outcomes, the simultaneous effect of extracurricular scout activities and student discipline on the learning outcomes of students in class XI social studies economics at SMA Negeri 2 Limboto Gorontalo Regency.

RESEARCH METHODS

This study uses a quantitative approach method, namely research that uses data analysis in the form of numeric / numbers, according to Arikunto (2016 : 173) if the population is more than 100 people, then 10% -15% or 20% -25 % > 30% of the population, then the sample in this study was taken 30% of 127 students of class XI IPS, namely 38 samples. This research was conducted at SMA Negeri 2 Limboto, Gorontalo Regency for class XI students and will be carried out for 2 months from November 2022 to December 2022. Data collection techniques used observation, interviews, questionnaires (Variables X1 and X2), learning achievement tests (variables Y) and documentation. While the data analysis technique uses multiple linear regression analysis.

RESULTS AND DISCUSSION

Descriptive Analytics

Table 2. Descriptive Summary of Research Variables

Variabel	Mean	Categories
Scout extracurricular activities (X1)	4.24	Excellent
Student discipline (X2)	4.22	Excellent
Student learning outcomes (Y)	4.25	Excellent

Source: Processed Primary Data 2022.

Based on the results of descriptive analysis for the dependent and independent variables, it shows the very criteria of the three variables with the acquisition of the value of extracurricular scout activities (X1) 4.24, student discipline (X2) 4.22 and student learning outcomes (Y) 4.25.

Classical Assumption Test

**Table 3. Normality Test
 One-Sample Kolmogorov-Smirnov Test**

	Unstandardized Residual
N	38
Kolmogorov-Smirnov Z	.676
Asymp. Sig. (2-tailed)	.750

a. Test distribution is Normal.

b. Calculated from data.

Source: Data processed with SPSS Statistics 21, 2022.

From the table above, it is known that the significant value of the normality test results is greater than $\alpha = 0.05$. This significant value > 0.05 indicates that all variables are normally distributed.

**Table 4. Multicollinearity Test
 Coefficients^a**

	Model	Collinearity Statistics	
		Tolerance	VIF
1	Scout Extracurricular Activities	.613	1.631
	Student Discipline	.613	1.631

a. Dependent Variable: Student Learning Outcomes

Source: Data processed with SPSS Statistics 21, 2022.

Based on the table, the VIF value for all independent variables does not exceed 10 and the tolerance value is close to 1.0. Based on these findings, it can be concluded that none of the independent variables consisting of extracurricular scout activities and student behavior show multicollinearity.

**Tabel 5. Analisis Regresi Linier Berganda
 Coefficients^a**

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	Scout Extracurricular Activities	.533	.073	.599	7.352	.000
	Student Discipline	.313	.060	.426	5.221	.000

a. Dependent Variable: Student Learning Outcomes
 Source: Data processed with SPSS Statistics 21, 2022.

From the regression equation above, it is obtained that there is a positive relationship between extracurricular scout activities (X1) and student learning outcomes (Y), and there is a positive relationship between student discipline (X2) and student learning outcomes (Y). so that from the above equation it can be interpreted as follows:

1. A constant of 16.805 states that with a constant value of extracurricular scouting (X1) and student discipline (X2), a constant value of 16.805 will reflect student learning outcomes (Y) of 16.805.
2. The regression coefficient of scout extracurricular activities (X1) is 0.533, with a positive sign, which indicates that assuming other variables are constant, student learning outcomes (Y) will increase by 0.533 if the learning pattern has increased or added 1% (one) value resulting from scout extracurricular activities (X1).
3. Student learning outcomes (Y) will increase by 0.313 if student discipline (X2) has an increase or addition of 1% (one) value derived from student discipline (X2) assuming other constant variables. This is because the regression coefficient of student discipline (X2) is 0.313 which shows a positive sign.

Hypothesis Test

Table 6. T-test Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	16.805	4.988		3.369	.002
1 Scout Extracurricular Activities	.533	.073	.599	7.352	.000
Student Discipline	.313	.060	.426	5.221	.000

a. Dependent Variable: Student Learning Outcomes
 Source: Data processed with SPSS Statistics 21, 2022.

Based on the table above, the t-count value of each variable can be explained as follows:

1. The Effect of Scout Extracurricular Activities (X1) on Student Learning Outcomes (Y). Based on the table, it can be obtained that the t-count value is 7.352 with a Sig value of 0.000. While the t-table (38-3 = 35) was obtained at α

- (0.05) 2.030. This shows that the t-count value is greater than the t-table value and the Sig. value is smaller than 0.05. Thus H0 is rejected and Ha is accepted. This means that Scout Extracurricular has a positive influence of 0.533 and is significant at alpha 0.05 on the Learning Outcomes of XI Social Studies Class Students in Economics Subjects at SMA Negeri 2 West Limboto, Gorontalo Regency.
2. Effect of Student Discipline (X2) on Student Learning Outcomes (Y). Based on the table above, the t-count value is 5.221 with a Sig value of 0.000, while the t-table (38-3 = 35) is 2.030. This shows that the t-count value is greater than the t-table value and the Sig. value is smaller than 0.05. Thus H0 is rejected and Ha is accepted. This means that Student Discipline variable has a positive influence of 0.313 and significant at alpha 0.05 on Learning Outcomes of XI Social Studies Class Students in Economics Subject at SMA Negeri 2 West Limboto, Gorontalo Regency.

Table 7. F-test ANOVA^a

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	771.199	2	385.600	105.212	.000 ^b
	Residual	128.274	35	3.665		
	Total	899.474	37			

a. Dependent Variable: Student Learning Outcomes

b. Predictors: (Constant), Scout Extracurricular Activities, Student Discipline

Source: Data processed with SPSS Statistics 21, 2022.

Based on the table above, the F-count value is 105.212 with a Sig value of 0.000. This shows that the F-count value is greater than Ftable 3.270 and the Sig. value is smaller than 0.05. Thus H0 is rejected and Ha is accepted. Variable of scout extracurricular activities and student discipline have a positive and significant influence on the learning outcomes of XI social studies students in Economics subject at SMA Negeri 2 Limboto Barat, Gorontalo Regency.

Table 8. Results of the Coefficient of Determination (R²) Test Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.926 ^a	.857	.849	1.914

a. Predictors: (Constant), Scout Extracurricular Activities, Student Discipline

b. Dependent Variable: Student Learning Outcomes

Source: Data processed with SPSS Statistics 21, 2022

Based on the table above, it shows that the value (R) obtained in the calculation above is 0.926 and in the criteria for the correlation coefficient, the calculated value of R above is included between the value ranges of 0.80 - 1.000 (Very Strong Relationship). The contribution of extracurricular scout activities and student discipline has a very strong relationship to student learning outcomes.

While the direction of the relationship is positive because the value (R) is positive. While the R^2 (R Square) value is 0.857 or (85.70%). This shows that the percentage of the influence of extracurricular activities of scouts and student discipline on the learning outcomes of students in class XI IPS Economic Subjects at SMA Negeri 2 Limboto Barat Gorontalo Regency is 85.70%. In other words, the variable of student learning outcomes can be explained or influenced by the variable of extracurricular scout activities and student learning discipline by 85.70%, while the remaining 14.30% is explained or influenced by other variables not examined, such as : Student Economic Constraints, School Facilities, etc.

DISCUSSION

The stages including the process and results of the research conducted in this study show that empirically it is proven that the Scout Extracurricular Activities variable (variable X1) and Student Discipline (X2) studied have a positive and significant influence on the Student Learning Outcomes variable (variable Y). The research hypothesis which states that there is an influence between Scout Extracurricular Activities and Student Discipline on Student Learning Outcomes in class XI at SMA Negeri 2 Limboto, Gorontalo Regency, can be accepted in this study.

With the influence of Scout Extracurricular Activities (X1) on Student Learning Outcomes (Y). Based on the acquisition of the t-count value of 7.352 with a Sig value of 0.000. While the t-table (38-3 = 35) was obtained at α (0.05) 2.030. This shows that the t-count value is greater than the t-table value and the Sig. value is smaller than 0.05. Thus H_0 is rejected and H_a is accepted. This means that Scout Extracurricular has a positive influence of 0.533 and is significant at alpha 0.05 on the Learning Outcomes of XI Social Studies Class Students in Economics Subjects at SMA Negeri 2 West Limboto, Gorontalo Regency.

And the influence of Student Discipline (X2) on Student Learning Outcomes (Y). Based on the acquisition of the t-count value of 5.221 with a Sig value of 0.000, while the t-table (38-3 = 35) is obtained at 2.030. This shows that the t-count value is greater than the t-table value and the Sig. value is smaller than 0.05. Thus H_0 is rejected and H_a is accepted. This means that the Student Discipline variable has a positive influence of 0.313 and is significant at alpha 0.05 on the Learning Outcomes of XI Social Studies Class Students in Economics Subjects at SMA Negeri 2 West Limboto, Gorontalo Regency.

The contribution of Scout Extracurricular Activities and Student Discipline has a very strong relationship to Student Learning Outcomes. While the direction of the

relationship is positive because the value (R) is positive. While the R² (R Square) value is 0.857 or (85.70%). This shows that the percentage of contribution of the influence of Scout Extracurricular Activities and Student Discipline on Student Learning Outcomes in class XI at SMA Negeri 2 Limboto, Gorontalo Regency is 85.70%. In other words, the Student Learning Outcomes variable can be explained or influenced by the Scout Extracurricular Activities and Student Discipline variable by 85.70%, while the remaining 14.30% is explained or influenced by other variables not examined, such as : Student Economic Constraints, School Facilities and so on.

This research supports previous research. (Ariyadi, 2021: 2), from the research results obtained: 1) the results of $r_{count} > r_{table}$ ($0.719 > 0,181$) including the strong category; 2) the results of the coefficient of determination obtained the contribution of learning activities and discipline with student social studies learning outcomes of 51.8%, while the remaining 48.2% is influenced by factors not examined. So it can be concluded that there is a positive and significant relationship between extracurricular scouting skills and independence attitudes with social studies learning achievement of grade V SDN Diponegoro Gugus Ngaliyan District Semarang City.

The findings of this study are consistent with previous research (Novinanti, 2018). Based on the findings of the T test data analysis, the extracurricular activity variable has a partial influence on the learning achievement variable of 0.021. In learning achievement, the extracurricular activity variables and learning motivation each have a significance value of 0.005. This significant value is less than the alpha threshold of 0.05, thus H₀ is rejected and H₁ is accepted, which indicates that extracurricular activities and learning motivation simultaneously affect student learning progress at SMA Negeri 1 Prambon Nganeri. Work motivation and corporate culture have a 6.4% effect on teacher performance.

The findings of this study also corroborate previous research (Risyaq & Usman, 2014: 22). This study is motivated by the low level of discipline and student learning outcomes, as well as the level of activeness of students who participate in scouting activities. This study aims to determine the relationship between scouting activities and learning discipline with the learning achievement of grade IV and V children at Madrasah Ibtaiyah Mathla'ul Anwar Cintamulya Candipuro District, South Lampung Regency. This study is a population study whose data collection uses a questionnaire of scouting activities and learning discipline and test sheets for learning achievement data. To test the data, the product moment correlation formula was used. The findings show a favorable relationship between learning discipline, scout activities, and learning outcomes, as shown by the correlation coefficient of 0.6316 and F-count of 7.077.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of data analysis and discussion, the following conclusions were drawn:

1. Partially, Scout Extracurricular Activities have a positive influence of 0.533 and significant at alpha 0.05 on Learning Outcomes of XI Social Studies Class Students in Economics Subjects at SMA Negeri 2 Limboto, Gorontalo Regency.
2. Partially, Student Discipline has a positive influence of 0.313 and is significant at alpha 0.05 on the Learning Outcomes of XI Social Studies Class Students in Economics Subjects at SMA Negeri 2 Limboto, Gorontalo Regency.
3. Simultaneously, Scout Extracurricular Activities and Student Discipline have an influence of 0.857 and significant at alpha 0.05 on the Learning Outcomes of XI Social Studies Students in Economics Subjects at SMA Negeri 2 Limboto, Gorontalo Regency. The percentage of influence of Scout Extracurricular Activities and Student Discipline on Learning Outcomes of XI Social Studies Class Students in Economics Subjects at SMA Negeri 2 Limboto, Gorontalo Regency is 85.70%, while the remaining 14.30% is explained or influenced by other variables not examined, such as : Students' Economic Constraints, School Facilities and so on.

Suggestion

Based on the above conclusions, the researcher can provide the following suggestions:

1. Teachers are expected to need to improve their professional competencies such as knowing the extent of student development in participating in extracurricular scouting.
2. Teachers are expected to provide an understanding of scout extracurricular coaching and instill student discipline for better learning outcomes.
3. To improve their learning outcomes, students are expected to participate in extracurricular scouting activities at school.
4. Students are expected to be able to practice a disciplined attitude both in school and outside of school. For further research, this research can deepen further. Researchers suggest adding other variables that can affect student learning outcomes, so that the results are maximized and broader.

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