

Implementation of Dasa Darma Pramuka Values in the Formation of Student Discipline at SMPN 6 Purwakarta

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ABSTRACT

This study aims to find and analyze the implementation of Dasa Darma Pramuka values in extracurricular activities as well as positive contributions in the formation of student discipline character. This research uses a case study approach. Data were collected through participatory observation methods, in-depth interviews, documentation studies. The data analysis technique was carried out in a descriptive-thematic manner to identify the pattern of value implementation, internalization process, the role of coaches, as well as supporting and inhibiting factors in the implementation of activities. The results of the study show that (1) the values of Dasa Darma Pramuka are implemented systematically through habituation, example, and structured scouting activities, such as marching, apples, squad work, and assignments; (2) The process of internalizing grades takes place in a sustainable manner and has a positive impact on improving student discipline as reflected in punctuality, compliance with rules, responsibility, and behavioral regularity in daily school life. The conclusion of this study is that the implementation of the dasa darma scout value can shape the discipline of SMPN 6 Purwakarta students.

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1. INTRODUCTION

Character education is an affective domain in the national education system. This domain focuses on the prevention of the degradation of moral values. Schools no longer play a role as an institution for the transfer of academic knowledge, but are required to be a space for the formation of students' personalities, attitudes, and moral values as a whole. One of the fundamental characteristics that determines the success of the educational process is discipline, because discipline is the basis for creating an orderly, conducive learning environment, and supports the optimal development of students' potential. In the context of formal education, the formation of discipline is not only carried out through classroom learning, but also through extracurricular activities that provide real learning experiences. Extracurricular activities have a strategic position because they allow students to internalize character values through direct practice, habituation, and social interaction. One of the extracurricular activities that is consistently designed for character development is the Scout activity.

The Scout Movement has a strong value education orientation and places students as active subjects in the experiential learning process. Scouting education is based on the moral values formulated in the Dasa Darma Pramuka. The Dasa Darma contains ten main values that include spiritual, social, ethical, responsibility, and discipline dimensions. These values are not only normative, but are designed to be lived and practiced in daily life through structured scouting activities. In this context, Dasa Darma Pramuka functions as a moral guideline as well as a character education instrument that is relevant to the needs of student development in schools. Student discipline in Scouting activities is formed through various activities that require order, obedience to rules, responsibility, and cooperation in groups.

Activities such as marching, apples, squad management, and field assignments became a medium for habituating disciplinary values that were carried out repeatedly and consistently. Through this process, students not only understand the meaning of discipline conceptually, but also internalize it in the form of real behavior. This shows that Scouts have great potential as an experiential character education vehicle. However, the effectiveness of the implementation of the values of Dasa Darma Pramuka in shaping student discipline does not always run optimally. In practice, there are variations in coaching patterns, the role of coaches, school environment support, and the level of student involvement. Some Scout activities still tend to be ceremonial and have not been fully directed to internalize values in a reflective and sustainable manner. This condition shows that there is a gap between the ideality of the values of Dasa Darma Pramuka and the practice of its implementation in the field.

SMPN 6 Purwakarta is one of the educational units that actively organizes extracurricular activities for Scouts as part of student character development. Scout activities at this school are carried out regularly and involve students in various scouting activities. However, the extent to which the values of Dasa Darma Pramuka are systematically implemented and contribute to the formation of student discipline have not been studied in depth in the form of academic research. Therefore, a study is needed that is able to provide an empirical picture of the value implementation process, the role of coaches, and its impact on student discipline behavior. In this study, the process of forming students' disciplinary character is analyzed using the framework of Ahmad Sanusi's Six Value Systems which include theological, physical-physiological, ethical-legal, aesthetic, logical, and teleological values. This framework is used to understand the internalization of the values of Dasa Darma Pramuka holistically, not only as a rule of behavior, but as an integrated value system in the development of students' character.

Based on this background, this study aims to analyze the implementation of Dasa Darma Pramuka values in Scout extracurricular activities and its contribution to the formation of student discipline character in SMPN 6 Purwakarta. This research is expected to make a theoretical contribution to the development of scouting-based character education studies, as well as provide practical recommendations for schools in optimizing the role of Scout activities as a vehicle for fostering discipline and character of students.

2. METHODS

This study uses a qualitative research paradigm with a case study approach aimed at understanding in depth the implementation of Dasa Darma Pramuka values in Scout extracurricular activities and their contribution to the formation of student discipline character at SMPN 6 Purwakarta. This approach was chosen because it allows researchers to explore the meanings, processes, and social dynamics that occur in the natural context of scouting activities in schools. Suharyanto H. Soro (2023) defines a case study as a scientific activity carried out consciously, both singular and plural problems using observational data collection methods, interviews, questionnaires, and documentation or the like so that they can describe and exploit the findings comprehensively and in-depth.

Data collection was carried out through three methods, namely participatory observation, in-depth interviews, and documentation studies. Observation is carried out directly on the implementation of

scouting activities, including routine exercises, apples, marching, and squad activities, to observe the process of habituation and internalization of disciplinary values. In-depth interviews were conducted to explore the views, experiences, and perceptions of coaches, teachers, and students related to the implementation of the values of Dasa Darma Pramuka and its impact on disciplinary behavior. The documentation study was used to examine supporting documents such as the Scout activity program, training schedule, rules, and activity evaluation notes.

The data analysis technique is carried out in a descriptive-thematic manner through several stages, namely data reduction, data presentation, and conclusion drawn. The data obtained were classified and coded based on themes relevant to the research focus, such as the form of value implementation, the role of coaches, supporting and inhibiting factors, and the impact on student discipline. To maintain the validity of the data, this study applies source triangulation techniques and techniques by comparing data from interviews, observations, and documentation. In addition, researchers uphold the principles of research ethics by maintaining the confidentiality of informants' identities and submitting research results objectively and responsibly.

The research was carried out at SMPN 6 Purwakarta, West Java, with the research subjects including Scout coaches, teachers involved in coaching activities, and students who are members of Scout extracurricular activities. The selection of informants is carried out purposively, with consideration of the informant's direct involvement and understanding of the implementation of Scout activities and the development of student discipline character. This technique allows researchers to obtain relevant and in-depth data according to the focus of the research.

3. FINDINGS AND DISCUSSION

This section presents the results of research and discussion on the implementation of Dasa Darma Pramuka values in Scout extracurricular activities at SMPN 6 Purwakarta and its contribution to the formation of student discipline character. The discussion focused on the pattern of value implementation, internalization process, the role of coaches, supporting and inhibiting factors, and the impact of value application on student discipline behavior based on data from observations, interviews, and documentation studies.

A. Implementation of Dasa Darma Scout Values in Extracurricular Activities

The implementation of Dasa Darma Pramuka values at SMPN 6 Purwakarta is carried out in a structured manner through various scouting activities that emphasize habituation, order, and example. These values are not taught verbally or theoretically alone, but are embodied in real practice through routine activities such as marching, apples, ceremonies, squad work, and individual and group assignments. These activities are the main medium in instilling the values of discipline, responsibility, compliance with rules, and cooperation between team members.

The data above describes that in its implementation, the value of Dasa Darma Pramuka is internalized through a consistent and repetitive pattern of activities. The march-marching and apple activities, for example, require students to be on time, obey the coach's instructions, and maintain neatness and order. This pattern forms disciplinary habits that are not coercive in nature, but grow through a structured routine. In addition, the squad system in Scouting encourages students to be responsible not only to themselves, but also to the group, so that the value of discipline develops in a collective social context. These findings show that the implementation of Dasa Darma Pramuka values at SMPN 6 Purwakarta is in line with the principle of experience-based character education. Students learn the value of discipline not through lectures, but through direct involvement in activities that demand regularity and commitment. This is in line with the concept of learning by doing which is a characteristic of the scouting method, where direct experience is seen as the most effective means in shaping students' attitudes and behaviors.

From the perspective of character education, the implementation of the Dasa Darma Pramuka values also reflects the integration between aspects of moral knowledge, value appreciation, and real actions. Students not only understand the meaning of discipline as a concept, but also feel the consequences of obedience and rule violations in scouting activities. This process strengthens the internalization of values because students experience firsthand the impact of disciplined behavior in group dynamics and school activities. Thus, the implementation of Dasa Darma Pramuka values in extracurricular activities at SMPN 6 Purwakarta can be understood as a character education process that takes place in a contextual and sustainable manner. Scouting activities serve as an effective vehicle for fostering discipline because they integrate moral values into real activities that are close to the student experience. This finding confirms that the success of discipline character development through Scouting is highly determined by the consistency of activities, coaching structure, and active involvement of students in each scouting activity.

B. The Process of Internalizing Dasa Darma Values in the Formation of Student Discipline

The internalization of values does not occur instantaneously, but rather through the active involvement of students in various scouting activities that demand order, adherence to rules, and individual and group responsibility. This process allows Dasa Darma's values to transform from just a known norm to a disciplined behavior that is manifested in students' daily lives.

The above data shows that habituation is the main mechanism in internalizing disciplinary values. Routine activities such as punctual attendance, complete use of Scout attributes, marching implementation, and compliance with the coach's schedule and instructions form a pattern of behavior that is carried out consistently. Through structured repetition, students slowly develop an awareness to be disciplined without having to be constantly supervised. These findings show that the discipline formed through Scouting activities is internal, because it grows from habits experienced directly by students in the context of group activities. In addition to habituation, social dynamics in the squad system also strengthen the process of internalizing values.

The squad system creates a social environment that encourages students to remind each other, work together, and take responsibility for the group's success. In this context, discipline is not only understood as an individual obligation, but as a shared commitment. Students show a tendency to obey the rules in order to maintain the regularity of the squad and trust between members. This process shows that the internalization of Dasa Darma values takes place through constructive and participatory social interaction. The example of coaches is also an important factor in strengthening the internalization of disciplinary values. Coaches who are consistent in being firm, punctual, and obedient to the rules provide real examples that are easy for students to imitate. The findings of the study show that students are more likely to accept and appreciate the value of discipline when they see the coach applying it in real life in scouting activities. This confirms that exemplary has a strategic role in connecting the normative values of Dasa Darma with the practice of disciplined behavior in the field.

From the perspective of character education, the process of internalizing the values of Dasa Darma Pramuka at SMPN 6 Purwakarta reflects the integration between understanding values, appreciation, and real actions. Students not only know the meaning of discipline as part of Dasa Darma, but also feel it as a necessity in carrying out scouting activities. This process is in line with the concept of character education which emphasizes the formation of behavior through direct experience and continuous reflection. Thus, the internalization of the values of Dasa Darma Pramuka in the formation of student discipline can be understood as a holistic and contextual process of character education. Through habituation, social interaction within the squad, and the example of the coach, the values of discipline are gradually embedded in students and reflected in their behavior, both in Scouting activities and in daily school life.

C. The Role of Scout Coaches in Fostering Student Discipline Character

Scout coaches have a central role in fostering the character of student discipline at SMPN 6 Purwakarta. The coach not only functions as a manager of activities, but also as an educator figure who directly influences the process of internalizing the values of Dasa Darma Pramuka. The role of the coach is reflected in his or her ability to design structured activities, enforce rules consistently, and build educational relationships that encourage students to be disciplined consciously.

As a Coach, I certainly have a responsibility for the formation of students' character. Therefore, each activity is carried out by prioritizing disciplinary, moral, and social values so that the presence of the students provides a positive nuance.

As an example, Scout coaches show disciplined behavior through punctuality, neatness of attributes, and consistency in carrying out the agreed rules. The findings of the study show that this example is an important factor that influences students' attitudes, because they tend to imitate the behavior of coaches in carrying out scouting activities. When coaches are firm but fair, students are more likely to accept the rules and view discipline as part of a shared responsibility, not a form of coercion. In addition to acting as a role model, coaches also function as directors and facilitators in scouting activities. The coach provides clear directions regarding the purpose of the activity, rules, and consequences of each action. The directions are delivered in a persuasive and educational manner, so that students understand the reasons behind each rule.

In practice, the coach also provides space for students to learn from mistakes through evaluation and reflection, which strengthens students' awareness of the importance of discipline in group activities.

The role of the coach as a supervisor is also seen in the process of monitoring student behavior during the activity. The coach actively observes student involvement, the level of compliance with the rules, and the dynamics of the squad formed. When a violation occurs, the coach not only provides sanctions, but also conducts coaching that is educational. This approach helps students understand that discipline is not just obedience to rules, but an attitude of responsibility towards oneself and the group.

From the perspective of character education, the role of Scout coaches at SMPN 6 Purwakarta reflects a coaching approach that emphasizes a balance between assertiveness and humanist coaching. The coach does not position himself as a repressive authority, but as a companion who guides the student in the process of character formation. This approach strengthens the effectiveness of Scouting activities as a vehicle for character education based on experience and example. Thus, Scout coaches have a strategic position in ensuring the successful implementation of the values of Dasa Darma Pramuka in fostering student discipline character. Exemplary, consistency, ability to manage activities, and an educative coaching approach make coaches key actors in fostering internal and sustainable discipline in students.

D. Supporting and Inhibiting Factors for the Implementation of the Dasa Darma Scout Values

The results of the study show that the implementation of Dasa Darma Pramuka values in extracurricular activities at SMPN 6 Purwakarta is influenced by various interrelated supporting and inhibiting factors.

These factors come from the school environment, the role of coaches, student characteristics, and the condition of facilities and infrastructure to support scouting activities. Understanding these factors is important to assess the effectiveness of the implementation of Scout activities as a vehicle for fostering student discipline character.

The main supporting factor in the implementation of the Dasa Darma Pramuka values is the culture and school climate which is relatively conducive to character development. The school provides

space and support for the implementation of Scout activities on a regular basis, both in the form of policies, schedule arrangements, and moral support from the school management. This support strengthens the position of Scouts as a strategic activity in character development, so that the values instilled can run consistently and sustainably. In addition, the commitment and consistency of Scout coaches are very decisive supporting factors. Coaches who have a strong understanding of Dasa Darma values and are able to apply them in real life in scouting activities play a big role in the success of internalizing disciplinary values. Example, proportional firmness, and the ability of coaches to manage student dynamics create a learning environment that supports the formation of disciplined behavior. These findings show that the quality of human resources, especially coaches, is the main foundation in character development through Scouts.

The squad system in Scout activities also serves as a supporting factor because it encourages the creation of positive social control among students. Through group work, students learn to remind each other, work together, and be responsible for the agreed rules. These dynamics reinforce the habituation of disciplinary values collectively and help students internalize those values in everyday social interactions. However, this study also found several inhibiting factors in the implementation of the Dasa Darma Pramuka value. One of the obstacles that arises is the difference in the level of motivation and readiness of students in participating in Scout activities. Not all students have the same interest and awareness of the importance of scouting activities, so it has an impact on the consistency of discipline behavior shown during the activity. This condition requires coaches to take a more adaptive and persuasive approach.

Another inhibiting factor is related to the limited facilities and infrastructure to support activities. Limited space, equipment, and time for carrying out activities can affect the optimization of scouting activities. In addition, the dense academic agenda of schools also has the potential to reduce the intensity and quality of value development in Scouting activities. These obstacles show that the implementation of Dasa Darma values requires systemic support in order to run optimally.

Thus, the implementation of Dasa Darma Pramuka values in fostering student discipline character is influenced by the synergy between supporting and inhibiting factors in the school environment. Efforts to strengthen supporting factors and strategically manage obstacles are the key to increasing the effectiveness of Scout activities as a vehicle for sustainable character education.

E. The Impact of the Implementation of the Dasa Darma Scout Value on Student Discipline

The results of the study show that the implementation of Dasa Darma Pramuka values in extracurricular activities has a positive impact on the formation and strengthening of student discipline at SMPN 6 Purwakarta.

I think the impact is not only seen in the context of scouting activities, but also reflected in the behavior of students in the school environment in general. This shows that the values instilled through Scouting have a strong and sustainable internalization power.

In the context of Scout activities, the impact of the implementation of Dasa Darma values can be seen from the increase in the regularity of student behavior. Students show discipline in attending on time, adhering to the activity schedule, wearing the Scout attributes completely, and following the coach's instructions in an orderly manner. This discipline is also reflected in the implementation of team duties, where students are able to complete the responsibilities given on time and according to the provisions. These findings show that habituation of discipline values through scouting activities contributes directly to changes in student behavior. Furthermore, the impact of the implementation of Dasa Darma Pramuka values is also seen in daily school life. Students who actively participate in Scout activities tend to show more orderly behavior in classroom learning activities, such as compliance with school rules, punctuality of class entry, and responsibility for completing academic assignments. This behavior shows the transfer of discipline values from the context of Scout activities to the context of formal learning at school.

From the perspective of character education, the impact shows that the value of discipline instilled through Scouting is not situational, but has become part of students' habits. The internalization of Dasa Darma values allows students to understand discipline not just as a rule that must be obeyed, but as a personal and social need in carrying out daily activities. This awareness strengthens the character of student discipline internally and contributes to the formation of a more mature attitude of responsibility. The findings of this study also show that the positive impact of the implementation of the Dasa Darma Pramuka values is strengthened by the consistency of coaching and a supportive school environment. When the values instilled in Scouting activities are in line with the culture of discipline in schools, it is easier for students to maintain disciplined behavior in a sustainable manner.

Scouts play a role as reinforcement to the character development efforts carried out by the school as a whole. Overall, the impact of the implementation of Dasa Darma Pramuka values on student discipline at SMPN 6 Purwakarta shows that Scout activities have a significant contribution in shaping consistent and contextual disciplinary behavior. These findings confirm that scouting activities can be an effective strategy in character education, especially in instilling sustainable disciplinary values in students.

If viewed through the perspective of the Six Value Systems of Ahmad Sanusi, the implementation of the Dasa Darma Pramuka value in extracurricular activities at SMPN 6 Purwakarta shows a holistic process of internalizing values. Theological values are reflected in the development of students' morals and attitudes, ethical-legal values in obedience to rules, physical-physiological values through scouting activities, aesthetic values in order and neatness, logical values in understanding rules, and teleological values in the orientation of the formation of disciplinary character as educational goals.

4. CONCLUSION

This study concludes that the implementation of Dasa Darma Pramuka values in Scout extracurricular activities at SMPN 6 Purwakarta can shape student discipline. The values of Dasa Darma are not only understood as moral norms that are conceptual, but are internalized in real terms through structured, sustainable, and hands-on experience-based scouting activities. Through habituation, active student involvement, and group work dynamics in the squad system, disciplinary values develop as part of students' daily behavior.

The formation of students' character is the result of the integration of various interrelated and inseparable value systems in educational practice. The integration of theological, ethical-legal, physical-physiological, aesthetic, logical, and teleological values in scouting activities shows that effective character education requires a holistic and sustainable approach. The process of internalizing disciplinary values takes place gradually and holistically, involving cognitive, affective, and behavioral aspects. Students not only know the meaning of discipline, but also live and practice it in various contexts, both in Scouting activities and in daily school life. Consistent habituation, social reinforcement in the group, and the example of the coach are the main factors that allow the values of Dasa Darma to be deeply and sustainably embedded in students.

The role of Scout coaches is a key element in the successful implementation of Dasa Darma values. Coaches who are able to be consistent, firm, and humanist not only function as activity managers, but also as educators and moral role models for students. The example of the coach in applying discipline strengthens the legitimacy of the values taught and makes it easier for students to accept and internalize them in real behavior. In addition, the support of a conducive school environment and school culture also strengthens the effectiveness of Scout activities as a vehicle for character education. However, this study also identified a number of challenges in the implementation of Dasa Darma Pramuka values, such as differences in student motivation levels and limited means of supporting activities. These challenges show that character development through Scouting requires systemic support and adaptive management so that the values instilled can run optimally and evenly.

This research confirms that Scout extracurricular activities have strategic potential as a medium of character education in shaping and strengthening student discipline at the junior high school level.

Therefore, strengthening the quality of Scout coaching, increasing the capacity of coaches, and integrating scouting values with school culture is an important step in optimizing the role of Scouts as an integral part of the character education system in schools.

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