



The Role of The School Principal in Developing Students' Character Through Scouting Extracurriculars in Pringapus State Elementary School 03

Didie Yunanton^{1*}, Rasiman², Sumarno³

Universitas PGRI Semarang, Indonesia¹²³,

yunantondidie@gmail.com¹, mpdrasiman@yahoo.co.id², sumarno@upgris.ac.id³

Abstract

This research aims to explore the role of the principal as a manager in a discipline, self-confidence and responsibility character development program, the role of the principal as an educator in a character development program through positive activities, and the role of the principal as innovator in creating an environment that supports character development. The method used is descriptive qualitative, with research subjects including school principals, Head of the Curriculum Development Team, student affairs, and teachers. Primary data sources were collected through interviews and direct observation, while secondary data was obtained from supporting documents. Data collection techniques include interviews, documentation and observation. Data analysis was carried out using a qualitative descriptive analysis model which includes data collection, data reduction, data presentation and drawing conclusions. Triangulation techniques were used to validate research results. The results of the research show that the role of the principal as a manager in the character development program is seen in the effective implementation of character development program management, the role of the principal as an educator is demonstrated by the integration of positive character values into scout activities, and the role of the school principal as an innovator in personnel development, providing supporting facilities, and structuring procedures that facilitate the development of student character.

Keywords: Role of the Principal, Character Development, Scouting and Elementary School

A. Introduction

Basic educational institution located in the Pringapus Village area on Jalan Supriyadi Number 20 Pringapus, east of the Pringapus District Office. The character education of students in elementary school is based on the conditions of the school age generation in the Pringapus environment, Semarang Regency which requires high attention and concern. As is known, Pringapus is known as an industrial area. If we examine it further, most of the students' parents work as company or factory employees where they work from morning to night so attention, communication and affection for their children is very lacking. This has an impact on politeness, etiquette and ways of socializing which is quite worrying. This condition makes education administrators in the Pringapus area, especially SD Negeri Pringapus 03, especially the school principal pay more attention to students. This phenomenon needs to be addressed, anticipated, prevented and responded to as a challenge. The principal of Pringapus 03 State Elementary School is very responsive and has high responsibility and takes strategic policies, real steps to implement student character education and develop it in this school.

The character education of students at SD Negeri Pringapus 03 needs to be developed because the Pringapus environmental area is an industrial area. This makes the majority of Pringapus and surrounding communities work as factory employees. This also includes the guardians of students at Pringapus 03 Public Elementary School, Pringapus District, Semarang Regency. Most of the fathers and mothers of major students working as employees come in early in the morning at 05.00 or 06.00 WIB and go home late at 21.00 or 23.00 WIB. This of course makes communication and interaction between parents and students very lacking, in fact they almost never interact except on Sundays, which parents use to rest. Students with grandmother or grandfather, siblings, or even alone. This means that character education certainly cannot run as well as it should. Students receive education only in schools and Islamic madrasahs for those who attend, resulting in a lack of communication and Parental control interactions with their children are very lacking. Realizing this, the principal strives to instill positive character education for his students.

The character development of students is carried out by the role of the principal who designs the school into an educational institution with character nuances. The

implementation of character education has attracted the attention and response of the community, especially parents of students, as well as community members who need schools that can instill character and quality education. Starting to enter the school gate, the nuances of character formation can already be felt. Slogans displayed clearly and easily to read decorate the classroom buildings and teacher's office. At first glance, the slogans displayed will invite all school members to implement positive behavior and cultivate a positive life. "My school is my second home, My school is the bridge to my future, My teachers are my parents", besides that there are also other slogans such as: "Patience is bitter, but the fruit is sweet", Polite words are my personal reflection," Education is the key to success in future life". Apart from that, through various policies the development of positive cultural character is carried out through habits, such as saying greetings, shaking hands with teachers and fellow students, reading the Asmaul Husna together, memorizing short letters, memorizing daily prayers, getting used to the Dhuha prayers in congregation, getting used to midday prayers in congregation, Friday alms giving activities, social service activities, visiting sick friends, and prayer commemoration of religious holidays, as well as the implementation of big day ceremonies national.

One of the unique characteristics of character education at SDN Pringapus 03 is that it is developed through scout activities carried out by the principal through a management approach related to his role as a manager by implementing character education management and developing the character of students through planning, organizing, implementing and controlling, all of which are manifestations of character education management. Likewise, with the role of the principal as an educator, the principal of SD Negeri Pringapus 03 implements character education by integrating the positive character values of students in learning in each subject, so that this is able to produce individuals who have academic excellence as a result of learning and are lifelong learners. (thinking), individual who have integrity, a sense of art and culture (taste and intention), as well as individuals who are healthy and able to participate actively as citizens (sports). The results of research conducted by Afresda, *et al.*, (2023) that the cultivation of character education for the profile of Pancasila students can be carried out

through scout extracurricular activities so that this can be used as a means to implement character education, so the researcher concludes that the cultivation of character education for the profile of Pancasila students through scout extracurricular activities at SD Negeri Pamedaran 02 includes, among others. : (1) Have faith in God Almighty and have noble character, (2) Global diversity, (3) Independence, (4) Working together, (5) Critical reasoning, and (6) Creative. Supporting factors in character education for Pancasila student profiles through scout extracurricular activities at SD Negeri Pamedaran 02, namely (1) The existence of self-awareness of students, (2) The existence of motivation, (3) The existence of collaboration with friends, and (4) The existence of support from parent. The factors inhibiting the character education of Pancasila student profiles through scout extracurricular activities at SD Negeri Pamedaran 02 are: (1) The absence of students even though they have been required by the scout leader to carry out scout activities, (2) The students' perception that scout activities are hot and long. , (3) There is no special space for congregational prayers and the number of mukenas is limited, and (4) Weather factors.

A similar thing was also stated by Gustiran (2022) that building character is the main concern for parents and the community. This qualitative research aims to determine the management of scout extracurricular activities in the formation of student character and the implications of the formation of student religious character at the Annujaba Ampenan Utara Integrated Islamic Elementary School, Mataram. This type of research is descriptive qualitative and took place at the Annujaba Ampenan Utara Integrated Islamic Primary School, Mataram. Education has an important role in human life. Every human being has the right and obligation to receive education. Education is not only about a person's intellectual factors but must also be integrated with other factors such as character or behavior (Kristi, 2020). Character is attached to the value of behavior. Therefore, there is no child's behavior that is not free from values (Gazali *et al*, 2019). Very well-known and inherent values that reflect morals. Basically The main goal of character education is to build a strong generation of the nation, where the community is noble, moral, tolerant, and cooperative. To achieve this goal, values must be instilled within students character formation that originates from Religion, Pancasila and Culture (Suyahman, 2020).

Education is able to create quality, possessing human resources a broad and forward view to achieve the desired goals. Education at school itself is carried out in the classroom and outside the classroom, activities outside the classroom are in the form of activities that can develop students' personalities later as a provision of abilities

foundation for students to enter society. One form of education that can shape students' personality is through extracurricular activities at school (Prasetyo & Hadi, 2019). The scout movement is one of the non-formal education that has The aim is to instill character and form a good personality in children by example, direction, guidance (Nurdin, 2022). Scout extracurriculars have the same goals as national education goals, namely developing the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Asrivi, 2020).

Observation results at SD Pringapus 03 Semarang Regency was motivated by the condition of the school age generation in the SD Pringapus 03 environment which required high attention and concern. As is known, Pringapus is known as an industrial area. If we examine it further, most of the students' parents work as company or factory employees where they work from morning to night so attention, communication and affection for their children is very lacking. This has an impact on politeness, etiquette and ways of socializing which is quite worrying. This condition makes the education administrators at SD Negeri Pringapus 03, especially the principal, pay more attention to students. This phenomenon needs to be addressed, anticipated, prevented and responded to as a challenge. The school principal is very responsive and has high responsibility and takes strategic policies, real steps to implement student character education and develop it in this school. The character education of students at SD Negeri Pringapus 03 needs to be developed because the Pringapus environmental area is an industrial area. This means that the majority of Pringapus and surrounding communities work as factory employees. This also includes the guardians of students at Pringapus 03 Public Elementary School, Pringapus District, Semarang Regency. Most of the fathers and mothers of major students working as employees come in early in the morning at 05.00 or 06.00 WIB and go home late at 21.00 or 23.00 WIB. This of course makes communication and interaction between parents and students very lacking, in fact they almost never interact except on Sundays, which parents use to rest. Students with grandmother or grandfather, siblings, or even alone. This means that character education certainly cannot run as well as it should. Students receive education only at schools and Islamic schools for those who attend, so there is a lack of communication and interaction, parental control over their children is

very lacking. Realizing this, the principal strives to instill positive character education for his students.

The character development of students is carried out by the role of the principal who designs the school into an educational institution with character nuances. The implementation of character education has attracted the attention and response of the community, especially parents of students, as well as community members who need schools that can instill character and quality education. Starting to enter the school gate, the nuances of character formation can already be felt. Slogans displayed clearly and easily to read decorate the classroom buildings and teacher's office. At first glance, the slogans displayed will invite all school members to implement positive behavior and cultivate a positive life. "My school is my second home, My school is the bridge to my future, My teachers are my parents", besides that there are also other slogans such as: "Patience is bitter, but the fruit is sweet", Polite words are my personal reflection," Education is the key to success in future life". Apart from that, through various policies the development of positive cultural character is carried out through habits, such as saying hello, shaking hands with teachers and fellow students, reading the Asmaul Husna together, memorizing short letters, memorizing daily prayers, getting used to the Dhuha prayer in congregation, getting used to the noon prayer.

Congregational activities, Friday alms donations, social service activities, visiting sick friends, and commemorating prayers for religious holidays, as well as holding national holiday ceremonies. One of the unique characteristics of character education at SDN Pringapus 03 is that it is developed through scout activities carried out by the principal through a management approach related to his role as a manager by implementing character education management and developing the character of students through planning, organizing, implementing and controlling, all of which are manifestations of character education management. Likewise, with the role of the principal as an educator, the principal of SD Negeri Pringapus 03 implements character education by integrating the positive character values of students in learning in each subject, so that this is able to produce individuals who have academic excellence as a result of learning and are lifelong learners. (thinking), individuals with integrity, a sense of art and culture (taste and intention), as well as individuals who healthy and able to participate actively as citizens (sports). Scout extracurricular activities also teach various character education which is very useful for students' personalities. Through scout activities, students can develop positive values and personality qualities (Yusdinar & Manik, 2023). Scouting education is an educational process that complements education

in the school environment and family environment in the form of interesting, fun, healthy, regularly directed, practical activities, which are carried out in the open with the basic principles of scouting education and educational methods (Herlina *et al.*, 2022) Results of research conducted by Afresda, *et al.*, (2023) that the cultivation of character education for the profile of Pancasila students can be carried out through scout extracurricular activities so that this can be used as a means to implement character education, so the researcher concludes that the cultivation of character education for the profile of Pancasila students through scout extracurricular activities at SD Negeri Pamedaran 02 includes, among others. : (1) Have faith in God Almighty and have noble character, (2) Global diversity, (3) Independence, (4) Working together, (5) Critical reasoning, and (6) Creative. A similar thing was also stated by Gustiran (2022) that building character is the main concern for parents and the community. Rohanah's research results *et al.*, (2020) states that the activities carried out during extracurricular scouting have implemented five attitudes that need to be achieved by students. The cultivation of five attitude character values through scout extracurricular activities at SDN Tlogosari Kulon 06 Semarang has been carried out well, namely religious, nationalist and independent, but there are still attitudes that have not been achieved optimally by students in the alert group and the community, namely independence and mutual cooperation. Scout activities carried out to build character follow the objectives and expected results, including students becoming more active in learning, more patient, more focused, more sensitive, more appreciative of friendship, and more life-saving (Tyas *And al.*, 2021).

This research aims to explore: (1) the role of the principal as a manager in the character development program of discipline, self-confidence and responsibility through scout extracurricular activities, (2) the role of the principal as an educator in the character development program through these positive activities, and (3) the role of the school principal as an innovator in creating an environment that supports character development through scout extracurricular activities at SD Negeri Pringapus 03, Pringapus District, Semarang Regency.

B. Methods

This research uses qualitative field research (*Field Research*) with an analytical descriptive approach. Satori & Aan (2020) reveal that qualitative research is carried out because researchers want to explore phenomena that cannot be quantified which are descriptive in nature such as the process of a work step, the formula of a recipe, the meanings of various concepts, the characteristics of an item and services, images, styles, cultural procedures, physical models of artifacts and so on. This type of research is qualitative research (*qualitative research*). Qualitative research is research that is used to examine the natural condition of objects, namely that something has not been manipulated by its circumstances and conditions (Sugiyono, 2019). The research was carried out at a public elementary school Pringapus 03 Pringapus District, Semarang Regency, in the even semester time span of the 2023/2024 academic year, it lasts 1 to 5 months.

In this research, researchers in principle continue to follow the steps outlined by Moleong (2020) in qualitative research, namely (1) Pre-field stage by a) Preparing a research design, b) Selecting a research location, c) Arranging permits, d) Exploring and assessing the field, e) Utilizing and selecting information, f) Preparing research equipment, g) Research ethical issues. (2) The field work stage is divided into three parts consisting of; a) Understand the research background and prepare yourself, b) Enter the field, c) Play a role while collecting data. (3) The report stage includes a) Data collection, b) Data analysis, c) Data identification, d) Report preparation. (4) The report presentation stage includes a) Preparing the slides that will be used, b) Identifying the material that will be presented through the slides, c) Presenting the material. (5) Stages of refining the report. At this stage there are four activities that will be carried out by the researcher, namely: a) Collecting data after the presentation in the form of input and suggestions, b) Analysis of input and suggestions from supervisors, and c) preparation of the report. This research instrument uses interviews, observations, or document studies. Data collection techniques in this research used observation, interviews and document study techniques. The type of data consists of primary data through direct interviews with informants and observations of an object and secondary data in the form of document tracing. The data analysis steps in the research that will be carried out are data reduction, data categorization and unitization, data display, and

drawing conclusions. The technique for checking the validity of the data in this research uses the cross check technique. The way to check validity is done by diligent observation and triangulation.

C. Results and Discussion

Pringapus 03 State Elementary School in the 2023/2024 Academic Year with a total of 166 students consisting of 69 male students and 97 female students who are divided into 6 classes or study groups, while the number of class I students is 29 people, class II there are 28 people, class III there are 28 people, class IV there are 22 people, class V there are 29 people, and class VI there are 30 people. The role of the principal in the character development program for students who are disciplined, confident and responsible through scouting extracurricular activities at SD Negeri Pringapus 03, Pringapus District Semarang Regency consists of three roles, namely as manager. The positive impact that students get from scout extracurricular activities is that it can improve students' disciplined attitudes, including time discipline, discipline in dressing, and discipline in obeying regulations. Apart from that, it can increase mutual respect and appreciation for both fellow friends and coaches and teachers (Fitriyani *et al.*, 2023). The role of the school principal as manager shows that in developing students' character through scouting extracurricular activities, it indicates that as managers, school principals must have four main competencies and skills in organizational management to implement student character education. Managerial skills include making plans, organizing resources, carrying out supervision, controlling and evaluating. By having the competency and managerial skills of the organization, the character development carried out is able to instill and develop positive character in students.

This is in line with research Rofi'ah *et al* (2022) stated that in Carrying out the role of the principal as a manager, the principal must take the right steps in empowering educators and education staff. This research reveals the role of the principal in forming the character of students at school through scouting activities. And also in line with Afresda's explanation *et al.*, (2023) that the cultivation of character education for the

profile of Pancasila students can be carried out with scout extracurriculars so that this can be used as a means to implement character education, so The researcher concluded that the cultivation of character education for the profile of Pancasila students through scout extracurricular activities at SD Negeri Pamedaran 02 included: (1) Faithful devotion to God Almighty and noble character, (2) Global diversity, (3) Independence, (4) Working together, (5) Critical reasoning, and (6) Creative. Supporting factors in character education for Pancasila student profiles through scout extracurricular activities in state elementary schools Pamedaran 02 is (1) There is self-awareness of students, (2) There is motivation, (3) There is collaboration with friends, and (4) There is support from parents.

The role of the school principal as an educator shows that in developing the character of students through extracurricular activities, scouts have five basic competencies or basic skills, namely: 1) Able to carry out guidance to educators and education staff, 2) Able to provide guidance to students so that their character is disciplined and courageous, and responsibilities can develop well, 3) Able to develop student character development programs, 4) Able to carry out assessments and evaluations, 5) Able to control and follow up on the performance of scout leaders periodically and continuously and involving teachers, educators and educational staff or scout leaders in scouting upgrading/training/courses. The character development of students at SD Negeri Pringapus 03 aims to improve the quality of implementation and educational outcomes at the school which leads to achieving the formation of students' character in a complete, integrated and balanced manner in accordance with the Graduate Competency Standards (SKL) that have been set by the school. Through character education, it is hoped that students will be able to improve and apply knowledge, skills, study, internalize and personalize the character values of discipline, courage and responsibility as well as noble morals which are realized in daily behavior independently both in the family, school and environment. society where they live. In line with research by Rofi'ah et al., (2022) in carrying out their function as educators, school principals must have the right strategy to increase the professionalism of educational staff in their schools. Creating a conducive school climate, providing advice to the school community, providing encouragement to all educational staff, and carrying out the functions and tasks of organizational leadership. So, the principal carries out his function as an educator by acting as an educational leader in the school who has the

responsibility to improve the quality of learning, provide guidance to teachers, and create a school environment that supports the professional development of educators and students.

The role of the principal as an innovator in developing the character of students who are disciplined, confident and responsible through scouting extracurricular activities at SD Negeri Pringapus 03 has the right strategy to establish harmonious relationship with the environment, looking for new ideas or thoughts, integrating every activity, providing motivation to all educators and education staff, especially scout leaders in schools, and developing varied and innovative models of scouting activities. The results of this research show that as an innovator, the Principal of SD Negeri Pringapus 03 Subdistrict has the right strategy to establish a harmonious relationship with the environment, has new ideas, integrates every activity carried out, provides high motivation to all educators and education staff, scout leaders and students in schools, strive to instill, promote and improve the character of students who are disciplined, self-confident and responsible, carried out by mental, moral, physical and artistic development as a form of the role of the school principal in an effort to develop the character of the students. disciplined, confident and responsible students through scouting extracurricular activities at SD Negeri Pringapus 03, Pringapus District, Semarang Regency.

In line with Jamilah's research *et al.*, (2023) In order to carry out their role and function as innovators, school principals must have the right strategy to have a harmonious relationship with the environment, look for new ideas, integrate every activity, set an example for all educational staff in the school, and develop models. innovative learning model. School principals as innovators must be able to seek, find and implement shared reforms in schools. School principals as innovators must be able to utilize available resources optimally. As an educational leader, the school principal must be able to coordinate and mobilize human potential to realize educational goals, especially directing teaching staff in carrying out educational and learning activities at school. The principal as an innovator will be reflected in the ways he carries out his work

constructively, creatively, delegatively, integratively, rationally and objectively, pragmatically, exemplary, and disciplined. Also in line with research Meldayani & Ain (2024) Scout extracurricular activities are important because they create an environment that supports the formation of student character. Through Scout activities, students are given experience which means to hone their character. Building students' character education values through Scout activities is carried out through various methods, namely example, habituation, assignments, and punishment.. In accordance with Subandi's research *et al.*, (2024) Scout extracurricular activities carried out outside class hours are very effective. because these activities can be used as support in strengthening character education. In extracurricular activities, scouts are able to teach students education and awareness of the behavior they carry out, so that students understand more clearly the meaning of discipline, not just knowledge alone but the application that is remembered and carried out. The values contained in extracurricular activities.

D. Conclusion

Based on the research results, it was concluded that the three main roles carried out by the principal include: (1) The role of the principal as a manager, namely that the principal is very effective in designing, planning, organizing, implementing and controlling scout activities so that all activities are in line with the aim of developing the character of the participants. educate discipline, self-confidence and responsibility. With comprehensive planning, structured organization and continuous control, the principal ensures that scouting activities run according to character development objectives. (2) The role of the principal as an educator is that the principal integrates character values in scouting activities, which involve cognitive, affective aspects , and psychomotor. The school principal acts as an educator by integrating character values into scout activities, not only in cognitive aspects but also through affective appreciation and psychomotor skills. This approach allows students to internalize positive values that will be applied in students' daily lives, (3) The role of the principal as an innovator, namely the principal implements innovative strategies, including personnel development and provision of facilities that support scout activities, to create a conducive environment for the formation of students' character. Principals need to create an environment that supports character development through facility updates, effective time management

strategies, and innovative programs. These initiatives provide space for students to grow with the values of discipline, self-confidence and responsibility.

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