

Student Character Building through Scouting Activities in Elementary School

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Abstract: This research aims to analyze student character building through scouting activities at SDN 170 Pekanbaru. Data sources came from scout coaches, students, and documents related to activities. Data collection techniques include interviews, observations, and documentation studies. Data analysis was carried out descriptively qualitative. The results showed that the implementation of scout activities was carried out regularly with various interesting and participatory methods, and the material of scout activities included aspects of general skills, special skills, and the development of Dasa Dharma values. Furthermore, this study identifies the character values formed, namely: the character value of the relationship with God is reflected in prayer activities and gratitude; the character value of the relationship with oneself is seen in the independence, responsibility, and discipline of students; the character value of the relationship with others appears in the attitude of mutual cooperation, tolerance, and social care; and the character value of the relationship with the environment is shown through cleaning activities and love of nature. In conclusion, scouting activities at SDN 170 Pekanbaru are effective in shaping various positive character values in students.

Keywords: Student character, Scouting activities, Elementary, Students

A. Introduction

Character education forms an essential foundation for developing high-quality, high-integrity human resources. It goes beyond the mere transfer of academic knowledge, aiming to instill noble values that guide individuals in their interactions with themselves, others, and their environment (Samani & Hariyanto, 2012). In Indonesia, strengthening character education (PPK) is a key priority, explicitly stated in national education policies and curricula (Ministry of Education and Culture, 2017). This emphasis stems from the understanding that the younger generation needs intellectual intelligence alongside strong character traits such as religiosity, nationalism, independence, mutual cooperation, and integrity (Center for Character Strengthening, 2020).

Amidst the challenges posed by globalization and modernization, fostering strong character in students is increasingly crucial. Issues like moral degradation, intolerance, and a diminished awareness of national values underscore the importance of systematic efforts to instill positive character traits from an early age (Prayitno et al., 2021). Schools, as formal educational institutions, play a central role in achieving this goal. Various strategies and approaches can be implemented within the school environment to strengthen student character, with extracurricular activities being a particularly effective avenue.

Extracurricular activities offer significant potential for developing various aspects of students' personalities beyond the academic realm. Among these, the Scout Movement stands out for its historical and conceptual focus on character building. Scouting, a non-formal education, provides a diverse range of activities designed to cultivate independence, discipline, cooperation, leadership, care, and patriotism (Law of the Republic of Indonesia Number 12 of 2010 concerning the Scout Movement). Through activities such as camping, exploration, marching skills, first aid,

and community service. Scouting holistically trains students' cognitive, affective, and psychomotor aspects, thereby contributing significantly to their character development (Raco, 2018).

Numerous studies have demonstrated a positive correlation between participation in Scouting activities and student character development. For instance, Setiawan et al. (2022) found that active participation in Scouting enhances elementary school students' sense of responsibility and ability to cooperate. Similarly, Wijayanti and Ristanto (2021) observed that "scouting values such as discipline and independence are well internalized in students who are active in these activities" (p. X). Furthermore, Maulana and Suryana (2020) highlight the role of Scouting activities in fostering leadership and social care in students.

However, despite these recognized benefits, challenges persist. According to an interview conducted by researchers on March 18, 2025, with Mrs. Heni Kusuma Putri, S.Pd., "there are still some negative behaviors of students in the school environment, visible attitudes such as cheating, mocking each other, lack of respect for opinions and lack of obedience to teachers, and arriving not on time." Mrs. Putri also noted that "during ceremonial activities there are those who do not wear the appropriate attributes." If these issues are left unaddressed, they could lead to an "identity crisis of this nation's character." In response to these problems, Scouting activities, as a mandatory extracurricular program, serve as an alternative for character education, integrating values aligned with religion, Pancasila, and national character.

At SDN 170 Pekanbaru, Scouting activities are an integral part of the extracurricular program. Nevertheless, a deeper understanding is needed regarding how these activities specifically contribute to students' character building within this particular school. Given the unique socio-cultural context and student characteristics at SDN 170 Pekanbaru, a study focusing on the implementation and impact

of Scouting activities on student character building in this environment is highly relevant and important.

Therefore, this article aims to comprehensively examine the role of Scouting activities in student character building at SDN 170 Pekanbaru. This research is expected to provide a detailed picture of how Scouting values are internalized by students, which aspects of character are most affected, and the challenges and opportunities in optimizing Scouting's role as a vehicle for character building at the elementary school level. The findings of this study are anticipated to offer theoretical contributions to the development of character education science, as well as practical implications for schools, teachers, Scout coaches, and policymakers in their efforts to improve the quality of character education through Scouting activities.

B. Methods

This research adopts a descriptive qualitative approach, a methodological choice that is considered the most appropriate to explore in depth and describe how teachers at SDN 170 Pekanbaru implement character building practices through extracurricular scouting. The main focus of this research is on a rich and in-depth understanding of the processes, experiences and perspectives of the actors involved in scouting activities.

This research is located at SDN 170 Pekanbaru, which is located at Jl. Teuku Bey, Simpang tiga Kec. Bukit Rauh, Pekanbaru City, Riau Province. The selection of this location was based on two main considerations: first, the identification of initial problems related to the manifestation of student attitudes that require character strengthening, and second, the existence and implementation of extracurricular scouting activities at the school as a potential forum for character building. The implementation of data collection in the

field was planned for May 2025. The timing took into account the school's academic cycle and the time availability of the participants.

In collecting relevant information, this research utilizes two types of data sources: primary data sources and secondary data sources. Primary data sources in this study involve individuals who are directly involved in scouting activities at SDN 170 Pekanbaru, namely: (1) the Principal, as the highest policy maker in the school who has a comprehensive view of the implementation of the character education program; (2) the Scoutmaster, as the frontline who directly designs and implements scouting activities and interacts intensely with students; and (3) students who actively participate in extracurricular scouting activities, as subjects who directly experience the character building process through these activities.

The data collection process in this study was conducted through three complementary methods: observation, interview, and documentation.

1. Observation: The observation technique was used to directly observe how scouting activities were implemented at SDN 170 Pekanbaru. The observation guideline sheet became the main instrument in this technique.
2. Interview: In-depth interviews were used to explore the participants' perspectives, experiences, and understandings related to character building through scouting.
3. Documentation: The documentation technique involves the collection and analysis of document review sheets relevant to scouting activities and character building in schools. These documents can be records of scouting activities, activity implementation plans, photographs, or other materials.

To ensure the credibility and validity of the data, researchers applied triangulation techniques. Triangulation of information sources was carried out by comparing data obtained from various

key informants, namely principals, scout coaches, and students. In addition, researchers also used triangulation techniques by verifying the accuracy of the data through comparing information obtained from different data collection methods, namely interviews, observation, and documentation. By combining various sources and techniques, it is expected that the data collected will be more comprehensive and reliable.

The data analysis process in this qualitative research will involve a series of stages aimed at organizing, reducing, and interpreting the collected data. Data analysis will include checking the validity of the data based on criteria such as credibility, dependability, and confirmability. To present the data in a systematic and easy-to-understand manner, this research will adopt the Miles and Huberman data analysis model. This model involves three streams of activities that occur simultaneously: (1) data reduction, which is the process of selecting, focusing, simplifying, and abstracting rough data that emerges from written notes, interview transcripts, and documents; (2) data display, which is the process of systematically organizing information in the form of narratives, charts, or matrices so that it is easier to see patterns and relationships between data; and (3) conclusion drawing/verification, which is the process of interpreting the meaning of the data presented, looking for patterns, explaining interrelationships, and formulating research findings. This analysis process will be carried out iteratively and continuously throughout the implementation of the research until firm conclusions can be drawn.

C. Results and Discussion

This section presents research findings regarding character building in students through scouting activities at SDN 170 Pekanbaru. Data were collected through direct observation of the implementation of scouting activities, in-depth interviews with the

school principal, scoutmasters, and several students, as well as analysis of documents related to the scouting program and student activity records. The research results are divided into two main focuses: (a) Implementation and Materials of Scouting Activities, and (b) Formed Character Values.

1. Implementation and Materials of Scouting Activities

a) Implementation of Scouting Activities

Based on periodic observations, scouting activities at SDN 170 Pekanbaru are held routinely every Friday afternoon. Observations show that these activities are quite well-organized, although there are sometimes constraints in the complete attendance of all members and the optimal use of time. Students appear enthusiastic in participating in various sessions, especially in games and outdoor activities. The scoutmasters, who are internal school teachers, seem to try hard to create a fun and educational atmosphere. They use a participatory approach, where students are invited to actively discuss, provide ideas, and even lead some small sessions.

From the interview with the School Principal, he explained that scouting activities are compulsory extracurricular activities for all students in grades 4, 5, and 6. He emphasized the importance of these activities as a non-academic platform to holistically develop students' potential, especially in character building. "We see scouting as one of the main pillars in educating children to have a strong, independent, and responsible mentality," said one of the scoutmasters, who stated that "our activity structure is flexible, adjusted to the needs and interests of the children, but still adheres to the basic principles of scouting."

Documentation in the form of activity schedules, attendance lists, and activity photos shows consistency in the implementation of scouting. There is evidence that the activities include opening and closing ceremonies, theoretical sessions in the classroom, and practical sessions on the school field. Some documentation also shows the existence of mini-camps held once a year, demonstrating the school's effort to provide a more in-depth scouting experience. However, in terms of facilities, there are still limitations, such as the minimal availability of teaching aids and scouting equipment, which sometimes becomes a challenge for the instructors.

b) Scouting Activity Materials

The scouting activity materials at SDN 170 Pekanbaru are designed to cover cognitive, affective, and psychomotor aspects. Observations show that the material is delivered through various methods, such as short lectures, group discussions, simulations, educational games, and direct practice. Materials frequently observed include marching, knot tying, Morse code, simple pioneering, first aid, and general scouting knowledge. The instructors often connect these materials with daily life values, for example, the importance of cooperation in pioneering or the readiness of a rescuer in first aid.

In interviews, it was found that their scouting curriculum refers to the General Guidelines of the Scout Movement, but is adapted to the developmental level and characteristics of elementary school students. "We try to ensure that the material is not only theoretical but also practical and relevant to children's lives. For example, in knot material, we teach how knots can be used for activities at home or while camping," he explained. Interviews with several students also reinforced this. RI (a 5th-grade student) said, "I like it when there are lessons on making knots or codes; it feels exciting and can be practiced."

Documentation of the curriculum and lesson plans (RPP) of the scoutmasters confirms that the materials taught are indeed structured and have clear character-building objectives. There are explicit points of material that mention values such as discipline, responsibility, independence, care, and honesty. In addition, there is documentation of practice questions and assignments given to students, showing that students' understanding of the material is also evaluated, although the main focus is on participation and the application of values.

2. Character Values

The formation of character values through scouting activities at SDN 170 Pekanbaru was observed from various aspects of student behavior and the emphasis of the instructors during the activities.

a) Character Values: Relationship with God

Observations show that character values related to the relationship with God are internalized through simple practices in scouting activities. At the beginning and end of each activity, students are always invited to pray together, led by one of the students or instructors. Although not always explicit in every material session, instructors often remind students about the importance of being grateful for the universe when activities are carried out outdoors, or the importance of honesty in every action as a form of worship.

Interviews with teachers revealed that "we always emphasize to the children that these scouting activities are also part of worship, which is to guard God's trust in themselves and the environment. Honesty, discipline, and caring are reflections of faith." In line with that, the teacher added that "this religious value becomes the main foundation in the character building of children, scouting helps strengthen it through good habits." Several students interviewed also stated that they felt closer to God when they saw the beauty of

nature during scouting activities, or felt the need to be honest because it is a religious teaching.

Documentation of the opening and closing ceremonies of scouting activities always includes "Prayer" as one of the mandatory agenda items. There are also some posters containing quotes about the importance of gratitude and worship, although not too many. This indicates a systematic, albeit simple, effort to instill religious values in scouting activities.

b) Character Values: Relationship with Self

Observations show that character values related to oneself, such as independence, discipline, self-confidence, and responsibility, are highly emphasized. Students are encouraged to prepare their own equipment, follow instructions orderly, and complete group tasks without relying too much on the instructors. For example, during marching sessions, students are required to be disciplined in their movements and focus on commands. In pioneering activities, students are given the freedom to try and overcome difficulties in tying knots, which trains independence and problem-solving. Some students who initially appeared shy gradually became brave enough to lead patrols or express opinions after participating in activities several times.

The results of interviews with teachers also confirmed that "one of the main goals of scouting is to form independent children who are responsible for themselves. We not only teach them skills but also how to face challenges and make decisions." A student (6th grade) shared his experience, "I used to often forget to bring books, but after joining scouting and having to bring my own equipment, I became more mindful and independent." Students' self-confidence also appeared to increase. A student (5th grade) said, "I became braver in speaking in front of friends after often being asked to lead prayers or cheers."

Documentation in the form of the SKU (General Proficiency Requirements) book owned by students shows points that require students to demonstrate independence and responsibility, such as maintaining personal hygiene, tidying clothes, or completing individual tasks. Instructor assessments recorded in the activity logbook also frequently note students' progress in aspects of discipline and initiative.

c) Character Values: Relationship with Others

Character values such as cooperation, tolerance, empathy, and mutual assistance are very prominent in scouting activities at SDN 170 Pekanbaru. Observations show that almost every activity involves group work, such as in pioneering, relay games, or group discussions. Students are naturally encouraged to interact, divide tasks, and help each other to achieve common goals. Instructors often create scenarios where students have to help each other, for example, in simple first aid. Small conflicts between students in a group often become opportunities for instructors to teach tolerance and problem-solving through deliberation.

From interviews, the teacher stated, "Scouting is a miniature society. There, children learn how to live side by side, respect differences, and work together. This is important for their social life in the future." She added, "We always emphasize that in scouting, we are one big family. If a friend is in trouble, it is obligatory to help." A student (6th grade) recounted, "I learned to be patient with friends who were difficult to work with. Finally, we were able to make good knots together." Another example, students are also taught to respect friends' opinions even if they differ.

Documentation in the form of photos of group activities and results of group assignments (e.g., successful pioneering creations made together) provides strong evidence of cooperation. Instructor notes

also often record students' initiative in helping friends or their ability to work together in a team. The existence of "rules of the game" in every game that requires obedience and awareness of the rights and obligations of each member also supports the formation of this value.

d) Character Values: Relationship with the Environment

Character values of environmental care, love for nature, and cleanliness are consistently taught in scouting activities. Observations show that every time activities are carried out outdoors, instructors always remind students not to litter and to maintain the cleanliness of the school area. "Nature exploration" or "surrounding environment exploration" sessions are also often inserted, where students are invited to observe flora and fauna and are taught about the importance of environmental preservation. Joint school environment cleaning activities also become a routine agenda in some scouting sessions.

Scouting is not only about oneself but also about the relationship with nature and the environment. We want children to have a sense of ownership and responsibility to maintain the cleanliness and sustainability of their environment." The teacher also emphasized that "a clean and healthy environment is our shared responsibility, and scouting instills that awareness from an early age." A student (5th grade) expressed, "Now I often remind friends if they litter because in scouting we are taught that the environment must be protected.

Documentation in the form of photos of school environment cleaning activities carried out by scout members, or instructor notes regarding students' initiative in picking up trash, serves as evidence of the implementation of this value. Material on simple recycling or the importance of energy saving is also found in some instructor teaching modules, although it may not always be

implemented in every meeting. The presence of sorted trash bins in the scouting area, which shows the school's effort to habituate students to sort trash, is also part of the indicators of this character building.

The implementation of scouting activities at SDN 170 Pekanbaru demonstrates the school's commitment to integrating character education through non-curricular channels. Observations show that scouting activities are carried out routinely every week with a structured schedule, involving all students from grades IV to VI. According to Wibowo (2022), the routine of scouting activities is very important in forming positive habits and discipline in students. The scouting activity materials are designed comprehensively, including marching, pioneering, codes, first aid, and camping activities.

Photo and video documentation reinforces that students are actively involved in each session, showing high enthusiasm. This aligns with the view of Susanto and Hidayat (2023) who state that varied scouting materials can attract students' interest and stimulate the development of various skills. Furthermore, interviews with scoutmasters revealed that moral and ethical values, such as mutual cooperation and independence, are inserted into every material, an approach emphasized by Budiyo (2021) as a key to the effectiveness of character education. The success of this implementation is also supported by adequate school facilities, as expressed by Pratiwi and Lestari (2024) who emphasize the importance of infrastructure in supporting extracurricular activities.

Scouting activities at SDN 170 Pekanbaru significantly shape character values related to the relationship with God. Through prayer activities before and after starting activities, students are taught to always remember and be grateful to God Almighty. Observations show students solemnly following prayer sessions led

alternately, indicating the instilling of religious values from an early age. According to Hasanah (2023), instilling religious values in extracurricular activities can strengthen students' moral foundation. In addition, material on religious tolerance is also often discussed, especially when students from different religious backgrounds interact in groups. Interviews with several students revealed that they felt closer to God and appreciated differences in beliefs after participating in scouting.

This is consistent with the research of Ramadhan and Sari (2024) who found that scouting activities can improve the understanding and practice of religious values. Documentation also shows how scoutmasters consistently emphasize the importance of honesty and trustworthiness, which are reflections of divine values, as explained by Lestari and Putra (2022) in the context of character education.

The aspect of character values related to the relationship with oneself is also clearly visible in scouting activities. Students' independence is honed through various tasks that must be completed individually, such as setting up small tents or tying knots. Observations show an increase in students' self-confidence in completing these challenges. Interviews with students proved that they felt more independent and dared to take initiative. According to Fitriani (2023), activities that demand independence are very effective in developing a positive self-concept in children.

Time discipline and responsibility are also emphasized, for example, through the obligation to arrive on time and complete group tasks. Documentation shows students following instructions orderly and being responsible for their roles. This is in line with Wahyuni and Santoso's (2024) theory that structured routines in scouting foster discipline. Simple decision-making within a team, such as determining strategies in group games, also trains students

to think critically and believe in their own abilities, an important point highlighted by Dewi and Permana (2021).

The development of character values related to the relationship with others and the environment is at the core of scouting activities at SDN 170 Pekanbaru. The spirit of togetherness and mutual cooperation is strongly felt when students work in groups, such as when setting up flagpoles or cleaning the school area. Observations show positive interaction and mutual assistance among students. According to Kurniawan (2023), group interaction in scouting naturally fosters empathy and cooperation. Material on environmental care, such as maintaining cleanliness and planting trees, is also integrated into the activities. Interviews with students revealed their awareness of the importance of maintaining the surrounding environment, which is reflected in their behavior during breaks and after activities.

Documentation of activities involving scout members shows the real implementation of this environmental awareness. A study by Pratama and Wijaya (2022) emphasizes that direct involvement in environmental activities can increase a sense of social responsibility. Furthermore, the resolution of small conflicts between group members facilitated by instructors also becomes a learning ground for tolerance and social problem-solving, in accordance with Suryanto and Rahayu's (2021) view on the role of scouting in forming character that cares for others and the environment.

D. Conclusions

This study concludes that the character development of students through scouting activities at SDN 170 Pekanbaru is effective, primarily due to two synergistic aspects: the routine and planned implementation of scouting activities and the provision of comprehensive scouting materials. The material's novelty lies in its

dual focus, systematically instilling a wide array of character values while simultaneously developing practical scouting skills. This is evident in the structured teaching of values related to one's relationship with God (e.g., prayer, gratitude), self-relationship (e.g., independence, responsibility, discipline), relationships with others (e.g., cooperation, empathy, helpfulness), and relationship with the environment (e.g., maintaining cleanliness, nature preservation). Therefore, scouting activities at SDN 170 Pekanbaru are demonstrably crucial in fostering holistic character development among students. Future research could further explore the long-term impact of these specific character-building modules and investigate their adaptability to other educational contexts.

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