

## Forming Students' Independent Character through Scouting Extracurricular Activities at SDN 2 Kertanegara, Purbalingga

 <https://doi.org/10.31004/jele.v10i4.1156>

Dhina Permatasari, \*Wakhudin<sup>ab</sup>

<sup>12</sup>Primary Teacher Education, Universitas Muhammadiyah Purwokerto, Indonesia.

Corresponding Author: Wakhudin, e-mail: [wakhudin@ump.ac.id](mailto:wakhudin@ump.ac.id)

### ABSTRACT

This study aims to describe the formation of independent character in elementary school students. In practice, student independence is often hampered by overprotective parenting patterns and high levels of independence. This study attempts to solve the problem of independent character formation through Scouting extracurricular activities in Grade IV of SDN 2 Kertanegara, Purbalingga, involving 22 students as participants. This study uses a qualitative-descriptive approach with a phenomenological method. Data were obtained using observation, interviews, and documentation studies. The results show that activity planning, structured implementation, and evaluation through reflection and General Competency Requirements (SKU) provide a significant contribution to increasing student independence, especially in terms of responsibility, discipline, and cooperation. In conclusion, scouting activities systematically shape independent character, but the success of the program is influenced by collaboration between teachers as mentors, and a supportive school environment.

**Keywords:** *Independent Character, Scouting Activities, Elementary School*

#### Article History:

Received 26th May 2025

Accepted 27th June 2025

Published 26th July 2025



## INTRODUCTION

Elementary school education is the primary foundation for developing a child's character and intelligence. This is the stage at which fundamental life values, social skills, and independence begin to be systematically instilled, the national character education movement is an agenda that has been implemented since 2010, and based on evaluation reports, the movement has produced several pilot schools that are considered capable of implementing character building. (Aulia et al. 2022). Character is an important aspect in shaping a person's quality to become a noble person. With good self-quality and continuously developed, the individual can provide benefits to the surrounding environment and contribute to the progress of the nation (Utami, Khansa, and Devianti 2020). The quality of human resources certainly has a close relationship with the quality of education, because education is what shapes the character of the nation's children in accordance with Indonesia's ideals (Ardiyanti and Khairiah 2021).

The Education System in Indonesia is regulated through Law Number 20 of 2003 concerning the National Education System. In Chapter II Article 3, this law emphasizes the basis, objectives, and functions of national education which is designed to develop (Pelawij tyson, Idris, and Is M Fadhlan 2021). Law of the Republic of Indonesia Number 12 of 2010 concerning the Scout Movement states that scouting education is part of non-formal education that aims to instill scouting values through a unique scouting approach. These values include Satya and Darma. This educational process uses interactive learning methods in the open air, guided by experienced adults, in elementary school, children are in a golden age of cognitive and emotional development, making character education interventions through the curriculum and extracurricular activities, such as Scouting, crucial. Scouting education is also

integrated into the curriculum at elementary, secondary, and tertiary levels as part of extracurricular activities (Sevtivi a Asrivi, 2020).

This is reinforced by Article 1 paragraph (1) in the general provisions of Presidential Regulation No. 87 of 2017 stating that Strengthening Character Education (PPK) is an educational movement implemented by educational units to build student character. This effort is carried out by integrating the development of aspects of conscience, emotion, thought, and physical, and involving cooperation between educational units, families, and communities as part of the National Mental Revolution Movement (Makarim et al. 2022). Character education is also used as a vehicle for socializing the character that every individual should have in order to make them individuals who are as useful as possible to their surrounding environment (Qurrota'ayun and Guru 2021).

The implementation of character education from an early age is very important to ensure that the child's character is maintained in positive things. By maintaining a child's character, this will encourage and develop their respective personalities (Lisia Miranda 2024). However, in practice, there are several conditions in which students experience a crisis of independence. Several factors that cause children to often experience delays in independence include being too spoiled, as well as restrictions on children's activities and creativity (Susanti 2020).

Character education also has the aim of instilling values in students and renewing the order of communal life that values individual freedom more (Amran dkk., 2018:146). Character building in the world of education is done through various methods that emphasize direct experience, habituation of positive values, and role models from educators and parents. Character education can be implemented through the curriculum, extracurricular activities, and social interactions in the school and community environment. In the context of extracurricular activities, such as scouts, the values of independence can be instilled through training in discipline, responsibility, and life skills that support students' personal development (Tsauri 2015).

Character is a set of moral values that are formed within a person through various experiences, life tests, sacrifices, and environmental influences. These values become an integral part of the individual, building a motivational system that influences their way of thinking, attitudes, and behavior. Strengthening character education through intracurricular, co-curricular and extracurricular programs (Mujiati 2020).

Character education is a process that aims to instill and develop noble values in students, so that they have positive behavior and are able to apply and internalize these values in everyday life, both in the family environment, society, and as members of the state. Therefore, character education is very important in shaping personality and strengthening students' beliefs (Abidin, 2019). Character education is the role of education in building the character of students, character education is an effort to prepare students' wealth in religious, social and cultural dimensions, which can be manifested in the form of good character in words, actions, thoughts, attitudes and personality (Tsauri 2015).

According to Khan in the book Character Education, Ali (2018) defines character education as a process carried out with all conscious and planned efforts to guide students. Character education is also a series of activities aimed at improving the quality of education and developing inner harmony, by continuing to teach, guide, and foster each individual to have intellectual competence, good character, and adequate skills. Character education is a system that instills character values in students, which include elements of knowledge, awareness, and desire, as well as media to implement these values in relation to God Almighty, oneself, others, the environment, nationality, and humanity (Rasyid and Wihda 2024).

The main goal of character education is to shape children into well-behaved individuals, virtuous members of society, and responsible citizens. In addition, character education aims to continuously improve a person's character and provide the skills needed to live a better quality life. National character building can be achieved through strengthening the character of each individual, which is influenced by the social and cultural environment around them (Firdaus and Nugraheni 2024).

Character education aims to improve the quality of school management and learning outcomes. This shows that the formation of character and noble morals in students is carried out holistically, integrated, and balanced in accordance with graduate competency standards. Character has a very crucial role in the lives of the younger generation, especially for students who are of school age (Suwandi and Rifki 2024).

Extracurricular activities are educational activities outside of subjects and counseling services to help develop students according to their needs, potential, talents and interests through activities that are specifically organized by educators and education personnel who are competent and authorized at schools or madrasas (Adhari and Ani 2024). Types of extracurricular activities are divided into two, namely mandatory and optional extracurricular activities, for mandatory extracurricular activities that are generally found in schools, namely scouts. In addition, there are other types such as art activities, sports, science, language, environment, and so on (Wulandari et al. 2024).

One of the extracurricular activities that can help to shape the character of students is the scout extracurricular. The Scout extracurricular is one of the alternative education that occurs outside the classroom for the formation of character values, especially the character values of the Indonesian nation (Bomans Wadu, Samawati, and Ladamay 2020). Law No. 12 of 2010 Article 4 explains that the Scout movement aims to shape every Scout to have a personality that is faithful, pious, has noble morals, has a patriotic spirit, obeys the law, is disciplined, upholds the noble values of the nation, and has life skills as a cadre of the nation in maintaining and building the Republic of Indonesia, practicing Pancasila, and preserving the environment (Laksono 2018).

Scouting extracurricular activities have the ability to form character values in students. The values developed in Scouting activities are positive values that are taught and instilled in its members. These values are moral values that shape the behavior of scout members. Scouting values come from Dwi Satya and Tri Satya, Dasa Dharma, and the skills and abilities mastered by Scout members (Subandi, Asbari, and Anggraeni 2024).

Extracurricular activities are generally a place for students who are interested in participating in activities according to their interests, talents, hobbies, personalities, and creativity. These activities function as a tool to detect student talents and are systematically designed to develop and foster the potential possessed by students. In addition, extracurricular activities also serve as a means of fostering student character through various approaches applied in these activities. Extracurricular activities serve as a place for students to develop their interests, talents, and creativity, as well as detect the talents they have. In addition, these activities also play an important role in fostering student character through a systematic and diverse approach (Arifudin 2022).

In addition, extracurricular activities are educational activities that take place outside of subjects and counseling services, aiming to support student development according to their needs, potential, talents, and interests. These activities are carried out specifically by educators and education personnel who have expertise and authority in schools or madrasahs (Nuryanto, 2017).

In its implementation, extracurricular activities have goals to be achieved, namely to expand and deepen knowledge and skills that are in line with the program of activities in the curriculum. These activities can help students understand the relationship between various lessons, so that the knowledge gained can be connected to the needs and demands of society. In addition, extracurricular activities also function to direct students in finding their talents and interests, and contribute to forming individuals as a whole. Extracurricular activities aim to expand students' knowledge and skills, help them understand the relationship between lessons, and direct them in finding talents and interests. Thus, these activities contribute to the formation of individuals who are more complete and ready to face challenges in society (Shilviana and Hamami 2020).

Extracurricular activities are very important for students as a means to develop their potential. In addition, these activities are expected to improve the school's reputation through the achievements achieved by students. Every child has diverse potential, and extracurricular

activities provide an opportunity to hone the various intelligences they have. With good management and understanding of extracurricular activities, students can be formed into creative, innovative, and civilized individuals. Furthermore, extracurricular activities not only focus on developing academic skills, but also on the social and emotional aspects of students. Through interaction with peers and experiences in various activities, students learn to work together, appreciate differences, and develop a sense of responsibility. Thus, extracurricular activities play an important role in shaping students' character, preparing them to become active members of society and contribute positively. Extracurricular activities can be a place for students to develop their potential, social skills, emotions, cooperation, and knowledge about the outside world directly where it is rarely found in general subject matter (Yhunanda and Sholeh 2020).

According to the Great Dictionary of the Indonesian Language (2007: 892), Scouts are an organization aimed at young people, which aims to educate its members in various skills, discipline, self-confidence, mutual assistance, and others. Scouting extracurricular activities are considered as a complement to the learning process at school. Scouting activities are mandatory from elementary school to high school, although the intensity of activities will vary according to the level of education attended (Maryam, Syachruraji, and Rokmanah 2023).

Scouting extracurricular activities also have a fun nature, because they are carried out outside the classroom and are related to everyday life. This makes it easier for students to understand Scouting material more quickly, because they can experience the learning process directly. Scouting activities also play a role in forming attitudes of discipline, independence, and other positive values in students (Pratiwi, 2020).

The Scout Movement aims to shape each member to have a character that is faithful, pious, and has good morals. In addition, Scouts also strive to instill a spirit of patriotism, obedience to the law, discipline, and appreciation for the noble values of the nation. Scout members are expected to have life skills as cadres of the nation who are tasked with maintaining and building the Unitary State of the Republic of Indonesia (NKRI), practicing Pancasila, and preserving the environment. Through the Scout Movement, students can develop an attitude of discipline, independence, and a sense of responsibility (Laksono 2018).

In the General Dictionary of the Indonesian Language, independence is defined as a condition in which a person is able to stand alone without relying on other people (Safira 2023). Independence also refers to an independent attitude. Independence involves the ability to act freely, take personal initiative, manage oneself, solve problems without needing help from others, and be responsible for decisions that have been taken by considering various aspects beforehand (Dunn et al. 2020).

Independence refers to a person's ability to take initiative, be responsible, and have self-confidence. This involves the ability to complete various tasks without relying on help from others. Student independence refers to the ability of students to solve problems in the learning process independently, with their own initiative, using certain learning strategies, and the confidence to find solutions to these problems without the help of others (Fidiana, Bambang, and Pratiwi 2012).

Scouting is a game-based activity that has educational content. However, many instructors often forget the fundamental aspect of this activity, namely the importance of character building which must be the main concern. Two main values are owned by Scouting activities carried out in the open air. Formal values are related to character building and material values are related to practical benefits. Therefore, scouting is used as a method of learning values to build the character of a strong, intelligent, and independent young generation (Budiyanto 2021). The Scout Movement aims to shape students into individuals who are faithful, pious, have noble morals, are resilient, obey the law, are disciplined, active in maintaining and developing the Unitary State of the Republic of Indonesia, implement the values of Pancasila and the constitution, and care about environmental preservation (Ramadhani dkk., 2022).

Elementary School 2 Kertanegara is an elementary school located in Kertanegara Village, Kertanegara District, Purbalingga Regency, Central Java. This educational institution, with



NPSN 20303025, has been operating since 1982 based on the Decree of Establishment Number 421.2/003/XI issued on July 18, 1982. This school is known for its achievements in education, which is recognized by obtaining A accreditation through Decree Number 047/BANSM-JTG/SK/XII/2018 dated December 4, 2018. In addition, Elementary School 2 Kertanegara has been equipped with internet access through Telkom Astinet services and electricity resources from PLN, enabling a more modern and efficient learning process. Learning activities at this school take place six days a week with a morning schedule. With complete facilities and dedication to the quality of education, SD Negeri 2 Kertanegara is the main choice for parents who want to provide quality education for their children in the Kertanegara area, Purbalingga.

The development of technology and overprotective parenting patterns make today's children tend to be less independent. The habit of playing gadgets for too long and parents' attitudes that spoil children too much can hinder the development of their independence. One effort to foster student independence is through extracurricular scouting activities, which provide real experience in building discipline, responsibility, and courage in making decisions. In order for this program to run optimally, collaboration is needed between schools and parents in providing support and motivation to children so that they actively participate in scouting activities. Scouting activities for grades III and IV at SDN 2 Kertanegara are held every Friday in the first week as Siaga Scouts, while grades 5 and 6 participate in Penggalang Scouts on Friday in the third week. In the last three years, the Siaga level Scouting extracurricular, both boys and girls, have won consecutive championships at the sub-district level. This success shows that Scouting activities have a positive impact on shaping students' character and independence, thus becoming the main reason for conducting further research on the contribution of Scouting to the formation of students' independent character.

The Scout extracurricular activities at SDN 2 Kertanegara have a significant role in shaping the character of student independence, especially in grade IV. Through various activities that are designed practically, students are trained to think critically and solve problems independently. One of the activities is the Marching Exercise (LBB), which aims to train students in discipline, cooperation, and marching skills. In addition, there are also educational games that aim to build teamwork, leadership, and creativity, such as code games or obstacle courses. Students are also trained in basic scouting skills through knots and ropes, such as making knots or erecting flagpoles. In addition, there are exploration activities that are usually carried out around the school to train students in navigation, observation, and teamwork. Students' creativity and self-confidence are also honed through arts activities and art performances, such as performing arts, scout songs, or cheers. All of these activities are designed to support the development of students' character and abilities as a whole.

Through extracurricular scouting activities, several important aspects in the development of independent character are discovered, such as critical thinking and problem solving skills, where students are invited to solve challenges with a rational approach, as well as collaboration and time management skills (Hidayati dkk., 2023). Scouting extracurricular activities have proven effective in building independent character in students (Adhani dkk. 2023). Various previous studies have shown that the development of independent character through extracurricular Scouting activities is in line with the research that will be carried out at Kertanegara 2 Public Elementary School.

## METHOD

This study uses a qualitative-descriptive approach with a phenomenological method. Phenomenology is a philosophical approach that studies and explores human experience (Hadi, Asrori, and Rusman 2021). (Hadi, Asrori, and Rusman 2021). The informants for this study consisted of one fourth-grade teacher as a Scout leader, five interviewees (2 students with high independence, 1 student with medium independence, and 2 students with low independence) from a total of 22 fourth-grade students, and the principal of Kertanegara 2 Elementary School. The researcher acts as the main instrument responsible for determining the focus, selecting informants, collecting data, analyzing, and drawing conclusions.

The researcher conducted self-validation to ensure understanding of the method, mastery of the topic, and academic readiness. The researcher also used supporting instruments in the form of observation sheets to record student behavior during Scouting activities. The researcher also used interview guidelines as a guide when interviewing teachers, principals, and students. This instrument helps researchers collect data systematically through observation, questions, and recording information relevant to the research.

Data were analyzed by data reduction, data presentation, and triangulation to ensure the accuracy of the findings. Program evaluation was conducted through the General Skills Requirements (SKU) Scout test and routine reflection by teachers. Data analysis confirmed that Scouts contributed significantly to forming students' independent character. This study used three stages of qualitative data analysis, namely: (1) Data reduction. Raw data from observations and interviews were filtered to focus on relevant information about the formation of independent character. Only data related to indicators of independence (responsibility, initiative, discipline, etc.) were retained, while other information was eliminated. (2) Data presentation. The results are presented in two forms, namely observation tables and interview narratives. (3) Source triangulation. Data from teachers, principals, and students mutually reinforce the findings, and method triangulation. The results of observations (real behavior) and interviews (perceptions) show consistency that Scouts are effective in forming independent character, despite obstacles such as differences in student backgrounds.

## FINDINGS AND DISCUSSION

Kertanegara 2nd State Elementary School is a school that has long implemented extracurricular activities and made it one of the programs that are implemented consistently. This program aims to shape students' character through various activities that instill values such as independence, discipline, responsibility, and cooperation. Over time, Scouting activities have continued to develop by adopting a more creative approach and in accordance with student needs, such as educational games and nature exploration activities. The sustainability of this program emphasizes the importance of Scouting in forming a strong and characterful young generation.

However, in implementing extracurricular scouting activities, there are several obstacles faced, including limited resource persons, especially in the arts. Resource persons who do not have adequate artistic skills often have difficulty in designing programs that integrate art with scouting values, such as performing arts, music, or handicrafts. As a result, students tend to get less balanced experience between mastering Scouting technical skills and developing their creativity. In addition, limited time is also an obstacle for students in participating in extracurricular scouting activities. Tight academic schedules, pressure from schoolwork, and involvement in activities outside formal education make it difficult for students to manage their time effectively. This not only impacts the development of students' potential, but also reduces the benefits of non-formal learning which is very important in completing their education.

The Scout extracurricular activities implemented at SDN 2 Kertanegara are different from others because these activities are designed as activities that support the development of students' skills, creativity, and character. These programs are designed to attract students' attention through an educational and fun approach. For example, Scout activities are packaged with leadership training, group games, and nature exploration that trains independence. In the arts, extracurricular activities such as dance, music, or fine arts are carried out through routine exercises and simple performances to increase students' self-confidence. Meanwhile, sports activities are usually held in the form of competitions or weekly exercises to develop physical abilities. All of these activities are adjusted to the curriculum and aim to produce students who excel and have independent characters.

This study revealed that the Scout extracurricular activities at SDN 2 Kertanegara are effective in forming the independent character of fourth grade students through three main stages. First, planning. Scout activities are designed collaboratively between the school and

class teachers as mentors, with a focus on instilling independent character values such as responsibility, discipline, and cooperation. This planning is considered important as an application of the experiential learning approach, where students learn through direct experience. Second, implementation. Observation results showed significant improvements in the aspects of responsibility (score 4), discipline (4), and cooperation (4). Students became more independent in preparing equipment, obeying rules, and collaborating. Third, evaluation. Conducted formally (SKU test) and informally (teacher reflection). Triangulation of observation and interview data confirmed the positive impact of Scouting, despite challenges such as schedule conflicts and differences in individual development.

Scouting is a strategic vehicle for the formation of independent character, but requires intensive mentoring for students who lack self-confidence, schedule alignment, and more structured evaluation instruments. Collaboration between schools, teachers, and mentors is the key to success. This study proves the effectiveness of Scouting in forming students' independent character through a systematic approach, namely through planning, implementation, and evaluation. However, Scouting activities need to be strengthened in terms of methodology and recommendations for solutions to overcome obstacles. The problem of the lack of art experts, both in dance, music, and handicrafts, causes Scouting activities to be less balanced between technical skills and creativity development. As a result, students lose the opportunity to explore the potential of art that can support independent character.

SD Negeri 2 Kertanegara is one of the elementary schools in Kertanegara District, Purbalingga Regency, which consistently develops extracurricular activities as a superior school program. One of the activities that is the main focus is the Scouting extracurricular, which is designed not only as a routine activity, but also as a strategic means to form student character, especially the values of independence, responsibility, discipline, and cooperation. This is done through creative and educational approaches, such as group games, nature exploration, and leadership training that support active and fun learning.

Over time, Scouting activities at this school have experienced positive developments. The programs implemented in it reflect the application of the experiential learning approach, where students are guided to learn from direct experience. Activities such as physical exercise, group activities, and simulations of natural conditions provide space for students to make decisions, practice responsibility, and improve their ability to work together in real situations. This approach has proven effective in building student character gradually, especially in grade IV students who are in the early stages of forming self-identity and independence.

However, in its implementation, this activity faces several significant challenges and obstacles. One of them is the limited number of resource persons, especially those with a background in the arts. The lack of instructors who master performing arts, music, or handicrafts makes the integration of art elements in Scouting less than optimal. In fact, art elements can be an effective tool to foster self-expression, courage to appear, and creativity in students, which are also part of independence. In addition, time is a major obstacle. A busy academic schedule and schoolwork burden make it difficult for students to participate optimally in extracurricular activities. As a result, the maximum potential of this non-formal education cannot be fully accessed by all students.

Nevertheless, the evaluation of the program implementation showed positive results. Based on observations made, there was an increase in students' character values in three main aspects: responsibility, discipline, and cooperation, each of which received a high score (4). Students demonstrated independence in preparing equipment, following rules without excessive supervision, and being able to work in a team. The evaluation was carried out systematically through the SKU (General Competency Requirements) test and informal reflection by the supervising teacher, and was strengthened by triangulation data from interviews and field observations.

These findings strengthen that Scouting activities at SD Negeri 2 Kertanegara make a real contribution to forming students' independent character, although several improvements are still needed. Several things that are recommended for strengthening the program are: (1) intensive mentoring for students who lack self-confidence, (2) alignment between Scouting

activities and academic schedules, and (3) development of more structured and accurate character evaluation instruments. In addition, synergy between the school, class teachers, and Scout leaders is the key to the success of implementing this activity.

Thus, this study is important not only as documentation of good practices at SDN 2 Kertanegara, but also as an integrative model of character education through extracurricular Scouting activities at the elementary school level, especially in forming students' independent character that is relevant to the challenges of the 21st century.

Extracurricular Scouting activities at SDN 2 Kertanegara are a real practice of implementing character education in an elementary school environment. As stated by Abidin, (2019), character education is a conscious and planned process to form moral values such as responsibility, cooperation, and discipline that can be applied in students' lives. This is reflected in the design of the Scouting program at the school which was developed collaboratively between teachers and mentors, emphasizing experiential learning. Activities such as leadership training, educational games, and nature exploration play a role in forming positive student behavior as a whole.

Furthermore, Scouting activities at this school are in line with the function of character education according to Afandi & Sidoarjo, (2011) which states that character functions as a potential development, behavioral improvement, and cultural filter. This is evident from the school's efforts to instill noble values through spontaneous and structured activities, such as teacher reflection, SKU test evaluation, and habituation of responsibility in the field. These activities not only teach students to behave well, but also select values that are in accordance with the culture and character of the nation through direct experience.

From the aspect of the character of independence, as defined by Larasati (2017) and reinforced by Noor Chasanah et al., (2023), independence is the ability of students to complete tasks without relying on others and dare to take the initiative. In the context of Scouting activities at SDN 2 Kertanegara, students are trained to prepare their own equipment, follow rules without being told, and work together effectively in groups. The results of the observation recorded high scores on the aspects of responsibility, discipline, and cooperation, which are strong indicators of the formation of independent character.

Scout extracurricular activities are also relevant to the definition of extracurricular according to Arifudin (2022) and Nuryanto (2017), which emphasize that this activity is not only a means of channeling students' interests and talents, but is also part of an education system that supports character building and life skills. At SDN 2 Kertanegara, extracurricular activities are adjusted to the curriculum and carried out with a fun but educational approach, such as integrating arts and sports that train students' expression, physicality, and social collaboration. Despite facing obstacles such as limited time and a lack of expert art speakers, the program continues to run consistently and shows its effectiveness in forming independent students.

Furthermore, the Scout program at this school implements the extracurricular scouting values as described by Pratiwi (2020) dan Laksono (2018) that this activity is designed to train life skills, preserve national values, and develop an independent and disciplined attitude. This can be seen from the existence of nature exploration activities and marching exercises that train discipline and teamwork, while forming the character of students who are resilient in facing challenges, both academic and social.

All Scout activities at SDN 2 Kertanegara directly reflect the principles of character education according to Antonius (2022) such as sustainability (taking place consistently every week), integration of values in daily activities, and a comprehensive physical and emotional approach. With this approach, Scouting becomes a transformative medium in educating students to become individuals with independent character, as also confirmed by various previous studies such as Lestari et al., (2023) and Faridi (2018).

However, from the perspective of factors influencing character education Anik Indramawan, (2020), the obstacles faced such as time constraints and lack of assistants in the arts field are part of external and internal factors that must be addressed systematically.



Therefore, the collaborative role between schools, teachers, parents, and mentors is very important in creating an ecosystem that supports the sustainability of this program.

## CONCLUSIONS

The Scout extracurricular activities at SDN 2 Kertanegara have proven effective in shaping the independent character of fourth grade students through three main aspects. Planning, cooperation between schools, teachers, and mentors are focused on instilling the values of the Pancasila Student Profile such as responsibility, discipline, and cooperation. Implementation, routine activities such as marching and group games have succeeded in increasing student independence (score four for responsibility and discipline), although the initiative and self-confidence aspects (score three) still need to be developed. Evaluation, through General Proficiency Requirements and teacher reflections, shows the success of the program, despite facing challenges such as schedule conflicts and variations in student development. Overall, Scouting is an effective means of character education, with the note that intensive mentoring, schedule alignment, and ongoing evaluation are needed to optimize results.

## ACKNOWLEDGEMENTS

Through this honorable forum, the author would like to express his gratitude to the Rector of Muhammadiyah University of Purwokerto, the Dean of the Faculty of Teacher Training and Education, the Head of the Elementary School Teacher Education Study Program, Muhammadiyah University of Purwokerto, and all fellow students of the same class.

## REFERENCES

- Abidin, A.Mustika. 2019. "Penerapan Pendidikan Karakter Pada Kegiatan Ekstrakurikuler Melalui Metode Pembiasaan." *DIDAKTIKA: Jurnal Kependidikan* 12(2):183-96. doi: 10.30863/didaktika.v12i2.185.
- Adhani, Yuli, Roni Lukum, and Ais Nurdin. 2023. "Jambura Journal Civic Education." *JAMBURA Journal Civic Education* 3(2):61-66.
- Adhari, F. N., and N. Ani. 2024. "Urgensi Rencana Kegiatan Ekstrakurikuler (RKE) Pada Pelaksanaan Kegiatan Ekstrakurikuler Di Sekolah Dasar." *Bersatu: Jurnal Pendidikan ...* 2(1).
- Afandi, Rifki, and Universitas Muhammadiyah Sidoarjo. 2011. "Integrasi Pendidikan Karakter Dalam Pembelajaran Ips Di Sekolah Dasar." 1(1):85-98.
- Ali, Aisyah M. 2018. *Pendidikan Karakter: Konsep Dan Implementasinya*. 1st ed. Jakarta: KENCANA.
- Amran, Muhammad, Erma Suryani Sahabuddin, and Muslimin. 2018. *Pendidikan Karakter Di Sekolah Dasar*.
- Anik Indramawan. 2020. "Pentingnya Pendidikan Karakter Dalam Keluarga Bagi Perkembangan Kepribadian Anak." *J-KIs: Jurnal Komunikasi Islam* 1(1):109-19. doi: 10.53429/j-kis.v1i1.122.
- Antonius. 2022. "Pendidikan Karakter Anak Di Sekolah." *Edumedia: Jurnal Keguruan Dan Ilmu Pendidikan* 6(2). doi: 10.51826/edumedia.v6i2.668.
- Ardiyanti, Silva, and Dina Khairiah. 2021. "Hakikat Pendidikan Karakter Dalam Meningkatkan Kualitas Diri Pada Anak Usia Dini." *BUHUTS AL-ATHFAL: Jurnal Pendidikan Dan Anak Usia Dini* 1(2):167-80. doi: 10.24952/alathfal.v1i2.3024.
- Arifudin, Opan. 2022. "Optimalisasi Kegiatan Ekstrakurikuler Dalam Membina Karakter Peserta Didik." 5:829-37.
- Aulia, Syifa Siti, Dikdik Baehaqi Arif, Rosidah Amalia, Nurul Hidayati, and Refa Annisa. 2022. "Implementasi Gerakan Penguatan Pendidikan Karakter Sebagai Wahana Pendidikan Nilai Implementation of the Movement to Strengthen Character Education as Value Education." *Jurnal Pendidikan Karakter* XII(2):234-43.
- Bomans Wadu, Ludovikus, Ulfa Samawati, and Iskandar Ladamay. 2020. "Penerapan Nilai Kerja Keras Dan Tanggung Jawab Dalam Ekstrakurikuler Pramuka Di Sekolah Dasar."

- Budiyanto, Cepi. 2021. "Manajemen Pendidikan Kepramukaan Dalam Pembentukan Karakter." *AL-IDRAK Jurnal Pendidikan Islam Dan Budaya* 1(1):27-45.
- Dunn, Alan M., Owen S. Hofmann, Brent Waters, and Emmett Witchel. 2020. "Cloaking Malware with the Trusted Platform Module." *Proceedings of the 20th USENIX Security Symposium* 395-410.
- Faridi, Efi Miftah. 2018. "Pengaruh Kegiatan Kepramukaan Terhadap Pengetahuan Kewarganegaraan (Civic Knowledge) Mahasiswa Di Universitas Muhammadiyah Purwokerto."
- Fidiana, Lutfi, S. Bambang, and D. Pratiwi. 2012. "Pembuatan Dan Implementasi Modul Praktikum Fisika Berbasis Masalah Untuk Meningkatkan Kemandirian Belajar Siswa Kelas XI." *UPEJ (Unnes Physics Education Journal)* 1(1):38-44.
- Firdaus, Bima Nurus Samawati Indasah, and Nursiwi Nugraheni. 2024. "Penguatan Pendidikan Karakter Sebagai Wujud Pendidikan Berkualitas Dalam Upaya Mencapai Tujuan Sustainable Developments Goals (Sdgs)." *Jurnal Citra Pendidikan* 4(2):1788-98. doi: 10.38048/jcp.v4i2.3623.
- Hadi, Abd., Asrori, and Rusman. 2021. *Penelitian Kualitatif Studi Fenomenologi, Case Study, Grounded Theory, Etnografi, Biografi.*
- Hidayati, M., M. Sulistiono, and D. W. Ertanti. 2023. "Implementasi Pendidikan Karakterkemandirian Dalam Kegiatan Ekstakurikuler Pramuka Pada Siswa Kelas VI Madrasah Ibtidaiyah." *Jurnal Pendidikan Madrasah Ibtidaiyah* Vol. 5(2):109-18.
- Laksono, Feby. 2018. "Joyful Learning Journal." 7(1):63-71.
- Larasati, Eki Dwi. 2017. "Independent Character Educaton Through Scout Extracurricular."
- Lestari, Nowo Puji, Banun Havivah Cahyo Khosiyono, Berliana Heru Cahyani, and Ana Fitrotun Nisa. 2023. "Analisis Penerapan P5 Untuk Pembentukan Karakter Mandiri Pada Siswa Sd." *Pendas : Jurnal Ilmiah Pendidikan Dasar* 8(3):4091-97.
- Lisia Miranda. 2024. "Pentingnya Penguatan Pendidikan Karakter Pada Anak Sekolah Dasar Di Era Digital." *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, Dan Sosial Humaniora* 2(2):228-34. doi: 10.59024/atmosfer.v2i2.805.
- Makarim, Sayoto, Wawan Setiawan, Saifullah Arif, and Ganda Januarta. 2022. "Peningkatan Pemahaman Tentang Penguatan Pendidikan Karakter Sebagai Implementasi Perpres Nomor: 87 Tahun 2017." *Tematik* 2(2):92-98. doi: 10.26623/tmt.v2i2.5271.
- Maryam, Ahmad Syachruroji, and Siti Rokmanah. 2023. "Implementasi Nilai Kedisiplinan Dan Kerjasama Pada Ekstrakurikuler Pramuka Rutin Di Sd." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 8(3):3536-45.
- Mujiati, Ni Wayan. 2020. "Karakteristik Para Pemimpin Yang Diidolakan Masa Kini Dan Masa Depan Pada Organisasi." *Forum Manajemen* 15(2):34-42. doi: 10.61938/fm.v15i2.164.
- Noor Chasanah, Budiyo Saputro, and Abdul Ghoni. 2023. "Implementasi Nilai-Nilai Pendidikan Karakter Kemandirian Siswa Dalam Pembelajaran Tematik Di Mi Al Ijtihad Citrosono Magelang." *Inventa* 7(1):27-36. doi: 10.36456/inventa.7.1.a6969.
- Nuryanto, Slamet. 2017. "Jurnal Kependidikan." 5(1):115-29.
- Pelawij tyson, Idris, and Is M Fadhlhan. 2021. "Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Dalam Upaya Pencegahan Pernikahan Dini (Dibawah Umur)." *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan* 9(Vol 9 No 2 (2021): Vol.9.No.2.2021):562-66.
- Pratiwi, Septiana Intan. 2020. "Pengaruh Ekstrakurikuler Pramuka Terhadap Karakter Disiplin Siswa Sekolah Dasar." *Edukatif: Jurnal Ilmu Pendidikan* 2(1):62-70. doi: 10.31004/edukatif.v2i1.90.
- Qurrota'ayun, Baety Isnaeni, and Guru. 2021. "Pendidikan Berkarakter Pada Generasi Milenial." *Ilmiah Penelitian Dan Kependidikan* 5(4):1-10.
- Ramadhani, Nurlaila, Anggraeni Dewi, and Yayang Furi Furnamasari. 2022. "Meningkatkan Nasionalisme Dalam Karakter Pendidikan Kepramukaan." *Edumaspul: Jurnal Pendidikan* 6(1):646-51. doi: 10.33487/edumaspul.v6i1.2534.
- Rasyid, Ramli, and Khalidiyah Wihda. 2024. "29.+Ramli+Rasyid+1278+-+1285." 8(2):1278-85.

- Safira, Meisha Yasmin. 2023. "Dawatuna: Journal of Communication and Islamic Broadcasting." *Sosial Media Sebagai Media Kampanye Partai Politik* 3:1196–1208. doi: 10.47476/dawatuna.viii.562.
- Sevtivia Asrivi, Queen Elvina. 2020. "Implementasi Pendidikan Karakter Melalui Gerakan Pramuka Sebagai Ekstrakurikuler Wajib Pada Kurikulum 2013 Sekolah Dasar Di Masa Pandemi Covid-19." *Tunas Nusantara* 2(2):255–68. doi: 10.34001/jtn.v2i2.1483.
- Shilviana, Khusna, and Tasman Hamami. 2020. "Pengembangan Kegiatan Kokurikuler Dan Ekstrakurikuler." *Palapa* 8(1):159–77. doi: 10.36088/palapa.v8i1.705.
- Subandi, Endi, Masduki Asbari, and Vira Anggraeni. 2024. "Educational Scout: Pramuka Sebagai Wadah Pendidikan Karakter Bangsa." *Journal of Information Systems and Management (JISMA)* 3(5):30–32.
- Susanti, Dyah Aris. 2020. "Bimbingan Orang Tua Dalam Mengembangkan Perilaku Kemandirian Anak Usia Dini." *AL IBTIDA': Jurnal Program Studi Pendidikan Guru Madrasah Ibtidaiyah* 8(1):35–56.
- Suwandi, Ilham, and Muchamad Rifki. 2024. "Pendidikan Karakter Siswa Sekolah Dasar Dalam Perspektif Islam Abstrak." *Jurnal Pemikiran Mahasiswa Agama Islam* 2:1–12.
- Tsauri, Sofyan. 2015. *Pendidikan Karakter Peluang Dalam Membangun Karakter Bangsa*.
- Utami, Ita, Amalia Muthia Khansa, and Elfrida Devianti. 2020. "Analisis Pembentukan Karakter Siswa Di SDN Tangerang 15." *Fondatia* 4(1):158–79. doi: 10.36088/fondatia.v4i1.466.
- Wulandari, A. D., M. S. Zainab, P. N. Isnaini, and ... 2024. "Analisis Pelaksanaan Program Ekstrakurikuler Di SDN 268 Panyileukan Dan SD Priangan Istiqomah." *Jurnal Penelitian* ... 1(2):271–76.
- Yhunanda, and Muhamad Sholeh. 2020. "Peran Kegiatan Ekstrakurikuler Dalam Upaya Meningkatkan Prestasi Siswa." *Jurnal Inspirasi Manajemen Pendidikan* 8:531–44.