

Internalization of Strengthening Character Education through Scouting Extracurricular Activities for Students SMK

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Abstract

Currently the Indonesian nation is experiencing moral degradation. This problem actually occurs in many teenagers as one of the impacts of the era of globalization and technological developments. The industrial era 4.0 and technological developments can have positive and negative impacts on almost all levels of society. One of the negative impacts that arise is the decline in the character of the younger generation. Researchers are interested in conducting further research on the internalization of KDP through extracurricular activities, especially Scout extracurricular activities in two schools, namely SMKN I Kademangan and SMK PGRI Wlingi, Blitar Regency. This research uses a qualitative approach with a case study research design. Data collection techniques with free and open interviews, documentation studies, and observation. The informants of this study were 50 students who became members of the scouts and as representatives of respondents. Based on the results of the analysis conducted on the research data, it is known that several forms of internalization of the values of strengthening character education contained in the Scout extracurricular program can be seen from the values of religious character, nationalist character, integrity character, independent character, and mutual cooperation character. In addition to internalizing these characters, scout extracurricular activities also include self-development efforts that foster students' organizational and entrepreneurial skills.

Keywords

internalization; character; extracurricular; scouts



I. Introduction

Currently the Indonesian nation is experiencing moral degradation. This problem actually occurs in many teenagers as one of the impacts of the era of globalization and technological developments. Education has the concept of a process to acquire knowledge, understanding and skills with certain methods so that it is embedded in ways of behaving according to needs (Muhibin. 2005). The era of globalization and technological developments can have positive and negative impacts on almost all levels of society. One of the negative impacts that arise is the decline in the character of the younger generation. Some examples of cases that tarnished the world of education were on February 11, 2019 a student at SMA Wringinanom Gresik, East Java who bullied his teacher by challenging him to a fight. On November 21, 2019, there was a murder case of a high school teacher in North Sulawesi who was stabbed to death by a student because he did not accept his teacher's warning not to smoke in the school environment. Another incident in 2020 was a stabbing between a gang of high school children in the Yogyakarta area which resulted in the victim dying. Similar incidents also occurred in the Blitar Regency area, including: the occurrence of cases of sexual abuse of high school students by their own neighbors, then

cases of pregnancy and childbirth out of wedlock at one of the vocational schools, as well as several cases of bullying and drugs that were rampant.

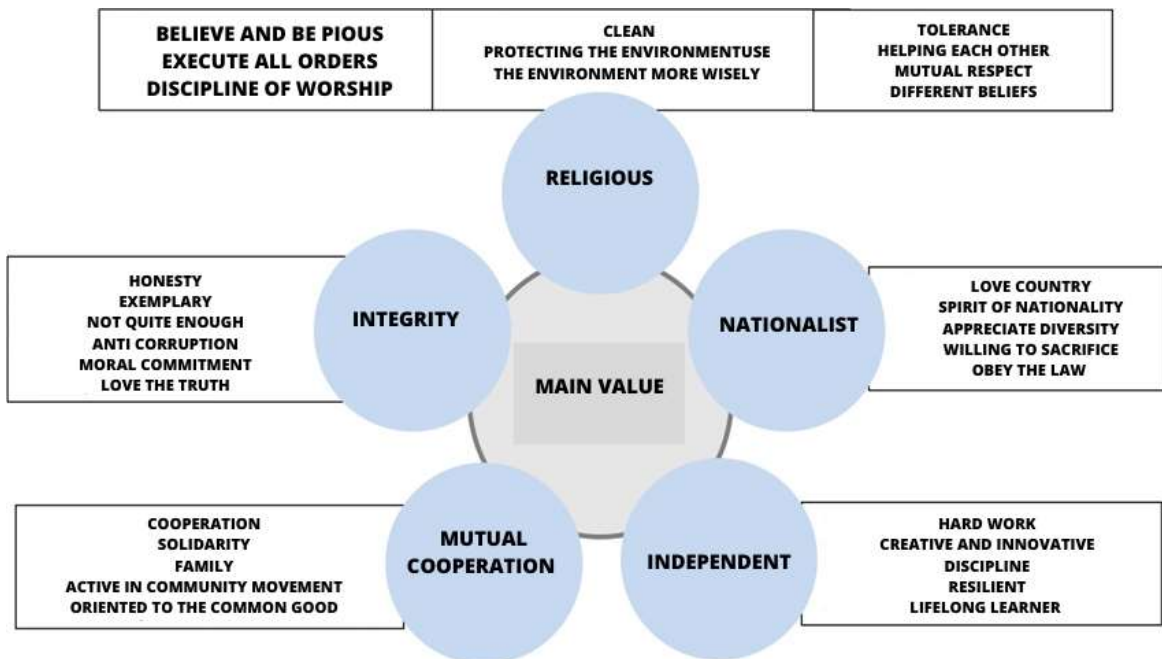
According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

Character education that is applied to formal educational institutions or schools to cultivate human characters who are knowledgeable and godly can also be a means of civilizing and humanizing Noviani, (2011) and Dharma (2012). decline in the morals and personality of the nation's generation. The reality on the ground shows that similar incidents are still recurring. Therefore, various strategies to improve the morality and character of the nation are things that must immediately find solutions and take action (Kurniawan, 2012). In accordance with the actual concept of education, education should be an alternative solution to overcome and prevent the crisis of national character decline (Manalu, 2014). Education does not only include the curriculum applied in schools, but also includes various aspects that can improve knowledge, skills and character competencies for the younger generation in facing various challenges of the industrial era 4.0 as well as demographic bonuses (Prasetyo, 2010).

Seeing the phenomenon above, it is necessary to have serious handling so that the problem does not become more widespread. The best treatment that can be taken is through education. Because education is inherent in all sides of human life, there is even a concept that states education is lifelong, meaning that education starts from the moment humans are born into the world until they die. Education can be pursued through three channels, namely: first, formal education. According to Law no. 20 of 2003 formal education is defined as a structured and tiered educational path consisting of basic education, secondary education and higher education. Second, non-formal education. Can be defined as an educational path outside of formal education that can be carried out in a structured and tiered manner. Third, informal education, namely family and environmental education.

Based on the national education objectives Article 3 of Law no. 20 of 2003 concerning the National Education System, one of which is to develop and shape the character of a dignified nation's civilization, it can be concluded that through education the Indonesian nation wants the creation of human resources who are not only superior in terms of science but also excel in character according to the identity of the Indonesian nation. . Raharjo (2010) defines character education as a holistic educational process that connects the moral dimension with the social realm in the lives of students as a foundation for the formation of a quality generation that is able to live independently and has the principle of a truth that can be accounted for. Bartkus et al (2012) define character education as a genuine effort to help a person understand, care and act on the basis of core ethical values. Currently, character education has been integrated into the curriculum, namely the 2013 curriculum. In the 2013 Curriculum, character building is integrated into every subject. The government through Nawa Cita President Joko Widodo prioritizes character in every line of education by revolutionizing the nation's character. The Ministry of Education and Culture implements strengthening the character of the nation's successors through the Strengthening Character Education (PPK) movement. Strengthening Character

Education (PPK) is the foundation and spirit in character education in schools. The main target of strengthening the character of students is carried out



Source: Roadmap for Strengthening Character Education, Ministry of Education and Culture 2017

Figure 1. Main Values of Strengthening Character Education (PPK)

The Ministry of Education and Culture (2017) argues that the policy of Strengthening Character Education (PPK) is very appropriate as a strategic and monumental effort to face future perspectives and the problems of education today. Strengthening Character Education (PPK) is an educational movement under the responsibility of the school to strengthen the character of students through harmonization of the heart (ethics), taste (aesthetics), thought (literacy), and sports (kinesthetic) with the support of public involvement and cooperation between schools, families, and communities that are part of the National Movement for Mental Revolution (GNRM). The PPK movement nationally prioritizes 5 (five) main character values with reference to Pancasila, the points of the National Movement for Mental Revolution (GNRM), the need for national character, and the cultural wisdom of the Indonesian nation. Individuals with character are when the individual has succeeded in absorbing the values and beliefs desired by the community in maintaining applicable norms and being used as a force to uphold morals in his life (Hidayatullah, 2010).

Extra Scout activities at the SMK level are at the Enforcement level. The honor code of the enforcer Scouts is in the form of Trisatya's promise, namely: For my honor I promise to be serious: a) Carry out my obligations to God and the Unitary State of the Republic of Indonesia and practice Pancasila. b) Helping others live and participate in building the community c) Keeping the Dasa Dharma. Based on this foundation, it can be said that conceptually education in Indonesia is directed to familiarize, train and form good human character (Aji, 2016). While the function of the scout movement is as an organization in schools in non-formal educational institutions as a forum for fostering and developing the knowledge and skills of Indonesian youth.

II. Research Method

This research uses a qualitative approach with a multi-case study research design. Case study research is a detailed study of a background or one person, the subject of a document storage or a particular event. The location of this research was conducted in 2 locations, namely SMK N 1 Kademangan and SMK PGRI Wlingi Blitar Regency. The determination of the location of this research is because the institution is the largest public and private vocational school in Blitar Regency and has the most learners, and is consistent in extracurricular development and has implemented Strengthening Character Education (PPK) in the Extracurricular Scouts. The study was conducted over 3 months, from August to September 2021. The data sources in this study are from in-depth interviews to Student Endowments, Student Council Trustees, Scout extracurricular Builders, and observations from 50 extra Scout members. Data collection techniques in this study through: (1) free and open interviews, (2) documentation studies, and (3) observations. The steps in data analysis while in the field are as follows: after completion of data collection through in-depth interviews, all field records are read, understood. Then made the transkrip by changing the interview results from a recording form to a verbatim written form. The data that has been obtained is read over and over again so that the author understands the data or results that have been obtained.

III. Results and Discussion

Based on research data obtained from interviews and observations obtained the following data: Scout extracurricular activities at SMK Negeri I Kademangan are held every Saturday from 07.00-16.00. Meanwhile, Scout extracurricular activities at SMK PGRI Wlingi are held every Saturday from 13.00-15.00. The Scout Movement is one of the relevant extracurricular activities to realize the implementation of character education proclaimed in the 2013 curriculum and the Nawa Cita program echoed by President Joko Widodo. Between character education in the curriculum and Scouting activities shows a correlation. This can be proven by the similarity of the character values listed in the 2013 curriculum with the values contained in the Tri Satya and Dasa Dharma Scouts. These two activities can go hand in hand and agree. If Tri Satya and Dasa Dharma in Scouting can be carried out properly, the internalization of character in students will be realized.

The following is the relationship between the character tables listed in the curriculum and the Dasa Dharma Scouts

Table 1. The relationship of characters in the curriculum with Dasa Dharma Pramuka

No	Aspect	Character in the Curriculum	Dasa Dharma
1	Integrity	Loyalty	Obedient and likes to discuss
		Anti-corruption	Pure in thought, word and deed
		Exemplaryness	Courteous and chivalrous patriot
		Justice	Responsible and trustworthy
		Respect for human dignity	Love of nature and love of fellow human beings
2	Religious	Protecting the small and the left out	Love of nature and love for fellow human beings
		Obedient to worship	Fear of God Almighty

		Carrying out religious teachings	Fear of God Almighty
		Stay away from religious prohibitions	Fear of God Almighty
3	Nationalist	Willing to sacrifice	Helpful and steadfast
		Obey the law	Obedient and like to discuss
		Superior	Diligent, skilled, and happy
		Discipline	Disciplined, brave and loyal
		Achievers	Diligent, skilled, and happy
		Love peace	Love for nature and affection to us fellow human
		Responsibility	Responsible and trustworthy
4	Self-sufficient	Tough	Courteous and chivalrous patriot
		Hard work	Thrifty, careful, and unpretentious
		Creative	Diligent, skilled, and happy
		Courage	Courteous and chivalrous patriot
		Learners	Diligent, skilled, and happy
		Power	Courteous and chivalrous patriot
		Insightful information and technology	Diligent, skilled, and happy
5	Mutual cooperation	Deliberation	Obedient and likes to discuss
		Mutual help	Willing to help and steadfast
		Volunteer	Willing to help and steadfast
		Solidarity	Willing to help and steadfast
		Anti discrimination	Love of nature and love for fellow human beings

From the observation of the relationship between the embodiment of character internalization in the curriculum and the implementation of Dasa Dharma Pramuka in the table above, it can be concluded that the Scout movement has a very important role in the formation of the character of students. The value of character education and the Dasa Dharma of Scouts are very synchronous and relevant, so it should be thought and reflected with the community, educators, parents, and the government that Scouting is actually a joint solution in answering a nation's problem, namely about the internalization of character through education. In fact, the Indonesian people already have support, namely the Scout movement. The state has a character education solution through Scouts.

From the results of interviews at SMK N 1 Kademangan, it was found that compulsory scout activities were carried out for all students of class X, students were given behavioral reinforcement in accordance with KDP by collaborating with tri Satya and dasa dharma. Structured assignments are also expected to foster KDP internalization by giving examples and being carried out continuously. In terms of religion, setting an example and implementing the habit of worshiping together can also strengthen the religious character of students. Activities that reflect KDP's internalization are leadership, environmental care, group work, and social activities. From the results of interviews at SMK PGRI Wlingi, it was found that scouting activities were also carried out mandatory for class X students. The process of internalizing PPK by giving responsibilities and tasks according to the values of PPK and tri Satya Dasa dharma scouts. The internalized character values that stand out are discipline, responsibility, religion, mutual cooperation, and never giving up.

Based on the results of observations at the beginning of extra Scout activities, the following data were obtained.

Table 2. Initial observation data for extra Scout activities at SMKN I Kademangan

No	Member	Aspect observed	Yes	No
1	20	Come before the activity		√
2	15	Wear full uniform		√
3	18	Complete equipment		√
4	23	Don't break the rules	√	

From the initial data on extra Scouting activities at SMK N 1 Kademangan in table 2 are as follows: The number of students who did not come before the Scouting started as many as 20 people, then there were 15 students who did not wear full uniforms for various reasons, and there were 18 children who did not bring complete equipment for scouting activities and as many as 23 students still violate the rules that have been enforced.

Table 3. Initial observation data for extra Scout activities at SMK PGRI Wlingi

No	Member	Aspect observed	Yes	No
1	22	Come before the activity		√
2	21	Wear full uniform		√
3	12	Complete equipment		√
4	20	Don't break the rules	√	

From the initial data on extra Scouting activities at SMK PGRI Wlingi in table 3 are as follows: The number of students who did not come before the Scouting started as many as 22 people, then there were 21 students who did not wear full uniforms for various reasons, and there were 12 children who did not bring their own. complete equipment for scouting activities and as many as 20 students still violate the rules that have been enforced.

Based on the results of observations during 3 months of extra Scout activities, the following data were obtained.

Table 4. Final Data of Extra Scout Observations at SMKN I Kademangan

No	Member	Aspect observed	Yes	No
1	20	Come before the activity	√	
2	15	Wear full uniform	√	
3	18	Complete equipment	√	
4	23	Don't break the rules		√

From the final observation data after 3 months of extra Scouting activities at SMK N 1 Kademangan in table 4 are as follows: The number of students who did not come before the Scouting activities started as many as 20 people but after strengthening character education in scouting activities it became better with 20 students who observed coming before the activity, then there were 15 students who did not use the full uniform at the beginning of the observation had understood the importance of using the uniform completely after getting strengthening character education during extra scouting activities, and there were 18 children who did not bring complete equipment for scouting activities at the beginning Observations showed good development, namely 18 children who were observed to bring complete equipment when they were going to take part in extra scouts

and as many as 23 students violated the rules at the beginning of the observation to be more disciplined by not violating the rules that had been enforced.

Table 5. Final Data Results of Extra Scout Observations at SMK PGRI Wlingi

No	Member	Aspect observed	Yes	No
1	22	Come before the activity	√	
2	21	Wear full uniform	√	
3	12	Complete equipment	√	
4	20	Don't break the rules		√

From the final observation data after 3 months of extra Scouting activities at SMK N 1 Kademangan in table 4 are as follows: The number of students who did not come before the Scouting activities started as many as 22 people but after strengthening character education in scouting activities it became better with 22 students who observed coming before the activity, then there were 21 students who did not use the full uniform at the beginning of the observation had understood the importance of using the uniform in full after getting strengthening character education during extra scouting activities, and there were 12 children who did not bring complete equipment for scouting activities at the beginning Observations showed good development, namely 12 children who were observed to bring complete equipment when they were going to take part in extra scouts and as many as 20 students violated the rules at the beginning of the observation to be more disciplined by not violating the rules that had been enforced.

The following is the data from the questionnaire about the attitudes/responses of students after participating in Scouting activities.

Table 6. Data from observations of student attitudes after participating in extra Scout activities at SMKN I Kademangan

No	Question	Yes	No
A Integrity			
1	I love being a Scout member	47	3
2	I gained valuable experience after joining the Scouts	45	5
3	I can share useful ideas and opinions	48	2
4	I respect my friends, elders, teachers and parents	47	3
B Religious			
1	I do worship every day	44	6
2	I don't look down on other people who have flaws	48	2
3	I respect followers of other religions	47	3
4	I respect my friends, elders, teachers and parents	49	1
C Independent			
1	I feel challenged to learn new things	48	2
2	I like to work hard, be creative, tough, and uphold the truth	47	3
3	I am responsible for the tasks and mandates given	45	5
4	I apply the knowledge I gained from Scouts in my daily life	48	2
D Mutual Cooperation			
1	I like to help, help others, and getong royong	48	2

2	I prioritize deliberation	47	3
3	I enjoy doing community service	48	2
4	I prioritize cooperation	44	6
E Nationalist			
1	I always follow the ceremony	46	4
2	I mastered the national anthem a lot	40	10
3	I am enthusiastic about participating in the commemoration of national holidays	42	8
4	I always love my homeland, nationalist, and anti-discrimination	45	5
Total		923	75

Table 7. Data from observations of student attitudes after participating in extra Scout activities at SMK PGRI Wlingi

No	Question	Yes	No
A Integrity			
1	I love being a Scout member	45	5
2	I gained valuable experience after joining the Scouts	44	6
3	I can share useful ideas and opinions	48	2
4	I respect my friends, elders, teachers and parents	46	4
B Religious			
1	I do worship every day	45	5
2	I don't look down on other people who have flaws	47	3
3	I respect followers of other religions	48	2
4	I respect my friends, elders, teachers and parents	49	1
C Independent			
1	I feel challenged to learn new things	48	2
2	I like to work hard, be creative, tough, and uphold the truth	47	3
3	I am responsible for the tasks and mandates given	47	3
4	I apply the knowledge I gained from Scouts in my daily life	46	4
D Mutual Cooperation			
1	I like to help, help others, and getong royong	48	2
2	I prioritize deliberation	46	4
3	I enjoy doing community service	47	3
4	I prioritize cooperation	47	3
E Nationalist			
1	I always follow the ceremony	49	1
2	I mastered the national anthem a lot	48	2
3	I am enthusiastic about participating in the commemoration of national holidays	49	1
4	I always love my homeland, nationalist, and anti-discrimination	50	0
Total		944	52

Based on the data from the observation of students' attitudes after participating in extra Scouting activities at SMKN I Kademangan in table 6 above, it can be concluded that students who answered "Yes" were 92.3% and those who answered "No" were 7.5%. The data from observing the attitudes of students after participating in extra Scouting activities at SMK PGRI Wlingi in table 7 above, it can be concluded that students who answered "Yes" were 94.4% and those who answered "No" were 5.2%.

Based on the results of initial observations and interviews with student coaches at the school, it was found that the Scout extracurricular is the most suitable extracurricular in the internalization of KDP because it is in great demand and is an extracurricular that must be followed by all students. Characters that can be instilled through Scout extracurriculars are: (a) integrity. This character is instilled through open idea delivery activities, coming to school on time, and assignments that must be completed on time. (b) religious. This character is instilled in a way before starting learning or doing basmalah reading or praying according to their respective religions and beliefs and at the end of the lesson saying hamdallah. (c) independent. The value of character in relation to independence. If a student has been selected as a group representative, the student will gain the trust of his group members. The purpose of national education is to make students to have noble souls and morals as well as human characters, noble humans, human beings in life (Harefa, 2013). As a group representative, you must be responsible for the mission you carry, so you will make various efforts to get the best results. (d) gotong royong. This character will be formed when students set up tents and cook. (e) national. The formulation of this national education goal is the basis for developing and inculcating character education in schools as formal educational institutions (Koesoema, 2007: 80). This character can be formed through ceremonial activities, exploring, and working together. Based on the data above, it can be explained that there has been an increase in the character of students after participating in Scout extra-curricular activities. In the initial data, there were still many students who arrived late, did not use the complete uniform with attributes, lacked equipment, and there were still many who violated the rules of Scouting activities. However, after observing for 3 months there was a change in a more positive direction towards the character of the students. Strengthening character education that is instilled from an early age has an impact on the formation of positive attitudes of students. This shows that the results of strengthening character value education through Scout extracurricular activities have proven to be increasing and of positive value.

Character education for vocational students has a broad concept compared to moral education related to right or wrong, but instilling habits or habits about positive attitudes and behavior. students have the awareness and commitment to apply the character inherent in themselves in everyday life (Mulyasa, 2012). The founding fathers of the nation realized that there are three challenges that the Indonesian nation must face in the future. (1) establishing a united and sovereign state, a strong and developed country, (2) building the nation from various aspects, (3) building the character of all components of its people (Sutama, 2018). Extra Scout activities in schools are one of the spearheads in planting character education in vocational schools. Guidance and training in increasing the habit of applying positive character is carried out as well as possible, it will provide positive experiences and impacts. The strategy used by the coaches in internalizing the values of character education is in accordance with the curriculum of the education unit as well as the stages in the development of character education, starting from the stage of habituation in knowledge development (knowing), implementation procedures (acting), and instilling character into character. a habit (habit) (Aqib, et al. 2011).

Of the various cases that occurred strengthening character education in the context of today's life is very relevant to overcome the degradation and moral crisis that is currently engulfing the country of Indonesia (Santosa, 2014: 27). In extra scouting activities, inculcating character education values by direct practice, what is meant is to provide examples of good attitudes, which contain character values through materials in extra scouts and students directly practice them from scouting materials in front of the scout coaches. Students are familiarized with the cultivation of good morals, it will be reflected in everyday life so that it has a positive impact (Jennifer, 2005).

The benefits of scouting extracurriculars in schools for students are a means of inculcating positive character values for students in vocational schools, as well as for developing the talents and interests and skills of students. students gain meaningful learning experiences, train leadership, communicative, and useful skills. The benefits of extra scouting activities also provide students with interesting knowledge to complement the learning materials. Juidani (2010), states that education in Indonesia currently still prioritizes the cognitive aspects of students, while the soft skills or non-academic aspects that support character education are not balanced. Verity's statement, C (2005), suggests that extracurricular activities are student activities outside of class hours, which are carried out in schools, with the aim of expanding knowledge and skills, understanding the interrelationships between various subject matter, channeling talents and interests of students, and in order to improve the quality of faith and piety of students towards God Almighty, awareness in the nation and state, noble character and noble character. So that the implementation of character education is a significant and absolute thing to be implemented from various aspects. Character education is also oriented towards educational goals that lead to the mental and spiritual intelligence of students, in addition to achieving the academic goals of students alone. It is emphasized by Jacqueline's statement (2013) that, through extracurricular activities, it is directed that students have eternal and universal characters such as honesty, discipline, respect for pluralism, having empathy and sympathy to be applied in everyday life.

The expected benefits of the article are: (1) it can be taken into consideration in programs to improve the quality of extracurricular activities and maximize character education through internalization of KDP and its activities, (2) it can be used as a policy in responding to and can support extracurricular activities in school institutions that have a good effect towards students. (3) Scout extracurricular coaches can further increase the quantity and quality of extracurricular activities in developing students' skills in character building, and (4) can be a means of developing the skills possessed and can form good character for life in the community and as a provision when Graduated.

IV. Conclusion

Based on the research data that has been described previously, it can be concluded that the percentage results from the formation of strengthening character education through Scout extracurricular activities have positive results. This can be seen from the results obtained through interviews with extracurricular coaches and student coaches as well as observations on student activities. Increasing the strengthening of character education needs to be carried out to maintain a positive attitude and have a good impact on the psychomotor development of students. With the obligation to be active in scouting in schools for students, it has a significant impact on internalizing good character in accordance with national education goals.

Suggestion

Based on the research findings in the previous chapter, it is suggested: (1) To Scout extracurricular coaches. It is recommended to give encouragement to students to actively participate in Scouting activities. Scout coaches are expected to be able to guide students to become human beings with personality, character, and noble character. (2) To subject teachers. It is expected that subject teachers will participate in monitoring Scout activities whose results can be improved again through classroom learning activities. (3) To the principal. The principal is expected to provide encouragement and meet the needs of Scouting facilities and infrastructure so that Scouting activities can run smoothly. (4) To students. Students are expected to always participate in Scouting activities regularly according to schedule and apply what is obtained from Scouting activities in daily life. (5) To parents. Parents are expected to provide encouragement, support, motivation, and inspiration to students.

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