

The Effect of the Intensity of Scout Extracurricular Activities on the Formation of Leadership Character and Students' Democratic Attitude

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Abstract

Leadership character is needed for the younger generation as an agent of change for the future hope of the nation. Leadership character building cannot be done in an instant way but must be done in a sustainable and comprehensive manner. Scout extracurricular activities are very important to be implemented in schools to support character building for students. The approach used in this research is a quantitative approach through a correlation study of extracurricular scout activities at SMP Dharma Bhakti Pinang, Tangerang City. The research instruments used for the variable intensity of Scout curricular activities and the leadership character instrument were measured using a behavior scale numberset and for the democratic attitude variable measured using an attitude scale questionnaire. From the results of research conducted at SMP Dharma Bhakti Pinang on the influence of extracurricular scouting, it can be seen that extracurricular scouting has an effect on the leadership character of students seen from the acquisition of T_{hitung} of 1.931 and T_{tabel} 1.701 or $1.931 > 1.701$ and a significant value of $0.000 < 0.05$, meaning that H_0 is rejected and H_1 is accepted, so it can be interpreted that extracurricular scouting has an effect on the leadership character of students.

Keywords: Democratic Values, Leadership Character, Scouting

1 INTRODUCTION

Character building is carried out as early as possible through educational activities at school. In accordance with Setiawati (2017) states that quality character needs to be formed and fostered early. Leadership character is indispensable for the younger generation as agents of change in the nation's future hopes. The formation of leadership character cannot be done in an instant way but must be done continuously and thoroughly. This is in line with Ainiyah (2013) that a person's character arises from a habit that is repeated over a long period of time as well as an example from the surrounding environment. Leadership character building can be achieved with character education that is carried out early and supported by the surrounding environment.

Character education has become one of the government programs with the issuance of Presidential Regulation number 87 of 2017 concerning Strengthening Character Education. PPK is a Character Education Strengthening movement that is the responsibility of each education unit. Strengthening Character Education is carried out to strengthen the character of students by harmonizing heart, taste, mind and body by involving cooperation

between schools, families and communities. Article 3 of Presidential Regulation No. 87 of 2017 "PPK is implemented by applying the values of Pancasila in character education, especially including religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, communicative, love peace, love to read, care for the environment, social care, and responsibility." (Tutuk; 2015) Character education is a system of instilling character values to school residents which includes components of knowledge, awareness, or willingness and action to implement these values. (Sofan; 2011) Building character is the most important effort ever given to humans, both non-formal training, carried out with a holistic approach and integrated into every aspect of work or activities in everyday life. (Heri; 2012) The purpose of character education is to form a nation that is resilient, moral, noble, tolerant, cooperative, patriotic, science and technology oriented, all of which are inspired by faith and piety to God Almighty based on Pancasila. Character education also aims to form a whole human personality. (Maswardi; 2011) Through character education, participants are able to independently improve and use their knowledge, study and internalize and personalize character values and noble morals so that they are manifested in daily behavior. (Juwariyah; 2019)

But behind the hard work that the government is trying to do to become a nation of character, there are many problems that occur in today's young generation. Problems that hinder are shown by the rise of delinquency among teenagers such as brawls, drug abuse, pornography and other criminal acts. According to Ningrum (2015) deviant behaviors such as promiscuity and free sex are considered common among teenagers today. A number of delinquencies committed by teenagers show the fragility of the character of the younger generation. This can certainly hinder the achievement of the Golden Indonesia in 2045. The following data is related to delinquency among school-age adolescents which is still rampant. First, according to KPAI, student brawls in 2018 were higher than in 2017. In 2018 the number of brawls increased from the previous year, from 12.9% to 14% in 2018 (metro.tempo.co, September 12, 2018). Second, drug abuse according to BNN throughout 2018, the majority of drug users are the younger generation (m.tribunnews.com, December 20, 2018). BNN Statistics data in 2018 totaled 1,044 drug cases and a total of 7,350 suspects in drug cases (bnn.go.id, 2019). Third, in 2018 the trend of pornography cases increased, there were 525 pornography cases (www.kpai.go.id, November 11, 2018).

In addition to the problems that exist in the younger generation among officials in Indonesia there are still many actions that reflect bad character. Not a few leaders such as regional heads, government officials or leaders of an institution are involved in corruption cases. Whereas leaders are role models for the younger generation. This will certainly reduce the younger generation's trust in leaders. According to Usman (2013) the essence of leadership is trust. Someone who is appointed as a leader is due to trust.

Leaders must have character in order to carry out their leadership duties in a trustworthy manner. The character of the leader must be formed early so that later the Indonesian nation will not experience a leader crisis. According to Atmadja (2012) leadership character is the personal quality of a leader that is formed through the accumulation of actions that refer to the values of morality and ethics (moral/ethical values) believed by a leader. Meanwhile, according to Nawawi (2019) leadership is the process of directing guiding, influencing or supervising the thoughts, feelings or actions and behavior of others.

Indonesia is a democratic country so it is very necessary to have a leader who has democratic values. Leaders who are able to accommodate the aspirations of the people and can provide policies that suit the needs of the people. Not leaders who are authoritarian, anti-criticism, and only concerned with their group. Leaders who ignore their people are leaders who are far from democratic values. If leaders in an organization do not implement democratic values, there can be distrust from members of the organization. This is in line with Usman (2004) who states that the implementation of democratic values in an organization will lead to feelings of mutual trust, harmonious relationships, and result in increased competence between members thereby increasing organizational effectiveness.

Indonesia, which is based on democracy, certainly needs leaders with democratic spirit. Leaders are born from the people, so the community must also be able to reflect attitudes that are in accordance with democratic values. Through education, a democratic generation will be born. This is in line with Zamroni (2013) who states that education must be able to produce democratic humans. Therefore, the importance of leadership character building based on democratic values because according to Syarif (2005) an ideal leader must have wise, wise, and democratic leadership traits. An ideal leader must have several requirements: (1) Have extensive knowledge. Especially with regard to his scientific field. (2) Have the ability to develop mentally. (3) Able to analyze the problem. (4) Integrative ability, namely uniting various problems in one total system that can be moved towards achieving goals. (5) Ability to educate. (6) Ability to listen to suggestions and opinions of others and be open to correction or criticism. (7) Pragmatic and flexible in being and acting adaptively and responsively (8) Thinking rationally and objectively and being sensitive to the environment. (9) Courage to take risks and be consistent in achieving goals. (Syarif; 2005)

Today's democracy tends to lead to an increasingly wild attitude of freedom, violence, physical clashes, conflicts between races and religions, brutality, bomb threats, terror, insecurity and the emergence of fake news on various social media. This is because the culture of democracy has not been upheld in society. This shows that democratic values have not been implemented properly and thoroughly by citizens. Even though the country has democratic institutions, the community has not been able to fully behave democratically. Education also has an important role in preparing citizens to behave and act democratically.

Through educational activities, the younger generation will have knowledge, awareness, and democratic values. According to Zamroni (2006), knowledge and awareness of democratic values include three things: (1) the realization that democracy is the pattern of life that best guarantees the rights of the citizens themselves; (2) Democracy is a long learning process and not just copying from other societies; (3) The continuity of democracy depends on the success of transforming democratic values in society.

A democratic leader is a leader whose daily life and state behavior are based on democratic values. Democratic leaders are leaders who try to synchronize the interests and goals of the organization and the interests of the people they lead. A leader is more likely to work together to achieve goals, open to criticism, not worried about being rivaled by subordinates, fostering subordinates to be more advanced, apart from himself continuing to reformulate to advance, so that the two-way dialectical process takes place dynamically and elegantly.

Indonesia is a large nation with a population of 237 people (BPS, 2012). A large nation that has a diversity of ethnicities, religions, races, and groups as well as an archipelago.

The vast territory of Indonesia from Sabang to Merauke, from Miangas to Rote island with an area of 1,905 km². The greatness of the Indonesian nation can be seen from the number of people and its vast territory can certainly be a strong capital towards advanced Indonesia. Indonesia with a large population has high human resource potential.

These abundant human resources must be utilized as well as possible in order to have quality and competitiveness. The challenge that exists in Indonesia is the development of the Indonesian population seen from the growth of the productive age population. Currently, the number of Indonesian people of productive age (15-64 years) is more than the unproductive age (children aged 0-14 years and parents aged 65 years and over). The number of people of productive age will reach its peak in 2030-2040 when the figure reaches 64% of the total projected population of 297 people. In order to obtain quality human resources, there must also be quality education to be able to educate the younger generation as early as possible in order to become a strong and characterful generation. Schools are one of the most appropriate educational institutions for character building. Character building is related to a long time so it cannot be done with just one activity. Character building must be implemented in school life both in intracurricular, co-curricular and extracurricular activities.

According to Asmani (2012) extracurricular is an educational activity carried out at school and carried out outside the classroom. Extracurricular activities are one component to instill personality for students. Extracurricular activities in schools are expected to contribute to building the character of students. Learners are directed to take part in extracurricular activities programmed by the school so that participants are able to develop their potential to the fullest. Through their participation in extracurricular activities, students can learn and develop the ability to communicate, cooperate with others, and discover and develop their potential.

In the Regulation of the Minister of Education and Culture Number 62 of 2014 concerning Extracurricular Primary and Secondary Education that extracurricular activities are curricular activities carried out by students outside the hours of intracurricular activities and co-curricular activities, under the guidance and supervision of educational units, aiming to develop the potential, talents, interests, abilities, personality, cooperation and independence of students optimally to support the achievement of educational goals. To achieve these goals, it is carried out through activities in the school environment (intramural) and outside school (extramural) as an effort to strengthen the process of forming a noble character in accordance with the values and morals of Pancasila.

Strengthening Character Education is implemented in formal education units in an integrated manner in intracurricular, co-curricular, and extracurricular activities. Strengthening Character Education can be carried out inside and outside the Formal Education Unit environment. The implementation of PPK in the Education Unit is the responsibility of the principal and teachers. PPK in intracurricular activities is the strengthening of character values with reinforcement activities on learning materials. PVRM in co-curricular activities is the strengthening of character values carried out for the deepening of intracurricular activities in accordance with curriculum content. PVRM in extracurricular activities includes hybrid activities, scientific work, interest talent training, and religious activities as well as activities to appreciate belief in God Almighty.

Furthermore, Minister of Education and Culture Regulation Number 62 of 2014 concerning Extracurricular Primary and Secondary Education also states that the types of extracurricular activities include the following. (1) Krida, for example: Scouting, Student Leadership Training (LKS), Youth Red Cross (PMR), School Health Business (UKS), Flag

Raising Troops (Paskibra), and others; (2) Scientific work, for example: Youth Scientific Activities (KIR), scientific mastery activities and academic abilities, research, and others; (3) Sports talent training sports-interest training, for example: development of sports talent, arts and culture, nature lovers, journalism, theater, information and communication technology, engineering, and others; (4) Religion, for example: flash pesantren, religious lectures, reading and writing the Koran, retreats; or other forms of activities. One of the extracurricular activities that can be carried out to shape students' personalities in applying moral values to students is scouting (Saepul; 2014).

Extracurricular activities as a support for intracurricular activities at school. One of the extracurricular activities that must be held at school is scout extracurricular activities. Scout extracurricular activities are very important to be implemented in schools to support character building for students. Scouting contains values in the character building of students to be trained and educated to become students who are disciplined, creative, polite and have the skills to become leaders. Article 1 paragraph (4) of Law Number 12 of 2010 concerning the Scout Movement states that Scouting Education is the process of forming the personality, life skills, and noble character of scouts through the appreciation and practice of scouting values.

The scout movement is an activity that can be a unifying tool for the younger generation to become human beings who have noble character and have faith and fear in God Almighty, have a strong mentality and high morals. The younger generation will have a leadership spirit that is loyal to the Unitary State of the Republic of Indonesia. A young generation that is useful for the country and nation that is able to perform and compete in the local, national and global environment. This is in accordance with article 4 of the Articles of Association of the scout movement which reads to instill and foster discipline in students in scouting using the ten pillars which are the code of honor. The code of honor means a norm that is a measure of awareness about the morals stored in the heart that realizes its self-worth, and becomes a standard of behavior of scouts in society (Kwarnas; 2010). The ten pillars in question are the Scout "Dasa Dharma", namely: (1) Piety to God Almighty (2) Love of nature and compassion for fellow human beings (3) Patriots who are polite and chivalrous (4) Obedient and like to deliberate (5) Willing to help and steadfast (6) Diligent, skillful and happy (7) Thrifty, careful and unpretentious (8) Discipline brave and loyal (9) Responsible and trustworthy (10) Sacred in thought, word and deed.

The Dasa Dharma of scouts is a guide to behavior in life as a scout member. Every member of the scouts is educated to have awareness in maintaining relationships with God and His creation. The relationship with God Almighty is shown with an attitude of piety. Relationships with humans are shown with compassion for others. As a scout member must also have a sense of love for the environment. This shows that scout activities instill values so that humans become characterized. In line with Murniyetti et al. (2016) that scout activities are one of the patterns in instilling character values.

Law No. 12 of 2010 concerning the Scout Movement explains that the Scout Movement aims to improve every member of the scouts to have a personality that is faithful, devoted, and has noble character, patriotic spirit, law-abiding, disciplined, and upholds the noble values of the nation, and has life skills as a national cadre in maintaining and building the Unitary State of the Republic of Indonesia, namely practicing Pancasila, and preserving the environment. In the process of scouting education, the among system is used to form students to have an independent, disciplined and independent spirit. The among system is implemented by applying the principle of leadership in front of being an example, in the

middle building willingness, and behind encouraging and motivating independence. Scouting activities in schools are expected to produce democratic leaders.

2 RESEARCH METHODS

The type of research used in this study is quantitative research with correlation techniques that seek to find the relationship between the independent variable and the dependent variable. Quantitative research methods, as stated by SR Pujiastuti (2019), are: "Methods that refer to the context of justification, basically testing theories related to research problems through a framework formulated in the form of research hypotheses". In accordance with the objectives, the population in this study involved all components of Dharma Bhakti Junior High School students. Researchers use samples taken from the population, for that the sample taken must be truly representative (representative). The sampling technique was taken by random sampling. To calculate the determination of the number of samples using the Slovin formula, based on calculations with this formula, a sample of 187 students was obtained.

The research instrument used, to measure the variable intensity of attending Pramukadan extracurricular activities and the leadership character variable using a behavioral scale questionnaire. For the democratic attitude instrument, it is measured using an attitude scale questionnaire. Before use, the instrument is validated to measure it using item analysis. Measurement on item analysis is by means of existing scores then correlated using the product moment correlation formula proposed by Pearson. Furthermore, the reliability test was carried out. Reliability is an instrument that can be trusted enough to be used as a data collection tool because the instrument is good.

Before hypothesis testing, a prerequisite test is carried out first, namely the normality test and the linearity test. After the analysis requirements are met both normality and linearity tests, then the analysis for hypothesis testing can be carried out. Hypothesis testing is done by simple correlation analysis, and multiple correlation.

3 RESULT AND DISCUSSION

3.1 Research Results

Hypothesis testing in this study was carried out to draw a conclusion supported by empirical data. Hypothesis testing is done with simple correlation and multiple correlation analysis.

1. Hypothesis Test

a) T-test

This correlation analysis is used to determine the relationship between the independent variable (X) and the dependent variable (Y). To find out whether the correlation exists or not, it can be seen from the alpha value (α). If $\alpha < 0.05$, it can be concluded that there is a correlation between variable X and variable Y. The following is the data obtained from these calculations:

Table 1
T Test Results

Model	Coefficients ^a		Standardized Coefficients	t	Sig.
	Unstandardized Coefficients	Std. Error			
1 (Constant)	-5.475	2.035		-2.690	.008
The Effect of Scout Extracurricular Activities on Leadership Character	.339	.030	.615	11.152	.000
The Effect of Scout Extracurricular Intensity on Democratic Attitudes	.105	.029	.202	3.666	.000

a. Dependent Variable: Democratic Attitude Toward Scout Extracurricular Activities

The basis for decision making is: 1) If the sig value. < 0.05 , then there is a relationship between variable X and variable Y. 2) If the sig value. > 0.05 , then there is no relationship between variable X and variable Y. Based on the table above, the following conclusions can be drawn: 3) Testing the first hypothesis (H1). It is known that the sig. value for the effect of X1 on Y is $0.000 < 0.05$, so it can be concluded that H1 is accepted, which means that there is a relationship between Scout Extracurricular Activities and Democratic Attitudes. 4) Testing the second hypothesis (H2). It is known that the sig. value for the relationship between X2 and Y is $0.002 > 0.05$, so it can be concluded that H2 is accepted, which means that there is a relationship between Leadership Character and Democratic Attitude.

b) . F Test

In this study, there are three variables, namely understanding of religious tolerance, respect for diversity, and critical reasoning behavior. Therefore, testing with multiple correlations was carried out to determine the relationship between the three variables. The correlation between the three variables whether there is or not can be known from the alpha value (α). If $\alpha < 0.05$, it can be concluded that there is a correlation between variables X1 and X2 with variable Y. The following data are obtained from these calculations:

Table 2
F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	995.864	2	497.932	92.122	.000 ^b
	Residual	994.542	184	5.405		
	Total	1990.406	186			

a. Dependent Variable: Democratic Attitudes Toward Scout Extracurricular Activities

b. Predictors: (Constant), The Effect of Scout Extracurricular Intensity on Democratic Attitudes, The Effect of Scout Extracurricular Activities on Leadership Character

The basis for decision making is: 1) If the sig value. < 0.05 , then there is a simultaneous influence of variable X on variable Y. 2) If the sig value. > 0.05 , then there is no simultaneous influence of variable X on variable Y. Based on the output above, hypothesis 3 (H3) testing can be taken, where it is known that the significance value for the effect of Scout Extracurricular Activities and Leadership Character simultaneously (together) on Democratic Attitudes is $0.000 < 0.05$, so it can be concluded that H3 is accepted, which means that there is an effect of Scout Extracurricular Activities and Leadership Character simultaneously on Democratic Attitudes.

Table 3					
R Test Results					
Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.707 ^a	.500	.495	2.325	

a. Predictors: (Constant), The Effect of Scout Extracurricular Intensity on Democratic Attitudes, The Effect of Scout Extracurricular Activities on Leadership Character

3.4. Discussion of Research Results

Scout extracurricular is a mandatory government program implemented in the 2013 curriculum, although the scout movement has actually existed and been known in Indonesia since 62 years ago, as a forum for young people to express or develop the potential that exists in themselves, where activities are identical to the environment and social. Only in recent years has the government required all schools that implement the 2013 curriculum to hold compulsory extracurricular scouting as an additional activity outside the classroom that must be followed.

Scouting extracurricular activities can shape the personality and explore the potential of students, because it is interesting and accepted by all groups, so that students are more free to develop their potential and build the character that exists in themselves. If students are diligent in participating in this scouting activity, many characters will be built in them such as responsibility, noble character, self-confidence, skill, empathy, honesty, and many more.

According to Edy Nasan, M.Pd as Kak gudep SMP Dharma Bhakti Pinang Activities carried out by coaches and trainers in junior high schools help students to learn to be leaders seen when held Friday, Saturday, Sunday camp (PERJUSAMI) every semester, helping students nurture leadership character in themselves by giving the responsibility of each squad group and other competition activities so that when the election of class leaders and osis leaders is held at Dharma Bhakti Junior High School, those who nominate to become osis leaders are mostly active scouts, so that way they learn to be led and lead.

Meanwhile, according to Woro Noorratri, S Hut as the vice principal of the curriculum argues that, extracurricular scouting can help students know themselves and the abilities that exist in themselves, besides that the implementation of compulsory scouting for all students helps the school to build student character by not pressuring them because it is done in an interesting way in the wild, It can be seen that changes in the character of students if they diligently participate in this extracurricular scouting activity, such as the leadership character of students is formed when they lead the line during the ceremony and lead their friends in various ways so that at Dharma Bhakti Junior High School in recent years the head of the osis is those who are active in extracurricular scouting.

From the results of research conducted at SMP Dharma Bhakti Pinang on the influence of extracurricular scouting, it can be seen that extracurricular scouting has an effect on the leadership character of students seen from the acquisition of Thitung of 1.931 and Ttabel 1.701 or $1.931 > 1.701$ and a significant value of $0.000 < 0.05$, meaning that H_0 is rejected and H_1 is accepted, so it can be interpreted that extracurricular scouting has an effect on the leadership character of students at SMP Dharma Bhakti.

The results of this study are in line with research conducted by Labaabul Asrofi, there is an influence of scouting activities on leadership attitudes, which can be seen from the training of student discipline during marching training, in leading and being led, and when given the mandate to become squad leaders and deputy squad leaders.(Asrofi; 2017)

This research is also supported by research conducted by Mahmud that there is an influence of scouting on the character building of students by conducting research on 52 samples at MTs Al-Khairat Kalukubula so that it shows that the t-count results are greater than the t-table ($7,474 > 2.021$ and probability 0.000 at a significant level of 95% smaller than 0.05 ($p < 0.05$) means H_0 is rejected and H_1 is accepted.(Mahmud; 2020).

From the results of this study, it can be concluded that the implementation of extracurricular scouting can affect the leadership character of students. In scouting extracurricular activities, there are actually many characters that can be built, such as independence, discipline, environmental care, responsibility, courage, etc. but in this study the author wants to focus on one character, namely leadership character so that the author knows how much influence it has on students, so the results obtained in this study are 22.3% there is an influence of scouting extracurricular activities on the formation of leadership character, this result shows that there are many other characters that can be formed through scouting extracurricular activities, so the percentage level is only 22, 3%.

4 CONCLUSION

Looking at the results of research and discussion that the author has researched and developed, there are several conclusions that the author can describe as follows: (1) Based on the results of the regression test on the coefficient of determination (R Square), it is said that there is a positive influence between extracurricular scouting on leadership character.

If students are diligent and serious in participating in extracurricular coaching activities, the character of students will be formed, such as independent character, environmental care, responsibility, discipline, diligence through activities such as marching, leadership training, outbound, hiking, Saturday Friday camp, Sunday (perjusami), and many other activities, so that the character that can be formed is not only leadership character but many other characters. (2) Based on the results of the regression test, the coefficient of determination (R Square) states that there is a positive influence between extracurricular scouting on the leadership character of students at Dharma Bhakti Pinang Junior High School, namely the obtained coefficient of determination (R Square) of 0.223 or equal to 22.3%, with a value of $t_{hitung} > t_{table}$, or $1.931 > 1.701$ and a significant value of $0.000 < 0.05$ so that H_0 is rejected and H_1 , accepted so it is concluded that extracurricular scouting has a significant effect on the leadership character of students at Dharma Bakti Pinang Junior High School.

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