

The Influence of Scout Activities on Elementary School Students' Attitudes in Leadership and Independence Aspects.

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Abstract. A teacher-centered learning process, where educators consider themselves a store of knowledge, is no longer relevant. Baden Powell has shifted the learning process to be student-centered (ask the boys-students centered) through Scouting activities. This literature review aims to determine the influence of scouting activities on students' leadership character and independence. Scouts have eight methods for carrying out their activities, including an honor code, learning to do, a group system, interesting, challenging, in the open, in the presence of adults, signs of proficiency, and separate units. One way to achieve leadership and independence is belief in one's abilities; this can be achieved through learning by doing activities, and this is the application of the scouting method. In this way, this literature review can be a reference for improving students' leadership character and independence through scouting extracurricular activities that apply scouting methods correctly and additionally apply the among system correctly. Thus, through a holistic approach involving education, independence, and extracurricular activities such as scouting, it is hoped that students can develop strong and positive leadership attitudes. The weakness of this research is that success will not be achieved if a researcher does not have Scouting skills or, in this case, does not have a Basic Advanced Course (KMD). This can happen because the researcher does not understand the existing context.

Keywords: Scout, Attitudes, Leadership, Independence Aspects, Elementary School.

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INTRODUCTION

The teacher-centered learning process where educators consider themselves a store of knowledge is no longer relevant. Baden Powell has shifted the learning process to student-centered (ask the boys-students-centered). In this way, educators act as facilitators, not dominators (Anggadiredja, 2014). The Scout Movement is a non-formal educational organization as per the Republic of Indonesia Law Number 12 of 2010 concerning the Scout Movement and is a legal entity. The Scout Movement has the main task of providing scouting education for young people to grow the nation's buds so that they become a better, more responsible generation capable of fostering and fulfilling independence. Furthermore, it builds a better world (Anggaran Dasar Dan Anggaran Rumah Tangga Gerakan Pramuka, 2018). Scouting education forms the personality, life skills, and noble morals of scouts through the appreciation and practice of scouting values. (Mentri Pendidikan Republik Indonesia, 2014b).

Scouting education is non-formal education in the school education system which is carried out in the open air in the form of activities that are interesting, challenging, fun, healthy, orderly, and focused by applying basic scouting principles and Scouting methods, to form a personality and character with noble, independent character. , caring, love of the country, and have life skills. The fundamental values and principles of scouting as the norm of life for every member of the Scout Movement are instilled and developed in every student through a process of appreciation by and for themselves with the help of teaching staff so that the practice can be carried out on their initiative, whole of awareness, independence, concern, responsibility. responsibility and moral attachment, both as individuals and as members of society (Lestari, 2016). In extracurricular scouting, students will be divided into teams of 8 children. Then, each team will be led by 1 team leader and one deputy team leader; the rest are members. Each team must be responsible for the tasks assigned. The team leader will lead his team members in carrying out their tasks firmly and independently, and their members must carry out their tasks

responsibly (Anggadiredja et al., 2014). Therefore, carrying out scouting activities requires leadership and independence.

Leadership is influencing, directing, and coordinating all organizational and group activities. So, leadership is a person's ability to influence people in an organization with a specific value system and a particular vision to achieve goals (Rahmawati Ibrahim et al., 2021). In implementing leadership, a person needs the character of independence. Independence is an attitude acquired cumulatively through the process that a person experiences in their development, where in the process towards independence, individuals learn to face various situations in their social environment until they can think and take appropriate action to overcome them. every situation (Sa'diyah, 2020).

Based on previous research related to the variables the researcher chose, the following results were obtained: The research results were obtained from a calculated r of 0.490 with a significance proportion of $0.00 < 0.05$. So, it can be concluded that there is a positive influence between scouting extracurricular activities on the leadership attitudes of fifth-grade elementary school students in cluster I, Sedayu District, Bantul Regency, 2013/2014 Academic Year. The results of the data analysis also show an R-squared of 0.24. This shows that scouting extracurriculars has a 24% influence on leadership attitudes, while the other 76% is influenced by other factors not examined in this study (Arjuna, 2014). The gap in previous research was that it did not take action and only focused on collecting data on previously prepared questionnaires. So, based on the results obtained by Arjuna in 2014, researchers will carry out direct activities and explain the process of implementing extracurricular scouting to achieve the aspects referred to in the title.

Based on the description above, the author found a solution based on the author's experience as a scout leader for two years, namely cultivating character through scout extracurriculars. So, the author took two variables for research: the independent variable (scouts) and the dependent variable (leadership and independence). Because scouting applies the ask-the-boys-students-centered educational method and is supported by the instillation of the among system, this research's limitations are the scouts' general skill requirements (SKU) (Anggadiredja et al., 2014).

LITERATUR REVIEW

Extracurricular

Extracurricular is an educational activity carried out at school which is carried out outside the classroom (Lestari, 2016). Extracurricular activities are curricular activities carried out by students outside of study hours, intracurricular activities, and co-curricular activities under the guidance and supervision of the education unit (Mentri Pendidikan Republik Indonesia, 2014a). Extracurricular or extracurricular activities are additional activities carried out outside class hours which are carried out both at school and outside school to gain additional knowledge, skills, and insight as well as help to shape the character of students according to their respective interests and talents (Muryati & Saefulloh, 2020). Extracurricular activities, such as leadership training and student development, are outside the program written in the curriculum. This activity provides flexibility in time and gives students freedom, especially in determining the type of activity that suits their interests. Extracurricular activities are carried out outside mandatory class hours for students (Magrisa et al., 2018). Extracurricular activities are additional activities outside of class hours to enrich insight and help shape students' character so that carrying out these activities will foster motivation in students to continue learning through formal and non-formal education (Astitah et al., 2020). The author can conclude that extracurricular activities are student activities in educational units carried out outside learning hours under the guidance and supervision of the school.

According (Muryati & Saefulloh, 2020), Extracurricular aims: (1) Students can deepen and expand their knowledge of skills regarding the relationship between various subjects, channel talents and interests, and complete efforts to develop a complete human being who has faith and devotion to God Almighty, has a noble character, has knowledge and skills, healthy spiritually

and physically, have a stable and independent personality, have a sense of social and national responsibility; (2) Students can utilize personality education and relate the knowledge they gain in the curriculum program to environmental needs and conditions. The aim of extracurricular activities is that students can gain insight into subjects closely related to classroom lessons through extracurricular activities. Usually, those who guide students in taking part in extracurricular activities are teachers in the field of study concerned (Inriyani & Wahjoedi, 2017). Extracurricular activities are organized to optimally develop students' potential, talents, interests, abilities, personality, cooperation, and independence to support the achievement of national education goals (Yanti et al., 2016). The goals of extracurricular activities include that students can gain insight into subjects closely related to classroom lessons, and usually, the teacher who guides students in participating in extracurricular activities is the teacher in the field of study concerned. Through extracurricular activities, students can also channel their talents, interests, and potential (Chairani & Juwita, 2019). The author can conclude that extracurricular activities aim to increase students' enthusiasm for developing learning so that the knowledge they gain can be maximized.

Scout extracurriculars

The Scout Movement is the name of an educational organization outside the school and family that uses the Basic Principles of Scout Education and Scout Education Methods. Scouting Education is the name of the activities of members of the Scout Movement. Scouts are members of the Scout Movement which consists of young members, namely Siaga, Penggalang, Penegak, Pandega, and adult members, namely Scoutmaster, Assistant Scoutmaster, Scoutmaster Trainer, Professional Coach, Pamong Saka and Saka Instructor, Saka Leader, Andalan, Helper Andalan, and Quarter Employee Staff (*Anggaran Dasar Dan Anggaran Rumah Tangga Gerakan Pramuka*, 2018). Scouting education forms the personality, life skills, and noble morals of scouts through appreciation and practice of scouting values (Mentri Pendidikan Republik Indonesia, 2014b). Based on the quote above, scout extracurricular activities are extracurricular activities in educational units that are participated in by all students voluntarily, and all activities carried out are regulated in the articles of association and bylaws of the Republic of Indonesia Scout Movement.

So that it can be simplified, the Scout Movement is a continuous, lifelong educational process to make people pious, of noble character, independent, who have a severe concern for the nation's homeland, society, environment, nature, and everything in it, are responsible and adhere firmly to the values and norms of society. In essence, students in scouting education act more as subjects than educational objects. In this way, the students play an active role in the activity process, so it can be said that the students themselves are the educators in scouting.

Scouting education is a progressive independent learning process for young people to develop their whole selves, including spiritual, emotional, social, intellectual, and physical aspects as individuals and as members of society. Scouting education forms personality, life skills, and noble morals through understanding and practicing scouting values (*Anggaran Dasar Dan Anggaran Rumah Tangga Gerakan Pramuka*, 2018). From the definitions above, it can be concluded that scout education is an activity carried out by members of the scout movement, which is carried out to shape personality, character, noble morals, and life skills using basic scouting principles and scouting education methods.

In scouting education, adult companions are needed in all scout member activities. In scouting education, these adults are called coaches. A scoutmaster, as referred to in paragraph (1), is a class teacher/subject teacher who has obtained a certificate of at least an introductory proficiency course or a Scoutmaster who is not a class teacher/subject teacher (Mentri Pendidikan Republik Indonesia, 2014b). Scout leaders are adult members of the Scout Movement tasked with developing students in the front group, at least graduates of the Basic Advanced Course (KMD) (*Anggaran Dasar Dan Anggaran Rumah Tangga Gerakan Pramuka*, 2018). Scout leaders are adult members who are highly committed to the principles of Scouting Education, voluntarily work with students as partners who care about students' needs, and patiently motivate, guide, assist, and facilitate student development activities (Anggadiredja et al., 2014). Based on the quote above, the author concludes that scout leaders are adult members who volunteer to carry out

scouting education, with a minimum of having passed the Basic Advanced Course (KMD). As well as being a scout leader, he is responsible for coaching members of the scout movement in carrying out activities. The activities carried out must also follow the scouting methods and objectives of the scout movement.

The goal of the scout movement is the goal that is expected from the implementation of scouting education and is expected to become a guide for coaches in implementing scouting education. The Scout Movement aims to form every scout: (1) Have a faithful personality, devout, has a noble character, have a patriotic spirit, obey the law, be disciplined, uphold the noble values of the nation, have life skills, is physically and spiritually healthy; (2) Become citizens who have the spirit of Pancasila, are loyal and obedient to the Unitary State of the Republic of Indonesia and become a good and valuable society, who can develop themselves independently and are jointly responsible for the development of the nation and state, have concern for fellow humans and the natural environment (*Anggaran Dasar Dan Anggaran Rumah Tangga Gerakan Pramuka*, 2018). Apart from the above objectives, the scout movement also has tasks. The Scout Movement has the main task of providing scouting education for young people to grow the nation's buds with character so that they become a better, more responsible generation, capable of fostering and fulfilling independence and building a better world (*Anggaran Dasar Dan Anggaran Rumah Tangga Gerakan Pramuka*, 2018). These goals and tasks align with national education goals (Menteri Pendidikan Republik Indonesia, 2014b). "The normative focus of Scouting Education as a Compulsory Extracurricular in the 2013 Curriculum is at the conceptual-normative intersection of the mandate of the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System with Law No. 12 of 2010 concerning the Scout Movement. Substantive-pedagogically, this intersection shows that the philosophy and goals of National Education have coherence with the goals of the Scout Movement in that both carry a strong commitment to the development of spiritual attitudes, social attitudes, and skills/capabilities as Indonesian people and citizens in the context of Pancasila values and morals".

In scout education, a scout must be guided by the scouting method. The Scouting Method is an interactive and progressive learning method that is carried out through (1) Implementation of the Scout Code of Honor; (2) Learning by doing; (3) Group activities, cooperation, and competition; (4) Interesting and challenging activity; (5) Outdoor activities; (6) The presence of adults who provide guidance, encouragement, and support; (7) Awards in the form of marks of proficiency; and Separate units for boys and girls (*Anggaran Dasar Dan Anggaran Rumah Tangga Gerakan Pramuka*, 2018). Based on the above, this research was carried out through the application of the scouting method for each activity. The implementation of the activity will be guided by the points in the General Skills Requirements (SKU). The implementation of activities will also prioritize the application of material and focus on students' abilities (Student Center) to achieve the goals expected in the Scout Movement Goals and the Indonesian National Education Goals.

Character

Character is a psychological trait, morals, or manners characteristic of a person or group (Adu, 2014). Apart from that, the character can also be interpreted as a set of behaviors or behaviors of a person so that from his behavior, people will know "what he is like" (Yunarti, 2014). Quoted from other researchers, a character is an object or individual's characteristic. This characteristic is genuine and rooted in the personality of the object or individual and is the driving force behind how a person acts, behaves, says, and responds to something. (Hafid, 2018). According to Gulo (1982), personality traits are viewed from an ethical or moral starting point, e.g., A person's honesty is usually related to relatively fixed traits. Meanwhile, according to Alwisol, Character is a description of behavior by highlighting values (good and bad) either implicitly or explicitly (Sp, 2013.). The author can conclude that character is a fundamental characteristic of a person, which is a characteristic of a person who can differentiate himself from other people.

Therefore, a child who is still innocent will often follow the behavior of his parents or playmates, even his caregiver. Closely related to this problem, a psychologist believes that character differs from personality because personality is an innate trait from birth. In other words, personality is genetic. Ron Kurtus, the founder of the "School of Champions" educational site, believes that character is a set of behaviors or behaviors of a person so that from his behavior, people will know "what he is like." According to him, character will determine a person's ability to achieve their goals effectively, be honest and frank with others, and obey existing rules and regulations (Yunarti, 2014).

Leadership

Leadership is "a tool/instrument or process in an organization that aims to make other people want to do something voluntarily/joyfully to achieve organizational goals" (Rahmawati Ibrahim et al., 2021). According to Hutahaean, in the journal, leadership is the ability to influence other people, subordinates, or groups and direct the behavior of subordinates or groups (Hutahaean, 2021). Other researchers also argue that leadership is a means or process to persuade people to be willing to do something voluntarily or happily (Hidayati, 2021). The process-oriented, non-specific practices of challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart (Klingborg et al., 2006). Based on this quote, leadership is that leadership is the ability possessed by a person to direct and organize other people to achieve mutually agreed goals.

In measuring leadership achievements in students, researchers took eight indicators to measure achievements in improving leadership character. Seven indicators of leadership attitudes taken from Ignatian leadership theory and Northouse's general leadership theory quoted from (Kurniawan, 2021) (a) Self-Awareness, Self-awareness is understanding yourself in depth; (b) Ingenuity is the power of innovation and adaptation so that we can continue to progress in an ever-changing world; (c) Love is the power to realize a peaceful, just and prosperous life together; (d) Heroism is the courage to do something that is considered suitable and persistently fighting for it; (e) Intelligence is a fundamental ability that must be possessed in leadership; (f) Self-confidence is a leadership indicator so that a leader is confident in his abilities; (g) Perseverance, which is the desire to complete work includes the characteristics of initiative, tenacity and dominance.

Independence

Independence in Indonesian comes from the word independent, which means being able to stand alone and not depend on others. Independence is an individual's attitude and behavior that regulates himself and does not depend on others to complete all tasks in his life (Sari, 2022). Independent attitude is a character value that must be applied to elementary school students. Because there is an independent attitude, students will have good behavior (Handayani et al., 2021). Other researchers argue that independence, which refers to freedom (independence), refers to an individual's capacity to treat themselves.

Meanwhile, according to Basri, independence is the condition of a person who can decide or do something without the help of other people (Sari, 2022). Independence is needed in everyday life because it can benefit and make the work of individuals and other people easier (Mansyur, 2020). Independence can be defined as attitudes and behavior based on initiative and will. "Students' willingness and sense of initiative can be seen from students' attitudes and behavior in everyday life (Yulianingsih, 2022). Based on the quote above, it can be concluded that independence is an action carried out on individual initiative, without any sense of coercion, and based on a person's instinct of concern for something.

Students can be considered independent if they can make decisions, have a sense of responsibility, and do not rely on others but believe in themselves. Quoted based on research conducted by (Sari, 2022), are as follows: (a) Able to make own decisions; (b) High self-confidence in carrying out tasks; (c) Able to make own decisions when faced with problems; (d) Has the will to compete with others to advance for his good.

In the educational context, students must develop independence to facilitate the teaching and learning process so that predetermined educational goals can be achieved well. According to Maslow (Sari, 2022), a person is said to have independence if he has attitudes and behavior that can make his own decisions, regulate himself, take the initiative, and be responsible. Meanwhile, according to other researchers, independent children have several indicators: (a) Believing in their abilities; (b) Having intrinsic motivation or the urge to act that comes from within the individual; (c) being Creative and innovative; (d) Responsible for or accepting the consequences for the risks of his actions.

DISCUSSION

Leadership is a personal attitude that can develop one's potential, position oneself, and think openly and positively toward oneself and the environment. This leadership attitude does not exist by itself but is built and shaped by the pillars of education, namely family, school, and community (Ayudya et al., 2020). Leadership attitudes may emerge in several processes in leadership dynamics (Arjuna, 2014). The processes in question include: (a) Human relations in leadership; (b) Decision-making process. Based on the understanding explained above, the leadership attitude indicators are used as the basis for data collection, namely: (a) Respectful attitude; (b) Attitude of responsibility; (c) Mutual respect; (d) Discipline; (e) Can direct and be directed; (f) Honest Attitude.

Independence is essential in the development of students, and when they are still dependent on other people, it can cause a feeling of lack of self-confidence and being easily influenced by others. Independence is divided into three types, namely emotional independence, behavioral independence, and value independence (Sari, 2022). By having an independent character, students are expected to be able to provide provisions for achieving students' hopes and desires.

Scouting extracurricular activities are outside school hours in the form of exciting activities that aim to form character, personality, and noble character. Through extracurricular scouting, students will gain experience, theoretical knowledge, and skills that are useful for themselves. If students take part in all activities in scouting that are structured correctly, they will develop leadership attitudes from an early age, and this can happen because various scouting activities will form certain attitudes and skills, which are essential factors in the formation of leadership attitudes.

In his book, Robert Baden-Powell emphasized the importance of Scouts' ability to read characters and gain sympathy. He also underscored the values of patience, a cheerful disposition, and the obligation to sacrifice one's time and pleasure to help others and one's country, all in line with the Scout motto, "Get ready ."Baden-Powell advises coaches to be prepared for initial disappointment when teaching these principles but to expect unexpected success. He warned that boys may have difficulty concentrating for long periods, and coaches should adapt their teaching. He suggests introducing topics gradually and not giving long lectures. Making children's minds receptive to coaches is crucial to their training. He recommends planning what to say daily and delivering it in small portions at campfires or breaks rather than in long lectures. Baden-Powell also stressed the importance of being a friend to boys but advised against rushing into a good relationship until they feel comfortable with their instructor. This quote is what researchers have adhered to in carrying out activities so far. Even now, researchers will research this matter.

The mental development of the younger generation is emphasized as an essential aspect of Scout training. Baden-Powell advises leaders to plan their daily interactions with Scouts, considering what they want to convey and breaking it down into manageable chunks. He advocated disseminating information during campfires, recreational activities, or practice sessions instead of lengthy formal lectures.

Finally, Baden-Powell emphasized the importance of building strong relationships with children. He advised Scout leaders to be friendly but patient, giving boys time to overcome shyness. A gradual approach to building trust and friendship is fundamental to effective

leadership in the Scout movement, ensuring that leaders can influence and guide their Scouts successfully.

The efforts and endeavors made by the Scout Movement, as stated in point g of article 10 of the Bylaws, namely fostering leadership attitudes through scouting activities. Many scouting activities influence leadership attitude factors. Examples of scouting activities that influence leadership attitudes are marching, camping, team and unit leader rehearsals, and ceremonies. Through these activities, children will be taught leadership attitudes (*Anggaran Dasar Dan Anggaran Rumah Tangga Gerakan Pramuka*, 2018). Scouting extracurricular activities are activities that have many benefits for children. Through extracurricular activities, scouting can instill good attitudes and personality, such as leadership attitudes. Students who participate in the entire series of activities arranged systematically will have leadership attitudes embedded in the students' souls. In Scouting extracurricular activities, it is hoped that they can achieve several aspects which can be the goal of implementing the Scout Movement, which can be seen in Figure 1.0



Figure 1.0 Achievements of the Scout Movement

CONCLUSION

Leadership attitudes are essential to self-development, influenced by educational factors from family, school, and society. Leadership attitudes involve human relations, decision-making processes, and indicators such as respect, responsibility, mutual respect, discipline, ability to direct and be directed, and honesty. Independence is also essential in student development, divided into emotional independence, behavior, and values. Independence is expected to be a provision for students to achieve their hopes and desires with all the initiative they have. Scouting extracurricular activities outside school hours is essential for forming noble character, personality, and character.

Through scouting, students can develop leadership attitudes early on through various activities that shape character and skills. Robert Baden-Powell, a founder of the Boy Scouts, emphasized the importance of reading character and gaining sympathy, with values such as patience, a cheerful disposition, and the obligation to sacrifice one's time to help others. Scout training also focuses on the mental development of the younger generation and suggestions for planning daily interactions with Scouts and building strong relationships with children. The Scout Movement's efforts, as stated in the Bylaws, aim to foster leadership attitudes through scouting activities such as marching, camping, team or unit leader rehearsals, and ceremonies. Scouting extracurricular activities are considered a means of instilling leadership attitudes in students. Thus, through a holistic approach involving education, independence, and extracurricular activities such as scouting, it is hoped that students can develop strong and positive leadership attitudes. The weakness of this research is that success will not be achieved if a researcher does not have Scouting skills or, in this case, does not have a Basic Advanced Course (KMD). This can happen because the researcher does not understand the existing context.

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