



Implementation of The Pancasila Student Profile Through Pramuka Extracurricular Activities in Inclusive Elementary Schools

Moh Toharudin^(✉), Khoerun Nisa and Rila Melyana Fitri

Elementary School Teacher Education Study Program, Universitas Muhadi Setiabudi, Brebes, Indonesia

sunantoha12@gmail.com

Abstract. Pramuka is a form of extracurricular that contains character education in the learning process. SDN Klampok 01 is an inclusive school that holds pramuka extracurriculars to create a Pancasila student profile. Instilling Pancasila student profile character education through pramuka extracurricular activities, and supporting factors for pramuka activities to instill Pancasila student profile character education. This research uses descriptive qualitative. Data sources are school principals, pramuka leaders and students. Data collection by interviews and observations. Data analysis by collecting, presenting, and conclusions. Pancasila student profile activities are educating students to worship on time, politely, instilling the value of tolerance, group activities, camps, pramuka practices such as making pioneering and testing general skill requirements as an effort to improve living standards. The results of research on the implementation of the Pancasila student profile through pramuka activities are expected to provide an overview to the government, schools and teachers in forming good character for students in everyday life.

Keywords: Character, Pramuka, Pancasila Student profile

1 Introduction

Character education is an effort to grow and develop character in a person. This is supported by the expression that in developing and growing character, character education is needed [1]. Every child has a different character, these differences require character education to hone and process the child's character into a good character. Character is one of the phenomena that education in Indonesia pays attention to. Education makes various efforts to realize the character of students by adapting to developments and the demands of the times. Education is an effort made by every human being consciously to improve the quality and attitudes within oneself [2]. As Fitri [3], teachers need to have the ability to understand the personality and character of students, to make it easier to identify the potential and talents of students at school.

One of the developments in education is curriculum development. The independent learning curriculum is the curriculum used in education as the development of the 2013

curriculum. Independent Learning is a program policy that provides schools, teachers, students and the entire school community with the opportunity to innovate, be free to learn independently and creatively. The implementation of the independent curriculum has been realized since 2021. The implementation of the independent curriculum is felt to be important in recovery after the Covid 19 pandemic. In character education, good values and morals are instilled. According to the Regulation of the Permendikbud RI Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020 until 2024[4]. There are six dimensions of the Pancasila student profile which are implemented in the independent curriculum, namely: (1) having faith, being devoted to God almighty, and having noble character, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning, and (6) creativity. The Pancasila student profile aims to instill nationalistic values. The Pancasila student profile is the formation of student character and develops the abilities of students in the long term, a form of strengthening the Pancasila student profile in intra-curricular and extracurricular areas [5].

Extracurricular activities are activities carried out outside school hours and aim to develop potential and shape children's character. One of the pramuka extracurriculars that can shape a child's character is the pramuka extracurricular. According to Rumisih [6] pramuka is a forum in which a fun learning process takes place and character formation occurs. The programs in pramuka extracurricular activities are adjusted to the General Skills Requirements (SKU) of each pramuka group. Pramuka classifications are differentiated according to age. Standby pramuka are carried out at the age of 10 years, raising pramuka are carried out at the age of 11 until 15 years, enforcement pramuka are carried out at the age of 16 until 20 years, pandega pramuka are carried out at the age of 21 until 25 years. Methods for implementing pramuka extracurriculars can be used in character building, namely by carrying out a group system, learning by doing, carried out in the open with a proficiency mark system, carried out with a separate unit system, activities to educate and challenge students, practicing the pramuka code of honor [7].

The results of the researcher's interview with the head of SDN Klampok 01 stated that "during the post covid 19 outbreaks, it was found that students at SDN Klampok 01, especially after covid, their enthusiasm for learning, was very low, their physical condition was also very much worse compared to the physical condition of the children. Children of the past. In fact, it is said that it is not Indonesia's golden generation, but Indonesia's weak generation." From the statement of the head of SDN Klampok 01, it can be concluded that SDN Klampok 01 students after the covid 19 pandemic experienced a decline in enthusiasm for learning and a decline in the students' physical condition. To restore enthusiasm for learning and increase student activities after covid 19, SDN Klampok 01 pays attention to pramuka extracurricular activities to provide solutions to problems that occur to students. The benefits that the school feels from having extracurricular activities at SDN Klampok 01 are discipline, devotion to parents and realizing the Pancasila student profile. Supported by a statement from the head who stated "If you ask about the benefits, it is clear that there are benefits because the pramuka symbol is the coconut shoot, where the coconut is a tree that has many benefits from the roots to the top. Nothing is wasted, so our benefits from pramuka are knowing

and appreciating discipline, growing character to be filial to parents. Because when we are alert, we refer to *dwidharma*. 1) be devoted to father and mother, 2) be brave and alert and not give up. That is the *pramuka*'s guideline. Later, if the raiser is different, it will not be *dwidharma*, but *dasadharm*. Where students can be pure in thoughts, words and deeds. You can't pit yourself against each other or say dirty things. So that's how it is, and thank God the impact is already visible." From the results of the interview, it can be concluded that *pramuka* extracurricular activities have values that support the realization of the *Pancasila* student profile, because *pramuka* extracurricular activities have benefits in forming the character of students at SDN Klampok 01.

Based on the problems explained above, it is necessary to know how to instill character education through *pramuka* extracurricular activities. With *pramuka* extracurricular activities, it is hoped that students can realize the character in the *Pancasila* student profile. It is hoped that the results of the *Pancasila* student profile can shape the character of students in everyday life.

2 Method

This research was conducted using a descriptive qualitative research approach. This descriptive type of qualitative research was chosen to describe the implementation of character education through *pramuka* extracurriculars in elementary schools, especially at SD Negeri Klampok 01, Wanasari District, Brebes Regency. The data sources in this research were the principal of Klampok 01 State Elementary School, *pramuka* leaders, and students who took part in the Klampok 01 State Elementary School extracurricular. Data collection techniques were carried out by interviews with the Klampok 01 State Elementary School principal, *pramuka* leaders, and students who took part in *pramuka* extracurriculars Klampok 01 State Elementary School fundraising level.

The data analysis technique in this research went through four stages. The first stage is data collection, at this stage interviews and observations are carried out regarding the implementation of character education through *pramuka* extracurriculars at SDN Klampok 01. The second stage, namely data condensation, at this stage the process of selecting the data to be presented is carried out. The third stage is data presentation, at this stage a description is carried out changing the form of interviews, observations and documentation into report form. In the fourth stage, namely drawing conclusions, at this stage activities are carried out to understand and find out the causes and effects of implementing character education through extracurricular *pramuka* in elementary schools, especially at SDN Klampok 01, Wanasari District, Brebes Regency.

3 Result and Discussion

3.1 Result

Instilling Pancasila Student Profile Character Education Through Pramuka Extracurricular Activities. SDN Klampok 01 really supports student activities both from intracurricular and extracurricular activities. One of the extracurricular activities at

SDN Klampok 01 is the pramuka extracurricular. Pramuka extracurriculars are extracurriculars that students from grades one to six must take part in. In its implementation, grades three to six carry out routine training, and for grades one and two it is held on Saturdays by inserting pramuka material into EWPK learning. Routine pramuka activities are held every Friday from 14.00 WIB to 16.30 WIB. The average age of third and fourth grade students is around 9 until 10 years, this age in pramuka is classified as alert pramuka. Meanwhile, the average age of the fifth and sixth grades is 11 until 12 years, this age is classified as pramuka level. Routine training is carried out alternately between standby and raisers, in the first and third weeks they train for standbys and in the second and fourth weeks they train for raisers. In extracurricular activities, pramuka can instill character values in children.

Pramuka extracurricular activities are a form of character education to create a Pancasila student profile. The cultivation of character education at SDN Klampok 01 follows the latest curriculum which is directed towards the Pancasila student profile. The principal of SDN Klampok 01 stated "Now the curriculum is free to learn, of course it leads to the Pancasila student profile. In the past, there were 18 characters to strengthen character education. Now it has been streamlined to become a Pancasila student profile." The pramuka extracurricular at SDN Klampok 01 embodies character education by referring to the six dimensions in the Pancasila student profile. The six dimensions are: (1) faith, devotion to God Almighty, and noble character, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning, and (6) creativity.

With the Pancasila student profile dimension as a goal in pramuka extracurricular activities, the coaches organize activities in routine training which embody the Pancasila student profile. The Pramuka master said, "At exactly two o'clock, the children were asked to go to the field first to carry out the opening ceremony. After the ceremony there is usually a roll call for attendance and materials if there is still time. After the new material take a break. The rest usually goes straight to the prayer room to perform prayers. After that the material was gathered again. After the new closing material." In the pramuka's routine extracurricular training activities, the process is not only about deepening the material, but in the pramuka's extracurricular routine training, the character is also instilled with the aim of the Pancasila student profile.

The first dimension is faith, devotion to God Almighty and having noble morals, in routine pramuka extracurricular activities, one of which is realized by worshiping God Almighty. Pramuka extracurricular activities at SDN Klampok 01 make this happen by praying on time, and are scheduled during routine training breaks. The preparation of the activity schedule in extracurricular pramuka takes into account the dimensions of faith, devotion to God Almighty and having noble morals. The cultivation of noble morals is certainly considered in pramuka activities, one example of which is at the beginning of the activity when students leave and return home, students kiss the coach's hand as a form of respect for their elders.

The second dimension is global diversity, in routine pramuka extracurricular activities, pramuka is carried out by delivering pramuka material to students. The material presented provides students with the opportunity to explore global diversity. Global diversity teaches students about tolerance for differences that occur in the surrounding

environment. One manifestation of global diversity that is instilled in first grade students is the delivery of pramuka material which includes messages about differences. The principal of SDN Klampok 01 said "During the Introduction to the School Environment (MPLS) there is also pramuka material, now in first grade A and B they don't make fun of each other and differentiate between each other. In the past, weh koen A, weh koen B were like that. So, they want to mingle with other students. And consider the first-grade teacher A to be my teacher even though his position is B, and vice versa."

The third dimension is mutual cooperation, in pramuka extracurricular activities mutual cooperation activities are embedded when students work in groups and solve a problem. One of the students who took part in the pramuka extracurricular said "Zahwa likes going on pramuka, because being in a group with friends can make memories" and another student echoed "Adel also likes pramuka because the experience is exciting." The routine extracurricular pramuka training activities at SDN Klampok 01 are of interest to students because students are taught to work in groups to study and collaborate with other students. So, it can be said that the third dimension is mutual cooperation which is implemented at SDN Klampok 01 in pramuka extracurricular activities, one of which is group activities.

The fourth dimension is independence, in pramuka extracurricular activities the value of independence is by always being present in pramuka extracurricular activities by arriving on time and also by providing evaluations carried out by each student. Students who show up late are given educational punishments. As stated by the pramuka master, "If a student is late, we give an educational punishment. Because they have to be responsible for any late attendance that occurs. Once there was someone who was late and was punished by singing in front of his friends. We are also careful in giving punishment, because it might become bullying. Children are given punishment by singing, so we know whether they have singing talent or not. In the activities, we instill the value of independence by trying the material explained, for example about rigging. They try to practice, and if someone has difficult, we give them directions."

The fifth dimension is creative, in pramuka extracurricular activities creative activities are embedded in the practice of pioneering. In the material and practice of making pioneering, students at SDN Klampok 01 are expected to be able to create what is taught by the pramukamaster. Students apply rigging creations to connect two or more sticks which are made as flagpoles that can be used in the opening ceremony.

The sixth dimension is critical reasoning, to realize critical reasoning abilities, one of which is through evaluation activities. Evaluations in pramuka extracurriculars given to students are carried out after the material has been delivered and evaluations are carried out when students are promoted to class. At the end of the material, the instructor provides an evaluation by providing both theoretical and practical problems. This activity is usually carried out in groups, so that students can discuss so that students are interested in exploring the material. And evaluation at the end of the even semester when class promotion is carried out by testing the General Skills Requirements or commonly called SKU. The SKU is tested on the coach, then the coach will provide problems according to the SKU points tested and solved by the students. As for instructors who test, they are free, students may choose an instructor for SKU testing.

Supporting Factors for Pramuka Activities to Instill the Character Profile of Pancasila Students. Pramuka extracurricular activities at SDN Klampok 01 are supported by several factors, including: 1) Human Resources, human resources in implementing pramuka extracurricular activities at SDN Klampok 01 are supportive. The head of SDN Klampok 01 said, "There are eight pramuka leaders, four girls and four boys. Yes, everyone is active, in each gudep it is a separate unit, so the supervisor must have a son and there must be a daughter. And there are essentially three supervisors, because each of these units has one main supervisor and two assistant supervisors. We made four when one was unable to attend. So, there are still three in his routine training. The combined implementation is not a problem, because there are limitations. And there is one main supervisor as the coordinator of the supervisors. This main supervisor must meet the qualifications, have a minimum KMD. "All the male pramuka leaders have KMD, but only one female pramuka leader has KMD." SDN Klampok 01 in implementing pramuka extracurricular activities has paid attention to human resources with competent coaches and sufficient numbers for the implementation of pramuka extracurricular activities.

2) Facilities and infrastructure. The school also pays attention to the facilities and infrastructure needed for pramuka activities. The following is what the head of SDN Klampok 01 said, "Very supportive, we have a large yard for camping. We can still camp, from here to the west from the classroom yard there to the north for ceremonies. We even hosted a branch jamboree with 24 tents." Facilities and infrastructure to support pramuka extracurricular activities include fields, mosques and pramuka equipment.

3) Parents. One form of support from parents in the implementation of pramuka extracurricular activities at SDN Klampok 01 is by dropping off and picking up children for pramuka practice. Because pramuka training is carried out outside school hours, quite a few parents pay attention to their children by dropping them off and picking them up. Apart from that, the location of SDN Klampok 01 is next to the main road. There needs to be attention from parents, especially when the child comes home from routine practice. Regular training is carried out until 16.30 WIB, so parents pick up their children because it is getting late in the afternoon.

4) Student motivation. Students' motivation in taking part in pramuka extracurricular activities is a supporting factor in carrying out routine pramuka training at SDN Klampok 01. Based on an interview with the principal of SDN Klampok 01, he stated "In fact, now sometimes children ask if they are pramuka." Student motivation has grown within the students of SDN Klampok 01.

3.2 Discussion

Instilling Pancasila Student Profile Character Education Through Pramuka Extracurricular Activities. Pramuka extracurricular activities provide a forum for students to realize the importance of being human beings with character. According to Thoyyibah (2019), the term character means character, mental qualities, morals or manners that distinguish a person from others; character [8]. From this understanding, it can be seen that someone can be said to have character if someone does good things in their

life. A Greek philosopher, Aristotle, defined good character as living in good relationships with others and oneself. Therefore, to form good character, character education is needed. The most appropriate way to form students who have character and have good life behavior patterns is through character education.

Character is an individual's characteristic which is shown through the way they act, behave and act to live and work together, both in the school, family and community environment [9]. Character education is an effort to develop a person's potential to form thoughts that are expected to become good habits. The new design of education to create world-oriented education is with the Pancasila student profile [10]. According to Amaliyah [11], the profile of Pancasila students is Indonesian students who have a global outlook and have behavior that reflects the values of Pancasila. Pancasila student profile is an educational effort to shape character.

Character education in elementary schools requires special attention to be applied in students' lives in order to form a strong foundation for noble moral attitudes, environmental problems that often occur in Indonesia and low environmental awareness among elementary school students [12]. In the learning process carried out in the classroom it is not enough to shape the character of students, usually they only pay attention to the cognitive aspect [13]. To develop the affective and psychomotor aspects of students, this can be done through extracurricular activities. Education that can shape students' personalities is through extracurricular activities at school [14]. According to Astitah [15], extracurricular is education carried out outside school hours as a form of attention to students by paying attention to the interests, talents, concerns, potential of students.

According to Law No. 12 of 2010 concerning the Pramuka Movement, Article 1 paragraph 4 explains that pramuka education is the stage of forming noble morals, life skills and personality of pramuka through the practice and appreciation of pramuka values [16]. Nurbaeti et al., (2020) stated that the implementation of character education in child friendly schools is demonstrated by the existence of an active, creative and fun learning process (PAKEM) and is free from discriminatory treatment, sanctions and punishments that can make students feel that they have received violence, both physical and psychological [17]. There are extracurricular activities and other student activities to develop students' interests, talents and creativity, and there is a culture of smiles, greetings, greetings, politeness and manners for all school members.

This research found that there are six-character profiles of Pancasila students in pramuka extracurriculars, namely: 1) Faith and devotion to God Almighty and noble character, 2) Single diversity, 3) Mutual cooperation, 4) Independent, 5) Creative, 6) Critical reasoning. The following is an explanation of the six characters.

Have faith and devotion to God Almighty and have noble character. The first dimension is faith and devotion to God Almighty and having noble morals, in this dimension it is closely related to God Almighty. Having faith in God Almighty and having noble character is a student who has morals in his relationship with God Almighty [18]. This dimension originates from religion and beliefs which are used as guidelines in life. State that faith determines a person's religious affiliation, including determining whether each individual's deeds of worship are valid or not. People whose faith is true, strong and solid will produce correct individual behavior, full of optimism, and the courage to make sacrifices even if they risk their lives to defend their faith [19].

In implementing the first Pancasila student profile character, the coach makes efforts to realize the first dimension. Pramuka leaders link the first dimension in the Pancasila student profile with the first dharma in the basic principles of pramuka with the sound of devotion to God Almighty. The efforts made by the coaches are to direct the students to pray at Asr time during the pramuka break. Activities in routine training have also been arranged according to the first dimension in the Pancasila student profile, namely Faith and Devotion to God Almighty and Having Noble Morals. Meanwhile, to realize noble character, coaches apply the 7S (smile, greetings, greetings, polite, courteous, enthusiasm and wholeheartedly) in pramuka activities.

2) Global diversity. Global diversity is the second characteristic of the Pancasila student profile. Global diversity is Indonesian students who maintain their ancestral culture and open their minds when entering a new culture that is positive and does not clash with Indonesian culture [18]. Hasanah (2022) believes that global diversity means respecting diversity and tolerance for differences [20]. Toharudin the character values given to students are in the form of fair treatment, application of religious norms, social norms and local culture, compassion and mutual respect [21]. A form of implementation of global diversity delivered during pramuka materials. One of the material delivery activities was to instill the character of global diversity in grade 1 children at SDN Klampok 01. Students are taught not to differentiate between friends and teachers who teach in class. Children have been taught forms of tolerance in the school environment. Apart from delivering material, there are pramuka activities to realize the dimensions of global diversity.



Fig. 1. Pramuka roll call activities

From Fig. 1, it can be seen that the pramuka assembly is an application carried out by pramuka leaders in the implementation of character formation from the dimension of global diversity. In pramuka roll call activities, students are taught to obey the rules, respect differences and learn to take part in roll call solemnly. This activity can train students to be tolerant of existing differences.

3) Mutual cooperation. Mutual cooperation is students who have the ability to work together and sincerely carry out activities [20]. Students who have sincerity and sincerity in carrying out group activities can be said to be students who have the character of mutual cooperation. In pramuka activities, mutual cooperation can be embedded in group activities or in game activities. Because elementary school students still tend to play, character development can be more easily accepted when children play games because children feel happy. SDN Klampok 01 the pramuka training system is carried out in group activities so that students are enthusiastic about taking part in pramuka activities. Children are motivated to take part in pramuka activities at SDN Klampok 01 because children meet their friends and work together to solve problems.



Fig. 2. Pramuka group activities

From Fig. 2, it can be seen that students like group activities in pramuka extracurricular activities. In group activities, students can solve problems with other friends, so that students do not feel bored and in group activities, students also work together to complete the tasks they receive.

4) Independent. Independence is a character in the fourth Pancasila student profile. Independence can be interpreted as a sense of responsibility for learning outcomes and the learning process [20]. Students who have a sense of responsibility for themselves in their learning and learning outcomes are called students who have an independent character. Pramuka extracurricular activities at SDN Klampok 01 that foster independent character include accepting consequences if you don't obey the rules and camp activities. A form of disobeying the rules in routine activities is by giving children educational punishments, for example students who cheat during pramuka activities are punished with marching training activities. This punishment aims to prevent children from talking and they are responsible for their mistakes because they break the rules. Another activity to foster independence is camping activities. Camping activities in pramuka are called jamboree. Jamboree is held once a school year. Camp activities are able to encourage children's independent character because during camping activities

children are away from their parents and under the supervision of teachers in carrying out camp activities.

5) Creative. Creativity in the Pancasila student profile is the fifth dimension. According to the ministry of education and culture, creative students are students who are able to modify and produce something useful [20]. In extracurricular activities at SDN Klampok 01, creative activities that are instilled by coaches are through activities that produce pioneering. In making pioneering, students are taught to be creative in linking two sticks or more by using a rope. The rope which initially has not yet formed is made by the students into a knot which is needed in tying sticks. Children's creativity in this activity is needed because in the rigging activity requires modification.



Fig. 3. Pioneering activities

Fig. 3 is a manifestation of the creative dimension applied by coaches in pramuka extracurricular activities, namely by carrying out pioneering activities. This activity can be participated in by five students in groups. In this activity, students express their creativity in using rope to make knots. The tied rope must be neat and with a straight stick. This activity can train students' motor skills.

6) Critical reasoning. Critical reasoning is a form of character in the Pancasila student profile. In critical reasoning activities, it is obtained by processing information, analyzing it, evaluating it, then drawing conclusions [20]. In realizing critical character at SDN Klampok 01, the activity of filling out SKU (General Skills Requirements) is carried out. Filling out SKUs is a form of evaluation and is a requirement for promotion. At SDN Klampok 01, students submit SKUs to the pramukamaster, who then gives directions or problems related to the SKU points being tested.

Supporting factors for pramuka activities to instill the character profile of Pancasila students. In carrying out pramuka extracurricular activities, supporting factors

are needed to realize the Pancasila student profile. The supporting factor is the existence of human resources that support the implementation of routine pramuka extracurricular training. Supporting factors in implementing character education are educational human resources, both teachers through formal education channels and non-formal education educators who have the qualifications and competence in shaping children's character [22]. The implementation of pramuka extracurricular activities at SDN Klampok 01 is supported by coaches who have taken part in the KMD (Basic Advanced Course). The second factor is the existence of supporting facilities and infrastructure. Queen explained that the existence of adequate facilities and infrastructure can encourage children to become champions. The implementation of pramuka extracurricular activities at SDN Klampok 01 is supported by the existence of facilities and infrastructure in the form of a large field for pramuka activities, a mosque as a place of worship, and supported by pramuka equipment such as tents, pegs, sticks and other equipment which are facilities for pramuka activities.

As per the results of research Afresda et al [13], the supporting factors in character education for the profile of Pancasila students through pramuka extracurricular activities at SDN Pamedaran 02 are the students' self awareness, motivation, collaboration with friends, and support from the students' parents. In pramuka extracurricular activities, the support factor from parents influences the running of pramuka extracurricular activities at SDN Klampok 01. This is supported by Amseke's expression, namely that parents are the people closest to the child so that parents can influence the child's character [23]. Parental support in implementing pramuka extracurricular activities at SDN Klampok 01, namely by dropping off and picking up their children to take part in pramuka extracurricular activities. The fourth influencing factor is the motivation of students. Motivation is a change in energy within a person which is characterized by the drive that comes from within a person to achieve goals [24]. In extracurricular pramuka activities at SDN Klampok 01, children are motivated to take part in pramuka activities because the activities are designed as a group and are fun.

4 Conclusion

Based on the results of research conducted at SDN Klampok 01 regarding the cultivation of Pancasila student profile character education through pramuka extracurricular activities, it can be concluded that pramuka extracurricular activities at SDN Klampok 01 are activities in realizing the Pancasila student profile. The Pancasila student profile contains the following six characters: faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, creativity, and critical reasoning. Supporting factors in implementing pramuka activities to instill the character profile of Pancasila students are 1) Human Resources, 2) Facilities and Infrastructure, 3) Parental support. With extracurricular pramuka activities at SDN Klampok 01, students can experience learning while playing and can be used as a school as a means of implementing the Pancasila student profile.

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