



Evaluation of Character Education Strengthening Program through Scouts Extra in KKSC (Kisada Kids Scout Camp) Activities Using Countenance Evaluation at MIS Ushuluddin Singkawang

Masruraini^{1,*}, Muhammad Nur Akbar Rasyid², Sitti Mania³
Universitas Islam Negeri Alauddin Makassar, Makassar, Indonesia
masrurainimuhlis@gmail.com¹, akbar.rasyid@uin-alauddin.ac.id², sitti.mania@uin-
alauddin.ac.id³

**)Corresponding author*

Keywords:

Character Strengthening; Scouting
Extracurricular; Countenance
Evaluation

ABSTRACT

This research aimed to evaluate the KKSC program at MIS Ushuluddin Singkawang using the Countenance Stake model. KKSC is a camp held by MIS Ushuluddin to develop children's character through Scout activities. This research was a program evaluation study using a qualitative descriptive approach. The evaluation model used was the Countenance Stake model involving three stages, namely the antecedent, transaction, and outcomes stages. This research was conducted at MIS Ushuluddin Singkawang. Data collection techniques used documentation, observation and direct interviews with scout leaders, homeroom teachers, parents, and students at MIS Ushuluddin Singkawang. The results of the research found that KKSC activities as one of the Scouting activities in the context of strengthening student character at MIS Ushuluddin Singkawang had gone well, both in terms of planning and implementation, resulting in good strengthening of character education as expected.

INTRODUCTION

Education has a very important role in human life. Education has been instilled in humans from the time they are in the womb until the end of life. Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, it stated that education is a conscious and planned effort to create a learning atmosphere in the learning process so that students actively develop their potential (Depdiknas, 2003). The aim of education is not only to transfer knowledge but also to introduce and teach values. A person's character can be developed well if they receive appropriate strengthening (Dahliyana, 2017: 91).

In reality, the focus of education which is only intensively on developing intellectual intelligence can harm the Unitary State of the Republic of Indonesia. This can be observed through the many moral, ethical, character and character problems which are currently still a significant problem in hampering development progress and realizing the nation's noble ideals.

According to Lickona, a nation-state is at risk of collapse if it has ten indicators such as (1) increasing levels of violence among youth; (2) the increasingly widespread culture of dishonesty; (3) fanaticism towards peer groups; (4) lack of feeling and respect for parents and teachers; (5) blurring the boundaries between good and bad behavior; (6) a decrease in the quality of language use; (7) increased self-destructive behavior such as drug, alcohol and sexual promiscuity; (8) low level of responsibility as individuals and citizens; (9) decreased work ethic; and (10) mutual suspicion and lack of concern for each other (Wibowo, 2012: 15-16).

Signs of this decline can be seen from several incidents in Indonesia. In Indonesia, there are many cases of delinquent behaviour in children and teenagers which continue to increase every year, this can be seen from the data presented by the Central Statistics Agency (BPS). Based on BPS data for 2016 (Choirunissa & Ediati, 2018), in 2013 there were 6,325 cases of juvenile delinquency, in 2014 it rose to 7,007 cases, in 2015 it reached 7,762 cases, and in 2016 it reached 8,597 cases. In other words, there was an increase of 10.7% in the period from 2013 to 2016. Cases of juvenile delinquency that often occur include brawls, skipping school, theft, murder, promiscuity and drug abuse. Apart from that, based on the KPAI report, at the elementary school level there are also many cases, especially problems of bullying and abuse (Prastiwi, 2021).

The cases above show an increasingly worrying level of social awareness and character development. Many parents compete with each other in preparing their children to face the world of education that focuses on academic or cognitive aspects. They enrol their children in various courses or tutoring, worried that their children will not be able to compete academically. As a result, children do not have time to participate in their social life environment which can develop tolerance or social sensitivity, and prioritize personal interests. As a result, children may find it difficult to interact with the community at their school, even in social life in general (Ferni & Ariani, 2010: 103).

Therefore, one of the efforts that can be made to form a young generation of quality and good morals is through character education. Character education plays an important role in shaping the younger generation who are superior and have good morals. Character education aims to develop positive attitudes, values and behaviour in children so that they can become strong individuals, responsible, have integrity and can contribute positively to society.

Character education is a responsive action to the problem of students' moral decline. The existence of character education has become something that is often discussed. Character education is a system that aims to instil good character values in all individuals involved, including school members, so that they have knowledge, awareness, and action in implementing these values (Azzet, 2011: 36). In Islamic teachings, this is following the mission of the Prophet who was sent to perfect morals or character. Allah says in the Qur'an, surah Al-Qalam verse 4, which reads "And verily you are truly virtuous of noble character". This verse is a praise of Allah SWT. to the Prophet Muhammad for the noble character and character he had. This verse also teaches the importance of noble character in establishing relationships with fellow human beings, society, and the environment.

One effective way of strengthening character is by participating in Scout extracurricular activities. Based on the provisions of the 2013 Curriculum, Scouting Education is regulated as a mandatory extracurricular activity. This means that Scouting Education is an extracurricular activity that systematically plays a role in strengthening psychological-social-cultural aspects in developing attitudes and skills following the 2013 curriculum. Thus, achieving the Core Competencies of Spiritual Attitudes (KI-1), Social Attitudes (KI-2), and Skills (KI-3) can be strengthened significantly through systemic-adaptive facilitation of Scouting education in the school environment.

The Scout Movement has an important role in shaping the nation's character, including helping individuals become human beings who have a spirit of patriotism, a sense of nationalism, a love of God Almighty, a love of fellow humans, and a love of nature. The Scout movement also instils the values of

cooperation, discipline, independence, mutual assistance, respect and care for the environment and society (Erliani, 2017: 37). Scout Extracurricular activities contain strong character education values, so, naturally, many parties hope that the Scout Movement can overcome the moral degradation of the nation's children.

Scout extracurriculars held in the school environment aim to link the knowledge gained in the curricular program with conditions and needs in the environment. Based on Law Number 12 of 2010 concerning the Scout Movement, in Chapter II Article 3 which regulates the functions of the Scout Movement, it was said that the Scout Movement exists as a means of building character through non-formal education activities in schools (Kwartir Nasional, 2010). The Scout Movement, as a scouting organization involved in non-formal education, seeks to assist the government and society in building a nation and state that has good character. The basic principles of Scout education contained in the Scout Dasa Dharma reflect this, namely: (1) Fear of God Almighty; (2) Love of nature and compassion for all humans; (3) The chivalrous and chivalrous patriot; (4) Obedient and likes deliberation; (5) Willing to help and be steadfast; (6) Diligent, skilled and happy; (7) Frugal, careful and modest; (8) Disciplined, brave and loyal; (9) Responsible and trustworthy; (10) Pure in thoughts, words and deeds (Widodo, 2003: 73).

MIS Ushuluddin Singkawang is one of the madrasas that realizes the importance of instilling character education in its students. Therefore, this madrasah has implemented a program to strengthen character education through Scout extracurricular activities, especially in KKSC (Kisada Kids Scout Camp) activities. KKSC is a camp held by MIS Ushuluddin to develop children's character through Scouting activities. Although the character strengthening program through Scout extracurriculars in KKSC activities has been implemented, there has been no evaluation regarding the effectiveness of this program at MIS Ushuluddin Singkawang as a character strengthening program. Therefore, the author will evaluate and describe the advantages and disadvantages of KKSC activities in strengthening the character of students at MIS Ushuluddin, especially in grades 3, 4, 5 and 6 whether they can continue to be implemented or things that must be corrected in this activity program so that they can be implemented more effectively and better.

Evaluation is a program to determine the success of a program so that it can be carried out well during the implementation process as well. Selection of the type of evaluation will affect an appraiser in determining the steps, methods, instruments, implementation schedules, data sources, and other aspects. Not everyone realizes that it is important to carry out evaluations, measurements or assessments in every activity or program carried out in one educational institution, be they schools or Islamic boarding schools. Through the evaluation of the program, it can be seen how much the improvement of a program is, by measuring or comparing something with one size after deciding on a good or bad measurement or evaluation of a program (Arikunto, 2018: 1).

The evaluation method used for the character-strengthening program through Scout extracurriculars in KKSC activities at MIS Ushuluddin Singkawang is the Countenance Stake model. Evaluation using the Countenance model is a comprehensive and integrated approach to measuring the results and impact of character education programs. This evaluation method allows researchers to analyze various aspects related to character strengthening, such as changes in attitudes, increased skills, and moral development in program participants.

The Countenance Model consists of two matrices, namely the description matrix and the consideration matrix (Stake, 1967). The description matrix is composed of intents and observations, while the consideration matrix is composed of standards and judgments. Each matrix is evaluated in three stages, namely through the antecedent (before/input), transaction (process), and outcome (result) (Kusumawati, 2020: 22).

Antecedents (before/input) refers to the situation before the process occurs which can influence the results, while transactions refer to the process interaction between the components involved. Meanwhile, outcomes refer to the results obtained after the process (Stake, 1967). Transactions function as a link between antecedents and outcomes. The three stages of this evaluation are applied to either the description matrix or the consideration matrix. When carrying out the planning (intent) stage, the evaluator analyzes the logical relationship (logical contingency) between the antecedent, transactions and outcomes stages. The evaluator makes initial considerations. Observation data is analyzed in empirical relationships (empirical contingency). The relationship between antecedent, transactions and outcomes stages is seen based on field data. The evaluator makes a second consideration. The next evaluation involves analyzing the congruence between the plan and the results of field observations. Evaluation can be called congruence if it is following the initial objectives. Therefore, there are three stages of consideration, namely logical relationships, empirical relationships, and conformity between plans and reality.

Based on the description above, researchers evaluated the character-strengthening program through extra scouting in KKSC (Kisada Kids Scout Camp) activities using Countenance Evaluation at MIS Ushuluddin Singkawang. Evaluation using the Countenance model is a comprehensive and integrated approach to measuring the results and impact of character education programs. This evaluation method allows researchers to analyze various aspects related to character strengthening, such as changes in attitudes, increased skills, and moral development in program participants. By holding this evaluation, it is hoped that it will be possible to know objectively the extent of the effectiveness of the character-strengthening program through Scout extracurriculars in KKSC activities at MIS Ushuluddin Singkawang. In addition, through this research, it is hoped that the use of the Countenance evaluation method can make a positive contribution to the development of character-strengthening programs through Scout extracurriculars in various schools, including MIS Ushuluddin Singkawang and provide guidance in increasing the effectiveness of character education in children.

METHOD

This research was a program evaluation study that uses a qualitative descriptive approach. The evaluation model used was a Countenance Stake model. Evaluation in the Countenance Stake model involves three stages, namely the antecedent, transaction and outcomes stages. This research was carried out at MIS Ushuluddin, Singkawang.

Data and information were collected using documentation, observation, and direct interviews with scout coaches, homeroom teachers, parents, and students at MIS Ushuluddin Singkawang. Documentation techniques were used as a method for collecting data related to the extra scout program in KKSC routine activities at MIS Ushuluddin Singkawang which were carried out to strengthen the character of students in grades 3, 4, 5 and 6. Observation techniques were used to collect data by observing the implementation process of the KKSC program at MIS Ushuluddin Singkawang. Thus, in addition to presenting a description of the evaluation, this research also focuses on considering the results of the evaluation.

Procedure

The stages in this evaluation research adopt the evaluation research stages of the Countenance Stake model, which consisted of a description matrix and a judgment matrix. The description matrix was composed of objectives (intensity) and observations, while the consideration matrix was composed of standards and considerations (judgment). Each matrix was evaluated through three stages, namely antecedent (preparation), transaction (process), and outcome (result). The intent process was carried out by analyzing the logical relationship (logical contingency) between the antecedent, transaction and outcome stages. The next step involved observing the three stages above. Congruence analysis between plans in the intent category and implementation carried out during observations. The analysis results were then compared with previously determined evaluation standards. The output of this analysis

produced considerations and recommendations for schools (Kusumawati, 2020: 23).

RESULTS AND DISCUSSION

This research produces three main aspects, which include preparation (antecedent), implementation (transaction), and learning results or activities (outcomes). The discussion in this research will contain and explain the logical and empirical relationship (contingency) between preparation, implementation, results, and congruence between plans and reality.

Interrelationship (Contingency)

Scout activities provide benefits for schools to achieve the school's vision and mission, especially in the character education curriculum. Scouts can be used as a means to educate and shape character in students (Prasetya, 2019). Fundamentally, the Scouting method cannot be separated from the basic principles of scouting. This relationship lies in the Scouting method as a system consisting of elements that are complex and interconnected sub-systems, where each element has a role and function in forming a specific educational character and interacts with each other to achieve the desired goals (Erliani, 2017: 36–46).

Scouting activities can form students who have character if the educational process does not only focus on developing scouting techniques but also pays attention to developing organizational abilities, skills and attitudes. In an organization, management or organizational management principles will be implemented such as planning, organizing, directing/motivating, and supervising. Apart from that, organizations also act as a tool or means of social control for schools or other parties to supervise and monitor student development (Mursitho, 2010).

As an organization in the field of non-formal education, the Scout Movement is expected to have a strong role in forming character, such as changing attitudes, improving skills and moral development. The significant role of the Scout Movement in shaping the personality of the younger generation in terms of national character should be reflected in the practice of daily life. In the context of national social and cultural development, Scouting education is the most appropriate method for preparing young people to face the decline in national character, because Scouting activities originate from the Dasa Dharma of Scouting.

Thus, it can be concluded that the Scout Movement plays a very important role in character formation, such as changing attitudes, improving skills, and developing morals, social awareness and student independence. Therefore, KKSC activities as one of the Scouting programs implemented at MIS Ushuluddin Singkawang are felt to be related to strengthening student character education such as changing attitudes, improving skills and moral development.

Congruence

Antecedents(Preparation) KKSC activities

Every program carried out certainly requires good planning. If in the learning process in class or extracurricular, it is called RPP, then in Scouting activities, especially in KKSC activities, the committee or coach makes a draft activity plan starting from making committee decrees, activity proposals containing activity schedules, activity plans to be carried out, number participants, place of activity, notification letter to parents and required budget. The description of the activities carried out in KKSC activities is:

a. Participant

This activity was attended by all students and female students in grades 3, 4, 5 and 6 of MI Unggulan Singkawang, totalling 388 people.

1. Class III : 105 Student
2. Class IV : 99 Student

3. Class V : 105 Student
4. Class VI : 79 Student

b. Type of activity:

1. Class III competitions and games:
 - ✓ Colouring competition
 - ✓ Outbound around Ushuluddin Singkawang Featured MI Camping Ground
2. Classes IV-VI competitions and games:
 - ✓ Fried Rice Cooking Contest
 - ✓ Pioneering Competition
 - ✓ Hasta Karya Competition
 - ✓ Outbound
 - ✓ Pension and campfire
3. Religious activity
 - ✓ Congregational prayer
 - ✓ Tausiyah
4. Social activities
 - ✓ Ant operation/community service
 - ✓ Mutual sharing
 - ✓ camp

What is evaluated from this preparation aspect is whether the planning design is following the general and integrated Scout educational method. Has this planning led to strengthening student character? Based on the results of the interviews and documents obtained, the Scout leaders made preparations by creating activity plans that were adapted to the class level of KKSC participants so that the activities were systematically directed following the Scout activity guidelines and Dasa Dharma Pramuka as the main reference. This is done in an integrated manner through three main components, namely aspects of basic Scouting principles, Scouting Methods, and the Honor Code as supporters of Scouting education.

KKSC activities are carried out routinely at MIS Ushuluddin with 4 supervisors and involve all class teachers, and involve parents in the preparation and budgeting of activities. The evaluation is depicted in the following matrix:

Table 1
Antecedent Aspect Countenance Matrix (activity preparation)

Description matrix		Consideration matrix	
Intense	Observation	Standard	Consideration
Strengthening the character of students through Scout extracurricular activities is an effort that is officially regulated in Law Number 12 of 2010 concerning the Scout Movement.	Scoutmasters make plans for KSSC activities which are routinely carried out every year. As a conclusion to the entire series of Scouting activities during one academic year. To strengthen character education as an	Scouting activities can have a good impact if they follow a planning scheme following general Scouting education methods implemented in an integrated manner through three main components involving Scouting education supporting tools.	The planning is good, it just needs proper standardization so that the expected character-strengthening program can be achieved in every activity carried out

extracurricular
activity that must
be carried out

Aspects of the Transaction (implementation) of KKSC activities

As for what is evaluated in this aspect, namely, the implementation carried out by Scoutmasters and the maximum involvement of students in the program so that the expected strengthening of education is achieved. The main task of the Scoutmaster is to educate Scoutmaster members so that they develop according to the aims of the Scout Movement. Education is carried out through peer-to-peer interactive activities in troops and squads. In this situation, the coach acts as a partner in the learning and education process and is also known as a facilitator. The responsibilities of Scoutmasters at the Scoutmaster level in carrying out their roles include several things. First, ensure that the basic principles of Scouting, Scouting methods, and the Among System are still applied in all Scouting activities. Second, organize Scout activities following the vision and mission of the Scout Movement. Third, form Scouts who can have good personalities, character and character, and become Indonesian citizens who adhere to Pancasila, are committed to and obedient to the Unitary State of the Republic of Indonesia, and play an active and useful role in society. Fourth, in carrying out its role, the Scout Leader has a responsibility to God Almighty, the community, the Front Group Leader, and himself.

Based on the results of interviews and direct observations, coaches carry out activities that implement character strengthening through the methods listed in the Dasa Dharma Scouts, seen by carrying out the five daily prayers in congregation, carrying out ant operations or cleaning the environment after each activity, greetings when meeting friends and people. others, queue properly when picking up food, obey every instruction given by the coach, help each other when friends need help, can carry out every direction from the coach well, are taught to eat simply, are on time in participating in every activity, ready to be appointed as group leader, and do not say dirty. Evaluation of this aspect is illustrated in the following matrix:

Table 2
Transaction Aspect Countenance Matrix (implementation of activities)

Description matrix		Consideration matrix	
Intense	Observation	Standard	Consideration
Scoutmasters carry out coaching to strengthen the character of students through extra Scout activities, the legality of which is contained in Law No. 12 of 2010 concerning the Scouting movement.	Scoutmasters carry out Scouting activities according to the schedule made with the material presented and in the designated place. The activities carried out include a series of outdoor activities and competitions	Educational Method The Scout Movement includes: 1) Introduction and implementation of the Scout Code of Honor, 2) Learning through action (Learning by Doing), 3) Group system (teams), 4) Activities in the open that contain education following the spiritual and physical	Scouting activities in the KKSC program have been implemented well, only needing improvement in several aspects

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- development of students,
 - 5) Collaboration with adult members as partners,
 - 6) Implementation of a proficiency marking system,
 - 7) Separate male and female units
 - 8) Basic figures of speech.

<p>Based on Minister of Education and Culture Regulation Number 63 of 2014 concerning Scout Education as a Compulsory Extracurricular Activity in Primary Education and Secondary Education, it is explained that Scout Education aims to internalize the values of divinity, culture, leadership, togetherness, social, love of nature, and independence towards learners.</p>	<p>Coaches carry out activities that implement character strengthening through the methods listed in the Scout Dasa Dharma</p>	<p>The basic principles of the Scout education method listed in the Dasa Dharma Scouts include: (1) Piety to God Almighty; (2) Love of nature and compassion for all humans; (3) Polite and chivalrous Patriots; (4) Obedient and like to consult; (5) Willing to help and steadfast; (6) Diligent, skilled, and happy; (7) Frugal, careful and modest; (8) Disciplined, brave and loyal; (9) Responsible and trustworthy; (10) Pure in thought, word, and deed.</p>	<p>The Scout Movement at MIS Ushuluddin carries out various activities and efforts to build student character. There are several activities carried out, including regular training, ceremonies, playing various games, holding campfires, exploring, joint training and camping activities which are also held in the KKSC activity format.</p>
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Aspects of outcomes (results) of KKSC activities

Scout activities that are evaluated from this program are the strengthening of student character which is obtained after participating in this activity. Based on observations and interviews conducted, researchers can conclude that the advantages of each KKSC that has been implemented have had a good impact on the character of students. They are enthusiastic about carrying it out, can be accountable for the tasks given have responsibility for environmental cleanliness and are independent when having to solve problems and it can be concluded that the Scout Movement has a significant role in shaping students' character in terms of social awareness and independence. This aspect is depicted in the following matrix:

Table 3

Countenance Matrix Outcomes Aspect (results of activities)

Description matrix		Consideration matrix	
Intense	Observation	Standard	Consideration
The Scout Movement of extracurricular activities in schools is very much in line with the goals of national character education, as evidenced by the suitability of the values of character education with the values contained in the Dasa Dharma Scouts.	The advantages of each KKSC that have been implemented have a good impact on the character of students. They enthusiastically carry out the assigned tasks, have shown responsibility for the assigned tasks including cleaning the environment, and have the ability to be independent in overcoming problems and deficiencies. In conclusion, the Scout Movement plays an important role in shaping students' character in terms of social care and independence.	1. The Scout Movement preparation for developing student skills. 2. The Scout Movement is one of the efforts to train students to comply with rules and social norms. 3. Scout Movement as one of the activities or activities that increase student intelligence	KKSC activities as Routine activities have been carried out well and have provided significant strengthening to the character of students at MIU. They only need to improve and innovate more and better Scouting activities.

CONCLUSIONS

Based on the results of the evaluation carried out by researchers, it could be concluded that KKSC activities as one of the Scouting activities to strengthen student character at MIS Ushuluddin Singkawang have gone well. First, the planning has been well planned, although of course the objectives of these activities must be clarified and strengthened in the plans made so that they are more well-directed. Second, in its implementation, these activities have been carried out well following the basic principles of Scouting activity methods listed in KKSC activities, such as Tri Satya and Dasa Dharma Pramuka, although technically because many Scouting activities are carried out in the open, course there will be obstacles such as weather which causes some parts of the activity cannot be carried out which of course must be properly anticipated. However, in general, the implementation of the activities ran smoothly. Third, this activity can result in strengthening good character education. It can be seen from the basic abilities, changes in attitudes, increased skills, and moral development of the participants as expected in this activity.

Some of the recommendations proposed for the KKSC program based on the conclusions of this study include: being able to expand and enrich KKSC activities by adding a variety of activities according to the needs and interests of the participants; increasing student involvement in planning and implementing KKSC activities, so that they feel they have a sense of responsibility and pride in the program; as well

as conducting periodic evaluations of the KKSC program to monitor its progress and effectiveness, as well as identify areas of improvement that need attention. By making improvements and implementing recommendations from the results of this evaluation, it is hoped that the KKSC program can continue better and provide greater benefits for MIS Ushuluddin Singkawang students.

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