

## IMPLEMENTATION OF THE PERSIJU PROGRAM (HALF-DAY FRIDAY CAMP) FOR THE PROJECT OF STRENGTHENING THE PANCASILA STUDENT PROFILE IN EARLY CHILDHOOD EDUCATION

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### ABSTRACT

*Preschool Children are children who still need examples and direction in carrying out daily activities. Considering that ages 5-6 years interact more with the environment around them. One of the PERSIJU activities (Friday Half Day Camping) which is routinely held every 2 weeks. Persiju is an activity that gives children freedom to interact, practice socializing and practice independence and solidarity with their friends. The aim of this research is to train children's independence, socialization and hone the social skills of children aged 5-6 years as well as supporting and inhibiting factors. The research method used is qualitative. Data collection techniques are observation, interviews with supervisors, school principals and class teachers and documentation. The results of the research show that children are very enthusiastic about taking part in Persiju activities held at school, children actively participate in a series of Persiju game activities both independently and in groups which are carried out outside the classroom with the teacher. The role and support or permission of parents is one of the supporting factors in training independence, as well as honing the social skills of children aged 5-6 years, social skills that appear to include conversation, mutual understanding, cooperation, openness, empathy, motivation, positive feelings and feelings of equality. The inhibiting factor is facilities and infrastructure that still need to be added.*

### KEYWORDS

*Social Skills; Independence; Half Day Camp Friday*



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**How to cite:** Laela, et al (2024). Implementation Of The Persiju Program (Half-Day Friday Camp) For The Project Of Strengthening The Pancasila Student Profile In Early Childhood Education. *Journal Eduvest*. 4(9): 7856-7867  
**E-ISSN:** 2775-3727  
**Published by:** <https://greenpublisher.id/>

## INTRODUCTION

Early childhood education is an important aspect of daily life. The presence of a kindergarten, often called PAUD, is an education to change and develop for the better. With education, humans learn to be better in interactions with God, interactions with fellow humans, and in interactions with nature. Ki Hajar Dewantara revealed, "Education generally means efforts to advance the character (inner strength), mind (intellect), and body of children in harmony with nature and society".<sup>1</sup> Indonesian Law No. 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and State (Rivai & Sagala, 2018).

The curriculum implemented by the Ministry of Education and Culture (Kemdikbud) is currently the Merdeka learning curriculum. Merdeka Curriculum is a curriculum where the content of the diversity of intracurricular learning is optimized. One of the objectives of the Merdeka Curriculum is to provide students with sufficient time to understand concepts and strengthen competencies. To harmonize learning based on students' interests and learning needs, teachers are given freedom in determining teaching tools. This is one of the advantages of implementing the Merdeka Curriculum.

In the Merdeka Curriculum, one of the elements is the Pancasila Learner Profile, which is focused on developing student character. In addition, the Pancasila Learner Profile also focuses on strengthening the competencies that will be developed from students later. The Pancasila Learner Profile is a picture formed as a translation of the national education goals expected as a result of the establishment of this Merdeka Curriculum. The program included in the Merdeka Curriculum and related to the Pancasila Learner Profile is the Pancasila Learner Profile strengthening project. The Pancasila Learner Profile is a series of values and character classifications and competencies that become the standard of achievement for students. These values are based on the noble principles outlined in Pancasila. While the project to strengthen the Pancasila Learner Profile is a learning activity that integrates various subjects that have aligned material based on a particular theme to support the strengthening of the achievement of the Pancasila Learner Profile in students. The project is not carried out to achieve specific learning objectives, meaning that the project is not tied to specific subject matter (Kemdikbudristek, 2021).

Revitalization of the strengthening of the Pancasila student profile continues to be pursued. The Pancasila Student Profile Program is one of the plans and objectives outlined in the Decree of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2023-2024, according to the Minister of Education and Culture Mr. Nadiem Makarim. Nadiem Makarim. The purpose of planned personality development is to shape students' personalities into Pancasila students. Regulation of the Minister of Education and

Culture No. 22/2020 on the Strategic Plan Realizes the Pancasila Learner Profile as a vision and mission. The Pancasila Learner Profile contains Pancasila values with six main dimensions: Belief, Piety to God Almighty, and Noble Character, Global Diversity, Gotong Royong, Independence, and Critical to realize Indonesian students who act in accordance with Pancasila values and creatively (Dwitya Sobat, 2021).

Strengthening the profile of Pancasila students is an issue whose presence is discussed by many people, once seen practicing with the wrong character will have a negative impact on oneself, others, and the fate of the nation. Likewise, every child born in the world has a different character even though within the same family, the character of children at every age will experience development (Ramdani et al., 2017). The development of strengthening the profile of Pancasila students can be formed by internal, social, and spiritual encouragement related to the creator (Koesoema, 2019). The existence of positive encouragement from within and from outside the environment will produce a positive character.

The main embedding of positive character is obtained in the family sphere, namely parents as good role models, this is according to Bustan et al (2017) that strengthening the profile of Pancasila students can be encouraged and developed continuously with a process that is not fast so that parents need insight in shaping children's character. Children will record and see how parents treat their children and others, because children are not yet able to distinguish positive or negative behavior so that it needs understanding and habituation as they enter the school world and with the achievement of child development slowly understand the character. Entering the school level, the teacher is the child's parent at school, so that the policies implemented at school can be followed with good expectations. The position of teachers other than teaching professionals in research conducted by Hidayati (2020) teachers play an important role in shaping children's character in the school environment.

Similar to the explanation of Rachmadyanti (2017) that teachers have a role to develop strengthening the profile of Pancasila students who are applied according to the values of strengthening the profile of Pancasila students and teachers themselves are also role models for students. This is according to Suyanto in (Yenti, 2021) character can be formed as early as possible and can be implemented in various ways to encourage positive character. To encourage early childhood character, it can be done through various methods, including exemplary, habituation, storytelling, field trips and others (Hanoum, 2023). The existence of teachers is seen by their students when the teacher has a noble character or behavior, students will be stimulated to behave nobly as well so that on the contrary, to stimulate the strengthening of the profile of Pancasila students, children need maximum support in addition to parents, teachers, and education personnel in the school environment.

Strengthening the student profile of Pancasila is the behavior that exists in a person towards his life either innate or the habituation of the surrounding (Silkyanti, 2019). The character needed by the nation is a character that upholds the noble values in Pancasila which is then applied throughout education in Indonesia (Ainun et al., 2021). Strengthening the student profile of Pancasila is a wise effort to educate in a

planned manner carried out by educators to instill positive values in children (Najib, 2018).

Education to strengthen the profile of Pancasila students for early childhood by instilling positive values into children's habituation so that it will continue to face the next level of education (Hadisi, 2015). Strengthening the student profile of Pancasila is not immediately applied to children so that there are stages such as planning and curriculum that are right on target for the characteristics of students then make it a cultural strengthening in the educational institution (Hapsari & Iftayani, 2016). Strengthening the profile of Pancasila students for early childhood in the theory presented above can be concluded that education teaches and instills good habits through school, family, and social environments.

The habit of strengthening the profile of Pancasila students which is applied as a character booster in each child occurs because of the above problems so that the Ministry of Education and Culture (2022) implements a project program to strengthen the profile of Pancasila students in Indonesia. This is realized through the program Center for strengthening the profile of Pancasila students to encourage human resources in the global era through content or films, with the approach of programs in schools both persiju, religious activities, arts, youth red cross and so on. In addition, the character strengthening program can support the creation of Pancasila students who have a personality in accordance with Pancasila values by studying, compiling, and disseminating content that contains the practice of Pancasila values for all educational institutions in Indonesia. Based on a field survey, researchers obtained preliminary information from teachers that there is a level of character and independence problems in early childhood.

The problems of character and independence of early childhood such as the lack of strengthening the character of independence, responsibility, self-confidence of children need to be improved so that children can prepare themselves before entering primary school, as well as due to the impact of the pandemic cooperation / togetherness of children need to be strengthened again because of the lack of ability to interact with friends around them, this happens in group B. Therefore, the importance of the role of the teacher to achieve the success of the character of students to grow and strengthen the values of strengthening the profile of noble Pancasila students from an early age needs to be considered. To overcome the above problems, in strengthening the character of children at school. In addition to the application of daily habits at school. The Persiju program itself as a project to strengthen the profile of children's Pancasila students is stipulated in Presidential regulation No. 87 of 2017 that the education movement is under the responsibility of the education unit to strengthen the character of students through harmonization of heart, mind, and physical exercise with a collaborative approach between education units, families, and communities as part of the mental revolution movement. This is Persiju's practical solution in the project to strengthen the profile of Pancasila students through a play approach for early childhood.

Persiju is a program that has been launched by the West Java Regional Kwartir through the National Kwartir and the Ministry of Education and Culture upon agreement at a national workshop attended by the head of PP PAUD Dikmas and the head of Pusdiklatda throughout Indonesia (Ali, 2020). The presence of Persiju activities attracts children because learning is outdoor and children are not bored in their fun learning through various game activities, different from the standby persiju among elementary schools because for early childhood education levels it is tailored to the level of achievement of child development. Persiju activities for early childhood are applied to introduce the values of strengthening the noble Pancasila student profile on the Pancasila student profile as part of the proof of love for the country as initiated in the Pancasila student profile which not only focuses on cognitive problems but also character (national identity). The implementation of persiju activities for Persiju in its application is tailored to the needs of children so that the design of activities leads to implementation guidelines in facilitating character, one of which contains character development in children (Hidayati et al., 2020).

The values of strengthening the profile of Pancasila students in Persiju include the introduction of the values of the Pancasila student profile to children as an approach to instill and strengthen their personalities, one of which is strengthening the character of discipline with activities carried out through outdoor and educational games (Rahayu, 2019). The existence of the values of the Pancasila student profile makes the content in learning in early childhood education units as a strengthening of the nation's character. The values of the Pancasila student profile are contained in Law No. 12 of 2010 concerning the persiju movement including faith and devotion to God Almighty, love for nature and fellow humans, love for the homeland and nation, discipline, courage and loyalty, helping, being responsible and trustworthy, clear in thinking, saying, and doing, frugal and unpretentious, and diligent and skillful. Persiju activities in early childhood education units provide knowledge and understanding of strengthening the profile of Pancasila students through the values of the Pancasila student profile in addition to those mentioned in the Law, other research has also been conducted related to strengthening the profile of Pancasila students, one of which is children's self-confidence can be applied to persiju activities in addition to referring to guidelines through the accuracy of strategies made by educators (Leonita et al., 2019). Therefore, teachers play a very important role in introducing the values of the Pancasila student profile by taking note of the Persiju training and getting a certificate as a requirement before implementing the Persiju activity, so that in the training the teacher will be guided by the coach in organizing the activity.

In addition, Persiju activities in accordance with children's achievements have four development areas, namely character development areas (spiritual morals, national cultural morals, and individual morals), physical development (physical health, physical strength), skill development (thinking skills, practical skills, and socialization skills), and development to do good (love yourself, love others, and love the environment) (Ali, 2020). For this study, the focus is on the character development area, with the level of achievement of child development including the social-

emotional aspects of children. The Persiju activity can be continued at the next level which has the name persiju so that it is interrelated but returns to the child's achievement adjusted to his age.

The profile of Pancasila students idealizes the generation of Indonesians who are able to live, understand, and apply the values of Pancasila in everyday life (Nur Khosiah, 2020). As is known, Pancasila is the basis of the State and the view of the nation's philosophy, which is reflected in the precepts contained therein (M Fuad Fahrudin, Achmad Ali Fikri et al, 2022). The culture of the education unit, extracurricular, intracurricular activities, and programs to build the Pancasila learner profile all contribute to the day-to-day development of this profile and its practice in each student. The six Pancasila learner profiles are: a) faith, devotion to God Almighty, and noble character, b) global diversity, c) mutual cooperation, d) independence, e) critical reasoning, f) creativity. The six profiles are interrelated and reinforcing and can be realized as a whole if developed simultaneously (Ayka Aziz and Uswatun Hasanah, 2022).

The Pancasila student profile is used to answer the big question: "What competencies does the Indonesian education system want to produce?" These competencies include competence, character and behavior in accordance with the values of Pancasila (La'luun, Nafisah et al, 2020). From the above statement, it is necessary to make efforts to instill the values contained in Pancasila as a characteristic of the nation's culture and the existence of local culture instilled in students at school will strengthen the nation's identity. One of the efforts to instill the strengthening of the Pancasila student profile in addition to implementing through teaching and learning activities is also through extracurricular activities. Extracurricular activities not only prioritize students' interests and skills in non-academic fields, but also have a positive effect on student character. Students who participate in extracurricular activities gain self-confidence, social skills, teamwork skills, and a sense of responsibility in groups. Students can have a deeper understanding of how to apply the knowledge they gain in class through extracurricular activities. One of them is the persiju extracurricular which is currently a mandatory extra in various schools because the objectives of the Pancasila student profile activities are in line with the objectives of strengthening the Pancasila student profile (Eki Dwi Larasati, 2017). In persiju activities can form an attitude of discipline, independence, and practice Pancasila values and the development of Pancasila Education values which are reflected in the 6 dimensions of the Pancasila student profile (Nurdin, Jahada et al, 2021).

Researchers conducted this study using the Merdeka curriculum for Group A and Group B designed by the government. The school has made several efforts to maximize activities outside of teaching and learning activities (KBM), for example by regularly equipping students with Persiju (half-day Friday camp) activities that can help develop students' morals. Persiju activities in this school consistently achieve useful goals. This is one strategy that helps the community internalize moral principles that are in accordance with the character of students as stated in Pancasila (Eki Dwi Larasati, 2017).

Based on the above problems, researchers are interested in researching how the process of internalizing the project of strengthening the profile of Pancasila students through the Persiju (half-day Friday camp) program, with the title "Implementation of the Persiju (Half Day Friday Camp) Program for the Pancasila Student Profile Strengthening Project in Early Childhood.

### **RESEARCH METHOD**

The research used by this researcher is qualitative research in which the data collected is word description (Rukajat, 2018). This makes qualitative research has the principle of understanding objects in depth. It can be seen from Creswell's (2020) explanation that the purpose of qualitative research is to contain information related to the phenomenon studied in the research, as well as research participants and research locations.

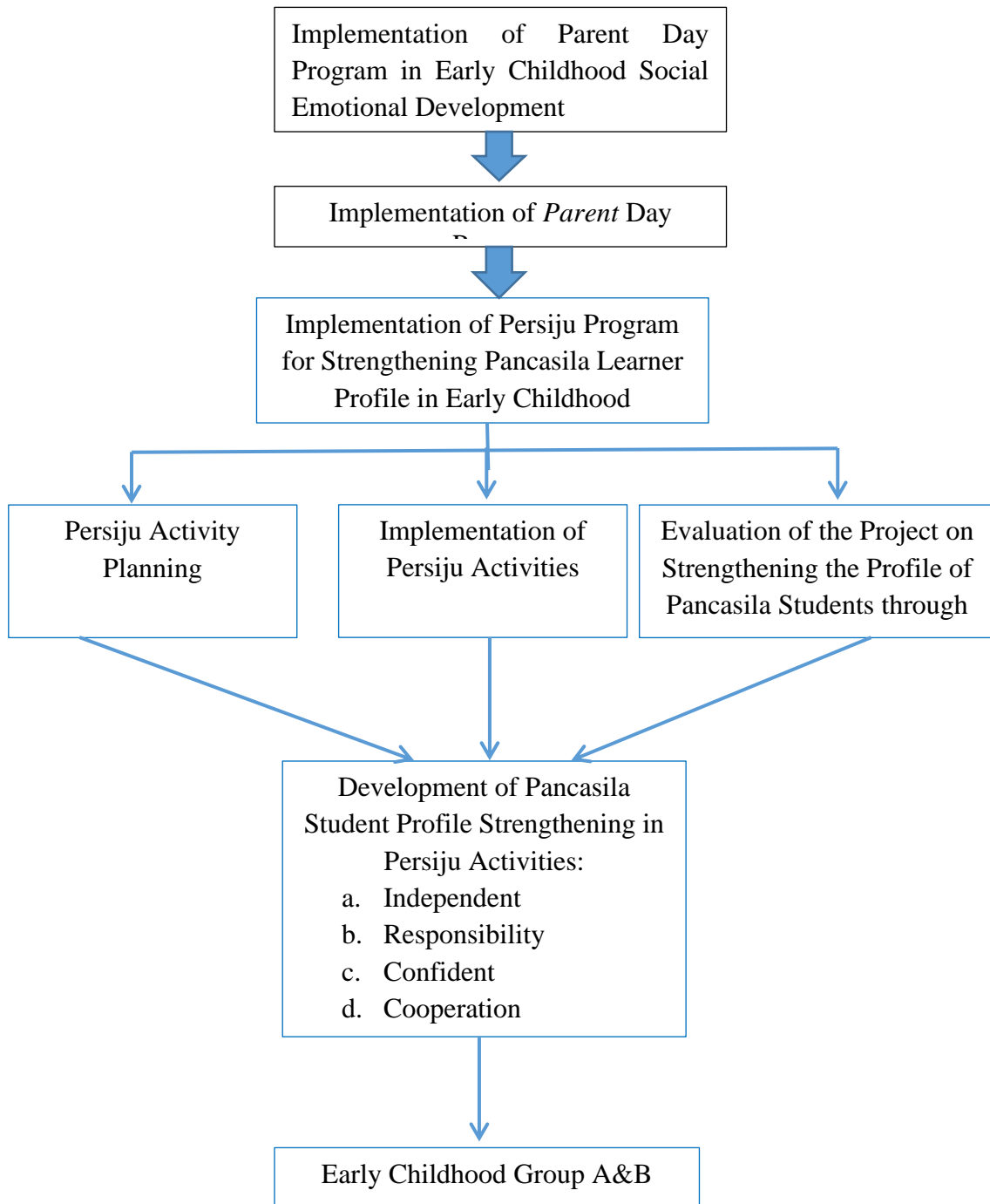
This type of research includes an early childhood case study that implements a program to strengthen the strengthening of the Pancasila student profile through Persiju activities and Persiju activities including intracurricular because Persiju as a complementary learning activity to the 2013 curriculum currently used by early childhood so that it makes the learning theme. Therefore, the school then plans and implements a program through Persiju activities to strengthen children's character. Case studies have meaning according to Creswell in (Fitrah & Luthfiyah, 2017), namely research that explores real life with limited systems and in-depth and detailed data collection involving various sources of information and reports case descriptions and case themes. The implementation of case studies is carried out on a program, activity, event, group of individuals in a certain time and place.

This research was conducted at an early childhood school where the focus of the research was to provide solutions through a school-raised activity program, namely Persiju activities. This research was conducted according to the object of the researcher's intention, namely related to the implementation of the program to strengthen the profile of Pancasila students through Persiju activities so that there is no manipulation related to the data. The data is collected and described in the form of descriptions obtained in the field.

### **RESULT AND DISCUSSION**

Pre-service scouts have the main components in honing the social skills of children aged 5-6 years. The main components in pre-service scout activities are opening, circle activities, thematic activities, rest and closing. The first main component of persiju is to build the spirit of leadership and independence of early childhood.

The framework can be seen by the reader in the following chart:



The second component is the resting activity. It contains an invitation to do good habits such as washing hands, prayers for eating, eating lunch, prayers after eating and



free play. The third component is the closing activity which contains each group preparing the line. The results showed that pre-service scouts can hone the social skills of children aged 5-6 years through the activities of the main components of pre-service scouts carried out in an open environment. The social skills honed through pre-service scout activities are conversation, mutual understanding, cooperation, openness, empathetic attitude, motivation, positive feelings and similarities with others.

The supporting factors for the social skills of children aged 5-6 years through pre-service scouts based on the results of the research that has been done are the role of the Scout Teacher, parents and adequate infrastructure. The inhibiting factor of the prasiaga scout in honing the social skills of children aged 5-6 years is the uncertainty of every 14th date of the prasiaga scout implementation schedule which sometimes still clashes with the training activities of the Scout Teacher so that the activity is postponed or closed as well as things that hinder the prasiaga scout activities that influence children not to move outside are weather conditions and factors from within the child, namely disputes between children and peers that occur when prasiaga scout activities are carried out. Pre-service scout activities applied to children aged 5-6 years.

Prasiaga Scouting is one of the national character building activities, one of which is mutual respect, through prasiaga scouting activities the value of mutual respect is embedded by carrying out effective habituation carried out in prasiaga scouting activities in honing children's social skills. Positive feelings, cooperative learning in persiju activities can develop a positive attitude towards peers and the environment. Based on interviews with the coach teacher, principal and class teacher, it is revealed that in lentil activities children have a positive sense such as, children are skilled in doing something good with a happy heart, like good things, as evidenced by good and communicative behavior and express feelings of pleasure when participating in activities from the beginning to the end of the lentil.

During persiju activities, children also carry out applicable norms and agree on good things, because of the provisions of norms that have been systematically arranged in prasiaga scouts so that children are accustomed to doing good things in accordance with good habits that have been agreed together such as discipline, order, washing hands, sharing and so on. Pratiwi revealed in his research that there is a positive response that arises in children, because there are social skills as a manifestation of the process of learning socially acceptable behavior in a way that creates a positive response and helps avoid negative responses (Pratiwi, 2017). The attitude of children who have a positive feeling will recognize and agree well and respond to something that can form a good attitude in the child so that the child is well accepted by his friends.

Equality, in persiju activities children can form an attitude to be equal to friends or other people. The coach teacher, principal and class teacher said, children are skilled in showing an attitude of equality between themselves and other friends by recognizing the advantages possessed by other friends, such as the willingness to take turns being the head of the barung and not discriminating against other groups, both group A and group B. The existence of a sense of equality is to avoid discriminatory attitudes of children when they appear during pre-service scout activities. There is a sense of having

this in common, to avoid discriminatory attitudes that children have if they appear during pre-service scout activities. This attitude of equality can provide an opportunity for group A to process with group B. The number of children who are members of the pre-service scouts, social skills can be honed through the communication network of children in these activities. Because early childhood has the most appropriate period for learning similarities, because at an age they are faster to lay the foundations of a complete personality. In line with Fauzi's research, it is revealed that the application of the value of equality to early childhood will get peace and no disputes (Fauzi, 2023).

### **Supporting and inhibiting factors**

The support and support of parents is the main factor in the smooth running of persiju in this program, while infrastructure facilities are an obstacle in supporting the learning process while optimizing the development of children's potential. In addition, the inhibiting factor for persiju in honing the social skills of children 5-6 years based on the results of interviews with the Principal, Scout Teacher and Class Teacher revealed that persiju activities are carried out every 2 weeks so that if persiju activities can clash with other activities (training for Scout Teachers) on that date, then prasiaga scout activities can be postponed on the next date or closed.

### **Usefulness of Research**

The implementation of the Persiju (half-day Friday camp) program for the project of strengthening the profile of Pancasila students in early childhood is expected to enrich theoretical knowledge, especially for early childhood education majors. This research can be used as a comparison of preliminary studies for further research in the field of research on the implementation of the Persiju program (half-day Friday camp) for the project of strengthening the profile of Pancasila students in early childhood. This research can be useful for all parties concerned, namely as follows: 1. Theoretical Benefits: The planning design, implementation process, and learning outcomes in this study serve as knowledge for other researchers conducting research on the same topic. 2. Practical Benefits, a. For Educational Institutions, The results of the study are expected to be useful for both other school institutions that have not and have implemented as a quality institution. b. For Educators, The results of this study are expected to be a reference for the application of early childhood character strengthening and evaluation of programs implemented to strengthen the profile of Pancasila students of children. c. For Researchers, The results of this study can provide insight and experience for researchers directly in the field related to the project of strengthening the profile of Pancasila students through persiju activities.

## **CONCLUSION**

The implementation of persiju activities is carried out in an open environment, children enthusiastically follow a series of activities in persiju activities, opening, circle activities, thematic activities, rest and closing. The social skills of children aged 5-6

years that appear during pre-service scout activities are skills in conducting and maintaining conversations, mutual respect, skilled in working together, open with people around and to adjust, have a sense of empathy, have motivation from within and from outside, like good things with a positive sense and have equality of friends / others.

The researcher would like to thank all those who have helped this research, especially the parents, supervisors who have supported, guided and encouraged to complete this research, the researcher would like to thank the State University of Malang for providing support so that this research is smooth and so that early childhood can be more independent again.

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