

**Analysis of Islamic Values in Scout Activities for Shaping
the Pancasila Student Profile**

Tati Handayani

Universitas Muhammadiyah Sumatera Utara

E-mail: tatihandayani908@gmail.com

Ellisa Fitri Tanjung

Universitas Muhammadiyah Sumatera Utara

E-mail: ellisafitritanjung@umsu.ac.id

Nurzannah

Universitas Muhammadiyah Sumatera Utara

E-mail: nurzannah@umsu.ac.id

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Abstract

Scouting extracurricular activities serve as a platform for character development, particularly in integrating Islamic values into students' daily lives. This study aims to analyze how Islamic values are embedded in scouting activities at MTsN Serdang Bedagai and their role in shaping the Pancasila Student Profile. Using a qualitative approach with a descriptive-analytical method, data were collected through observations, interviews, and document analysis. Key informants included the head of the madrasah, scout trainer teachers, and students actively participating in scouting. The data analysis process involved reduction, presentation, and conclusion drawing techniques. The findings indicate that scouting activities significantly contribute to the internalization of Islamic values, such as faith, discipline, leadership, responsibility, and cooperation. Additionally, scouting programs emphasize knowledge acquisition based on scouting principles, technical proficiency in drills like *Kolone Tongkat*, and mindset formation guided by the *Dasa Darma Pramuka* (Scout Code). Students are encouraged to apply Islamic teachings through discipline, respect, self-confidence, and fairness, aligning with the principles of the Pancasila Student Profile. To enhance the integration of Islamic values, this study suggests strengthening Islamic based scouting curricula, improving mentoring for instructors, and incorporating structured religious guidance in scouting sessions. Furthermore, integrating community engagement and utilizing digital platforms can enhance character development. These findings contribute to discussions on Islamic character education and provide insights for madrasahs seeking to implement extracurricular activities as a means of fostering holistic student development.

Keywords: Islamic education, scouting extracurricular, pancasila student profile, character development, madrasah education

INTRODUCTION

Education serves as a fundamental pillar in shaping students' character and competencies. As an essential component of the national education system, various pedagogical approaches are employed to ensure holistic learning experiences that cater to both cognitive and affective domains. The national education framework consists of three primary components, co-curricular, intracurricular, and extracurricular activities, each playing a significant role in students' intellectual growth, personal development, and social adaptability (Muslim, 2021). Among these, extracurricular activities stand out as a vital platform for fostering students' non-academic skills, including leadership, teamwork, and ethical awareness. By engaging in structured extracurricular programs, students not only enhance their practical skills but also cultivate emotional intelligence and moral values essential for navigating complex social environments (Denault et al., 2022).

One of the most widely implemented extracurricular programs in Indonesian schools and madrasahs is Scouting (Pramuka), which has been recognized for its effectiveness in character formation. Unlike conventional classroom-based learning, Scouting emphasizes experiential education, where students develop critical life skills through hands-on activities such as survival training, leadership exercises, and community service (Kotsyuba et al., 2023). Through structured programs such as scout camps, leadership training, and social outreach initiatives, students are encouraged to apply religious teachings in practical settings (Ren et al., 2022). This integration of Scouting with Islamic values is particularly relevant in madrasahs such as MTsN Serdang Bedagai, where Scouting has long been a compulsory activity aimed at instilling discipline, responsibility, and spiritual consciousness among students.

Despite its established role in character education, the implementation of Islamic values in Scouting still faces several challenges. One of the main obstacles is the limited awareness among students regarding the moral and religious dimensions of Scouting. Many students perceive Scouting as merely a physical and survival-oriented activity without fully recognizing its deeper significance in shaping ethical behavior and religious consciousness. This gap in perception leads to a disconnect between Scouting principles and students' practical application of Islamic teachings in daily life (Idris et al., 2012). Moreover, not all students actively engage in the process of internalizing the values embedded in *Trisatya* and *Dasa Darma Pramuka*, which, in many respects, closely align with fundamental Islamic teachings such as honesty, responsibility, discipline, and compassion toward others (Alhamid et al., 2024).

Another significant challenge lies in the role of educators and Scout instructors in ensuring the effective integration of Islamic teachings within Scouting programs. The success of character education in Scouting largely depends on the competency of instructors, who must possess not only technical expertise in Scouting but also a deep understanding of Islamic values. However, in many cases, inconsistencies in mentorship quality and variations in the depth of Islamic integration hinder the effectiveness of Scouting as a medium for moral education (Kanar & Bouckenooghe, 2021). Some instructors may focus more on the technical aspects of Scouting, while the reinforcement of Islamic values remains secondary or underdeveloped. Without proper guidance, the potential of Scouting to serve as a strategic tool for character education within Islamic schools remains suboptimal.

Given these challenges, there is a need for a deeper investigation into how Islamic values are incorporated into Scouting extracurricular activities at MTsN Serdang Bedagai

and how these activities contribute to shaping the Pancasila Student Profile. The Pancasila Student Profile is an educational framework introduced to cultivate well-rounded students who embody religious devotion, nationalism, collaboration, independence, critical thinking, and social responsibility (Allen et al., 2022; Shilviana & Hamami, 2020). Therefore, an analysis of how Scouting programs in madrasahs contribute to this national character-building initiative will provide valuable insights into the effectiveness of Islamic-based extracurricular education.

This study aims to examine the mechanisms through which Islamic values are internalized in Scouting at MTsN Serdang Bedagai and evaluate its role in forming students' moral character. By identifying the existing gaps and challenges, this research will propose strategies to enhance the integration of Islamic teachings in Scouting activities, ensuring that students develop not only technical competencies but also strong ethical foundations. Furthermore, this study will explore ways to optimize the role of Scout instructors by emphasizing the importance of mentorship quality and structured curriculum design.

Therefore, this research, titled "Analysis of Islamic Values in Scout Extracurricular Activities to Form Pancasila Student Profiles at MTsN Serdang Bedagai," seeks to contribute to the broader discourse on character education within Islamic schools. The findings are expected to offer practical recommendations for strengthening Islamic value integration in Scouting programs, improving the role of instructors in character education, and ensuring a comprehensive approach to student moral development in madrasahs and other Islamic educational institutions. By addressing the identified research gaps, this study aspires to enhance the effectiveness of extracurricular education as a tool for shaping students who are not only academically competent but also ethically and spiritually conscious individuals.

METHOD

This study employed a qualitative research design with a descriptive-analytical approach to examine the implementation and implications of Islamic values in Scout extracurricular activities at MTsN Serdang Bedagai in shaping the Pancasila Student Profile. The research participants included the head of the madrasa, Scout coach teachers, and students actively involved in scouting activities. These informants were selected to provide comprehensive insights into the integration of Islamic teachings within scouting programs. The data collection process involved three primary techniques: observation, interviews, and document analysis. Observations were conducted by directly participating in and monitoring scouting activities to assess how Islamic values were applied in leadership training, teamwork, discipline, and character-building exercises. This process focused on the interactions between instructors and students, student engagement levels, and the implementation of Islamic principles within various scouting activities. In-depth semi-structured interviews were carried out with the head of the madrasa, Scout trainers, and students to gain a deeper understanding of how Islamic teachings were incorporated into scouting and their impact on students' moral development. The interviews explored participants' perceptions, experiences, and challenges in applying religious and ethical values within the scouting framework. To ensure diverse perspectives, multiple interview sessions were conducted, and responses were systematically recorded and transcribed for analysis.

Additionally, document analysis was employed to verify and complement the observational and interview data. Various official documents, including scouting program

guidelines, activity reports, training schedules, and student records, were examined to gain further insights into the structure and implementation of scouting activities. This method also supported the triangulation process, enhancing the validity and reliability of the findings. The collected data were analyzed using a qualitative descriptive approach, following data reduction, data presentation, and conclusion drawing. Data reduction involved categorizing relevant information while filtering out non-essential details. The data were then organized into thematic categories to facilitate a structured analysis. Conclusions were drawn through an iterative process, ensuring that interpretations remained dynamic and adaptable to new insights.

To enhance the credibility and dependability of the research, triangulation was employed by cross-referencing data from observations, interviews, and document analysis. Member checking was also conducted, allowing participants to review and validate research interpretations. Ethical considerations were maintained throughout the study, with all participants providing informed consent before data collection. Their identities were kept confidential, and pseudonyms were used to protect their anonymity. With this systematic methodological approach, the study aimed to provide empirical evidence on the role of scouting in shaping students' character through Islamic values. It also sought to offer recommendations for improving the implementation of Islamic teachings in scouting programs, ultimately contributing to more effective character education strategies in madrasahs.

FINDINGS AND DISCUSSION

This study examines the integration of Islamic values in Scouting extracurricular activities at MTsN Serdang Bedagai and their role in shaping the Pancasila Student Profile. Scouting serves as a strategic platform for character development, instilling values of faith, morality, leadership, discipline, and responsibility. This research explores how Islamic principles are internalized in Scouting, the coaching mechanisms implemented by the school, and their impact on students' behavior and attitudes. Data were collected through observations, interviews, and document analysis to assess the real-world application of Islamic values in Scouting. Observations focused on structured activities such as ceremonies, training sessions, and student interactions. Interviews with madrasa leaders, Scout trainers, and students provided deeper insights into the program's effectiveness, while documents such as activity reports and guidelines supported the findings. The analysis highlights the integration of Islamic and national values in Scouting, demonstrating its role in fostering responsibility, cooperation, and leadership. As a mandatory extracurricular activity, Scouting at MTsN Serdang Bedagai not only builds technical skills but also strengthens students' moral and spiritual foundations. This study aims to provide insights into how Islamic character education can be effectively implemented through extracurricular activities, offering recommendations for madrasahs to develop Islamic-based Scouting programs that promote a balance of faith, morality, leadership, and national awareness.

Implementation of Islamic Values in Extracurricular Activities to Shape the Profile of Pancasila Students at MTsN Serdang Bedagai

Extracurricular activities play an important role in shaping the character of students who are aligned with Islamic values and the Pancasila Student Profile. At MTsN Serdang Bedagai, Pramuka extracurricular activities are an integral part of educating students to have national awareness, an attitude of responsibility, and leadership based on

Islamic values. The implementation of Islamic values in this activity provides a deeper character education, as students are not only taught about the technical aspects of scouting, but also how they can become responsible, disciplined individuals, as well as play an active role in their social environment.

One of the main aspects in Scouting activities is respect for diversity and differences that exist in society. In an interview with the Head of Madrasah (SG), he emphasized that in this madrasah, students are educated to respect every individual regardless of their ethnic, religious or cultural background. In Scouting activities, these values are taught concretely through various group activities that demand cooperation and interaction between students from different backgrounds.

The Head of Madrasah stated:

“At school, students participate in extracurricular activities, one of the mandatory ones is Scout activities. Students are taught not to differentiate people based on ethnic background, religion and beliefs. Students are also taught to show respect to everyone, without exception. Students are taught to be assertive and courageous in voicing their thoughts and opinions, while still respecting the views of others. Students are taught to make a positive contribution to society.”

This statement shows that through Scouting, learners learn to be open, fair, and respectful of others. This principle is very relevant in the context of social life in pluralistic Indonesia. Diversity is not only something that must be accepted, but also valued and used as a strength in social life. By having a broad understanding of diversity, students are expected to become agents of positive change in their environment.

In addition to respect for differences, Islamic values in Scouting also teach responsibility. The scout trainer teacher (NW) said that responsibility is an important element that must be possessed by every Scout member. Responsibility in this context is not only related to discipline in participating in scouting training, but also in their academic and social lives.

NW explains:

“... some of the things that we give to students besides physical training to be skilled in scouting are Islamic values and an attitude of responsibility. Learning responsibility is very important for students at school because a sense of responsibility will bring motivation and interest to learn and participate in every activity at school. Responsibility in learning is obliged to complete the tasks that have been received completely through maximum effort and dare to bear all the consequences. Responsible individuals are individuals who can fulfill their own duties and needs and can fulfill their responsibilities to the surrounding environment properly.”

This statement emphasizes that responsibility in Scouting activities is not limited to the extracurricular scope but also contributes to shaping learning motivation and awareness of the importance of completing tasks with full seriousness. Students who are accustomed to being responsible in extracurricular activities will have a better work ethic in their academic and social lives.

The attitude of responsibility taught in Scouting activities is also in line with the values in the Pancasila Student Profile. According to the results of research by Pitaloka

& Patmisari (2024), the attitude of responsibility can be applied in several aspects of students' lives. In the Scout activities, each team member is assigned specific tasks that must be completed in accordance with the established regulations. Students are trained not only to complete their tasks efficiently but also to assist their teammates in completing their responsibilities. This practice fosters a sense of responsibility and concern for others, as each member has a role to fulfill for the overall success of the group. Through this task distribution, students learn to appreciate every duty assigned to them, manage their time effectively, and understand the importance of individual contributions in achieving collective goals.

In addition to appreciating assigned tasks and responsibilities, students are also trained to respect rules and norms in Scout activities. Each activity within the Scouts adheres to strict regulations regarding discipline, punctuality, and teamwork. Students who violate these rules are provided with guidance to help them understand the consequences of their actions and learn to be more accountable. The implementation of strict rules aims to develop positive habits in students, such as discipline in carrying out tasks, respect for fellow team members, and an awareness of the importance of compliance with regulations as an essential aspect of social life. Thus, students not only gain technical scouting skills but also cultivate discipline and awareness of the importance of adhering to rules in various aspects of life.

Beyond discipline, Scout activities also instill leadership values by training students to serve as role models and positive examples for others. One crucial aspect of leadership emphasized in these activities is how students can become exemplary figures for their peers. By demonstrating a high level of responsibility, students learn to become effective and inspiring leaders. Throughout this process, they are taught how to make wise decisions, listen to others' opinions, and provide motivation and constructive guidance to their team members. The ability to be a good leader is not only beneficial in Scout activities but also in their social lives at school and within their communities. By fostering strong leadership qualities, students are expected to grow into independent individuals who take initiative and act with integrity in every decision they make.

Moreover, Scout activities at MTsN Serdang Bedagai emphasize social responsibility through various initiatives that actively engage students in community service. One form of social responsibility implementation includes activities such as community clean-up programs, environmental awareness campaigns, and charitable initiatives that directly involve students. These activities not only train students to be mindful of their surroundings but also instill the importance of sharing and assisting those in need. By participating in social activities, students are taught that concern for others is an essential Islamic value that should be consistently applied in daily life. Consequently, they develop into individuals with a high level of empathy, a strong awareness of the importance of social contributions, and the ability to foster harmonious relationships within their communities.

In addition, discipline is also one of the focuses in character building through Scouting activities. In interviews with several students, they revealed that scouting training taught them to be more disciplined in managing time and completing tasks.

One student said:

"Before joining Scouts, I often postponed my homework and often came to school late. After joining Scouts, I learned to be more disciplined in managing my time and completing tasks on time."

This statement shows that extracurricular activities such as Scouting have a direct impact on changes in student behavior, especially in terms of time management, discipline, and personal responsibility.

In addition to the values of responsibility and discipline, Scouting activities also shape fair leadership. In Islam, leadership is not only about organizing and commanding, but also about being an example and providing benefits to others. In the leadership exercises conducted in Scouting, students are given the responsibility of being a squad leader, where they have to ensure that their group members can work well together and complete the task correctly.

In an interview with one of the students who had been a squad leader, he stated that being a leader in Scouts taught him to better understand the needs of his team members, to be fair, as well as to ensure that each member of the group feels valued.

He said:

"I learned that being a leader is not just about giving orders, but also understanding the difficulties faced by my friends. I also have to ensure that all team members can work well together."

The overall results of this study indicate that the implementation of Islamic values in Scout extracurricular activities at MTsN Serdang Bedagai has had a very positive impact in shaping student character. Through various activities, students not only gain technical skills in scouting, but also understand the concepts of responsibility, discipline, leadership, and respect for diversity. The Islamic values internalized in these activities also contribute to shaping the character of students who are stronger, have integrity, and are ready to become future leaders who have Islamic leadership and high nationalism.

Value Components in the Implementation of Scout Extracurricular Activities at MTsN Serdang Bedagai

The Scout extracurricular activities at MTsN Serdang Bedagai are conducted every Saturday at 14:00 WIB, serving as an essential part of character development among students. These activities integrate Islamic values that contribute to shaping Profil Pelajar Pancasila (Pancasila Student Profile). One of the fundamental values emphasized in these activities is Aqidah (Faith). The inculcation of aqidah values within the Scout program includes reciting prayers before the activities begin, concluding the sessions with supplications, memorizing five short surahs from the Qur'an, and pausing the activities whenever the adhan (call to prayer) is heard to allow students to respond to it properly.

According to Idris et al (2012) strengthening aqidah in students can be carried out through two main approaches: worship practice and experiential worship. This means that students are not only expected to perform religious rituals but also to deeply internalize and reflect on their significance. (Tan et al., 2018) further emphasize that students should develop their religious consciousness through structured programs, such as daily prayer routines and Qur'anic memorization, as implemented at MTsN Serdang Bedagai. The integration of these religious practices into the Scout activities aims to foster a strong Islamic identity while reinforcing students' moral and ethical development.

Beyond aqidah, another essential value embedded in the Scout program is Akhlaq (Character and Morality). One of the key attributes nurtured in students is independence and responsibility.

In an interview, one of the Scout members (SS) expressed their personal experience:

“... I want to become an independent and highly responsible individual. Our Scout instructor often tells us that we must be self-sufficient. If we lack necessary equipment for an event, we must take the initiative to borrow it from other schools. Moreover, we always get excited about competitions and actively participate in them.”

This statement highlights how Scouting cultivates independence and responsibility in students. Similarly, (Bukhori et al., 2023) assert that Scouting activities are instrumental in developing self-reliance and accountability in various aspects of life. During jamborees and other Scout training events, instructors deliberately introduce problem-solving challenges that require students to think critically, act independently, and assume responsibility for their decisions. These simulated obstacles encourage students to develop resilience, accountability, and adaptability, which are crucial life skills. (Tan et al., 2018) also emphasize that these values are core lessons derived from Scouting activities.

The balance between concept and context is another critical aspect of the Scout training approach. Students are required to memorize various Scout codes, understand the objectives of activities, and apply the knowledge in practical projects assigned by the instructors, either individually or in groups. Beyond independence and responsibility, students are also trained to develop discipline. Observations indicate that students demonstrate time discipline during training, consistently following scheduled activities—from waking up early to participating in evening reflection sessions and campfire events.

Another significant value instilled through Scout activities is respect and politeness. Observations during the study revealed that students warmly greeted newcomers and displayed respectful behavior throughout the program. During interactions with researchers, students exhibited exemplary politeness by offering handshakes and giving up their seats for instructors and visitors. Moreover, their speech and conduct reflected a high level of respect for their Scout leaders and teachers. This highlights that respect for elders, teachers, and peers is actively nurtured through Scout activities, reinforcing the Islamic principle of *adab* (good manners). Confidence and perseverance are also emphasized as fundamental qualities developed through Scouting.

According to NW, a Scout instructor, the activities serve as an avenue for students to build confidence and determination:

“... Their confidence shines the most during competitions. Even though our school is far from the city, they are never afraid to compete with students from other institutions. I have also observed their perseverance during training sessions, especially in the ‘kolone tongkat’ (stick formation drill). They tirelessly guide each other, ensuring that everyone

can execute the drill correctly. Even when their leader makes a mistake, the group members help correct it without hesitation.”

This statement demonstrates how Scout training strengthens self-confidence and persistence among students. Despite challenges, they remain motivated to improve and support each other in overcoming obstacles. Moreover, participation in structured competitions and drills enhances their ability to face difficulties with resilience and problem-solving skills.

In addition to confidence and perseverance, leadership and justice are also key values instilled through Scout activities. Observations indicate that the primary goal of Scouting is to shape students into effective leaders—both in their personal lives and in their communities. Leadership training in the Scouts involves structured team-building exercises, where students are given opportunities to take charge of their groups. One of the most significant leadership challenges comes during stick formation drills, where students must execute complex marching formations with precision. In this activity, a leader must provide clear instructions and maintain fairness in evaluating team performance. A notable principle in leadership training is fairness in decision-making. Unlike traditional settings where favoritism can sometimes influence leadership, Scouts are trained to be impartial in their judgments and treat all team members equally. When a mistake occurs in a drill, for instance, the leader does not excuse errors based on personal relationships but ensures that all members follow the same standards of excellence. This aligns with (Nadeem, 2024), who asserts that leadership is one of the highest virtues a person can possess. Through leadership training, students develop self-control, effective communication skills, and the ability to make fair and wise decisions in different situations.

This study confirms that Scouting at MTsN Serdang Bedagai effectively integrates Islamic values, shaping students' character, discipline, leadership, and social responsibility. These findings align with previous research, such as Amalia & Maulida, (2023), which highlights that extracurricular activities like Scouting significantly contribute to students' moral development, discipline, and cooperation. Similarly, Safitri & Sukartono (2023) emphasize that Scouting serves as an effective medium for instilling Islamic ethics, supporting the results of this study. Despite its success, challenges remain, such as students' limited awareness of Scouting's moral aspects and inconsistencies in mentorship quality. Addressing these issues requires stronger institutional support, improved mentorship, and structured religious guidance. Safitri & Sukartono (2023) also note that a lack of awareness among students can hinder the internalization of Islamic values, making it essential to enhance mentoring strategies.

To improve Islamic value integration in Scouting, this study suggests strengthening instructor training, incorporating religious sessions, integrating social service initiatives, and utilizing digital tools. Increasing parental involvement can also reinforce these values beyond school. By implementing these improvements, Scouting

can become an even stronger platform for character education, producing responsible, disciplined, and socially aware students ready to contribute positively to society.

CONCLUSION

This study reveals that Scouting at MTsN Serdang Bedagai effectively integrates Islamic values, contributing to students' character development in faith, discipline, leadership, responsibility, and social awareness. These findings align with previous research highlighting the role of extracurricular activities in fostering moral and ethical growth. The program not only enhances academic and social competencies but also strengthens students' Islamic identity and national values. Despite its success, challenges remain, particularly in students' limited awareness of Scouting's deeper moral aspects and inconsistencies in mentorship quality. Addressing these issues requires stronger institutional support, better structured mentorship, and enhanced religious guidance. To improve Islamic value integration in Scouting, this study recommends enhancing instructor training, incorporating structured religious sessions, integrating social service initiatives, and leveraging digital tools to modernize learning. Strengthening parental involvement can also help reinforce these values beyond school. By implementing these improvements, Scouting can become an even stronger platform for holistic character education, producing morally upright, responsible, and socially aware students prepared to contribute positively to society.

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