
Evaluation of the Boys' Brigade program based on the CIPPO model in secondary schools

PERHATIAN NDRURU^{1*} AND YARI DWIKURNANINGSIH²

Abstract

This study evaluates the effectiveness of the Boys' Brigade (BB) program as a character and leadership development model at Lentera Harapan Curug Junior High School using the CIPPO framework (Context, Input, Process, Product, and Outcome). A qualitative case study approach was employed, with data collected through interviews, observations, and document analysis involving school leaders, instructors, and stakeholders. The findings show that the program aligns well with the school's character education goals. Human resources and curriculum support are adequate, though facilities remain limited, which may hinder the program's full potential and its ability to provide comprehensive educational experiences. The implementation emphasizes experiential learning but lacks formal instructional planning and structured assessment. The program has contributed positively to students' discipline, spirituality, and leadership, while also strengthening school culture. These findings highlight the importance of systematic evaluation and administrative support in enhancing the effectiveness and sustainability of character education programs.

Keywords

Boys' Brigade, character development, CIPPO evaluation model

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¹Universitas Kristen Satya Wacana, Salatiga, Indonesia, Corresponding author: ndrurution@gmail.com

²Universitas Kristen Satya Wacana, Salatiga, Indonesia

Introduction

Character and leadership education among students has increasingly become a focal point in contemporary educational discourse, particularly amid rapid social transformation, the penetration of digital technology, and the growing complexity of ethical challenges faced by younger generations. Active student involvement in developmental activities is critical to the development of leadership character within schools (Fajerin & Srinarwati, 2025). Schools serve a strategic role in character formation by embodying values through institutional culture, creating a supportive learning environment, and collaborating closely with parents. Extracurricular programs such as scouting, arts, sports, and student organizations contribute significantly to students' social and emotional skills development (Santoso, 2025). Current studies emphasize that character formation is a long-term process requiring a structured educational ecosystem that provides meaningful learning experiences throughout the school environment. Recent literature highlights the importance of integrating character education into all aspects of school life, including curricular, co-curricular, and extracurricular activities that explicitly promote value-based development (Rasyid & Wihda, 2024). In Indonesia, driven by societal demands and moral challenges among youth, there is a strong call for implementing a systemic, holistic character education model that encompasses the cognitive, affective, and psychomotor domains (Isnaini & Fanreza, 2024). Educators play a crucial role in cultivating students' character by modeling appropriate behavior, teaching moral and ethical values, and enhancing students' empathy, independence, social competence, self-confidence, responsibility, and discipline (Danu, 2024). In this context, non-academic programs such as scouting and student leadership activities are increasingly recognized as strategic platforms for strengthening students' character and leadership capabilities. Accordingly, organizations such as the Boys' Brigade (BB) have emerged as valuable avenues for instilling servant leadership and positive character traits in the school setting.

Although numerous studies examine the role of scouting organizations in shaping students' character and leadership, the literature lacks a comprehensive, systematic evaluation of scouting-based programs using established program evaluation models. Prior studies indicate that scouting effectively promotes character values, independence, and teamwork (Hanifah & Dewi, 2025) and enhances students' social and leadership competencies (Tamba, 2025). However, most research uses simple descriptive designs and focuses on generic character traits, offering limited insights into program structure, implementation, and long-term impact. Therefore, a significant academic and practical gap exists: the need to evaluate school-based scouting programs such as BB holistically, covering context, inputs, process, product, and outcomes, to identify strengths, limitations, and the sustainability of program implementation.

To address this gap, the present study links the implementation of school-based scouting programs to the CIPPO Evaluation Model, which assesses program performance across five dimensions: context, input, process, product, and outcome. This model is relevant as it enables evaluation not only of immediate results but also of program feasibility, alignment with school objectives, and sustainability. This approach aligns with the notion that character and leadership education must be systemically embedded within school governance, organizational structure, and resource management, rather than treated as symbolic or incidental activities

(Tanjung et al., 2021). Furthermore, studies on scouting education suggest that well-managed extracurricular programs can strengthen students' leadership, independence, and social capacity (Meraksa et al., 2022). Therefore, employing the CIPPO framework to evaluate BB programs makes theoretical and practical contributions by examining multidimensional aspects of program effectiveness.

Based on these considerations, this study seeks to address five evaluative questions: (a) What is the context evaluation of the BB program in the school? (b) What is the program's input evaluation? (c) How is the implementation process evaluated? (d) What are the product or output results? Moreover, (e) What are the outcomes or long-term impacts of the BB program? Accordingly, this research aims to comprehensively describe the evaluation of the Boys' Brigade program in terms of context, input, process, product, and outcome. A descriptive qualitative approach was selected to explore experiences, perceptions, and practices in the field while capturing the unique context of the research setting.

This study is expected to contribute both scientifically and practically. Academically, it enriches the literature on program evaluation in scouting-based character development using by applying a systematic evaluation model (CIPPO), which remains underdeveloped in Indonesian studies. Practically, findings are expected to provide schools, especially those implementing scouting programs such as BB, with insights into program strengths, areas for improvement, and recommendations to enhance program effectiveness and sustainability. Ultimately, this article aims to support schools in designing, implementing, and evaluating character and leadership programs more accountably and in a more contextual way.

Research Methodology

This study employed an evaluative research design, using a qualitative approach and a case study strategy, to examine the implementation of the Boys' Brigade (BB) program at Lentera Harapan Curug Junior High School. This design was selected to enable an in-depth, contextually grounded understanding of how the program operates within a specific institutional setting, including its alignment with school policies, stakeholder involvement, and day-to-day implementation practices. The approach is consistent with qualitative educational evaluation studies that emphasize the importance of exploring complex social phenomena within their real-life context (Hadi, 2021; Zhao & Wang, 2022).

Data were collected through in-depth interviews, non-participant observations, and document analysis. Semi-structured interview protocols were developed based on the five components of the CIPPO evaluation framework—context, input, process, product, and outcome—to ensure systematic alignment with the research objectives. The interviews explored participants' experiences, perceptions, and roles in implementing the BB program. Observations were conducted to capture actual practices during program activities. At the same time, the document analysis examined relevant materials, including program guidelines, curriculum documents, activity reports, and supporting audiovisual records.

Participants were selected using purposive sampling to ensure that those involved had direct knowledge and experience related to the program. The participants included the school principal, the vice principal for curriculum affairs, five BB instructors, a regional BB trainer, and representatives from the local Education Office. This selection allowed for a

comprehensive understanding of the program from multiple perspectives, including policy, implementation, and supervision.

Data analysis followed the interactive model proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 2000). The analysis was conducted iteratively, beginning with organizing and coding the data, identifying patterns and themes, and continuously refining interpretations until data saturation was achieved (Egar, 2023). The coding process involved grouping data by CIPPO components and identifying recurring themes related to program effectiveness, strengths, and limitations.

To ensure the trustworthiness of the findings, several strategies were applied. Data credibility was enhanced through triangulation of sources and methods, comparing information obtained from interviews, observations, and documents. Consistency and rigor were maintained through careful documentation of the research process, reflective analysis, and continuous verification of emerging findings. Ethical considerations were also observed throughout the study. All participants provided informed consent prior to participation, confidentiality was maintained, and all data were used solely for academic purposes. Overall, the methodological approach adopted in this study is considered appropriate and sufficiently rigorous to address the evaluative objectives and to provide a comprehensive understanding of the implementation and effectiveness of the Boys' Brigade program within the school context.

Findings

The findings of this study are presented to address the research objective, which is to evaluate the implementation of the Boys' Brigade (BB) Program at Lentera Harapan Curug Junior High School. The results are organized into four major themes that represent the overall dynamics of program execution. Data obtained through interviews, observations, and document analysis support each theme.

Field observations confirmed the consistency between reported and actual practices. Teachers demonstrated genuine application of diverse learning methods, and students showed strong engagement. The school principal noted that students were "highly excited", particularly during marching drills and badge-based activities aligned with their interests. Teacher testimonies were consistent: Teacher 1 stated that students were enthusiastic because they could "directly practice", while Teacher 2 emphasized that student enjoyment grew as badges were chosen based on their talents. Teacher 3 highlighted strong enthusiasm for sports activities such as volleyball, and Teacher 4 added that BB (Badge-Based) camps, games, and challenges were among the most appealing elements. These observations illustrate that the BB program enhances student participation and provides meaningful learning experiences.

Figure 1. Boys' Brigade Junior Camp Activities at SMP Lentera Harapan Curug, 2025



The implementation of the BB program is guided by institutional policy. The foundation affirmed that “standards for character formation programs are embedded in the student handbook developed by the foundation”, demonstrating alignment between BB activities and broader character-building policies.

Contextual foundations of the Boys' Brigade program

This theme captures BB's rationale, value orientation, and alignment with institutional goals. The program is not merely positioned as an extracurricular activity but as an integral expression of the school's Christian character-education vision. The principal stressed that “BB is selected because it is aligned with the school's core values—discipline, obedience, and spirituality.”

Table 1. *Contextual foundations of the Boys' Brigade program*

Theme	Sub-Themes
Theme 1: Contextual Foundations of the Boys' Brigade Program	Alignment with school vision and mission; Program rationale and urgency; Institutional support; Clarity of program goals; Program benefits; Target appropriateness
Theme 2: Input Readiness of the Program	Human resources availability; Teacher qualifications & BOTC training; Funding structure; Curriculum & instructional modules; Facilities and infrastructure
Theme 3: Program Implementation Process	Teaching instruments; Learning resources; Learning planning; Implementation strategies; Student engagement; Learning assessment; Supporting factors; Inhibiting factors; Supervision mechanism
Theme 4: Program Outcomes	Discipline development; Spiritual growth; Servant leadership; Improvement in school culture; Sustainability commitment

Teachers acknowledged that junior high school students are at a developmental stage in which identity formation and habits are intensively shaped. BB provides a structured environment to nurture discipline, cooperation, and leadership. Institutional endorsement from the foundation strengthens program legitimacy, as BB is recognized as a primary pillar in shaping character across the school network.

The documentation clearly articulated the program goals, particularly servant leadership, discipline, and spiritual growth. Students demonstrated improvements in these aspects, as observed in routine assemblies, marching practice, and badge-based skill activities. We judge the program's target group, students in grades 7 to 9, as appropriate, considering their developmental needs. Overall, the BB program's contextual foundation aligns strongly with the school's educational direction.

Input readiness

Human resources emerged as a major strength of the program. All participating teachers had completed BOTC training, and some had progressed to AOTC. Teachers expressed that BOTC helped them *fully internalize BB principles and training methods*. Their interpersonal and spiritual mentoring skills further supported program execution by enhancing the teachers' ability to connect with students and foster a supportive learning environment. Financial support sourced from school operational funding, student contributions, and foundation assistance was deemed adequate to sustain operational needs, badge activities, and learning resources. The BB curriculum, which integrates spiritual, physical, cognitive, and social development, was consistently used and adapted to classroom conditions.

Facilities and equipment were available in sufficient condition—classrooms, a multipurpose hall, sports fields, and tools for badge activities were accessible for routine use. However, the program still relies heavily on school and foundation support because no direct government funding is allocated for BB needs, especially uniforms. Hence, despite strong human resource and curricular readiness, improvements in physical support remain necessary.

Implementation process

This theme captures the program’s most dynamic aspect. Although teaching practices were active and varied, formal instructional documents, such as lesson plans (RPPs), had not yet been developed. Teachers relied on general BB guidelines, personal planning notes, and activity timelines. One teacher commented: “We focus more on practical implementation, so written tools are still limited.”

Table 2. *Summary of findings on theme 3: program implementation process*

Process Component	Key Findings	Additional Notes
Teaching Instruments	No formal lesson plans (RPP) available	Activities rely on experience-based planning
Learning Resources	Boys’ Brigade manual supported with supplementary materials	Materials adapted to school needs
Implementation	Active, varied, and practice-oriented learning	Students engaged in drills, teamwork, and field activities
Assessment	No structured assessment instruments implemented	Evaluation mainly based on observation
Supporting Factors	Training opportunities, operational funding (BOS), committed instructors, strategic location	Strong institutional support
Inhibiting Factors	Limited availability of official BB uniforms	Affects standardization and student participation
Supervision	No formal supervisory mechanism in place	Monitoring conducted informally

Learning was conducted predominantly through demonstrations, hands-on practice, discussions, educational games, and teamwork-based tasks. Students displayed high enthusiasm during marching, skill drills, and badge activities. Assessment practices remain informal. Teachers primarily evaluated behavioral indicators rather than using structured rubrics or standardized assessment instruments available from BB headquarters. Supportive factors included teacher commitment, access to BOS funding, and the school’s proximity to the regional BB center. Constraints consisted mainly of limited funding for official BB uniforms and the absence of systematic supervision from the school leadership.

Outcome program

The BB program demonstrated significant positive impacts on students and the school environment. Students’ discipline improved substantially; they became more orderly, responsive, and cooperative. Teachers stated that “students are now easier to guide after participating in BB.”

Table 3. *Outcome program*

Outcome Area	Key Findings	Evidence of Impact
Discipline	Significant improvement in student compliance and punctuality	Students show more orderly behavior during classes and activities
Spirituality	Strengthened through regular prayer and reflection routines	Increased participation in devotional activities and internalization of Christian values
Servant Leadership	Improved through group-based responsibilities and collaborative practices	Students demonstrate empathy, initiative, and willingness to serve others
School Culture	More respectful, polite, and orderly environment	Positive behavioral changes support a conducive learning atmosphere
Sustainability	Strong long-term commitment from school and foundation	Program continues as an integral part of character education

Spiritual outcomes were also prominent. Daily devotion, value reflection, and Bible-integrated activities encouraged spiritual sensitivity and self-awareness. Servant leadership skills are developed through group-based tasks, service initiatives, and leadership roles within badge activities, promoting empathy, initiative, and responsibility.

Improvements in school culture were evident. Students practiced respectful greetings, maintained cleanliness, and demonstrated better manners toward teachers. The principal affirmed: “BB is now part of the school culture, shaping graduates according to our institutional values.” Strong commitment from the school and foundation ensures program sustainability. Regional BB leadership also encourages cross-level continuity and alums' involvement, enhancing the program's long-term viability.

Discussion

Context evaluation: Alignment with institutional vision and character education policy

The analysis of the contextual aspect indicates that the Boys' Brigade (BB) program at SMP Lentera Harapan Curug has a strong philosophical and institutional foundation, aligns with the school's vision and mission, and receives formal support from the governing foundation. Field findings demonstrate that the school deliberately selected BB because its “curriculum is designed to align with the school's vision and mission”, highlighting two core values: spirituality and discipline, which are central to the expected character formation of students. This condition reinforces the rationale for using the CIPP model, in which context evaluation ensures that “program objectives, background, needs, and relevance” are appropriate to institutional characteristics (Ilham & Amal, 2023). Literature also emphasizes that strong contextual foundations increase the likelihood of success in character education initiatives (Anjelina, 2024).

Despite strong institutional support, the program lacks external regulatory alignment, as no national policy explicitly endorses BB implementation in formal schools. Consequently, implementation relies solely on internal school and foundation policies (Umam, 2021), which may lead to inconsistencies in program delivery and limit the overall effectiveness of character education initiatives. Previous program evaluation studies indicate that limited policy support may hinder long-term sustainability, particularly in funding, resources, and consistent implementation across schools (Yunitasari & Murcahyanto, 2024). Therefore, while the contextual basis is a major strength, formal institutionalization at a policy level is recommended to enhance long-term accountability and reduce dependence on internal leadership priorities.

In summary, the contextual evaluation demonstrates that the Boys' Brigade program is firmly grounded in the school's vision and character development framework, thereby enabling its implementation with strong institutional legitimacy. This alignment increases the likelihood of achieving long-term character development outcomes, consistent with research showing that programs integrated with school identity achieve sustained success. However, the absence of national policy recognition introduces risks to future continuity, reinforcing the finding that external regulatory support is crucial for educational program scalability and sustainability, particularly in ensuring that programs like the Boys' Brigade can continue to operate effectively and secure the resources they need over time. Therefore, despite the program's robust contextual foundation, strategic policy institutionalization is essential for ensuring its long-term implementation.

Contextual foundations and value alignment within the institution

Findings further confirm that the BB program was adopted due to its strong alignment with school values—the emphasis on discipline, spirituality, responsibility, and servant leadership. Programs embedded in the school culture, rather than functioning as an “add-on”, exhibit stronger character outcomes (Hadi et al., 2025; Rasyid et al., 2024). The developmental needs of early adolescents also justify the program's implementation, as structured interventions at this stage contribute significantly to long-term moral and social formation (Putri & Susanto, 2023). These findings indicate alignment between student needs, school goals, and the intervention approach (Wulandari et al., 2024). In general, the BB's contextual foundation is strong from both pedagogical and institutional perspectives, which helps the program function well.

Overall, the input component of the BB program is considered highly supportive, given the combination of trained educators, an adaptive curriculum, sufficient funding, and acceptable facility conditions. These factors collectively contribute to pedagogical readiness and program feasibility, which aligns with previous studies affirming that teacher competence and resource sufficiency are major predictors of success in character education programs (Lestari, 2025; Ramadhan, 2024). Some gaps, particularly in facility improvements, remain manageable and do not significantly hinder delivery. Therefore, the program's input readiness is effective and capable of meeting implementation demands.

Input evaluation: Human resources, training, adaptive curriculum, and facility support

The findings indicate that trained personnel are among the strongest elements of program input. All BB officers have completed official training (BOTC and AOTC), which enhances their methodological competence and character-mentoring ability (Lestari, 2025). The BB curriculum used in the school aligns with national standards while allowing for contextual adaptation (Nahulae & Aslami, 2023). Echoing findings that adaptive curricula strengthen the effectiveness of character education (Ekasari et al., 2024). Financial support from both the foundation and school budgeting schemes, including BOS funding, contributes to operational sufficiency (Ekasari et al., 2024).

Financial support from both the foundation and school budgeting schemes, including BOS funding, contributes to operational sufficiency (Ramadhan, 2024). Facilities and learning resources are functional, supporting student engagement in experiential activities. Thus, the input component can be categorized as strong, particularly in human resource competency, curriculum structure, and resource support.

Overall, the input component of the BB program is considered highly supportive, given the combination of trained educators, an adaptive curriculum, sufficient funding, and acceptable facility conditions. These factors collectively contribute to pedagogical readiness and program feasibility, which aligns with previous studies affirming that teacher competence and resource sufficiency are major predictors of success in character education programs. Some gaps, particularly in facility improvements, remain manageable and do not significantly hinder delivery. Therefore, the program's input readiness is effective and capable of meeting implementation demands.

Process evaluation: Experiential learning as the core of program implementation

The BB implementation strongly emphasizes experiential learning through marching drills, teamwork challenges, skill-based activities, and service-learning practices, all aligned with Kolb's experiential learning theory. Prior research confirms that experiential learning facilitates character development more effectively than conventional instruction (Sari & Lestari, 2024). Nevertheless, findings highlight administrative limitations. Formal instructional documents such as lesson plans, structured learning outcomes, and standardized assessment rubrics are not yet available. Similar program evaluations (Setiyatna et al., 2025) have also documented this administrative gap.

In addition, principal supervision of BB activities remains informal, reducing opportunities for systematic improvement and leading to inconsistent implementation of educational strategies (Puri et al., 2022). Hence, while pedagogical enactment is strong and well-accepted by students, administrative reinforcement is necessary to enhance accountability and ensure program sustainability (Rismawati, 2023). Hence, while pedagogical enactment is strong and well-accepted by students, administrative reinforcement is necessary to enhance accountability and ensure program sustainability (Puri et al., 2022).

Taken together, the process evaluation reveals that BB learning operationalizes character education through highly engaging experiential learning, a pedagogical approach confirmed in

the literature as one of the most effective for moral and behavioral development. Students' strong enthusiasm and participation indicate high relevance to adolescent needs. However, limited instructional documentation and weak monitoring practices reduce accountability and lead to consistency issues, similar to those identified in other CIPP-based evaluations of character programs. Thus, the implementation process is substantively strong but requires administrative enhancement to meet professional education standards and ensure continuous quality improvement. Thus, it can be concluded that the pedagogical implementation of the BB program is very strong; however, its administrative aspects require strengthening to ensure greater accountability and sustainability.

Outcome evaluation: Character formation, spiritual growth, and positive school culture

The program yields positive impacts on students' discipline, spirituality, cooperation, and servant-leadership behaviors. Character-based extracurricular programs that integrate religious and social values are shown to produce more stable behavioral changes (Ulin & Pramono, 2024).

Moreover, improvements in school culture, such as polite greetings, orderliness, and respect toward teachers, indicate that BB has influenced collective norms, resonating with previous character education studies (Setiyatna et al., 2025). Spiritual routines embedded in BB activities have also fostered stronger moral sensitivity and personal religious identity among students (Putri & Susanto, 2023). These findings collectively affirm that BB contributes meaningfully to holistic character development.

In conclusion, the BB program has produced a range of positive character outcomes, including strengthened discipline, spiritual awareness, servant leadership, and a transformed school culture. These findings align with studies demonstrating that structured, value-based programs can establish lasting behavioral changes when mentorship and routine reinforcement are present. The outcomes indicate that BB influences individuals and contributes to collective cultural improvement at the school level. Therefore, from an outcome's perspective, the program can be considered successful and impactful in achieving its intended objectives.

Conclusion and Recommendations

The findings of this study demonstrate that implementing the Boys' Brigade (BB) program at SMP Lentera Harapan Curug significantly contributes to students' character development, particularly in discipline, responsibility, cooperation, spiritual maturity, and servant leadership. The program's effectiveness is supported by strong institutional alignment, well-prepared instructors, and a structured experiential learning approach that enables students to internalize values through direct engagement and guided reflection.

Despite these strengths, the study also highlights several areas requiring improvement. Administrative elements such as structured lesson plans, learning objectives, evaluation rubrics, and systematic supervision remain limited. These gaps affect the program's long-term impact, consistency, and sustainability. Strengthening these components is essential to ensure measurable outcomes and maintain program quality.

Implications of this study extend to educational practice and policy. For schools, implementing character-based extracurricular programs must be accompanied by standardized planning and evaluation tools to measure their impact on student development effectively and to ensure alignment with educational goals. For policymakers, the results underline the importance of supporting experiential character education models through funding, training, and regulatory frameworks. For future research, mixed-methods or longitudinal designs are recommended to capture long-term behavioral impacts and compare variations across different institutions.

In conclusion, the Boys' Brigade is a meaningful and contextually relevant model for character education, with potential for broader adoption if supported by robust administrative structures and continuous program evaluation.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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