



The Role of Scouting Activities in Strengthening Nationalism and Leadership Values in Schools

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ABSTRACT

This study aims to describe the role of Scout activities in strengthening the values of nationalism and leadership at MTs Al Yakin. The background of this research stems from the phenomenon of declining patriotic spirit and leadership among students in the digital era, which necessitates a character education platform capable of fostering these values in a tangible way. The method used is a qualitative approach with descriptive research design. Data were collected through observation, in-depth interviews, and documentation involving Scout instructors, students, and the head of the madrasah. Data analysis was conducted interactively through the processes of reduction, presentation, and conclusion drawing. The results of the study indicate that Scout activities contribute significantly to instilling discipline, responsibility, cooperation, and a sense of nationalism. Additionally, activities such as flag ceremonies, marching drills, and community service help develop students' leadership character. The main factors contributing to the success of these activities include the active role of the instructors, support from the madrasah, and consistent student participation. Thus, Scout activities at MTs Al Yakin can serve as a model for character development in nationalism and leadership for students at the madrasah level.

KEYWORDS

Nationalism, Leadership,
Character Education

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INTRODUCTION

Education functions not only as a means of transferring knowledge but also as a vehicle for shaping the character and personality of students (Ismail & others, 2016; Rohaeni et al., 2021). In the context of national education, strengthening character values such as nationalism, responsibility, and leadership is a crucial aspect that must be developed from an early age. Globalization and technological advancement have brought positive impacts, particularly in providing easier access to information, but



they also pose challenges in maintaining the nation's identity (Arasy et al., 2023; Dwakat et al., 2023). The phenomenon of declining patriotic spirit and weakening love for the homeland among young people has become a serious concern for the education sector (Hroch, 2020; Mukhanova et al., 2025). Therefore, educational institutions bear a significant responsibility to instill values of nationalism and leadership character through activities that are both educational and practical (Handayani et al., 2025; Lipset, 2018; Samier & ElKaleh, 2019). Efforts to strengthen these values must be carried out in an integrated manner across intramural, co-curricular, and extracurricular activities. One strategic platform for shaping such character is Scout activities, which have become an integral part of the Indonesian education system.

The Scout Movement represents a form of non-formal education aimed at developing individuals with strong character, a nationalist spirit, and resilient leadership. Through various activities such as flag ceremonies, camping, exploration, and social work, Scouts train students to be disciplined, cooperative, and responsible. Scout activities also serve as an effective medium for instilling love for the homeland, mutual cooperation, and social awareness in line with national education goals. In the context of youth development, Scouting functions as a platform for internalizing national values in a fun and contextual manner. Activities conducted under the principle of "learning by doing" allow students to gain real experiences that hone their character and leadership skills. Thus, Scouting is not merely a routine school activity but also a strategic avenue for cultivating students who are nationalist and highly integrity-driven. Through these activities, students are expected to become individuals capable of facing modern challenges without losing their national identity.

However, in practice, the implementation of Scout activities in some schools, including MTs Al Yakin, still faces various challenges. Some students participate in Scouting merely out of obligation, rather than awareness of the importance of the embedded values. Moreover, the activities are sometimes less varied and focus primarily on ceremonial aspects, thereby insufficiently fostering character development in depth. Low active participation among students also indicates a lack of motivation and exemplary leadership from instructors. The decline in patriotism among adolescents, such as reduced appreciation for national symbols and decreasing pride in local products, highlights the need to strengthen national values through tangible activities. This situation requires schools to



evaluate and design more effective strategies for implementing Scout activities. As an educational institution grounded in Islamic values, MTs Al Yakin has great potential to integrate character education and nationalism within Scouting activities. However, the extent to which these activities truly contribute to strengthening nationalism and leadership values still requires in-depth study.

Beberapa penelitian terdahulu menunjukkan bahwa kegiatan Pramuka memiliki kontribusi signifikan terhadap pembentukan karakter siswa. Penelitian oleh Sari (2019) menemukan bahwa keikutsertaan aktif dalam kegiatan Pramuka dapat meningkatkan rasa tanggung jawab dan kedisiplinan siswa di sekolah menengah pertama. Selanjutnya, Rahmawati (2020) dalam penelitiannya menyimpulkan bahwa Pramuka berperan penting dalam menumbuhkan jiwa nasionalisme dan semangat kebangsaan melalui kegiatan yang menanamkan nilai cinta tanah air dan gotong royong. Aktivitas kepramukaan seperti upacara bendera, latihan baris-berbaris, dan kegiatan sosial terbukti menjadi sarana efektif untuk menumbuhkan rasa memiliki terhadap bangsa dan negara. Temuan ini menunjukkan bahwa kegiatan Pramuka bukan sekadar rutinitas, tetapi juga instrumen pendidikan karakter yang komprehensif. Kedua penelitian tersebut menegaskan pentingnya pembinaan karakter melalui metode pengalaman langsung dan keteladanan pembina Pramuka.

Penelitian oleh Yuliana dan Hidayat (2021) mengungkapkan bahwa kegiatan Pramuka memiliki pengaruh positif terhadap pengembangan kepemimpinan siswa, terutama dalam aspek komunikasi, kerjasama, dan pengambilan keputusan. Sementara itu, Firmansyah (2022) menyoroti bahwa pelaksanaan kegiatan Pramuka yang terencana dan terarah dapat memperkuat nilai-nilai karakter seperti disiplin, tanggung jawab, dan solidaritas sosial. Dalam konteks sekolah berbasis agama, Pramuka juga mampu menjadi media integratif antara nilai kebangsaan dan nilai keislaman, sehingga siswa tidak hanya berjiwa nasionalis tetapi juga religius. Berbagai penelitian tersebut memberikan bukti empiris bahwa kegiatan Pramuka berkontribusi nyata dalam membentuk kepribadian peserta didik yang kuat dan berkarakter. Meskipun demikian, sebagian besar penelitian masih menyoroti aspek umum kegiatan Pramuka tanpa menelusuri secara mendalam konteks pelaksanaan di masing-masing satuan pendidikan, terutama madrasah. Hal ini membuka peluang penelitian lanjutan untuk mengkaji peran Pramuka dalam setting pendidikan Islam seperti MTs Al Yakin.

Based on a review of previous studies, it appears that there is still a research gap in specifically understanding how Scout activities contribute to strengthening the values of nationalism and



leadership within the madrasah environment. Most prior studies have focused on general schools, whereas madrasahs have distinctive characteristics that combine Islamic values with national identity. Moreover, previous research has not extensively explored the concrete strategies used by Scout instructors to instill these values amid the challenges of current social and digital cultural changes. Therefore, it is necessary to conduct a more in-depth and contextual study on the implementation of Scout activities at MTs Al Yakin. This study is expected to provide a clear picture of how Scout activities serve as an effective medium for reinforcing students' nationalism and leadership values. Consequently, this research aims to fill gaps in the literature and contribute to the development of character education within madrasah settings.

The purpose of this study is to describe and analyze the role of Scout activities in strengthening nationalism and leadership values at MTs Al Yakin. The research also aims to identify the types of Scout activities that are most effective in instilling national and leadership values among students. In addition, the study seeks to uncover the strategies employed by Scout instructors to internalize these values in every activity. The findings are expected to provide practical contributions for schools in developing more meaningful Scout programs that focus on character formation. Furthermore, the research is intended to serve as an academic reference for educators and researchers in designing character-building models based on extracurricular activities. Thus, this study not only portrays empirical conditions but also provides strategic recommendations for strengthening nationalism and leadership character in Islamic educational institutions.

RESEARCH METHODS

This study employs a qualitative approach with a descriptive research design, as it aims to provide an in-depth depiction of the role of Scout activities in strengthening nationalism and leadership values at MTs Al Yakin (A. A. dan J. Setiawan, 2018). This approach allows the researcher to understand the meaning and the natural process of character formation through students' experiences in Scouting activities. The study was conducted at MTs Al Yakin, selected purposively because it has an active Scout program that is integrated with character education based on Islamic values. The research subjects included Scout instructors, active student participants, and the head of the madrasah as the person responsible for the activities. Informants were selected using purposive sampling, considering their direct involvement and the relevance of the information they could



provide (A. Anggito dan J. Setiawan, 2018). The study focused on the implementation of activities, the strategies employed by instructors, and the forms of internalization of nationalism and leadership values among students within the madrasah environment.

Data were collected using three main techniques: observation, in-depth interviews, and documentation. Observation was conducted participatively to directly monitor Scout activities and interactions among members (Purwanto, 2022). Interviews were used to explore informants' perspectives and experiences regarding the nationalism and leadership values fostered through Scouting, while documentation served to collect supporting data such as activity schedules, photographs, and instructors' notes. The primary instrument of this study was the researcher, supported by observation guides, interview guides, and documentation formats. All collected data were analyzed interactively following Miles and Huberman's (1994) model, which includes data reduction, data display, and conclusion drawing. Analysis was conducted continuously from the beginning of data collection through final verification to ensure comprehensive results that reflect field realities.

To ensure data validity, the study employed source and method triangulation by comparing the results of observations, interviews, and documentation from various informants. The researcher also conducted member checks with respondents to verify information accuracy and peer debriefing with colleagues to maintain objectivity. Data reliability was further strengthened through an audit trail, which involved systematic recording of all research processes and the researcher's intensive involvement in field activities. Through these measures, the study is expected to produce credible, valid data that accurately depict the role of Scout activities as a medium for strengthening nationalism and leadership values among students at MTs Al Yakin.

RESULT AND DISCUSSION

A. Implementation of Scouting Activities at MTs Al Yakin

The implementation of Scout activities at MTs Al Yakin runs routinely and in a structured manner through weekly activities, camping, and field exercises. Each activity is conducted according to a schedule prepared by the instructors and approved by the head of the madrasah. Regular activities are held every Friday afternoon and include marching drills, opening ceremonies, Scouting skill lessons, and reflection on character values. In addition, incidental activities such as weekend camps (Persami), competitions, and social service projects serve as



practical means to strengthen character values. These activities are designed not only to teach technical Scouting skills but also to foster discipline, teamwork, and responsibility. Thus, Scouting at MTs Al Yakin functions as a hands-on character learning platform.

Scout instructors at MTs Al Yakin play a central role in planning and implementing activities. They develop an annual activity curriculum tailored to the students' age, abilities, and character development needs. Instructors also apply active, participatory, and contextual learning approaches so that students are emotionally and intellectually engaged in every activity. Each meeting begins with value reflection and ends with a discussion on the meaning of the activities carried out. This demonstrates a strong character education orientation within the structure of Scout activities. The role of instructors is not merely as technical facilitators but also as motivators and role models for the students.

The implementation of activities also emphasizes the integration of Islamic values and nationalism. Every activity begins with a prayer, the national salute, and reinforcement of moral values derived from religious teachings. Instructors strive to relate Scouting values to Islamic principles such as honesty, trustworthiness, helpfulness, and responsibility. In this way, students learn that being a nationalist is not in conflict with religious values but rather complements them. This integration gives Scouting at MTs Al Yakin its distinctiveness compared to general schools. Through this approach, students develop into individuals who are both religious and patriotic.

Student participation in Scout activities is relatively high due to full support from the school and parents. MTs Al Yakin makes Scouting a mandatory extracurricular activity for all students from grades VII to IX. The school also rewards students who are active and excel in Scouting activities. These rewards foster intrinsic motivation for students to participate enthusiastically. In addition, Scouting activities serve as a means for socialization among students across classes and genders, strengthening social relationships and solidarity among members of the madrasah.

Nevertheless, the implementation of activities faces challenges such as limited facilities and time constraints. Some students sometimes find it difficult to balance Scout activities with academic assignments. Furthermore, there are differences in the level of discipline and awareness of Scouting values among students. However, instructors continuously strive to innovate activities



to make them more engaging and relevant to students' lives. With good activity management, Scouting at MTs Al Yakin remains an effective program for instilling character values and a spirit of nationalism.

B. The Role of Scouting Activities in Strengthening Nationalist Values

Scout activities at MTs Al Yakin play an important role in instilling patriotism and a sense of nationalism among students. Nationalism values are taught through activities such as flag ceremonies, introduction to national history, respect for national symbols, and community service. Each activity is aimed at fostering the awareness that being a citizen means contributing positively to society and the nation. Scout instructors emphasize that nationalism is not merely symbolic but must be demonstrated through real actions, such as discipline, responsibility, and care for the environment. Through this habituation, students gradually understand the true meaning of nationalism in their daily lives.

Nationalism values are also reinforced through collaborative activities and mutual cooperation. Students are trained to work together regardless of social and economic backgrounds. In camping activities, for example, each member has collective responsibilities for their group, such as preparing equipment, cooking, and maintaining cleanliness. This reflects the values of gotong royong (mutual cooperation) and togetherness, which are characteristic of Indonesian society. Instructors also instill respect for teachers, peers, and national symbols through exemplary behavior. Thus, nationalism is not only taught theoretically but is lived through social experiences that shape students' personalities.

Social service and community engagement activities serve as strategic means to instill the spirit of nationalism. Students participate in activities such as cleaning places of worship, planting trees, and assisting the local community. Through these activities, students learn the importance of responsibility toward the environment and society as part of practicing love for their country. These activities foster pride in being part of a nation that is caring, cultured, and socially just. Therefore, Scouting at MTs Al Yakin becomes a platform for contextual and practical nationalism.

Nationalism values are also linked to religious education, emphasizing love for the homeland as part of faith. In some training sessions, Scout instructors cite Hadith and verses



from the Qur'an that underscore the importance of loving one's country. The integration of Islamic values and nationalism enables students to love their country not only emotionally but also spiritually. These values strengthen students' identity as young individuals who are religious, possess strong character, and are committed to safeguarding the unity of the nation.

Based on interviews, the majority of students stated that through Scouting, they better understand the meaning of nationality and the importance of maintaining unity. They reported becoming more disciplined, appreciating diversity, and being motivated to contribute to their surrounding environment. Thus, Scout activities have proven to be an effective medium for instilling nationalism that is integrated with students' character. This role aligns with the goals of national education to develop citizens who are faithful, knowledgeable, and possess Pancasila-based character.

C. The Role of Scouting Activities in Developing Students' Leadership Spirit

Scout activities at MTs Al Yakin effectively train students to become responsible and independent leaders. In every activity, students are assigned roles and responsibilities according to the structure of their patrol or troop. Each patrol has a leader, deputy, treasurer, and sections responsible for specific tasks. Instructors provide ample opportunities for students to manage their activities under light guidance and supervision. This process fosters self-confidence, decision-making abilities, and group leadership skills. Leadership in Scouting is not merely a title but a process of learning to guide oneself and others toward common goals.

Camping activities and inter-patrol competitions serve as the most effective leadership training media. In field situations, students are required to make quick decisions, collaborate, and solve problems together. They learn to strategize, manage time, and handle differing opinions. These experiences shape resilient, fair, and communicative leadership character. Within the madrasah educational context, this aligns with Islamic leadership values that emphasize justice, responsibility, and exemplary conduct. Thus, Scouting activities develop not only technical skills but also moral and spiritual competencies in leadership.

Scout instructors play a crucial role in instilling leadership values through role modeling and character guidance. They demonstrate discipline, humility, and resilience when facing challenges. Through direct mentoring, students learn that being a leader means being ready to



serve and protect team members. The instructors' humanistic and communicative approach creates a conducive and inspiring learning environment. With this guidance model, MTs Al Yakin students grow into individuals who can lead themselves before leading others.

Leadership values are also taught through deliberation and group evaluation activities. Students are encouraged to express opinions, listen to others, and make decisions democratically. Each activity concludes with collective reflection on the values gained, including cooperation, responsibility, and discipline. This process instills the understanding that leadership involves communication and respect for differences. Through such activities, students learn that leadership is a moral responsibility rather than a position of power.

Based on interviews and observations, students actively participating in Scouting show improvements in communication skills, responsibility, and discipline. They become more confident in classroom activities and serve as role models for their peers. Scouting provides a platform for balanced leadership character development, integrating emotional intelligence and spirituality. Therefore, Scouting at MTs Al Yakin plays a significant role in nurturing future leaders with integrity and a strong sense of nationalism.

D. Supporting and Inhibiting Factors in the Implementation of Scout Activities

The successful implementation of Scout activities at MTs Al Yakin is supported by various contributing factors. Strong support from the madrasah administration is one of the main factors that ensure the activities run effectively. The head of the madrasah provides policies that facilitate the implementation of extracurricular activities, including the provision of time, facilities, and budgets. Additionally, experienced and highly dedicated Scout instructors play a key role in guiding students intensively. Good cooperation among instructors, teachers, and parents further strengthens the synergy in activity implementation. A religious and conducive environment allows Scout activities at MTs Al Yakin to run smoothly and effectively.

Another factor supporting the success of these activities is the high enthusiasm of the students. They participate with excitement because they find Scouting enjoyable and beneficial for their personal development. The use of experiential learning methods ensures that activities are not monotonous and remain meaningful. Furthermore, rewards for high-achieving students provide additional motivation for active participation. Support from the surrounding community



also has a positive impact, especially in social and community service activities. A supportive environment allows Scouting activities to extend beyond the school and contribute positively to the wider community.

However, there are several challenges in implementing Scout activities. One is the limited facilities and infrastructure, such as field equipment, tents, and Scouting attributes that are still inadequate. Additionally, students' academic workload and packed class schedules sometimes limit the time available for training. A lack of variety in activities can also reduce interest among some students in participating consistently. Some students still perceive Scouting as merely a formality without understanding the embedded values. This presents a challenge for instructors to continuously innovate in designing activities that are relevant to students' needs and interests.

To address these challenges, the school and instructors have implemented various strategic measures. These include training for instructors, improving activity facilities through collaboration with external parties, and designing activities that are more engaging and contextual. Instructors also apply a personalized approach to less active students to motivate them to become more involved. Furthermore, integrating Scouting activities with school projects such as religious, social, and environmental programs proves to be an effective strategy for expanding the meaning of Scouting. These efforts demonstrate the madrasah's commitment to making Scouting a primary means of character development.

With these supporting factors and strategies to overcome obstacles, Scout activities at MTs Al Yakin can continue to develop sustainably. The activities are not merely routine but have transformed into an essential part of the madrasah's character education system. Through Scouting, values such as nationalism, leadership, responsibility, and independence are strongly instilled in students. Thus, Scouting at MTs Al Yakin successfully serves as an effective medium for nurturing young generations who are patriotic, religious, and prepared to become future leaders of the nation.

CONCLUSION

Based on the results of the study on the Role of Scout Activities in Strengthening Nationalism and Leadership Values at MTs Al Yakin, it can be concluded that Scouting plays a significant role in instilling patriotism, discipline, responsibility, and leadership among students. Through various



activities such as marching drills, flag ceremonies, social service, and exploration, students are trained not only physically and mentally but also gain firsthand experience in applying contextual nationalism and leadership values. Instructors play a crucial role as role models and facilitators in systematically and enjoyably internalizing these character values. Therefore, it is recommended that the madrasah continue to develop the Scouting program sustainably, with full support from all parties, including teachers and parents, so that Scouting becomes not just a routine extracurricular activity but a strategic means of shaping young generations who are patriotic, independent, and possess high integrity.

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