

Scoutmaster Strategies for Developing Islamic Leadership among Santri at Nurul Hidayah Islamic Boarding School, Parung Sapi, Bogor

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Abstract

The cultivation of Islamic leadership is a long-term process that requires both theoretical instruction and experiential practice. This study investigates how scouting activities at Nurul Hidayah Islamic Boarding School, Parung Sapi, Bogor, are implemented to foster Islamic leadership among santri. Using Kolb's experiential learning theory as a framework, the research emphasizes the role of concrete experience, reflection, conceptual integration, and active experimentation in shaping leadership grounded in Islamic values. A qualitative case study approach was employed, with data collected through in-depth interviews with scoutmasters, participant observation, and documentation analysis.

The findings reveal that scouting activities in pesantren are not merely extracurricular but constitute a structured pedagogical framework that integrates curriculum design, religious habituation, value-based supervision, and direct leadership practice. This integrative approach enables santri to develop leadership competence while internalizing Islamic character traits such as trustworthiness, responsibility, humility, and discipline. The strength of this model lies in its holistic design, which aligns leadership training with pesantren culture and Islamic principles, thereby producing young leaders who embody both competence and moral integrity.

However, the study also identifies limitations, including variations in student participation, the need for personalized coaching strategies, and the restricted scope of a single pesantren, which limits generalizability. Despite these challenges, the study highlights the significance of scouting as a strategic medium for cultivating Islamic leadership and calls for further comparative research across multiple pesantren to strengthen the applicability of the findings.

Keywords: Scoutmaster strategies, Islamic leadership, Islamic boarding school (Pesantren).

Abstrak

Pembinaan kepemimpinan Islam merupakan proses jangka panjang yang memerlukan pendekatan teoretis sekaligus praktik pengalaman nyata. Penelitian ini bertujuan untuk mengkaji bagaimana kegiatan pramuka di Pondok Pesantren Nurul Hidayah, Parung Sapi, Bogor, diimplementasikan dalam menumbuhkan kepemimpinan Islami pada santri. Dengan menggunakan teori *experiential learning* Kolb sebagai kerangka, penelitian ini menekankan peran pengalaman konkret, refleksi, konseptualisasi, dan eksperimen aktif dalam membentuk kepemimpinan yang berlandaskan nilai-nilai Islam. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data diperoleh melalui wawancara mendalam dengan pembina pramuka, observasi partisipan, serta analisis dokumentasi.

Hasil penelitian menunjukkan bahwa kegiatan pramuka di pesantren bukan sekadar kegiatan ekstrakurikuler, melainkan sebuah kerangka pedagogis terstruktur yang mengintegrasikan desain kurikulum, pembiasaan religius, supervisi berbasis nilai, dan praktik kepemimpinan langsung. Pendekatan integratif ini memungkinkan santri mengembangkan kompetensi kepemimpinan sekaligus menginternalisasi karakter Islami seperti amanah, tanggung jawab, kerendahan hati, dan disiplin. Kekuatan dari model ini terletak pada desainnya yang holistik, yaitu menyelaraskan pelatihan kepemimpinan dengan budaya pesantren dan prinsip-prinsip Islam, sehingga mampu melahirkan calon pemimpin muda yang kompeten sekaligus berintegritas moral.

Namun demikian, penelitian ini juga menemukan sejumlah keterbatasan, antara lain variasi partisipasi santri, kebutuhan akan strategi pembinaan yang lebih personal, serta lingkup penelitian yang terbatas pada satu pesantren sehingga sulit digeneralisasikan secara luas. Kendati demikian, penelitian ini menegaskan pentingnya pramuka sebagai instrumen strategis dalam pembinaan kepemimpinan Islami dan merekomendasikan studi komparatif di berbagai pesantren untuk memperkuat validitas serta penerapan temuan.

Kata Kunci: Strategi pembina pramuka; Kepemimpinan Islami; Pesantren.

A. Introduction

The cultivation of future Islamic leadership is a continuous endeavor that cannot be accomplished through immediate means. It is no wonder that the cultivation of leadership qualities should begin as early as possible in young Muslims.

Moreover, the need of Islamic future leaders is in higher demand considering the challenges of the time.¹ In Islamic perspective, a leader must have moral integrity, spiritual awareness, and social responsibility aside from managerial and organizational skills. In this regard, educational institution, especially *pesantren*, has a crucial role to prepare young Islamic leaders. In terms of formal instruction, Islamic leadership can be fostered through theoretical knowledge meanwhile in extracurricular can be instil through scouting. The purposes of this extracurricular are development of personality, talent, and other non-academic skills². During the scouting activity, the students immerse themselves into a structured environment and challenge them to take role in manage groups, solve problems and take initiative. More importantly, the values embedded in scouting reflected in *Dasa Darma Pramuka*, resonate with Islamic values where this alignment in its first principle thar emphasizes faithfulness and

¹ Nisa, Durotun, and Purnomo, Joko. *Modern Pesantren: Shaping Future Leaders Based on Islamic Values*. *Southeast Asian Journal of Islamic Education* 8, no. 1: 17–30. 2025.

² Supardi et al., *Efektifitas Pengembangan Nilai-Nilai Karakter Bangsa Melalui Ekstrakurikuler Pramuka*, *Jurnal Pendidikan Universitas Indraprasta PGRI* 1, no. 3 (Oktober): 2014.

devotion to God Almighty as the foundation of character building. Therefore, integration between the spirit of Dasa Darma with *pesantren* culture can provide a distinctive model of leadership education that shapes not only skills but also the moral and spiritual dimensions of future leaders.

Numerous studies have examined the role of scouting activities in developing students' leadership skills, most of them focus on general school settings without emphasizing the unique cultural and religious context of Islamic boarding schools. In *pesantren*, scouting is not limited to fostering discipline and teamwork but is enriched with Islamic values, such as communal prayers and the constant reminder that every activity holds the value of worship. However, scholarly works that specifically explore how scouting activities in *pesantren* contribute to shaping Islamic leadership, which integrates leadership skills with moral, spiritual, and religious dimensions, remain limited. This lack of focused research presents a significant gap, as understanding the interplay between scouting practices and Islamic leadership formation could provide valuable insights for educators and policymakers in Islamic educational institutions. Therefore, this study aims to investigate how scouting activities at Nurul Hidayah Islamic Boarding School, Parung Sapi, Bogor, are implemented to cultivate Islamic leadership among young *santri*.

B. Theoretical Framework

The formation of character, particularly Islamic leadership among students, is a long-term process that cannot be achieved solely through theoretical approaches but also requires experiential learning. This aligns with experiential learning theory by Kolb³, which emphasizes that effective learning occurs when individuals are directly involved in an experience, reflect upon it, form concepts, and apply them in new situations. In the context of Islamic boarding schools, scouting activities serve as a strategic medium that integrates direct experience with Islamic values, enabling the holistic development of students' character and leadership.

Then, it was explained that there are four cycles in Kolb's experiential learning, they are concrete experience, reflective observation, abstract conceptualization, and active experimentation⁴. Although these four stages are generally associated with learning, they remain highly relevant in the context of scouting, especially in relation to fostering the Islamic leadership spirit of *santri*. In the concrete experience stage, scouting serves as a tangible experience that *santri* can truly engage in. It not only involves skills in field activities and the like, but also trains their ability to become leaders, thereby providing a real-world illustration of leadership. In the next stage, reflective observation, *santri* integrate scouting activities with Islamic values, enabling them to reflect on what it truly means to be an Islamic leader. The next cycle is abstract conceptualization. In this stage, *santri* enter the process of integrating Islamic values with the leadership principles they have experienced during their participation in scouting. The last is active experimentation. This is the stage where what has been

³ David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Englewood Cliffs, NJ: Prentice-Hall, 1984), 38.

⁴ Thomas Howard Morris, "Experiential Learning: A Systematic Review and Revision of Kolb's Model," *Interactive Learning Environments*, 2019, 9–15.

experienced and practiced in scouting is internalized and applied to a new context, namely in daily life.

In summary, the integration of Kolb's experiential learning cycle into scouting activities within Islamic boarding schools offers a structured and effective pathway for developing Islamic leadership among *santri*. Each stage begins with direct engagement in leadership-related tasks, followed by reflection, conceptual integration with Islamic values, and culminates in practical application. This experiential process ensures that leadership development is not confined to abstract theory but grounded in lived experience. It also equips *santri* with essential leadership skills and fosters the internalization of Islamic principles, enabling them to embody and practice these values consistently in their daily lives.

C. Research Methodology

This study employed a qualitative approach with a case study design. This approach was chosen because the research aimed to gain an in-depth understanding of scoutmasters' strategies in developing Islamic leadership among *santri* at Pondok Pesantren Nurul Hidayah. A case study allows researchers to explore phenomena contextually through the collection of data from various sources of information⁵. The research was conducted at Pondok Pesantren Nurul Hidayah, Parung Sapi, Bogor, which is known for actively implementing scouting activities as part of its *santri* development program.

The subject of the study consisted solely of scoutmasters who were directly involved in the planning and implementation of scouting activities. The selection of informants was carried out using purposive sampling, considering their experience and direct involvement in scouting supervision at the *pesantren*. Data were collected through in-depth interviews with scoutmasters to explore strategies for cultivating Islamic leadership, participant observation during scouting activities such as camping, regular training sessions, and ceremonies, as well as documentation including photographs of activities, training schedules, and scouting manuals.

D. Results and Discussion

Based on interviews with scoutmasters at Nurul Hidayah Islamic Boarding School, several key themes were identified that illustrate the strategies used to develop Islamic leadership among *santri*. Each theme was formulated from recurring response patterns and supported by direct quotations from the interviewees. The following table summarizes these strategic themes along with examples of their implementation as described by the scoutmasters during the interviews.

Tabel 1: Scoutmaster Strategies in Islamic Leadership Development

No	Theme	Excerpt	Impact/outcome
1	Integration of leadership curriculum	"Here, we have a leadership curriculum integrated with the scouting program... leadership training, decision-making, teamwork, and social responsibility."	Students are trained in leadership, decision-making, teamwork, and social responsibility.

⁵ Creswell, John W. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. 4th ed. Thousand Oaks, CA: SAGE Publications, 2018.

2	Islamic leadership education	"This curriculum program is specifically designed for the school... complementing formal education with Islamic leadership knowledge and skills."	Students understand leadership concepts aligned with Islamic values.
3	Adjustment of coaching strategies	"Understanding each student's character and needs... evaluating teaching methods."	Coaching strategies become more effective as they are adapted to students' character and needs.
4	Strengthening student motivation	"Motivating students through role models... rewards and recognition."	Increased participation and enthusiasm among students in leadership activities.
5	The role of scouting in character building	"Scouting builds strong character based on Islamic teachings."	Students demonstrate improved Islamic character such as discipline, cooperation, and responsibility.
6	Religious habituation	"Religious activities such as congregational prayers... Qur'an recitation... basic leadership training... scouting."	Students become more disciplined, develop a sense of unity, and internalize religious values.
7	Direct leadership experience	"I served as the commander in marching drills."; "I became the group leader to manage my members."	Students gain hands-on experience in leading teams and managing group members.
8	Value-based supervision	"Special supervision is implemented to ensure that Islamic values remain the foundation."	Every scouting activity remains grounded in Islamic leadership principles such as trustworthiness, cooperation, and care for others.
9	Internalization of Islamic leadership values	"The scouting program fosters Islamic leadership... positive changes."; "I am always honest wherever I am."; "The leadership of the Prophet... honest, fair, and responsible."; "The Prophet's principles... humble and patient in facing challenges."	Honesty, trustworthiness, responsibility, humility, and patience are internalized in students' behavior.

The interviews revealed that scoutmasters at Pondok Pesantren Nurul Hidayah employ an integrated approach to developing the Islamic leadership of students. This process begins with the design of a leadership curriculum that is combined with the scouting program, so that activities such as leadership training, decision-making, teamwork, and social responsibility become part of daily coaching. In this way, leadership learning does not stop at the theoretical level but is directly practiced through real-life activities.

This curriculum approach is further strengthened by incorporating Islamic leadership education. The program is designed to complement formal education with leadership knowledge and skills grounded in Islamic values. Through this integration, students not only understand leadership concepts technically but also internalize trustworthiness (*amanah*), justice, and care for those they lead. The combination of technical abilities and moral integrity forms a solid foundation for the development of Islamic leadership.

An awareness of the diversity of students' characters leads scoutmasters to adjust their coaching strategies according to each individual's needs. These

adjustments are made by providing role models, offering recognition, and acknowledging students' efforts. The relationships built through these strategies not only increase students' enthusiasm for participating in activities but also foster their confidence to take on leadership roles.

These values are further reinforced through the role of scouting in character building. Scouting activities train discipline, teamwork, and a sense of responsibility, which are combined with religious practices such as congregational prayers, Qur'an recitation, and Basic Leadership Training (LDK). The combination of religious habituation and leadership training not only strengthens discipline but also deepens the bonds among students and internalizes religious values in their daily lives.

In addition, the opportunity to practice leadership directly is an important part of this coaching. When students lead a marching unit or manage a group during field activities, they learn how to organize teams, communicate effectively, and make decisions under pressure. These experiences provide space for students to test and refine their leadership skills in real situations.

The entire process takes place within a framework of supervision based on Islamic values. Such supervision ensures that every activity, both on and off the field, is always grounded in principles of trustworthiness (*amanah*), cooperation, and compassion for others. In this way, technical achievements in leadership always align with the cultivation of noble character.

Ultimately, all these strategies and experiences culminate in the internalization of Islamic values within the students. Honesty, trustworthiness, responsibility, humility, and patience are no longer merely concepts but have become part of their daily behaviour and identity. These findings indicate that leadership training that combines technical leadership skills with the cultivation of Islamic character can produce young leaders who are both competent in leading and high in moral integrity.

Building upon these findings, the following section discusses how the identified strategies and their impacts align with existing theories of Islamic leadership and character formation, as well as how they compare with previous studies in similar educational contexts.

The implementation strategy above resonates with previous research showing that scouting education can be a powerful medium for shaping students' leadership character where scouting is integrated as a strategic instrument in fostering the Islamic leadership of *santri*. This activity is not merely included as part of the curriculum, but is designed to be fully embedded within the overall *pesantren* curriculum, thereby making its implementation mandatory and an integral component of the educational process⁶⁷. In addition to fostering character traits such

⁶. Arif Rahman Hakim and Nurzakiah Al Ma'sumah, "Implementation of Islamic Educational Values through the Scout Movement at Daarul Ilmi Integrated Pesantren, West Bandung," *Edu Global: Jurnal Pendidikan Islam* 6, no. 1 (2025).

⁷Muchlis et al., "Peran Pendidikan Kepramukaan dalam Membangun Jiwa Kepemimpinan Peserta Didik di MA Sulamul Huda Siwalan Mlarak Ponorogo," *Tarbawi: Journal on Islamic Education* 2, no. 1 (April 2018).

as courageous leadership skills, responsibility, and cooperation⁸, scouting in *pesantren* also trains students to develop the personality of an Islamic leader. Such outcomes are possible because in scouting activities at Islamic boarding schools, students are trained not only in discipline but also in the incorporation of Islamic values into the activities. The characteristic of scouting activities in Islamic boarding schools that differentiates them from those in regular schools is the inclusion of Islamic elements, such as communal prayers and reminders that all activities carried out hold the value of worship.⁹ This integrative approach is also reflected in the practices of leading *pesantren* such as Gontor, which has long paid great attention to activities aimed at building character and leadership in its students¹⁰.

One of the key programs is scouting, now known as *Gerakan Pramuka*, which is implemented as a structured and compulsory component of student life to cultivate discipline, teamwork, and leadership imbued with Islamic values. In addition, scouting extracurricular program in Islamic boarding schools is one of the strategic efforts to shape the leadership character of *santri*. Moreover, extracurricular activities, particularly scouting, contribute to developing students into individuals who embody the values of *Pancasila*, including religiosity¹¹. In this regard, scouting in *pesantren* not only fosters discipline and teamwork but also integrates Islamic moral guidance with national character education.

Building on this foundation, the implementation of scouting in Islamic boarding schools is manifested through various activities specifically designed in accordance with Islamic values. These activities not only serve as platforms for practicing discipline and teamwork but also as practical exercises in applying religious principles to everyday leadership contexts¹². Scouting activities related to Islamic values include reciting short verses and prayers before and after each activity, incorporating Islamic nuances into chants, and delivering leadership materials that are linked to Islamic teachings. In addition, congregational prayers remain a priority even during camping activities. Through these practices, it is expected that scout participants will develop into individuals with strong leadership qualities while upholding religious values. In addition, to specifically train leadership, students should be given assignments to lead¹³. In this study, for example, they acted as group leaders. Another alternative that

⁸ Nabila Farhana et al., "The Role of Scout Extracurricular Activities on the Formation of Student Leadership Character at Boarding School," *Journal of Social and Scientific Education* 1, no. 1 (2024).

⁹ Mu'in Abdullah et al., "Kegiatan Pramuka dalam Membentuk Jiwa Kepemimpinan Santri di Pondok Pesantren Majelis Tafsir Al-Qur'an (MTA) Mojogedang Karanganyar," *Jurnal Kepemimpinan dan Pengurusan Sekolah* 10, no. 1 (2025).

¹⁰ Nurul Salis Alamin, "Implementasi Pendidikan Kepemimpinan di Pesantren (Studi Kasus di Pondok Modern Darussalam Gontor Indonesia)," *Jurnal Tabdzibi: Manajemen Pendidikan Islam* 5, no. 1 (2020).

¹¹ Huda et al., "Strategies for Strengthening Character Education in Islamic Boarding Schools Through Extracurricular Activities," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 5, no. 3 (2024).

¹² M. Nazona, "Implementasi Kurikulum Kepramukaan dan Relevansinya dengan Pendidikan Agama Islam di Pondok Pesantren Dar El Hikmah Pekanbaru," *Jurnal Pendidikan Tambusai* 5, no. 3 (2021).

¹³ Mahsun, Mahsun. "Pendampingan Kursus Pembina Pramuka Mahir Tingkat Dasar Bagi Santri Pondok Pesantren Darul Hikmah Tulungagung di Trenggalek." *PANGARSA: Jurnal Pengembangan Penelitian dan Pengabdian Masyarakat* 1, no. 1: (2024).45

can be implemented as a direct leadership experience is a joint project, as students learn to manage a team, motivate each other, and overcome various challenges together¹⁴.

Therefore, the essence is that to develop an Islamic leadership spirit through the scout movement, it is necessary to integrate Islamic values themselves, provide leadership experience, and attention must also be given to providing motivation from the scoutmaster. From an educational perspective, this scouting activity represents an application of Kolb's experiential learning theory. Furthermore, scouting is situated within the concrete experience stage of Kolb's theory and focuses on direct experiences that occur at a specific time and place¹⁵.

Development of leadership itself cannot be created by learning, but it needs doing and participating actively, therefore the students-in this case *santri*-is preparing increasing their levels of leadership roles¹⁶. In addition to encouraging active participation in activities that cultivate leadership qualities, scoutmasters are also expected to provide continuous motivation to the *santri*. Within the framework of experiential learning, such motivation may take the form of role modeling, rewards, or recognition, all of which function as instructional supports that reinforce reflection and active experimentation in the leadership development process.

Taken together, the findings show that scouting activities in *pesantren* cannot be counted as extracurricular. It is a structured pedagogical framework that integrate cultivating leadership and Islamic values. Through integration curriculum, religious embedded activities and supervision, *pesantren* can create supportive environment for preparing Islamic leaders in the future.

E. Conclusion

This study reveals that scouting activities in *pesantren* are not merely extracurricular but function as a structured pedagogical framework that integrates leadership training with Islamic values. The strength of this approach lies in its comprehensive design, which combines curriculum integration, religious habituation, value-based supervision, and direct leadership practice, all of which contribute to producing *santri* who are both competent in leadership skills and grounded in Islamic character. The findings also show that experiential learning principles are effectively applied in *pesantren* settings, where students learn by doing, reflecting, and experimenting under the continuous motivation of scoutmasters. Nevertheless, the study also identifies several limitations. Leadership training, while well-structured, still faces challenges in ensuring consistent participation among all *santri*, and variations in students' individual characteristics sometimes require more personalized coaching strategies. Furthermore, the scope of this research was limited to a single *pesantren*, making broader generalizations difficult. Despite these limitations, the study

¹⁴ Mahsun, Mahsun. "Pendampingan Kursus Pembina Pramuka Mahir Tingkat Dasar Bagi Santri Pondok Pesantren Darul Hikmah Tulungagung di Trenggalek." *PANGARSA: Jurnal Pengembangan Penelitian dan Pengabdian Masyarakat* 1, no. 1:2024.47

¹⁵David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development*, 2nd ed. (Pearson, 2015), cited in Stephen P. Gordon, *Integrating the Experiential Learning Cycle with Educational Supervision*, *Journal of Educational Supervision* 5, no. 3 (2022).

¹⁶ Mike Chapman, *Developing Student Leadership*, Edutopia, 2024,

underscores the significance of scouting as a strategic medium for cultivating Islamic leadership, while also highlighting the need for further research that involves comparative studies across multiple *pesantren* to strengthen the validity and applicability of the findings.

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