

EVALUATION OF THE SCOUT EXTRACURRICULAR PROGRAM TO IMPROVE ELEMENTARY SCHOOL STUDENTS' NATIONAL INSIGHT

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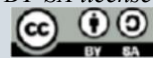
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ABSTRACT

This study aims to evaluate in depth the scouting extracurricular program in improving the national insight of elementary school students. The research method used is descriptive qualitative, implemented at Glodogan State Elementary School, Klaten Regency, with subjects including the principal, scout trainers, and 60 extracurricular activity participants. Data collection was conducted from October to December 2025 through questionnaires and observations. Data analysis followed the Miles and Huberman model which includes data collection, data reduction, data presentation, and drawing conclusions. The results of the study showed that the values of national insight in scouting activities were well implemented in three aspects: (1) national understanding achieved a percentage of 84%, manifested through PBB activities, the scout code of honor, and singing national and regional mandatory songs; (2) national sense reached 92%, demonstrated through choirs, scout training roll calls, and the implementation of discipline and honest attitudes; and (3) national spirit reached 90%, manifested in environmental cleaning activities, sharing, and helping others. It can be concluded that the scouting extracurricular program is effective in improving students' national insight. This study recommends implementing scouting activities more intensively to shape and strengthen students' national insight.

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INTRODUCTION

Education is a crucial component of human life because it enables individuals to develop their potential. Furthermore, education aims to develop and shape individual character and contribute to the nation's well-being (Firdaus & Suwendi, 2025). Currently, nationalism is increasingly eroding as foreign cultures easily penetrate and influence mindsets, especially among the younger generation (Alfiana & Najicha, 2022). Unsupervised access to social media such as TikTok, YouTube, Facebook, and Instagram has negative impacts, where children tend to imitate trends that are not in accordance with the nation's cultural values, including memorizing viral songs that are inappropriate for school age (Fathurahman & Nila Puspitasari, 2023).

The low level of student nationalism is reflected in various indicators, including some students who have not memorized the national anthem or still sing it backwards, are unable to recognize the names of national heroes from their photos, and have low levels of discipline (Bajpaie, 2025). In response to this problem, educators have

a

strategic role in instilling nationalist values that can influence students' perspectives on the nation and state (Edy et al., 2025). This effort requires a forum that can accommodate students' needs, one of which is through extracurricular scouting activities.

Scouting extracurricular activities are mandatory activities in educational institutions that function as a vehicle for developing the younger generation through experience-based education ((Ediyansyah & Mutmain Natul Maburrah, 2025). The Scout Movement aims to shape individuals with character, noble character, social spirit, care for others, and devotion to the Unitary State of the Republic of Indonesia (Malik & Nasiwan, 2025). Previous research has shown that scouting activities are effective in developing character values in students, including responsibility, independence, and the ability to make the right decisions (Juwantara, 2019; Windy Antika et al., 2024).

Although the relationship between scouting and student character development has been extensively researched, studies specifically analyzing the various scouting activities in building national insight, a sense of nationality, and a spirit of nationalism—especially at the elementary school level—are still very limited. Hasriani et al., (2025)) emphasized that empirical research systematically examining how extracurricular scouting activities

can integrate nationalist values in elementary school students is still minimal. Furthermore, research on nationalism education in elementary schools, including through extracurricular activities, still needs to be examined from various aspects such as the approach, strategy, and media used (Nurlizai & Amirulkamar, 2024).

Schools are institutions that play a crucial role in developing the potential and abilities of students, thereby shaping them into quality individuals with roots in thought that benefit their personal lives and social environments (Abbasi et al., 2025). The instillation of national values must be consciously developed and not simply achieved through a one-time process. Instilling national values in schools aims to improve the quality of education, leading to the comprehensive and holistic attainment of character and noble morals in students (Muthi, 2025). Successful instillation of national values will undoubtedly bring about change for the future of the nation, leading to a better future. Integrating scouting with these national values is highly relevant.

The values of national insight have been given since they were in grades I, II, and III while their implementation is strengthened in grades IV, V, and VI. The values of nationalism are the values of Pancasila and

Dasadharma to build a national spirit and maintain a country's identity. The form of implementation of the values of national insight is shown by students in grades in the form of discipline, honesty, diligence, courage, responsibility, politeness, good cooperation, persistence, hard work, obeying rules, respecting parents and friends, tolerance (not viewing racial differences as divisions), and love of the homeland (Nabila et al., 2025).

This research gap underpins the urgency of conducting a study that explores in depth how extracurricular scouting programs contribute to improving national insight among elementary school students. Therefore, this study aims to thoroughly evaluate the role of extracurricular scouting programs in enhancing national insight among elementary school students.

METHOD

This study used a qualitative descriptive approach, which is effective for understanding social and cultural phenomena in depth (Alhazmi & Kaufmann, 2022). The study was conducted at Glodogan 1 Public Elementary School in Klaten Regency, chosen because its scouting activities serve as a model for other schools. Subjects included the principal, Scout coaches, and 60 extracurricular participants.

Data collection was conducted from October to December 2025 through observation and questionnaires. Observation was used as a supporting method to directly observe the implementation of scouting activities and the integration of strengthening national insight (Goyibova et al., 2025). A structured digital questionnaire was distributed via Google Forms with a five-point Likert scale (strongly agree to strongly disagree) containing indicators of national understanding, sense of nationalism, and spirit of nationalism (Li et al., 2025). The validity

of the instrument was guaranteed through the assessment of two education experts and a limited trial. The results of the validity test using Product Moment and reliability with Cronbach's Alpha showed a coefficient of 0.83, indicating high internal consistency.

Data analysis followed the Miles and Huberman model, which includes four stages: data collection, data reduction, data presentation, and conclusion drawing (Hanip et al., 2025). In this qualitative research, the researcher acted as the primary instrument, determining the focus, selecting informants, assessing data quality, interpreting findings, and drawing conclusions. This comprehensive involvement ensured a contextual and nuanced interpretation of how the scouting extracurricular program fostered national insight among elementary school students.

RESULTS AND DISCUSSIONS

According to Firda Nurfauziyanti et al., (2022), a sense of nationalism is a love for the Indonesian homeland that can foster a sense of national unity. National understanding is related to a sense of nationalism, which can be implemented in Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia (NKRI), and *Bhinneka Tunggal Ika* (Unity in Diversity) (Rahawarin, 2021). Meanwhile, national spirit is demonstrated by a strong social spirit, patriotism, and a willingness to sacrifice (Rusu, 2016). These three dimensions are embodied in the Scouting extracurricular activities, which prepare students to face the challenges of life in society and globally.

The research results show a high percentage of students who responded positively to all three indicators of national insight. National insight has three dimensions: national sense, national understanding, and national spirit.

Table 1. National Insight Values in Scouting Extracurricular Activities

Indicator	Percentage	Category
Understand nationaly	84	High
Nationali feeling	92	Very High
National Spirit	90	Very High

Source: (Lemhannas RI, 2013)

The program structured within the Scouting extracurricular activities refers to the Scouting Standards and Scouting methods. Activities that can be combined with the instillation of national values, which are a manifestation of nationalism, include UN activities, the Scout Code of Honor, singing national and regional anthems, and teaching Indonesian history. Before and after Scouting material, instructors incorporate regional and national songs. They have also tried to package material on hero recognition through a game called KIM.

KIM is categorized into six types: seeing KIM, hearing KIM, smelling KIM, touching KIM, feeling KIM, and a combination of KIM. Instructors use the seeing KIM method to identify heroes by showing a photo of a hero, then having students guess the hero's name. Furthermore, instructors use the hearing KIM method to introduce regional and national songs, then have students guess the names. This KIM method is also very familiar as a competition branch in various scouting activities (Chung et al., 2021).

Scouting activities at Glodogan 1 Elementary School are also packaged with various activities such as in class, outside the classroom, and outside of school. Activities outside of school usually include a choir competition. This competition requires the competing groups to sing the national anthem well and solemnly accompanied by a team leader who leads as conductor. There are also competitions in the opening and closing ceremonies of the Scout training roll call. These activities consist of a flag salute session where children are also trained to respect the heirloom flag of the red and white, the national flag of Indonesia. These activities can train students to foster a sense of nationalism.

A sense of nationality in scout extracurricular activities can also be realized in the form of implementing a

disciplined attitude through listening to the instructor's explanations and wearing a full uniform, having a brave attitude and telling the truth through troop leadership, liking to work together with friends, following the scouts in an orderly manner until the end, attending and carrying out ceremonies solemnly, carrying out rules and regulations, and being tolerant. The attitude of responsibility taught in scouting activities is also in line with a sense of nationality. According to (Pitaloka & Patmisari, 2024), an attitude of responsibility can be applied in several aspects of students' lives. Each team member in scouting activities is given a special task which must be completed in accordance with established regulations.

Students are trained not only to complete their own tasks efficiently but also to assist their teammates in fulfilling 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 the division of labor, students learn to value each task assigned, manage their time effectively, and understand the importance of individual contributions to achieving common goals.

Scouting activities also instill leadership values by training students to be role models and positive examples for others. One important aspect of leadership emphasized in these activities is how students can become role models for their peers. Students are taught how to make wise decisions, listen to others' opinions, and provide constructive motivation and guidance. This similar sentiment was expressed by (Asensio-Ramon et al., 2020) regarding the importance of extracurricular Scouting activities in effectively developing existing social skills so they can assume leadership positions in the future. Through these activities, it is possible to identify the best characteristics of a leader in another country, namely that a leader must understand the fundamentals of leadership.

This finding is consistent with previous research (Nasution et al., 2025)) that participation in scouting increases students' self-confidence and responsibility. Similarly, Indriyani et al., (2025) also found that student self-regulation improved through involvement in scouting. Furthermore, (Panji, Astra, and Hafid, 2024) emphasized that a well-structured scouting curriculum significantly improves responsibility and time management. Similarly, Zahara et al., (2025) emphasized that scouting is not only an extracurricular activity but also a strategic platform for national character education, especially in fostering the values of independence and cooperation in students.

In addition to appreciating assigned tasks and responsibilities, students are also trained to respect the rules and norms of the Scouting extracurricular activities (Rohanah et al., 2020). Each Scouting activity has strict time-related regulations. 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 complying with regulations as a crucial aspect of social life. Thus, students not only acquire scouting skills but also develop discipline and an awareness of the importance of adhering to rules in various aspects of life.

National spirit or patriotism is an attitude of courage, never giving up, and willingness to sacrifice for the nation and state. The national spirit in the Scouting extracurricular emphasizes social responsibility through various initiatives that actively involve students in community service activities (Nufa & Istichomahwati, 2025). One form of implementation of social responsibility includes activities such as environmental cleanups, sharing blessed Fridays, and charity initiatives that directly involve students. These activities not only train students to pay attention to their surroundings but also emphasize the importance of sharing and helping those in need. A study by (Sriyanti & Andriani, 2025) shows that students who are actively involved in Scouting tend to have better resilience in dealing with academic and social pressures. In line with this opinion, (Hidayah & Ritawati, 2025) stated that Scouting extracurricular activities have the potential to develop and habituate themselves by forming a character of social concern and independence in students.

The integration of scouting activities with the values of national insight, such as in the first indicator related to national understanding is realized by students through UN activities, the scout code of honor, singing national and regional mandatory songs, Indonesian history, and introducing heroes. Second, a sense of nationalism is realized by students by doing choir activities, scout training roll calls, respecting the red and white heritage flag, implementing discipline through listening to the instructor's explanation and wearing a complete uniform, being

brave and telling the truth through troop leadership, liking to work together with friends, orderly following scouting activities until the end, attending and carrying out ceremonies solemnly, implementing regulations, respecting rules and norms in scouting extracurricular activities, and tolerance. Third, the spirit of nationalism is realized by students by doing activities, such as cleaning the environment around the school, sharing, and helping those in need.

The success of these extracurricular scouting activities will have a positive impact. For schools, these activities influence the community's perspective on school quality, allowing students to gain knowledge about life skills and receive character education. This finding aligns with previous research (Huda et al., 2024), which shows that extracurricular activities, especially scouting, are crucial for character education. Scouting programs foster positive values, habits, and experiences that align with Lickona's character development (Suratman et al., 2024). According to a study (Mislija et al., 2016), character education through scouting fosters important traits such as discipline, responsibility, leadership, patriotism, and nationalism. This statement aligns with research (Pratiwi, 2020) that shows scouting can improve students' discipline, including manners, neatness, and compliance with applicable regulations, thus producing something good, a generation that not only possesses high intelligence but also good character.

CONCLUSION

Based on the analysis of research results and discussions, the scouting extracurricular program is effective in increasing students' national insight. The values of national insight in scouting activities are still running at 84% in the first aspect, namely national understanding demonstrated through student activities in carrying out the United Nations (PBB), the scout code of honor, singing national and regional compulsory songs. Second, in the aspect of national sense, it obtained 92% which is manifested by students in choir activities, scout training roll calls, implementing discipline and telling the truth. Third, the aspect of national spirit obtained 90% manifested by students through environmental cleaning activities, sharing, and helping those in need.

It is hoped that these extracurricular activities can be implemented more intensively to achieve a positive impact. This study has several limitations, including a relatively small sample size and being confined to a single school, which may affect the generalizability of the findings. Furthermore, this study relies on self-reported data, which may be influenced by students' subjective perspectives. Therefore, future research should consider expanding the number of participants and incorporating interview methods to further deepen these findings.

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