

Internalization of National Values Through Scouting Activities for Students at MTs Negeri Parepare City

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ABSTRACT

This study examines the internalization of nationalism values through scouting activities among students at MTs Negeri Parepare City. A descriptive qualitative approach was employed, utilizing observation, interviews, and documentation. Data were analyzed using the interactive model of Miles and Huberman. Respondents included the principal, scoutmasters, and students actively participating in scouting programs. The findings reveal that nationalism values were internalized through three stages: value transformation (introduction of values through flag ceremonies, recitation of Tri Satya and Dasa Dharma, and narratives of national heroes); value transaction (students' engagement in teamwork, community service, leadership, and social activities); and value transinternalization (the embodiment of values in disciplined behavior, patriotism, and social responsibility). The internalized values included unity and integrity, law obedience, respect for national heroes, independence, leadership, and environmental awareness. These results indicate that scouting serves as an effective experiential medium for fostering nationalism and character development in educational settings.

Penelitian ini mengkaji internalisasi nilai-nilai nasionalisme melalui kegiatan kepramukaan pada siswa MTs Negeri Kota Parepare. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik observasi, wawancara, dan dokumentasi. Analisis data dilakukan menggunakan model interaktif Miles dan Huberman. Informan penelitian meliputi kepala madrasah, pembina pramuka, dan siswa yang aktif dalam kegiatan kepramukaan. Hasil penelitian menunjukkan bahwa internalisasi nilai nasionalisme berlangsung melalui tiga tahap, yaitu transformasi nilai (penanaman nilai melalui upacara bendera, pembacaan Tri Satya dan Dasa Dharma, serta kisah pahlawan nasional); transaksi nilai (keterlibatan siswa dalam kerja sama kelompok, bakti sosial, kepemimpinan, dan kegiatan sosial); serta transinternalisasi nilai (terwujudnya perilaku disiplin, cinta tanah air, dan kepedulian sosial). Nilai nasionalisme yang berkembang meliputi persatuan, ketaatan hukum, penghargaan terhadap jasa pahlawan, kemandirian, kepemimpinan, serta kepedulian lingkungan. Kegiatan kepramukaan efektif sebagai media pengalaman langsung dalam pembentukan karakter nasionalisme di sekolah.

Keywords: nationalism values, scouting education, value internalization, character education

Introduction

Indonesia, as an archipelagic nation with extraordinary cultural and ethnic diversity, faces significant challenges in maintaining national unity, particularly amidst the increasingly massive flow of globalization and digital technology. One emerging challenge is the erosion of nationalist values among the younger generation, who tend to be more exposed to foreign cultures than to their own cultural heritage. Phenomena such as individualism, consumerism, and a lack of awareness of national identity reflect this weakening of nationalism among adolescents (Ratri & Najicha, 2022).



Schools, as formal educational institutions, play a strategic role in shaping students' character, including instilling national values. The instillation of national values can be achieved through both intra- and extracurricular activities, each with its own distinct role. Intracurricular activities are defined as the educational process that occurs in the classroom, involving the transfer of knowledge and skills from teachers to students through various learning methods. Intracurricular activities are an integral part of the learning process in schools, designed to achieve national education goals (Baidowi, 2020). In addition to equipping students with academic knowledge and skills, intracurricular activities also play a crucial role in shaping character and values, including nationalism.

In addition to intracurricular activities, the instilling of nationalistic values can also be done through extracurricular activities. While extracurricular activities are often seen as merely a complement to academic activities at school, they actually play a much larger role in a student's development. While intracurricular activities focus on cognitive development through classroom learning, extracurricular activities play a role in developing other aspects of a student's personality, such as social, emotional, and special skills. Extracurricular activities are a series of activities designed to provide guidance and support to students in identifying and developing their talents, interests, and potential, outside the context of classroom learning (Baidowi, 2020). One extracurricular activity that has proven effective is scouting, as it directly instills national values through field practice, social experiences, and the instilling of values and ethics. Scouting has basic principles that reflect national values, such as independence, discipline, mutual cooperation, and responsibility. Through various activities, such as marching drills, camping, nature exploration, and social activities, students can learn to develop patriotism and love for their country (Ridwan, 2017).

Character education is an education that instills in students the nation's character values so that they have values and character and can apply these values in their daily lives (Zurahmah, 2025). According to Thomas Lickona, character education is a process designed to help someone understand, feel, and apply ethical values in everyday life. Character education aims to form morally good individuals, namely those who know what is right (*moral knowing*), have the desire to do what is right (*moral feeling*), and finally carry out the right actions (*moral action*) (Idris, 2018). In line with the character education approach developed by Thomas Lickona, scouting activities play a role in shaping students' personalities through three important dimensions, namely *moral knowing*, *moral feeling*, and *moral action*.

The process of internalizing values is a series of individual attitudes and behaviors formed through gradual value installation. It is difficult to do good and keep it that way (Kalsum et al., 2023). According to the theory used in this study, value internalization consists of three main stages: value transformation, value transaction, and value transinternalization (Junanto & Fajrin, 2020). These three stages serve as the foundation for developing a deep understanding of certain values, in this case, the value of nationalism. The first stage is value transformation, which is the process of introducing values to students in an informative manner. At this stage, nationalist values are introduced through one-way communicative activities, such as lectures, recitation of the Tri Satya and Dasa Dharma pledges, and the telling of stories of heroes' struggles. The goal is for students to begin to recognize and cognitively understand the importance of

patriotism, unity, and national spirit. The values transmitted are still external and have not been fully absorbed emotionally by students.

The second stage is the value transaction, an interactive stage that actively engages students in a dialogic process and direct experience. In this phase, the values introduced begin to be linked to students' experiences through participation in scouting activities, such as community service, leadership training, team activities, and social activities. This interaction creates opportunities for students to consider, interpret, and negotiate these values in their real-life contexts. In other words, students begin to compare new values with their existing values, thus creating a process of personal meaning-making. The third stage is the trans-internalization of values, the culmination of the internalization process, where the values that have been recognized and understood begin to integrate within the student and form part of their personality. At this stage, students not only recognize and feel the importance of nationalism but also demonstrate nationalist attitudes in their daily behavior. For example, students become more disciplined, demonstrate social awareness, respect national symbols, and develop a spirit of unity. Nationalist values at this stage are no longer merely external teachings but have become internal principles that guide their thinking, attitudes, and actions. By going through these three stages, the internalization of values occurs continuously and becomes deeply rooted in students. The success of each stage depends heavily on the approach used, the support of the school environment, and the exemplary behavior of mentors and teachers in instilling these values. Therefore, scouting activities can be an effective means of developing national character if designed contextually and sustainably.

Previous research has demonstrated the relevance and effectiveness of scouting activities in shaping student character. For example, Mitha Holy Puspitasari's (2023) research at SMPN 2 Ponorogo showed that internalizing the Trisatya Scout values can improve students' religious attitudes and nationalism (Puspitasari, 2023). Dahliatus Suadah's (2022) research at MA An-Nur Bululawang confirmed that scouting activities contributed to fostering independent and nationalist character, although she did not elaborate on the stages of the internalization process in detail (Suadah, 2022). Meanwhile, Lucky Sha'as Hadiputri and Listyaningsih (2022) highlighted the role of scouting in instilling the values of discipline, nationalism, and patriotism at SMAN 1 Gedangan (Hadiputri & Listyaningsih, 2022). However, these three studies have not specifically examined how the process of internalizing nationalism values occurs regularly through certain stages. Starting from the research gap, this study aims to answer two main questions, namely: (1) how efforts are made to internalize nationalist values through scouting activities, and (2) how does this internalization impact students' attitudes. This research took place at MTs Negeri Kota Parepare, which is known as an Islamic educational institution that is active in scouting activities and has an interest in character education based on national values.

Methods

This research uses a descriptive qualitative approach, Research designs that describe phenomena, both natural and man-made, with an emphasis on their qualities, traits, and interrelationships are known as descriptive qualitative research designs. It's difficult to conduct noble deeds and maintain them (Ibrahim & et al., 2023). The research aims to deeply understand the process of internalizing nationalist values through scouting

activities. The research procedure begins with a pre-fieldwork phase, which involves conducting initial observations and collecting documents to understand the school context and scouting activities. This phase then moves on to data collection, where researchers conduct direct observation of scouting activities, interviews with key and supporting informants, and document activities. The subjects of this study were students at a State Islamic Junior High School (MTs) in Parepare City who actively participated in extracurricular scouting activities. Subject selection was purposive, based on the consideration that students who actively participate in scouting activities have direct experience with the process of internalizing the nationalist values that are the focus of the study (Mamik, 2015). In addition to students, supporting informants also included male and female scout leaders, as well as the headmaster of the madrasah, who provided institutional perspectives and guidance on scouting activities at the school.

The data analysis in this study was conducted qualitatively, referring to the Miles and Huberman model, which includes three main stages: data reduction, data presentation, and conclusion drawing (Baba, 2017). Data reduction was carried out by selecting and simplifying data from interviews, observations, and documentation relevant to the research focus, namely the internalization of nationalist values through scouting activities. The reduced data were then compiled and presented in descriptive narrative form to more clearly identify patterns or relationships between data. Next, the researcher drew conclusions based on the emerging patterns and verified them through data triangulation to ensure the validity of the findings. This process was carried out continuously from the beginning of data collection to the end of the study to obtain valid and accountable results (Sugiyono, 2019).

Result

Efforts to Internalize National Values through Scouting Activities

The findings indicate that scouting activities at MTs Negeri Parepare function as a primary medium for instilling national values through participatory and sustained engagement. Interviews with the principal and scout leaders reveal that flag ceremonies, national songs, struggle dramas, and commemorations of national days are designed not merely as ceremonial routines but as collective experiences that gradually cultivate national awareness. National values are introduced through symbolic practices, repetition, and meaningful student involvement. Students reported that camping activities and ceremonial participation left a lasting impression, strengthening their sense of unity and national pride. Scout leaders emphasized that value transmission occurs through enjoyable and interactive activities rather than formal lectures. Field data show that the internalization process unfolds in three stages: value transformation, value transaction, and value transinternalization.

- a. **Value Transformation Stage;** At the transformation stage, students are introduced to national values through repeated symbolic practices. Flag ceremonies, recitation

of Tri Satya and Dasa Dharma, and storytelling about national heroes serve as initial exposure to discipline, responsibility, and respect for national symbols. Scout leaders explained that routine implementation enables students to gradually comprehend the meaning behind each practice. Students expressed that listening to stories of national struggle deepened their appreciation for independence and sacrifice. They began to understand that simple acts such as standing respectfully during ceremonies carry broader national significance. These findings indicate that, at this stage, national values are cognitively recognized and emotionally acknowledged through consistent symbolic habituation.

- b. Value Transaction Stage;** At the transaction stage, students actively engage with the values previously introduced. Group-based activities, leadership assignments, and camping programs provide real-life contexts in which discipline, cooperation, and responsibility are practiced. Interaction among peers during these activities requires coordination and shared accountability. One participant explained that serving as a team leader required ensuring compliance with schedules and rules, which strengthened his sense of responsibility. Through these practical experiences, students internalize the relevance of collective commitment and mutual cooperation. This stage demonstrates that national values move beyond symbolic exposure into applied social experience.
- c. Value Transinternalization Stage;** At the transinternalization stage, national values become embedded in students' everyday behavior. Interviews revealed observable changes in punctuality, environmental awareness, and responsibility both at school and at home. Students reported that habits formed during scouting activities influenced their daily routines outside formal settings. Scout leaders also observed increased enthusiasm during ceremonies and voluntary participation in cleaning and social service activities. These behavioral patterns indicate that national values have progressed from recognition and practice to consistent personal conduct. The findings demonstrate that internalization culminates in sustained behavioral integration.

Impact of Internalizing National Values on Students' Attitudes

The findings demonstrate that the internalization of national values through scouting activities has produced observable and sustained attitudinal changes among students. These changes are not merely declarative but are reflected in everyday practices both at school and at home. Interviews reveal improvements in punctuality, personal responsibility, self-confidence, and social awareness following active engagement in scouting programs. Students reported voluntarily complying with rules, taking initiative in household responsibilities, and maintaining environmental cleanliness without external enforcement.

Patriotism emerged through repeated and meaningful symbolic engagement. Serving as flag bearers, participating in Independence Day commemorations, and

respectfully performing national rituals fostered a reflective sense of national belonging. Students described feeling personally connected to national identity rather than simply participating in ceremonial obligations. Scout leaders observed increased sincerity and enthusiasm during national events, indicating an internalized attachment rather than procedural compliance.

The spirit of unity strengthened through collaborative camping and team-based activities that required intensive cooperation. Students from diverse backgrounds worked collectively toward shared objectives, negotiating differences through dialogue and mutual adjustment. Observations from scout leaders suggest that conflict resolution during field activities became increasingly constructive, reflecting the development of tolerance and solidarity. Discipline and law-abiding behavior emerged as the most stable outcomes. Students consistently adhered to structured schedules, training procedures, and established rules. This disciplined conduct extended beyond scouting contexts into academic routines and domestic responsibilities. Reflective sessions, including campfire discussions on historical struggle, further deepened students' appreciation for national heroes, which was manifested in more solemn participation in national ceremonies.

Independence and leadership capacities developed through structured role assignments and field responsibilities. Students reported gaining confidence in decision-making and group coordination during camping activities. Simultaneously, social and environmental responsibility became evident through voluntary participation in community service and environmental maintenance. Overall, the findings indicate that scouting-based value internalization generates integrated and sustained behavioral transformations aligned with national character development.

Discussion

Efforts to Internalize National Values through Scouting as a Structured Character Education Strategy

The findings indicate that the internalization of national values at MTs Negeri Parepare is not incidental but embedded within a structured and sustainable character education framework. Nationalism in this context is conceptualized not merely as emotional attachment to the state, but as a composite of love for the homeland, awareness of national identity, commitment to unity, and responsibility toward sovereignty. This multidimensional understanding corresponds with contemporary civic education literature, which defines nationalism within educational settings as a form of civic identity that integrates affective attachment, moral responsibility, and social participation (Banks, 2019; Davies, 2021).

The integration of nationalist values beyond formal subjects such as Civics and History into extracurricular scouting activities reflects a shift from curriculum-based transmission to experiential enactment. Recent research in character education emphasizes that values are more effectively internalized when embedded in lived

institutional practices rather than confined to classroom instruction (Berkowitz & Bier, 2014; Arthur et al., 2017). In this study, routine scouting activities—marching drills, rope-making, semaphore communication, code exercises, camping, and social service—function as pedagogical instruments that translate abstract civic ideals into embodied practices. Discipline, cooperation, and responsibility are not introduced as theoretical constructs but practiced repeatedly within structured group dynamics.

Moreover, the sustainability of these efforts suggests the presence of what moral development scholars describe as a “moral community,” where institutional culture consistently reinforces shared norms (Narvaez & Lapsley, 2009). The structured repetition of ceremonies, skill-building exercises, and collaborative tasks creates alignment between symbolic rituals and social expectations. Through this alignment, nationalism becomes operationalized in daily school life. Therefore, scouting at MTs Negeri Parepare operates not simply as an extracurricular program but as an institutional mechanism for embedding national character formation within students’ lived experiences.

Importantly, this approach also demonstrates relevance in the context of globalization. Contemporary scholarship warns that identity formation in plural and digitally connected societies requires educational models that cultivate inclusive and reflective forms of nationalism rather than exclusionary or reactive sentiments (Tamir, 2019; UNESCO, 2021). By linking national values to cooperation, social awareness, and respect for diversity, scouting provides a contextualized model of nationalism that remains adaptive to contemporary social challenges.

The Impact of Internalization on Students’ National Character and Civic Dispositions

The findings further demonstrate that the internalization of national values through scouting activities produces measurable attitudinal and behavioral impacts. Students exhibit increased discipline, responsibility, cooperation, patriotism, and social awareness. These outcomes align with global civic competency frameworks, which identify responsibility, collaboration, and ethical participation as core elements of 21st-century citizenship (OECD, 2018).

Regular scouting activities—such as camping, campfire reflections, heroic storytelling, and national-themed competitions—create emotionally engaging environments that strengthen patriotic attachment. Unlike purely symbolic nationalism, the patriotism observed in this study is reinforced through meaningful participation. Contemporary research distinguishes between passive ceremonial patriotism and constructive patriotism, the latter characterized by reflective engagement and civic responsibility (Huddy & Khatib, 2007). The students’ sincere involvement in ceremonies and their expressed pride in national participation indicate a form of constructive patriotism grounded in experience rather than rhetoric.

The contextual approach adopted by scout leaders further strengthens internalization outcomes. By connecting nationalist values to everyday behaviors—such

as maintaining environmental cleanliness, respecting state symbols, and assisting others—educators translate abstract civic ideals into relatable practices. Social learning theory suggests that such contextual reinforcement enhances the durability of value acquisition because behaviors are modeled, practiced, and socially validated within immediate environments (Bandura, 2001). The extension of disciplined and responsible conduct into home contexts indicates that internalization has moved beyond situational compliance into habit formation.

Additionally, the development of social and environmental concern reflects evolving interpretations of nationalism in contemporary scholarship. Modern civic identity increasingly emphasizes collective welfare, ecological responsibility, and inclusive solidarity rather than narrow symbolic loyalty (Tamir, 2019). The findings demonstrate that students interpret acts such as community service and environmental care as expressions of national responsibility. This broadened understanding suggests that scouting fosters a civic-oriented nationalism compatible with democratic pluralism.

Overall, the study confirms that scouting activities contribute significantly to shaping students' national character by integrating cognitive understanding, emotional engagement, and behavioral practice. The sustained nature of these impacts underscores the importance of extracurricular structures as complementary spaces for civic and character education. In this regard, scouting should not be positioned as a supplementary activity but as a strategic component of holistic national character formation within secondary education.

Conclusion

Based on the results of research that has been conducted on the process and impact of internalizing nationalist values through scouting activities at MTs Negeri Kota Parepare, it can be concluded that scouting activities have a strategic role in instilling nationalist values in students regularly and sustainably. The internalization process is carried out through three main stages, namely value transformation, value transaction, and value transinternalization. In the value transformation stage, students are introduced to nationalist values through introductory materials such as historical stories, flag ceremonies, and the recitation of Tri Satya and Dasa Dharma. The value transaction stage is realized in the form of direct student experience through teamwork, leadership training, and involvement in social activities. Meanwhile, in the value transinternalization stage, students begin to demonstrate value integration within themselves, which is reflected in a higher attitude of caring, discipline, responsibility, and love for the homeland.

The impact of this internalization process is evident in changes in students' attitudes and behavior in their daily lives. Patriotism is reflected in their enthusiasm for participating in ceremonies and honoring national symbols. A spirit of unity and togetherness is evident in students' ability to work together regardless of their peers' backgrounds. Obedience to rules and discipline is evident in their adherence to activity

procedures and improved time management. Respect for heroes is fostered through reflective activities such as campfire nights and storytelling of national figures. Independence and leadership develop through students' roles as squad leaders and participation in leadership training, while social and environmental awareness is evident in their awareness of maintaining cleanliness and their mutual assistance toward friends and family. Thus, it can be concluded that scouting activities are an effective medium for student character education, particularly in internalizing nationalist values in a contextual and applicable manner, with a tangible impact on student behavior both within and outside the school environment.

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