

## The Principal's Strategy in Developing the Scout and Flag Raising Team Programs at Darunnajah Islamic Boarding School

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### **ABSTRACT**

This study aims to analyze the development of the Pramuka (Scouting) and Paskibra (Flag Hoisting Troop) programs at Pondok Pesantren Darunnajah through the lens of three key management functions: planning, organizing, and controlling. These functions are considered foundational pillars in managing character and leadership education programs within the Islamic boarding school environment. The research employed a qualitative case study approach, with data collected through observation, in-depth interviews, and documentation of extracurricular activities conducted in the pesantren. The findings reveal that the planning function was implemented systematically, with clearly defined objectives and participatory forums such as the Musyawarah Dewan Ambalan for designing annual work plans. The organizing function was reflected in a well-structured organizational hierarchy, clear division of roles and responsibilities, and the strategic assignment of qualified mentors and trainers. The controlling function combined direct supervision—through regular on-site inspections—and indirect supervision through accountability reports and annual evaluation forums. Additionally, student participation in the Pramuka program was integrated into the national education data system (Dapodik), reinforcing accountability and motivation. The implications of this study suggest that consistent application of management functions significantly enhances the effectiveness of extracurricular programs in shaping students' character and leadership. This model of educational program management can serve as a reference for other Islamic educational institutions seeking to implement structured, sustainable, and character-oriented extracurricular initiatives.

### **ABSTRAK**

### **Kata Kunci:**

Educational Management  
Pramuka and Paskibra  
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Penelitian ini bertujuan untuk menganalisis pengembangan program Pramuka (Pramuka) dan Paskibra (Pasukan Pengibar Bendera) di Pondok Pesantren Darunnajah dengan menggunakan pendekatan tiga fungsi manajemen utama: perencanaan, pengorganisasian, dan pengendalian. Ketiga fungsi ini dianggap sebagai pilar dasar dalam pengelolaan program pendidikan karakter dan kepemimpinan di lingkungan pesantren. Penelitian ini mengadopsi pendekatan studi kasus kualitatif dengan pengumpulan data melalui observasi, wawancara mendalam, dan dokumentasi kegiatan ekstrakurikuler yang dilaksanakan di pesantren. Hasil penelitian menunjukkan bahwa fungsi perencanaan dilaksanakan secara sistematis, dengan tujuan yang jelas dan disusun melalui forum partisipatif seperti Musyawarah Dewan Ambalan untuk merancang rencana kerja tahunan. Fungsi pengorganisasian tercermin dalam struktur organisasi yang teratur, pembagian peran dan tanggung jawab yang jelas, serta penunjukan mentor dan pelatih yang berkualitas. Fungsi pengendalian mencakup pengawasan langsung—

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melalui inspeksi rutin di tempat—dan pengawasan tidak langsung melalui laporan akuntabilitas serta forum evaluasi tahunan. Selain itu, partisipasi siswa dalam program Pramuka juga terintegrasi dalam Sistem Data Pendidikan Nasional (Dapodik), yang memperkuat akuntabilitas dan motivasi. Implikasi dari penelitian ini menunjukkan bahwa penerapan fungsi manajemen yang konsisten secara signifikan meningkatkan efektivitas program ekstrakurikuler dalam membentuk karakter dan kepemimpinan siswa. Model manajemen program pendidikan ini dapat dijadikan referensi bagi lembaga pendidikan Islam lainnya yang ingin mengimplementasikan inisiatif ekstrakurikuler yang terstruktur, berkelanjutan, dan berfokus pada pembentukan karakter.

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### **A. Introduction**

Character education and leadership development are central aspects of the educational process in Indonesia, especially within schools and pesantren (Islamic boarding schools). These elements are vital in shaping a generation that is not only academically proficient but also morally upright, with a strong sense of integrity and ethics (Sari, 2020). Extracurricular programs such as Scouts (Pramuka) and the Flag Ceremony Troop (Paskibra) play a crucial role in achieving these educational goals. These programs do not only assist students in developing social and physical skills but also in fostering leadership qualities, discipline, and responsibility—traits that are essential for success in both personal and professional lives (Muhammad, 2019). Research suggests that character development through extracurricular activities can positively impact students' social competencies and future leadership abilities (Rahmadani & Hamdany, 2023).

One primary goal of character education is to cultivate individuals with strong moral foundations and a good personality. Achieving this objective requires the active participation of all educational stakeholders, including students, teachers, and parents (Wahyuni, 2021). Extracurricular activities such as Pramuka and Paskibra provide students with opportunities to learn these values through real-life experiences. Studies have indicated that structured programs in character education, such as those offered by Pramuka and Paskibra, have shown positive outcomes in improving student behavior and interpersonal relationships (Rahmadani & Hamdany, 2023). Through these programs, students not only learn how to follow rules but also develop an understanding of cooperation, respect, and mutual support among peers (Mulyadi, 2020).

At Pondok Pesantren Darunnajah, extracurricular programs like Scouts and Paskibra are integral parts of the institution's mission to produce morally upright and knowledgeable individuals. In this setting, the leadership of the school principal plays a pivotal role, as they are responsible for formulating policies and strategies that guide the management of these programs. The school principal, through effective leadership, can foster an academic environment that promotes character development by adopting a comprehensive and inclusive approach, where all components of the school community are engaged in the learning process (Sagala, 2017). Research by Andriani & Gunawan (2021) emphasizes that the principal's leadership style directly impacts the success of extracurricular programs by aligning school resources, staff, and student interests with institutional goals.

However, the development of these programs faces significant challenges, particularly in terms of resource limitations and student participation (Widodo, 2022). Budget constraints,

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alongside a shortage of qualified human resources, often hinder the full and effective implementation of programs such as Pramuka and Paskibra. According to Pertiwi & Yuliana (2020), a lack of funding and experienced staff can restrict the growth of extracurricular programs. Therefore, the principal must devise strategies that address these issues effectively. This can involve enhancing the capacity of program facilitators, collaborating with external partners, and ensuring that sufficient resources are available to support these programs (Yusuf, 2021).

One critical aspect of attracting student interest in these extracurricular activities is designing a curriculum that is relevant to their social and academic needs (Sundari & Sari, 2021). The principal should focus on creating activities that not only meet academic requirements but also resonate with the students' character development in the contemporary world (Mulyana, 2020). This is particularly important in an era where students are exposed to challenges that emphasize the significance of leadership and teamwork in both personal and social contexts (Zahra & Aminah, 2024). This perspective aligns with research by Ulya (2022), who asserts that students are more likely to engage in extracurricular activities that align with their evolving values and societal challenges.

Both Scouts and Paskibra programs also provide essential life skills that are indispensable in today's society. Scouts, for example, teach practical skills such as camping, navigation, and teamwork, while Paskibra focuses on discipline and responsibility towards assigned tasks (Kurniawan, 2020). These activities equip students with the skills they need to thrive in real-world situations, enhancing both their personal and professional development. According to Yusuf & Irwansyah (2021), these programs play a significant role in shaping well-rounded individuals who are ready to take on future challenges. By following a systematic and structured approach, students gain not only technical skills but also internalize social values that enable them to become active and positive contributors to society (Wahyuni, 2021).

In an increasingly complex and interconnected world, character education that is integrated into the curriculum is more crucial than ever. A strong character allows students to tackle challenges in both academic and social spheres (Zahra & Aminah, 2024). According to recent studies, integrated character education enhances student adaptability, preparing them for the uncertainties and demands of a rapidly changing world (Mulyadi, 2020). Programs like Pramuka and Paskibra contribute significantly to this integration by providing structured environments where leadership, discipline, and social responsibility are nurtured.

Leadership from the principal also plays an essential role as a model for both teachers and students. Democratic and participatory leadership styles, as advocated by Herlina & Sutrisno (2018), create an environment that fosters collaboration and communication among all school members. This type of leadership motivates students to actively participate in extracurricular activities by promoting engagement, mutual respect, and shared goals. Studies show that when principals adopt a leadership style that emphasizes inclusivity and collaboration, students are more likely to become active participants in school programs (Herlina & Sutrisno, 2018).

To ensure the success of these programs, continuous monitoring and evaluation are essential (Sagala, 2017). The effectiveness of activities, feedback from students and teachers, and ongoing development efforts all contribute to program success. The principal's role in assessing not only academic outcomes but also the character and social skills of students is critical for comprehensive school development (Kurniawan, 2020). Monitoring and evaluation allow for the identification of strengths and areas for improvement, which is vital for adapting the programs to changing needs.

The development of the Scouts and Paskibra programs at Pondok Pesantren Darunnajah showcases how character education can be integrated into the overall educational system. These

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programs aim to cultivate students who are responsible, disciplined, and equipped with strong moral values. The ongoing challenges highlight the necessity for careful, collaborative strategies to maximize available resources and generate graduates who can contribute positively to society (Sundari & Sari, 2021). By aligning program development with student needs and institutional goals, the principal can ensure the sustainability and impact of these programs.

This research is expected to provide valuable insights into how the development of extracurricular programs, particularly Pramuka and Paskibra, can enhance character education within Pondok Pesantren Darunnajah and similar educational institutions across Indonesia. Emphasizing the development of strong character is increasingly relevant as it prepares the youth to face the uncertainties of the future. By focusing on the importance of leadership and character, educational institutions can produce graduates who are not only academically proficient but also emotionally and socially intelligent (Wahyuni, 2021).

In conclusion, the development of character and leadership within educational institutions requires effective governance and collaboration among all stakeholders. As the research shows, integrating character education into extracurricular programs such as Scouts and Paskibra is crucial for nurturing students who are ready to face global challenges. Therefore, school principals, particularly at Pondok Pesantren Darunnajah, must adopt innovative and collaborative strategies to ensure the success of these extracurricular programs and contribute to producing well-rounded individuals who will positively impact society (Yusuf & Irwansyah, 2021).

## **B. Methods**

This research adopts a qualitative approach to explore the strategies employed by the school principal in developing the Pramuka and Paskibra programs at Pondok Pesantren Darunnajah. A qualitative design was chosen as it allows for an in-depth understanding of the phenomena under investigation, focusing on the experiences, perspectives, and actions of the principal, teachers, and students in relation to the development and implementation of these extracurricular programs. Through this approach, the study aims to uncover the underlying factors that influence the success or challenges in running these programs, as well as the leadership strategies that are most effective in fostering student character development.

Data collection will primarily involve semi-structured interviews with key stakeholders, including the school principal, program coordinators, and teachers responsible for overseeing the Pramuka and Paskibra programs. These interviews will be designed to gather detailed insights into the strategies used in managing these programs, the challenges faced, and the impact of these programs on students' character development. In addition, observations will be conducted during extracurricular activities to gain a direct understanding of how the programs are executed and how students engage with them.

The study will also employ document analysis to review relevant school policies, program curriculums, and evaluation reports. These documents will provide a broader context for understanding how the school structures and organizes these programs, as well as how the principal's leadership strategies are translated into actionable plans. The combination of interviews, observations, and document analysis will allow for a comprehensive examination of the strategies used in the development of the Pramuka and Paskibra programs.

Data analysis will follow a thematic analysis approach, where patterns and themes related to leadership strategies, challenges, and outcomes will be identified. This process will involve coding the interview transcripts and field notes to categorize key themes and making sense of the relationships between the different data sources. The findings will be presented in a narrative format, discussing how the school principal's leadership influences the effectiveness of the

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programs and the impact these programs have on student development. The study aims to contribute to the broader field of educational leadership by offering insights into how leadership in pesantren settings can enhance character education through extracurricular activities.

### C. Result and Discussion

#### **Planning as the Foundation of Educational Program Management at Pondok Pesantren Darunnajah**

Planning serves as a fundamental pillar in managing any educational program. According to Handoko (2011), planning is the process of determining a sequence of actions and making decisions regarding what should be done, when, by whom, and how. In the context of character and leadership education, extracurricular programs such as Pramuka (Indonesian Scouts) and Paskibra (Flag Hoisting Troop) at Pondok Pesantren Darunnajah are not merely skill-based activities but essential platforms for shaping the holistic character of santri (Islamic boarding school students).

At Pondok Pesantren Darunnajah, the implementation of the Pramuka program follows a systematic and measurable planning approach. The process begins with determining the primary objective: shaping the character of santri through the internalization and practice of the Dasa Dharma Pramuka values. This goal aligns with the Islamic spirit of character education, which emphasizes honesty, responsibility, independence, and exemplary conduct (Sudrajat, 2011). It indicates that Pramuka is not just an extracurricular activity but an integral part of the moral education framework of the pesantren.

In preparing the Pramuka program, the pesantren organizes a Musyawarah Dewan Ambalan (Musdam), a deliberative council comprising three main commissions: the activity commission, the budgeting commission, and the evaluation commission. Each commission is responsible for designing a yearly work plan under the guidance of Pramuka mentors and the Kesantrian division. The involvement of santri in this planning process reflects the application of student-centered leadership and educational democracy, wherein learners actively participate in designing their own activities (Uno, 2012).

The weekly agendas include regular training sessions and traffic control duties (Pamlalin), aimed at instilling discipline, teamwork, and social awareness. Monthly activities such as joint training sessions (Latgab) and the attainment of Special Skills Badges (TKK) are structured to enhance individual competence and reward achievement. These planning efforts support the principle of achievement motivation in character education (Suryosubroto, 2009). Beyond weekly and monthly agendas, the pesantren also carefully designs semester-based programs. These include the attainment of Bantara and Laksana ranks, camping events, community service, entrepreneurship activities, and student recreational programs. This demonstrates that character development is not merely theoretical but also experiential, grounded in hands-on activities that respond to contemporary needs and foster leadership among santri (Tilaar, 2002).

In the long-term scope, annual programs such as Pramuka orientation, the celebration of Pramuka Day, communal iftar, Garuda Pramuka rank attainment, inter-school competitions, and the Reception of New Ambalan Members (PTA) serve as strategic agendas to cultivate pride, loyalty, and a competitive spirit among students. These activities affirm the view that character education requires a sustainable and structured approach (Sallis, 2002). Meanwhile, in developing the Paskibra program at Pondok Pesantren Darunnajah, the leadership sets clear objectives centered on cultivating strong discipline, responsibility, and cohesion among santri. The program is designed not only to develop physical and mental endurance but also to instill a sense of nationalism and leadership (Hasibuan, 2016).

The pesantren aspires for its Paskibra team to compete at the national level, using this target as a structural motivator for students to achieve high standards of discipline and excellence. To support this, a systematic annual training plan is established, along with a scheduled rotation of the organizational structure, preceding the election of the student council (OSIS) president, thereby reinforcing formal leadership development. Routine practices held both within the pesantren and at the sub-district level are designed to ensure continuity and to enhance the personal quality of each santri. Thus, planning serves not

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only as a guide for implementation but also as a tool for supervision and evaluation of program success. This highlights the critical role of planning in modern educational management, particularly in shaping well-rounded individuals with strong character (Terry, 2006).

### **Organizing in the Development of Pramuka and Paskibra Programs at Pondok Pesantren Darunnajah**

Organizing is one of the core functions of management that plays a vital role in shaping a well-structured workflow by defining clear roles, responsibilities, and coordination lines. Hasibuan (2016) defines organizing as the process of structuring an organization according to its objectives, assigning specific tasks and responsibilities, and delegating the necessary authority to individuals to carry out their duties effectively. In the educational context, especially within Pondok Pesantren Darunnajah, the organizing function is crucial in ensuring the success of extracurricular programs such as Pramuka (Scouting) and Paskibra (Flag Hoisting Troop).

Following the program planning stage, the leadership of the pesantren systematically organized the structure of the Pramuka program. The initial step involved establishing a scouting organizational structure that clearly outlined the roles, functions, and responsibilities of each section. This included the appointment of experienced and competent individuals as scout mentors and trainers, such as Mr. Eka Zendrian, S.Pd., Mr. Samsul, and Ms. Fitriani. Assigning individuals based on their competencies indicates that organizing is not merely about structure but also about ensuring the quality of human resources (Handoko, 2011).

Furthermore, the pesantren leader established a coordination and instruction flow to prevent overlaps in authority and to ensure that all parties work synergistically. The Gugus Depan (Scout Front Group) was divided into two units: Gudep 03-153 (Ambalan Moh. Hatta) and Gudep 03-154 (Ambalan Dewi Sartika), each with its own appointed leader. This division reflects a team-based and collective leadership structure, which is essential for the character building and leadership development of the santri (Suryosubroto, 2009).

A similar organizing approach was implemented in the development of the Paskibra program. The pesantren head designed the Paskibra organizational structure, along with a clear distribution of roles, functions, and responsibilities. The selection of mentors and trainers was conducted with careful consideration of their competencies. Mr. Eka Zendrian, S.Pd., was appointed as the mentor, and Mr. Samsul as the trainer. This process demonstrates a competency-based and accountable approach, which is fundamental in establishing discipline and effective command structures in Paskibra training.

Organizing the Paskibra program also involved establishing a systematic coordination pathway and appointing a troop leader. With a detailed role distribution and well-arranged structure, the activities can be conducted in an orderly and goal-oriented manner, aligned with the educational vision of the pesantren. This reflects the application of the principle of organizational clarity, in which every member understands their role in achieving collective goals (Robbins & Coulter, 2016).

### **Controlling in the Development of Pramuka and Paskibra Programs at Pondok Pesantren Darunnajah**

Controlling is a vital function in management that ensures all processes align with the plans and objectives previously established. This function includes measuring outcomes, evaluating implementation, and applying corrective actions when necessary. In the context of extracurricular programs at Pondok Pesantren Darunnajah, controlling plays a crucial role in guaranteeing that the Pramuka (Scouting) and Paskibra (Flag Hoisting Troop) programs are effectively executed and contribute meaningfully to character education.

According to the findings, the pesantren leader implements two forms of supervision: direct and indirect. Direct supervision is carried out through regular inspections at training locations, focusing on attendance, punctuality, and student engagement. For instance, Pramuka training sessions are conducted every Thursday under the guidance of qualified trainers and are directly supervised by the designated scout

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leader. Similarly, Paskibra sessions are held on Tuesdays and are also overseen by the program's advisor. These routine supervisions ensure that activities are conducted with discipline and according to the set schedule.

In addition to direct observation, indirect supervision is implemented through accountability reports submitted by each program's coach and trainer. These reports include documentation of activities, assessments of program success, and challenges faced during execution. Through this mechanism, the pesantren leadership can evaluate the effectiveness of the programs without being physically present at every event, enabling data-driven decision-making and oversight.

Furthermore, student participation in Pramuka is linked to formal evaluation systems. The pesantren incorporates student activity data into the national education database system (Dapodik), using it as part of the overall assessment of student behavior and character development. This integration serves as a motivational factor for students to remain active in the program, knowing that their participation has measurable academic and administrative implications.

To continuously improve training quality, the pesantren organizes annual evaluation sessions. At the end of each year, every extracurricular program holds a deliberative meeting (*musyawarah*) that serves as a platform for presenting evaluation findings, reviewing implemented and unimplemented programs, and identifying obstacles encountered. From these discussions, alternative solutions are proposed to address challenges and improve program execution in the following academic year. This process reflects a proactive and strategic approach to the controlling function, ensuring sustainability and long-term development of the programs.

#### **D. Conclusion**

The development of the Pramuka and Paskibra programs at Pondok Pesantren Darunnajah demonstrates the effective integration of core management functions planning, organizing, and controlling into the realm of extracurricular education. The planning process is structured around clear objectives aligned with Islamic character values, employing participatory methods such as the *Musyawarah Dewan Ambalan* to foster student ownership and leadership. The organizing function is marked by the strategic delegation of tasks, the establishment of clearly defined organizational structures, and the assignment of competent mentors and trainers, ensuring that the programs operate efficiently and purposefully. Meanwhile, the controlling process combines both direct and indirect supervision, utilizing performance reports and regular evaluations to monitor implementation, measure student engagement, and apply necessary improvements.

Together, these managerial strategies ensure that the Pramuka and Paskibra programs serve not merely as extracurricular activities, but as integral instruments of character formation, leadership development, and educational accountability. This study reinforces the relevance of management theory in Islamic boarding school settings, where structured educational governance can significantly enhance the outcomes of holistic student development. Future studies may build on these findings by exploring the impact of such structured extracurricular models on long-term student success and institutional resilience.

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