



IMPLEMENTATION OF SCOUTING ACTIVITIES THROUGH HANDICRAFT-BASED FIELD ENRICHMENT PROGRAMS AT PONDOK MODERN DARUSSALAM GONTOR

Muhammad Fathi Mubin¹, Reedho Muhammad Fathan², Muhammad Syakir Alfadhil³,
Moh Alwi Yusron⁴, Syarifah⁵

^{1,2,3,4,5}Universitas Darussalam Gontor, Indonesia

Email: fathimubin43@gmail.com



DOI: <https://doi.org/10.34125/jmp.v11i4.2916>

Sections Info

Article history:

Submitted: 30 June 2026

Final Revised: 15 July 2026

Accepted: 10 August 2026

Published: 14 August 2026

Keywords:

Scouting

Handicraft

Field Enrichment Practice

Experiential Learning

Character Education



ABSTRACT

Objective: This study examines the implementation of scouting activities through handicraft-based Field Enrichment Practice PPL at Pondok Modern Darussalam Gontor, focusing on implementation stages, supporting and inhibiting factors, and educational outcomes. **Methods:** A qualitative descriptive case study was employed. Data were collected through observations, semi-structured interviews, and documentation involving PPL students, scout instructors, supervisors, and school administrators selected through purposive sampling. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, while credibility was ensured through source and technique triangulation. **Results:** The findings indicate that the program was systematically implemented through planning, implementation, and evaluation. Handicraft-based scouting activities enhanced students' creativity, leadership, teamwork, discipline, responsibility, practical skills, and independence through experiential learning. Institutional commitment, structured mentoring, and active participation supported successful implementation. **Novelty:** The study proposes a comprehensive experiential learning model integrating handicraft-based scouting activities into Field Enrichment Practice within Islamic boarding schools to strengthen character education and practical competencies

ABSTRAK

Objektif: Penelitian ini menganalisis implementasi kegiatan kepramukaan melalui praktik hasta karya dalam Praktik Pengayaan Lapangan PPL di Pondok Modern Darussalam Gontor dengan menyoroti tahapan pelaksanaan, faktor pendukung dan penghambat, serta implikasi pendidikannya. **Metode:** Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus deskriptif. Data diperoleh melalui observasi, wawancara mendalam, dan dokumentasi terhadap mahasiswa PPL, pembina pramuka, dosen pembimbing, dan pengelola kegiatan yang dipilih secara purposive. Analisis data dilakukan menggunakan model interaktif Miles, Huberman, dan Saldaña, sedangkan keabsahan data diuji melalui triangulasi sumber dan teknik. **Hasil:** Program dilaksanakan secara sistematis melalui tahap perencanaan, pelaksanaan, dan evaluasi. Kegiatan kepramukaan berbasis hasta karya mampu meningkatkan kreativitas, kepemimpinan, kerja sama, disiplin, tanggung jawab, keterampilan praktis, dan kemandirian peserta melalui pembelajaran berbasis pengalaman. Dukungan institusi, pembinaan terstruktur, dan partisipasi aktif menjadi faktor utama keberhasilan. Kebaruan: Penelitian ini menawarkan model implementasi pembelajaran berbasis pengalaman yang mengintegrasikan kegiatan kepramukaan berbasis hasta karya dalam PPL untuk memperkuat pendidikan karakter dan kompetensi praktis di lingkungan pesantren.

Kata kunci: Kepramukaan, Hasta Karya, Praktik Pengayaan Lapangan, Pembelajaran Berbasis Pengalaman, Pendidikan Karakter.

INTRODUCTION

Education in the twenty-first century is expected not only to develop students' academic competencies but also to foster character, leadership, creativity, collaboration, and problem-solving skills. The rapid advancement of technology, globalization, and increasingly complex social challenges have encouraged educational institutions to implement learning approaches that integrate cognitive, affective, and psychomotor domains in a balanced manner. Consequently, character education has become an essential component of educational systems rather than merely a complementary aspect of the curriculum [Lickona, 2013](#); [Simbolon, 2024](#). Character education is considered more effective when students actively participate in authentic learning experiences that encourage them to practice values directly in real-life situations rather than merely learning them conceptually [Kolb, 2015](#).

One educational approach that supports character development is scouting, which serves as a form of non-formal education emphasizing the principles of learning by doing, teamwork, leadership, discipline, responsibility, and self-reliance. Numerous studies have demonstrated that scouting activities significantly contribute to strengthening students' character and leadership competencies through experiential learning. By engaging learners in practical activities, scouting enables them to internalize moral values while simultaneously developing creativity and collaborative skills [Ramdan & Suryono, 2020](#); [Nasution & Nasution, 2024](#).

In the context of contemporary education, scouting activities are no longer viewed solely as extracurricular programs but are increasingly integrated into experiential learning through field-based educational practices. One example is the Field Enrichment Practice Praktik Pengayaan Lapangan—PPL, which provides students with opportunities to apply theoretical knowledge in authentic educational environments. Within this program, handicraft-based scouting activities *hasta karya* function as a learning medium that develops creativity, practical skills, innovation, teamwork, and problem-solving abilities through the utilization of simple and recycled materials. Such activities also encourage students to become active participants in the learning process while cultivating responsibility and independence [Nuruddin et al., 2023](#).

Pondok Modern Darussalam Gontor represents one of the Islamic boarding schools that consistently integrates scouting into its comprehensive educational system. Unlike many educational institutions where scouting is positioned merely as an extracurricular activity, Gontor incorporates scouting into its twenty-four-hour educational philosophy, emphasizing the balanced development of intellectual, spiritual, social, and practical competencies. Through the Field Enrichment Practice PPL, students actively participate in various project-based learning activities, including handicraft-making programs that facilitate the development of technical competence, creativity, leadership, cooperation, and responsibility. This educational practice reflects the implementation of experiential learning within the context of Islamic boarding school education [Hidayah et al., 2025](#).

Previous studies have widely examined the contribution of scouting activities to character education, leadership development, and extracurricular management in schools. Nevertheless, these studies have predominantly focused on general scouting activities at elementary and secondary school levels. Research specifically investigating the implementation of scouting through handicraft-based scouting activities within the Field Enrichment Practice PPL, particularly in Islamic boarding school environments, remains limited. Furthermore, previous studies have rarely explored the implementation process comprehensively by examining planning, implementation, evaluation, supporting factors, and

challenges within a single analytical framework [Sulistiany et al., 2022](#). However, these studies generally concentrated on character education and extracurricular management, providing limited discussion on the implementation process of handicraft-based scouting activities within Islamic boarding schools.

Although previous studies have demonstrated that scouting activities contribute significantly to character education, leadership development, creativity, and students' life skills through experiential learning approaches [Sulistiany et al., 2022](#); [Sulkifli et al., 2022](#); [Septiani et al., 2025](#), existing research has primarily focused on extracurricular management, character outcomes, or the effectiveness of scouting programs in formal school settings. Similarly, studies conducted in Islamic educational institutions have emphasized character formation through scouting activities without comprehensively examining how handicraft-based scouting activities are systematically implemented within the Field Enrichment Practice Praktik Pengayaan Lapangan—PPL program, including the stages of planning, implementation, evaluation, and the supporting and inhibiting factors influencing the learning process [Syarifah et al., 2023](#); [Hidayah et al., 2025](#). Consequently, empirical evidence regarding the integration of handicraft-based scouting activities as an experiential learning model in Islamic boarding schools remains scarce.

Unlike previous studies that primarily focused on character outcomes, extracurricular management, or general scouting activities, this study proposes and empirically validates a comprehensive implementation model that integrates handicraft-based scouting activities into the Field Enrichment Practice PPL program within an Islamic boarding school context. The model explains the complete implementation process, including planning, implementation, evaluation, supporting factors, and inhibiting factors, while simultaneously demonstrating how experiential learning contributes to strengthening students' practical competencies, creativity, collaboration, leadership, and character development [Hidayah et al., 2025](#); [Muslih et al., 2026](#).

Table 1. Research Gap and Research Urgency

Previous Studies	Limitation	Contribution of This Study
Focus on scouting extracurricular	Not in PPL	Integrates scouting into Field Enrichment Practice
Focus on character	No implementation process	Explains planning–implementation–evaluation
General schools	Not pesantren	Evidence from Pondok Modern Gontor
Learning outcomes	No implementation model	Proposes experiential implementation model

Based on the identified research gap and the proposed novelty, this study aims to analyze the implementation of handicraft-based scouting activities within the Field Enrichment Practice PPL program at Pondok Modern Darussalam Gontor, with particular emphasis on the planning, implementation, evaluation, supporting and inhibiting factors, and their contribution to students' character development and practical competencies. The findings are expected to contribute both theoretically to the advancement of scouting education and experiential learning and practically by providing a reference model for Islamic boarding schools and other educational institutions implementing character-based experiential learning programs.

METHODOLOGY

This study employed a qualitative approach with a descriptive research design. A qualitative approach was chosen because this study aimed to gain an in-depth understanding of the implementation of scouting activities in field enrichment practices through Handicraft-handicraft-making activities at Pondok Modern Darussalam Gontor. Qualitative research emphasizes understanding social phenomena naturally based on the perspectives of the research subjects [Creswell & Creswell, 2023](#). The research was conducted at Pondok Modern Darussalam Gontor. The research subjects consisted of scout instructors, activity committees, and students involved in the Field Enrichment Practice PPL. The subjects were selected using a purposive sampling technique, in which informants were chosen based on their direct involvement and understanding of the research activities [Sugiyono, 2022](#).

Data were collected through observation, interviews, and documentation. Observation was conducted to obtain data related to the implementation of scouting activities and the process of handicraft-based scouting activities. In-depth interviews were conducted with informants to gather information regarding the implementation, objectives, supporting factors, and obstacles of the activities. Meanwhile, documentation was used to complement the data in the form of activity photographs, archives, schedules, and other supporting documents. The use of multiple data collection techniques aimed to enhance the depth and validity of the research data [Moleong, 2021](#). To provide a systematic overview of the research procedures, the study was conducted through a series of interrelated stages. The process began with the identification of the research problem based on the phenomenon of implementing handicraft-based scouting activities within the Field Enrichment Practice PPL program, followed by a literature review to identify the research gap and strengthen the theoretical foundation. The subsequent stage involved selecting research participants using the purposive sampling technique, including PPL students, scout instructors, academic supervisors, and program coordinators. Data were collected through observations, in-depth interviews, and documentation.

Table 2. Research Participants

Participant Category	Code	Number	Selection Criteria	Source of Data
Field Enrichment Practice PPL Students	S1-S10	10	Students actively participating in scouting handicraft activities	Interview, Observation
Scout Coaches	SC1-SC2	2	Responsible for planning and supervising scouting activities	Interview
PPL Supervisors	SP1-SP2	2	Supervising the implementation and evaluation of PPL activities	Interview
School Administrators	AD1	1	Responsible for institutional policies related to scouting programs	Interview
Documents	D1-D8	8 Documents	Activity reports, lesson plans, photographs, and evaluation records	Documentation

Table 2 presents the characteristics of the research participants involved in this study. The participants were selected using purposive sampling based on their direct involvement in the implementation of scouting activities during the Field Enrichment Practice PPL. To enhance data credibility, the study also analyzed supporting documents, including activity reports, photographs, lesson plans, and institutional records. Data analysis was carried out interactively through three stages: data reduction, data presentation, and conclusion drawing,

following the model proposed by Miles, Huberman, and Saldaña 2020. In the data reduction stage, the researcher selected and focused on data relevant to the study. The data were then presented in descriptive narrative form to facilitate understanding, followed by drawing conclusions based on the research findings. The collected data were then analyzed using the interactive analysis model proposed by Miles, Huberman, and Saldaña 2020, which consists of data condensation, data display, and conclusion drawing and verification. To ensure the trustworthiness of the findings, data credibility was established through both source triangulation and methodological triangulation. The overall research procedure is illustrated in Figure 1.

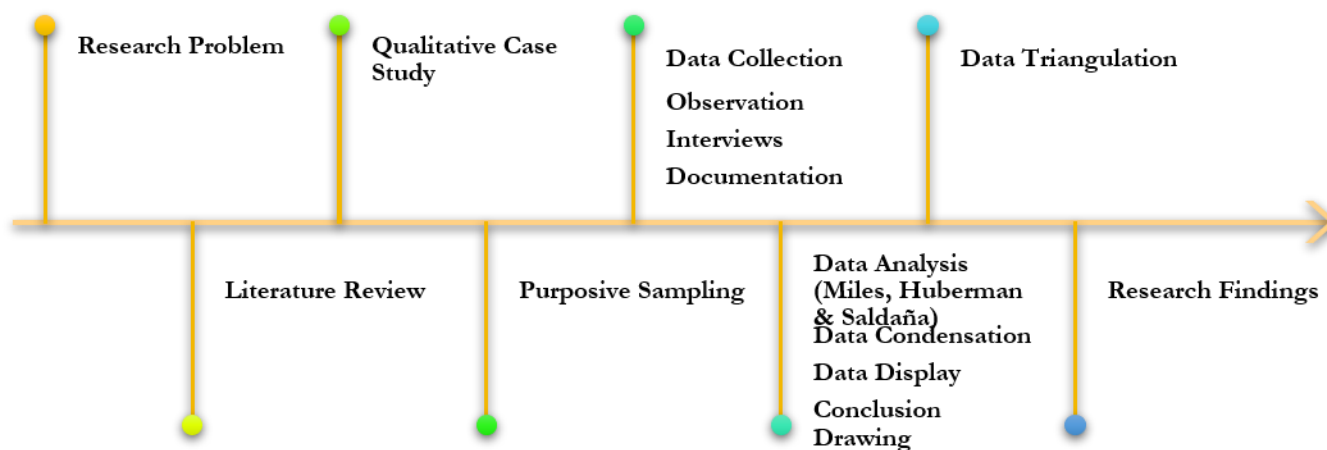


Figure 1. Research Procedure for the Implementation of Scouting Activities through Handicraft Practices in the Field Enrichment Practice PPL Program

Data validity was tested using source triangulation and technique triangulation. Source triangulation was conducted by comparing data obtained from several informants, while technique triangulation was carried out by comparing the results of observations, interviews, and documentation. These techniques were applied to ensure that the data obtained were valid and trustworthy Fadli, 2021.

RESULTS

The findings of this study indicate that the implementation of scouting activities in the Field Enrichment Practice PPL through handicraft-based scouting activities at Pondok Modern Darussalam Gontor was carried out systematically through the stages of planning, implementation, and evaluation. In the planning stage, scout instructors and activity committees determined the types of handicraft, arranged activity schedules, and prepared the necessary tools and materials. The activities were designed in groups to foster cooperation and responsibility among the students.

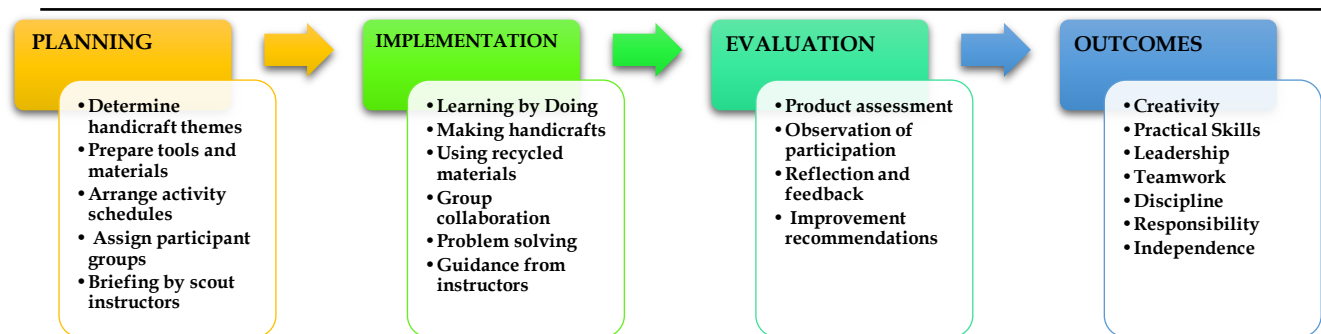


Figure 2. Implementation process of scouting activities through handicraft practices

During the implementation stage, students were directly involved in the process of creating handicraft by utilizing simple and recycled materials available in the surrounding environment. The forms of handicraft included handicrafts, miniatures, camping decorations, and various other creative works. These activities were conducted using the learning by doing method, allowing students to gain direct experience in the learning process. This finding is consistent with the study by Ramdan and Suryono 2020, which stated that practice-based scouting methods can improve students' skills and character development. In addition to improving practical skills, handicraft activities also had a positive impact on students' creativity. Students were able to develop ideas and innovations in producing useful and aesthetically valuable products. This finding is in line with the study conducted by Adriweri and Nurulpaik 2025, which explained that handicraft activities in scouting can strengthen students' creative dimensions through experience-based learning.

This study also found that the implementation of scouting activities through field enrichment practices contributed to students' character development, particularly in the aspects of discipline, responsibility, cooperation, and independence. These values were reflected in students' active participation in completing group assignments, following activity rules, and maintaining teamwork throughout the implementation process. This finding supports the study by Nasution and Nasution 2024, which stated that scouting activities are effective in instilling discipline and responsibility among students. Furthermore, several supporting factors were identified in the implementation of the activities, including support from the Islamic boarding school institution, structured guidance, and active student participation. Meanwhile, the inhibiting factors included limited implementation time, differences in students' creativity levels, and limited availability of certain materials in the handicraft process. Nevertheless, these obstacles could be overcome through group cooperation and guidance from the instructors during the activities.

Overall, the findings demonstrate that the implementation of scouting activities in field enrichment practices through handicraft activities at Pondok Modern Darussalam Gontor contributes positively to the development of students' skills, creativity, and character through experience-based learning. The documentation of handicraft-based scouting activities illustrates students' direct involvement in creating creative products through scouting-based experiential learning activities. This documentation demonstrates how students collaborated, utilized simple or recycled materials, and developed practical skills during the activity process. Such activities are closely related to the learning by doing approach, which emphasizes active participation and direct experience in the learning process [Sibthorp et al., 2023](#).



Figure 3. Documentation of Handicraft Making Activities

In addition, documentation of students’ handicraft works was used to show the outcomes of the Field Enrichment Practice activities. The resulting products reflected students’ creativity, innovation, and practical skills in transforming available materials into useful and educational works. The documentation also supports previous studies stating that scouting-based practical activities contribute significantly to creativity and character development among students [Sulkifli et al., 2022](#).



Figure 4. Documentation of Students’ Handicraft Works

To provide a comprehensive overview, the major findings of this study are summarized in Table 2. The findings highlight the implementation process of scouting activities through handicraft-based Field Enrichment Practices, the supporting and inhibiting factors, as well as their educational implications for character development.

Table 3. Summary of the Main Research Findings

Research Focus	Main Findings	Supporting Evidence	Educational Implications
Planning of scouting activities	Scouting activities were systematically integrated into the Field Enrichment Practice PPL program through structured planning and coordination among supervisors, scout coaches, and students.	Planning documents, interviews with supervisors and scout coaches, observations	Well-planned activities facilitate effective experiential learning and student participation.
Implementation of handicraft activities	Students actively engaged in designing, producing, and presenting handicraft products in collaborative groups under the guidance of scout coaches.	Observation of activities, interviews, documentation	Hands-on learning promotes creativity, teamwork, and practical problem-solving skills.
Character development	The activities fostered discipline, responsibility, cooperation, leadership, independence, and creativity among participants.	Interview responses and field observations	Scouting-based experiential learning contributes to holistic character education.
Supporting factors	Institutional support, adequate facilities, experienced scout coaches, and students' enthusiasm enhanced the implementation of the program.	Interviews and documentation	Strong institutional commitment increases the effectiveness of scouting education.
Challenges encountered	Limited time, differences in students' skills, weather conditions during outdoor activities, and limited materials occasionally affected implementation.	Observation and interviews	Better scheduling and resource management are needed to optimize future programs.

DISCUSSION

The implementation of scouting activities in the Field Enrichment Practice PPL through handicraft activities at Pondok Modern Darussalam Gontor was carried out systematically through the stages of planning, implementation, and evaluation. In the planning stage, scout instructors and activity committees prepared the activity concepts, determined the types of handicraft, prepared tools and materials, and distributed tasks among the students. This stage indicates that scouting activities are not only oriented toward field activities but also emphasize managerial aspects and group cooperation.

The implementation of the activities applied the learning by doing method, in which students were directly involved in the process of creating handicraft. This method is in line with the fundamental principles of scouting education, which emphasize direct experience as a means of developing students' character and skills [Ramdan & Suryono, 2020](#). Through these activities, students not only learned how to create handicrafts but were also trained to think creatively, collaborate with others, and solve problems during the activity process.

The findings revealed that handicraft activities had a positive impact on the development of students' creativity. Students were able to utilize simple and recycled materials to produce useful and educational products. This finding is consistent with the study conducted by Adriweri and Nurulpaik 2025, which stated that handicraft activities in scouting extracurricular programs contribute to strengthening students' creative dimensions within the Pancasila Student Profile. In addition to enhancing creativity, these activities also helped students develop practical skills and self-confidence through the products they created.

On the other hand, the implementation of scouting activities in field enrichment

practices also contributed to students' character development, particularly in terms of discipline, responsibility, and independence. These values were reflected in students' involvement in completing group tasks, following activity regulations, and maintaining teamwork throughout the implementation process. This finding supports the study by Nasution and Nasution 2024, which explained that scouting activities are effective in instilling discipline and responsibility among students. Furthermore, scouting education serves as a medium for strengthening character through positive habituation and collaborative activities Sulistiany et al., 2022.

In the context of Islamic boarding school education, scouting activities through field enrichment practices become part of a holistic educational system that integrates intellectual, skill-based, and character development. Pondok Modern Darussalam Gontor utilizes these activities as an experience-based learning medium capable of fostering leadership mentality and students' independence. This demonstrates that scouting activities function not only as extracurricular programs but also as a form of life skill education.

Nevertheless, this study identified several obstacles in the implementation of the activities, such as limited time, the availability of certain materials, and differences in students' creative abilities. However, these obstacles could be overcome through intensive guidance, intergroup cooperation, and the utilization of alternative materials available in the surrounding environment.

Based on these findings, the implementation of scouting activities in field enrichment practices through handicraft activities at Pondok Modern Darussalam Gontor has proven to make a positive contribution to the development of students' creativity, practical skills, and character. These activities also demonstrate that experience-based education plays an important role in supporting contextual and meaningful learning.

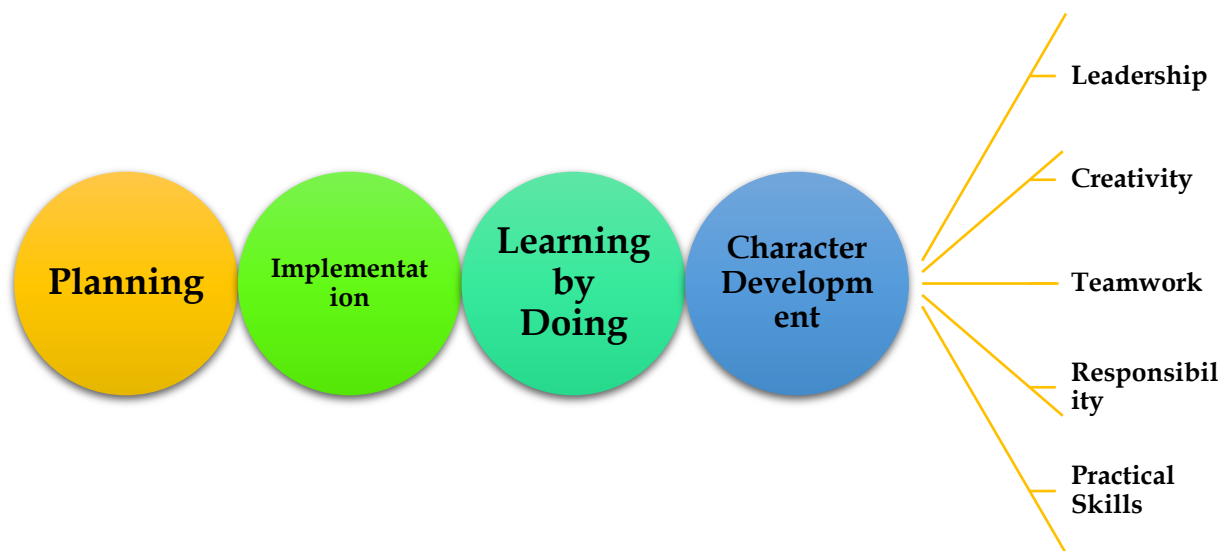


Figure 4. Conceptual model of scouting activities through handicraft-based experiential learning

CONCLUSION

This study concludes that the implementation of handicraft-based scouting activities through the Field Enrichment Practice PPL program at Pondok Modern Darussalam Gontor effectively promotes experiential learning by integrating practical skill development with character education. The program was systematically implemented through planning, execution, and evaluation, enabling students to develop creativity, discipline, responsibility,

leadership, collaboration, and independence through authentic learning experiences. These findings support the experiential learning theory proposed by Kolb 2015 and are consistent with previous studies highlighting the effectiveness of holistic and scouting-based education in strengthening students' character and practical competencies Hidayah et al., 2025; Muslih et al., 2026.

The successful implementation of the program was supported by institutional commitment, structured supervision, and active student participation, although limited time, resource availability, and differences in participants' competencies remained notable challenges. The novelty of this study lies in proposing a comprehensive model that integrates handicraft-based scouting activities into the Field Enrichment Practice PPL program within an Islamic boarding school context. Future research is recommended to involve multiple educational institutions and employ longitudinal or mixed-method approaches to examine the long-term impact of scouting-based experiential learning on students' character development and life skills.

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Jurnal Manajemen Pendidikan

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