

Developing Students' Leadership Spirit during COVID-19 Pandemic through Virtual-Based Scouting Activities

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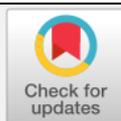
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ABSTRACT

This research aims to analyze scouting activities' implementation to improve students' leadership qualities during the COVID-19 epidemic. This study used a descriptive method with a qualitative approach. The subject of this study consisted of 17 individuals: 1 school policymaker, 1 scout coach, and 15 scout members in Angkasa Lanud Husen Sastranegara High School, Bandung, Indonesia. Observation, interview and documentation study were data collection techniques used in this research. The findings of the study consisted of 1) scouting activities were included in the high school curriculum to prepare students to become individuals with good character and independence, have a spirit of leadership and concern for the environment, and equip students with positive activities before entering the community; 2) Virtual-based scouting education activities consisted of online scouting training with a leadership theme, to foster students' leadership, scout members participated in virtual activities such as seminars, discussions, watching YouTube videos on the subject of scouting, and participating in Zoom Meeting on commemorating Scouting Day. The students attended Twigs and scout coaches' training on scout groups throughout the pandemic. They also did the practice putting Tri Satya and Dhasa Dharma into practice in daily life. Students administered and applied the General Proficiency Requirements' points. They played active roles in the quiz competition, which seeks to build a culture of sportsmanship and leadership, improving their capacity to communicate in a forum, acquire knowledge, assume responsibility, and gain

experience. The scout members also practice developing a sense of leadership in their communities at home. They practiced serving as the prayer leader in the mosque, the imam of home prayers, and guided their younger ones to recite Quran. This research recommends that virtual-based scouting activities can be applied in all schools with more variations of programs and more appreciation for the students' leadership improvement.

Keywords: *Scouting Activities; Students' Leadership Spirit; Virtual Learning*

1. Introduction

The younger generation is a very important and potential human resource to build the nation. One of the efforts in fostering the younger generation is to equip them with several skills, including developing the foundation of student leadership, one of which can be carried out with scout extracurricular activities. Considering that the role of scouting education is important, the government issued a Regulation of the Minister of Education and Culture Number 63 of 2014 concerning scouting education as a mandatory extracurricular activity carried out outside of class hours in primary and secondary education ([Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014](#)).

The non-formal, voluntary, non-political, open to all educational movement, regardless of origin, race, ethnicity, and religion, enriched with the education of scouting values and organized according to the scouting method is called the Scout movement. Satya and Darma are the values that exist in scouting. Meanwhile, the scouting model in question is active and advanced learning in the open and in the classroom with the guidance of the coach. This movement was formed based on Presidential Decree No. 238 of 1961, dated May 20, 1961, through the association of more than 60 scout organizations in Indonesia. Scouting activities are systemically used as a vehicle for psychological-cultural strengthening and a manifestation of attitudes and skills in the 2013 curriculum. Scouting education is a process of education outside the family and the school environment in the form of creative, interesting, fun, orderly, disciplined, directed, and practical activities that are carried out openly with the basic principles and methods of scouting, whose last goal is the formation of good student character. Through scouting activities, students can learn basic leadership skills, which help them become honest, confident, responsible, disciplined, and creative ([Adinugraha et al., 2020](#)).

The COVID-19 pandemic has impacted the world of education, including the learning process. Terawan Agus Putranto announced that the first time COVID-19 appeared was in the Depok area ([Ihsanuddin, 2020](#)). The existence of this pandemic hampers student learning activities which usually take place face-to-face without protocols. Now they have to use health protocols and face-to-face in the process of providing education. With this regulation, educators must be able to carry out the learning process effectively online at home. Initially, the learning process is carried out at school. The online learning process is a learning method that takes place remotely using social media networks ([Masitoh & Kurnia, 2022](#)). The dependence of the Indonesian people on education in schools has an impact on the learning ability of youths until learning loss occurs. In this learning loss problem, it is feared that youths will have learning difficulties after the pandemic is over ([Azmi, 2021](#)).

One of the impacts of the COVID-19 pandemic is the implementation of teaching and learning activities carried out online (remotely) or virtually, namely the decline in the character of student leadership, where students lack discipline, lack honesty, and are less responsible in doing schoolwork. Terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, mobile learning, virtual learning, for example) have something in common, namely the ability to use a computer connected to a network, which offers the possibility to learn from anywhere, at any time, in any rhythm, in any way (Nurhayati, 2021). Some students and teachers feel uncomfortable while studying online, which leads to increased frustration and confusion (Nurhayati, 2021). One way to improve the student's learning ability is to instill discipline to avoid laziness and foster students' enthusiasm for learning (Makurius et al., 2020).

The purpose of Scouting education is to instill divinity, culture, leadership, togetherness, social justice, a love of nature, and independence in students. As social beings who depend on one another, leadership is necessary for human existence. Consequently, it is understandable that leadership is required wherever groups of people reside (Raihan, 2015). Lassura (2021) stated that scouting activities were difficult to carry out during the COVID-19 pandemic because 1) the scout coach rarely accompanied scout members during training activities, making it difficult for scout members to learn how to behave in a disciplined manner, and 2) from the budget perspective, the lack of budgeting creates limit in conducting scouting activities. Angkasa Lanud Husen Sastranegara High School took a significant step forward by instituting virtual scouting activities to circumvent the issues above. This was particularly important during the COVID-19 pandemic when student leadership needed improvement. This activity is anticipated to be an efficient means of achieving student scouting education objectives. This study intends to describe the implementation of virtual-based scouting activities at Angkasa Lanud Husen Sastranegara High School to enhance students' leadership spirit during the COVID-19 pandemic.

2. Literature Review

2.1. Scouting as Youth Education

Law Number 12 of 2010 regarding the Scout Movement regulates scouting by defining the Scout Movement as an organization formed by scouts to organize scouting education. Scouts are citizens of Indonesia who participate in scouting education and adhere to Satya Pramuka and Darma Pramuka. Scouting includes every facet of scouting. Therefore, scouting education is a process that shapes personality, life skills, and virtuous morals through the love and application of scouting values. Scouting education is included in the National Education System's non-formal education path, which is organized by instilling the values of the scout movement in the formation of a personality with a noble character who is patriotic, obeys the law, disciplined, upholds the noble values of the nation, and has life skills. As the organizer of scouting education, the scout movement plays a significant role in shaping the personality and character of the younger generation so that it has the self-discipline and life skills necessary to meet the demands of changes in local, national, and global life. Through scouting activities, it is hoped that students can develop a personality and sense of leadership that can serve as a model for other students in the school, community, national, and state contexts. In addition, possess the ability to work with independence, teamwork, care, and responsibility, as well as the courage to tackle various tasks.

Regulation of the Minister of Education and Culture Number 63 of 2014 concerning scouting education as an activity outside of school class hours which is mandatory in basic and

secondary education (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014). The models implemented in Scout education are Regular, Block and Actualization. Shaping the character of youth so that they have a personality, character and noble character, as well as instilling the spirit of nationality so that youth love the homeland and have the spirit of defending the state, equipping youth with various skills and skills, all of which are the goals of scouting education (Damanik, 2014). The personality abilities that learners train and develop through scouting activities include leadership skills in time management and character change. Being a squad leader, copulation leader, ceremonial or apple leader, and Ambalan administrator is training in scouting activities to develop a leadership spirit. Learners can develop a character of responsibility, discipline, and self-confidence and never give up on scouting activities.

2.2. Students Leadership Spirit

The process of influencing members to lead to a vision and mission is called leadership. Leadership comes from the word lead which means *Tuntun*, which means in it, there is a party that is led and who guides; in organizations, there is such a thing as a leader, that is, a person who can influence and persuade other parties to take action to achieve common goals (Raharja, 2015). The ability of leaders to influence subordinates by convincing them and inviting and participating with enthusiasm for what is recommended is the key to success or not achieving organizational goals (Adinugraha et al., 2020). Leadership can be divided into several parts, namely: 1) involving influence by setting examples and invitations, 2) interactions between leaders and followers, 3) interactions are influenced by the situations in which the interaction takes place, 4) the process of achieving encouragement, achievement of goals and group cohesion. Every child already possesses the potential to be a leader. It takes a long time to form a leadership spirit. Therefore, for dreams, ideals, and life goals to be achieved as a foundation, leadership skills in students must be applied early. It is very important to train the spirit of leadership in youths, starting from the pattern of nurturing and guidance has an impact and role in shaping the spirit of leadership in youths. Therefore, giving examples directly can foster a leadership spirit in youths. The next step is to instill a disciplined attitude in youths; by practicing the discipline of leadership, the character will appear in students.

3. Research Methodology

This study used a descriptive methodology and a qualitative approach. According to Taylor et al. (2015), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behaviors, in which the researcher becomes an instrument and directly reviews the spaciousness to collect data or information that supports and complements the development of student leadership spirit through scouting activities during the COVID-19 pandemic. Sugiyono (2018) mentioned that qualitative research allows researchers to study the activities of individuals who inhabit a certain location in depth. According to Sidiq et al. (2019), a study will acquire valid data and may be evaluated utilizing observation, interviews, and documentation. Seventeen individuals who participated in scouting-related extracurricular activities at Angkasa Lanud Husen Sastranegara High School were the subjects of the study. In qualitative research, according to Miles and Haberman, qualitative data analysis is carried out continuously until complete so that the data is saturated (Sidiq et al., 2019). Data analysis techniques included initial data collection, data reduction, and data display to a conclusion.

4. Results and Discussion

The research was carried out from June 18, 2022, to July 2, 2022. Fifteen scout members carrying out scouting activities at Angkasa Lanud Husen Sastranegara High School in Bandung were observed and interviewed. The aspects observed are as follows:

Table 1. Observation Guidance

No	Observed Aspects	Code
1	Students participated in virtual discussions with the theme of leadership	P1
2	Students took part in online training with the theme of leadership	P2
3	Students worked on the task of making a schedule of daily activities given by the Coach	P3
4	Students took part in a virtual quiz competition with the theme of leadership	P4
5	Students made a report on point 26 contained in the General Proficiency Requirements during the pandemic. (always dress neatly, maintain health and hygiene of personal and environmental)	P5
6	Students can become heads of educational students organizations	P6
7	Students were able to lead worship activities at home	P7

The results of the observational study on developing students' leadership spirit through scout activities are depicted in **Figure 1** below.

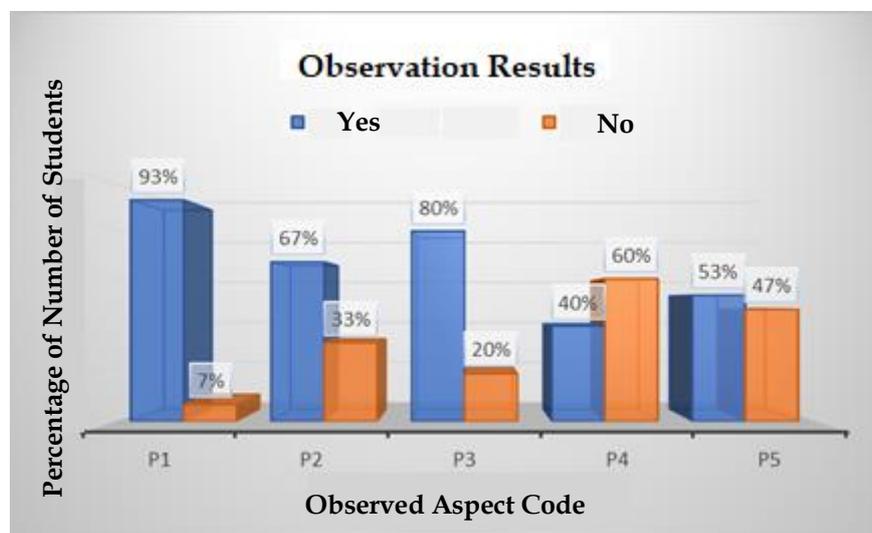


Figure 1. Observation Result Diagram

Source: Empirical Data

Figure 1 depicts the results of observations to develop students' leadership spirit, which shows that 93% of students participated in virtual discussions on the theme of leadership, while 7% did not. Students followed 67% of online training with the theme of leadership, while 33% did not. While 80% of students complete their assignments, up to 20% do not. 40% for students who participated in virtual quiz competition with a leadership theme and 60% for students who

did not participate in the competition. Finally, 53% of students completed General Proficiency Requirements point 26 reports, while 47% did not.

According to the data above, students are more interested in participating in scouting discussions with the theme of leadership, as evidenced by their high participation in scouting discussions virtually compared to other virtual activities such as leadership training and virtual quiz competitions with leadership themes. As a result, more scouting discussions should be held to discuss the themes of youth leadership in the digital era so that students can be more involved in discussions and broaden students horizons to practice leadership principles in everyday life.

From the interview results, it is found that barriers to the implementation of scouting programs in the field include 1) students' disinterest in scouting missions; 2) Scouts members have already reached the tedious and uninspiring level; 3) many students lack knowledge on scouting activities; 4) parents were anxious that the scout activity might tire out their youngster. Whereas The scouting program's contribution to the school consisted of 1) developing the character of learners who are self-reliant, moral, and socially beneficial; 2) students tend to be more active, independent, and kind; 3) the scouting activities can instill in our students the responsibility to become sincere human beings who fulfill the Satya and Dharma of a scout. Educators have the fundamental job of instilling discipline in pupils while they are in the school setting (Al Azizi, 2018). With scouting education in the school setting, children have a healthy physique, useful skills, decent morals and attitudes, and are disciplined. However, the essential thing is to mold students into a generation of Indonesians who have faith and devotion to God Almighty (Ghoni et al., 2022).

On Saturday, June 25, 2022, an interview with Scout Coach Mr. M revealed:

"An example of a virtual activity conducted to build leadership in pupils during the pandemic is taking responsibility for work or assisting parents and community members. Then, online training with a leadership theme was conducted by creating a film depicting youths working with the community to clean up the neighborhood. And in building students' leadership qualities, coaches assign duties such as assisting parents, managing time and going straight into the community to create environmental changes. Students also participated actively in a virtual quiz competition with the theme of leadership. They carried out behavioral guidance according to those in the General Proficiency Requirements, particularly the 26th order, which is to dress well, maintain personal cleanliness and health, and care for the environment."

From the interviews with scout coaches and scout members, it is also known that to foster a sense of leadership, scout members participated in virtual activities such as seminars, and discussions, watching YouTube videos on scouting, and Zoom commemorating Scouting Day. The students stated that to create a feeling of leadership, they have attended Twigs and scout coaches' training on scout groups throughout the pandemic. They also did the practice putting Tri Satya and Dhasa Dharma into practice in daily life. Students also administer and apply the General Proficiency Requirements' points to develop a sense of leadership. They played active roles in the quiz competition, which seeks to build a culture of sportsmanship and leadership, improving their capacity to communicate in a forum, acquire knowledge, assume responsibility, and gain experience. The scout members confessed that they also practice developing a sense of

leadership in their communities at home. They practiced serving as the prayer leader in the mosque, the imam of home prayers, and guided their younger ones to recite Quran.

Following the findings of [Noviana et al. \(2021\)](#), the implementation of scouting activities during the pandemic differs from before the pandemic because pandemic scouting activities were conducted online, with material delivery activities, implementation of practices in their respective homes, and question-and-answer discussions. In contrast, block camping activities, outbound travel, and other activities were conducted before the pandemic. The activities above are beneficial and have a significant impact on the leadership development of students. Even though the activity is conducted online or virtually, where online learning is defined as knowledge gained in a direct and indirect context through the use of a device other than an internet connection, it can still result in beneficial and significant learning outcomes ([Lismayanti et al., 2021](#); [Nurhayati, 2021](#); [Nurhayati & Musa, 2020](#); [Winarti et al., 2022](#)).

The reduction in the religiosity of the nation's children is currently a problem for the Indonesian people. Religious character is the most significant and fundamental aspect of the schooling globe. So that there are no deviations in society, youths must be instilled with religious character as a guide for social conduct ([Nurwana et al., 2021](#)). The key to achieving leadership success in society is the leader's worship, values, and daily conduct ([Raihan, 2015](#)). Even individuals must be able to lead themselves, and practically everyone, regardless of group size, becomes a leader in their surroundings ([Febrihariyanti, 2013](#)). Students' leadership qualities must be fostered through virtual scouting activities, especially in the digital age, where numerous ethical issues exist. The purpose of these virtual scouting activities is to cultivate a generation of young people who are skilled, of noble character, and possess a strong sense of leadership. Scouting education is very beneficial for developing leadership qualities, particularly because scout members can participate in activities that foster an attitude of independence, responsibility, discipline, and emotional maturity, as well as increase their self-confidence and problem-solving skills ([Ali, 2018](#); [Febrihariyanti, 2013](#); [Nurwana et al., 2021](#)).

The observations and interviews also revealed that by providing students with ample opportunities to practice leadership values in their daily lives and appreciating students' good practices in training leadership spirits, their leadership spirits would be significantly enhanced during a pandemic. Here, scouting education is vital in fostering students' leadership qualities. [Asrivi \(2020\)](#) discovered that scouting and national education share the same goals, namely the development of student's potential to become human beings who have faith and piety in God Almighty, a noble character, who are healthy, knowledgeable, capable, creative, independent, and who become democratic and responsible citizens.

5. Conclusion

The research showed that the students' leadership qualities have improved through virtual-based scouting activities during the COVID-19 epidemic at Angkasa Lanud Husein Sastranegara High School in Bandung. The virtual-based scouting activities were quite beneficial, albeit not perfect. During the virtual scout activities session, students engaged in virtual discussions, leadership online training, virtual quizzes, completing coach-assigned projects, and General Proficiency Requirement (Syarat Kecakapan Umum) practice. This research recommends that to be more effective in improving students' leadership spirit during the epidemic, the first step is to encourage students to always be excited about studying and engaged in virtual-based scouting activities, and the second step is to host more diversified and engaging virtual activities. Several applications can be used to improve the students' leadership qualities in the real world, including being the head of students' organizations in the

community and leading daily worship in their own houses.

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7. Declaration of Conflicting Interests

The authors have declared no potential conflicts of interest concerning this article's research, authorship, and/or publication.

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