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# Jurnal Penelitian Pendidikan

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## International Islamic Youth Education: Character Development and Intercultural Competence in World Muslim Scout Jamboree

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### Abstract

This research explores the role of the World Muslim Scout Jamboree 2025 as a platform for International Islamic Youth Education, focusing on character development and intercultural competence among Muslim youth. Employing a qualitative case study design, data were collected through participant observation, semi-structured interviews, and document analysis involving student delegates, international participants, scout leaders, and organizing committee members. The findings indicate that participation in the jamboree significantly strengthened moral responsibility, leadership disposition, and collaborative skills through experiential learning processes. Moreover, intensive intercultural interaction fostered adaptive communication skills, cultural awareness, and sensitivity toward diversity. The shared religious identity among participants functioned as a facilitating bridge for intercultural dialogue while allowing the preservation of distinct national cultures. The study also reveals the emergence of a reflective International Muslim youth identity characterized by moderation, inclusivity, and peace-oriented values. These findings suggest that international scouting initiatives can serve as an effective non-formal educational model integrating character education, global citizenship competencies, and Islamic values. The research contributes to the conceptual development of International Islamic Youth Education by demonstrating how global youth engagement programs can bridge local Islamic educational traditions with broader global experiences. Future longitudinal studies are recommended to examine the sustainability of these developmental impacts over time.

**Keywords:** international Islamic education; character development; intercultural competence; muslim youth; global scouting; experiential learning; islamic identity; peace education

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### INTRODUCTION

In the age of globalization, Muslim youth education must now include interpersonal skills and the ability to deal with cross-cultural issues in addition to internal religious instruction. With today's youth experiencing more cross-cultural and international interactions, Islamic education's function in developing character and tolerance competencies is becoming more and more significant (Ekasari, Alya, & Puspika Sari, 2025). In this regard, international scouting activities are positioned as a strategic platform for fusing dynamic cross-cultural encounters with the elements of character education, allowing participants to cultivate comprehensive intercultural abilities.

Everyone agrees that educational practices that incorporate moral principles, social skills, and exposure to cross-cultural experiences can improve the quality of young people as future leaders, according to the literature on character education and modern Islamic education (Ekasari et al., 2025). For instance, a study by Fauziyyah, Sulaeman, and Masitoh (2025) showed that youth international camps might be a useful setting for participants to exchange stories, value cultural variety, and develop an accepting view of it. This relates to the goals of the World Muslim Scout Jamboree 2025, which aims to unite Muslim

youngsters from different nations in a non-formal learning environment that fosters leadership qualities, intercultural competency, and brotherhood (ukhuwah).

The importance of incorporating character education values in addressing the variety of complex social contexts, including in multinational and multicultural environments, is further highlighted by the growth of research on Islamic education and the difficulties of multiculturalism (Lindayati, Asy'ari, Yulita, & Hilmin, 2025). This study demonstrates that firsthand exposure to cross-cultural environments not only extends participants' perspectives but also fosters values of empathy, unity, and intercultural communication proficiency. In order to develop intercultural abilities that cannot be obtained only through formal curricular learning, activities like international jamborees also serve as crucial International learning platforms.

Accordingly, the goal of this study is to thoroughly examine the potential contributions of the 2025 World Muslim Scout Jamboree, which will be held to mark the centennial of the establishment of the Darussalam Gontor Modern Islamic Boarding School in Cibubur, to the character development and intercultural competency of Muslim youth. It is anticipated that this study would add more empirical data to the body of knowledge on Islamic character education and International education, especially in light of international scouting initiatives.

**METHOD**

This study employed a qualitative case study design to explore how participation in the World Muslim Scout Jamboree 2025 contributes to character development and intercultural competence among Muslim youth within a International educational setting. A qualitative approach was selected because the study seeks to understand lived experiences, meaning-making processes, and social interactions occurring in a natural context (Braun & Clarke, 2022).

The case study design enables in-depth exploration of a bounded system—namely, the participation of the Gontor delegation in an international scout event—within its real-life context. Such a design is particularly appropriate when examining complex educational phenomena involving cultural interaction and experiential learning processes (Merriam & Tisdell, 2021).

The research was conducted during the implementation of the World Muslim Scout Jamboree 2025 in Cibubur, Jakarta, Indonesia. The event was organized as part of the centennial commemoration of Pondok Modern Darussalam Gontor and involved participants from multiple countries. Participants were selected using purposive sampling, focusing on individuals directly involved in intercultural and leadership-related activities during the jamboree (Fakhruzzaini, M. et al. 2022). The participants consisted of Student delegates (santri) from Gontor, International Muslim scout participants, Scout leaders and facilitators, Organizing committee members. Purposive sampling allows researchers to select information-rich cases relevant to the research objectives (Campbell et al., 2020).

Table 1. Research Participants Profile

Participant Code	Role in Jamboree	Origin	Age Range	Gender	Data Collection Method	Duration of Involvement
P1–P6	Gontor Student Delegates	Indonesia	16–18	M	Semi-structured interview	Full event (6 days)
P7–P10	International Scout Participants	Malaysia, Turkey, Egypt	16–19	M/F	Semi-structured interview	Full event (6 days)
P11–P13	Scout Leaders / Facilitators	Indonesia	25–40	M	Interview & observation	Preparation + event
P14–P15	Organizing Committee Members	Indonesia	30–50	M/F	Interview & document review	Planning–implementation

Participants were selected using purposive sampling based on their direct involvement in intercultural, leadership, and character-based activities during the World Muslim Scout Jamboree 2025. The diversity of roles and national backgrounds was intended to capture multiple perspectives related to

International Islamic youth education and intercultural competence development.

Data Collection Techniques To enhance credibility and depth of analysis, this study applied methodological triangulation through the following techniques there are Participant Observation, Semi-Structured Interviews and Document Analysis. In participant observation the researcher conducted direct observation of intercultural interactions, leadership activities, workshops, cultural festivals, and collaborative projects during the jamboree. Field notes were systematically recorded to capture behavioral patterns, communication styles, and character-related expressions in authentic settings. Observational methods are particularly effective in capturing social dynamics and experiential learning processes (Saldaña & Omasta, 2021).

In semi-Structured Interviews In-depth semi-structured interviews were conducted with selected participants. Interview questions focused on Perceived character growth, Experiences of intercultural communication, Leadership development, Reflections on International Islamic youth identity. And Semi-structured interviews provide flexibility while maintaining analytical focus, enabling participants to articulate personal meanings and reflections (Kallio et al., 2020). Document Analysis was supporting documents such as official jamboree reports, program schedules, activity modules, reflection essays, and media publications were analyzed to contextualize findings and strengthen interpretive validity. Research Instruments conduct from The primary research instrument was the researcher, supported by Interview protocols, Observation checklists and Document analysis frameworks. Instrument development was guided by theoretical constructs of character education and intercultural competence to ensure conceptual alignment with the research objectives (Banks, 2021).

Table 2. Demographic and Functional Characteristics of Research Participants

Category	Number (n)	Percentage (%)	Description
Gontor Student Delegates	6	40%	Actively engaged in intercultural group projects and leadership simulations
International Participants	4	27%	Represented different national scout contingents
Scout Leaders	3	20%	Responsible for mentoring and supervision
Organizing Committee	2	13%	Involved in program design and coordination
Total	15	100%	

Data were analyzed using reflexive thematic analysis, following six systematic phases Familiarization with data Initial coding, Generating themes, Reviewing themes, Defining and naming themes, and Producing interpretive narrative. Reflexive thematic analysis enables rigorous and transparent identification of patterns within qualitative datasets (Braun & Clarke, 2022). The analysis focused on identifying themes related to Moral and character transformation, Intercultural communication competence, Islamic International identity formation, Experiential leadership learning.

**RESULTS AND DISCUSSION**

The purpose of this study is to examine how the 2025 World Muslim Scout Jamboree serves as a International learning environment for fostering Muslim youth's intercultural competency and character. The results show that moral character development, reflective leadership, cross-cultural communication skills, and the creation of a International Islamic identity are all significantly impacted by jamboree involvement. Using recent research as a guide, this section critically examines these conclusions.

According to the study's findings, taking part in the 2025 World Muslim Scout Jamboree had a major impact on participants' intercultural competency and character development. Four primary themes emerged from thematic analysis of observation, interview, and documentation data: (1) enhancing moral character and leadership; (2) cultivating cross-cultural communication skills; (3) creating International Muslim youth identities; and (4) internalizing the values of cooperation and world peace.

Table 3. Thematic Findings

Theme	Sub-themes	Representative Evidence
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Moral & Leadership Development Intercultural Competence	Responsibility, discipline, empathy Cultural awareness, adaptive communication	Participant reflections Observational notes
International Muslim Identity Peace & Collaboration Values	Global ukhuwah, reflective identity Global solidarity, social responsibility	Interview excerpts Workshop participation

**Strengthening Moral Character and Leadership Disposition**

The results show that the values of independence, discipline, and responsibility were developed as a result of the participants' participation in leadership simulations, team-based activities, and group responsibilities during the jamboree. Participants said they were more conscious of how crucial honesty and dedication are when working in groups.

Field investigations showed that participatory leadership and adaptive abilities are necessary for collaboration dynamics in a global setting. According to recent research, experiential learning in youth education settings directly supports the growth of ethical and reflective leadership (Seidman, 2021; Kristjánsson, 2020).

Additionally, cooperative problem-solving and social project-based activities enhanced participants' prosocial and sympathetic nature. It has been demonstrated that incorporating character education into informal activities like scouting helps students internalize moral ideals through practical experience (Berkowitz & Bier, 2021).

**Development of Intercultural Communication Competence**

Significant gains in cross-cultural communication skills were shown by the second theme. Interactions with representatives from different nations, according to the participants, expanded their understanding of the diversity of local cultures and Islamic customs. Three essential components of intercultural competency—cultural awareness, intercultural sensitivity, and adaptive communication skills—showed gains, according to interview data. These results are in line with the notion of intercultural competence, which highlights the value of firsthand exposure to multicultural settings as a crucial component of mastering international communication techniques (Deardorff, 2020). Additionally, recent research has demonstrated that exposure to extensive cross-cultural interaction through international youth programs fosters tolerance and openness (UNESCO, 2021).

**Formation of International Islamic Youth Identity**

The jamboree helped participants become more conscious of their shared identity as members of the Muslim community worldwide. The event, according to the participants, was a thought-provoking occasion that deepened their comprehension of Muslim unity across national boundaries (Rasyid Aburaera, A., et.al. 2024). This phenomena embodies the idea of International Islamic youth identity, in which one's religious identity is linked to global networks via shared experiences rather than being restricted to a local environment (Mandaville, 2020).

In the face of globalization, Islamic education promotes the development of a cosmopolitan and inclusive identity while preserving its religious foundations (Sahin, 2022). The basis for International Muslim youth solidarity is a sense of cross-cultural brotherhood (global ukhuwah), which is reinforced by symbols, common rituals, and discussion platforms, according to observations

**Internalization of Peacebuilding and Global Collaboration Values**

The last topic suggests that the jamboree activities helped people internalize the values of global social responsibility, international cooperation, and peace. Participants in workshops on social action and youth leadership were urged to view themselves as change makers in their local communities.

These results are consistent with research showing that global experiential education for young people helps develop global citizenship skills such as empathy, cross-border cooperation, and knowledge of international humanitarian concerns (OECD, 2021). It has also been demonstrated that structured cross-cultural education via informal activities improves intercommunal communication and peace orientation (Davies et al., 2021).

**Experiential Character Education: Confirmation and Extension of the Literature**

The study's findings support earlier research showing that experiential learning in informal settings can effectively develop young people's leadership and character (Kristjánsson, 2020; Berkowitz & Bier, 2021). The jamboree's team-based exercises, group problem-solving, and social responsibility served as a vehicle for internalizing the virtues of empathy, discipline, and integrity.

This study, however, adds to the body of literature by showing that the process of character building becomes more intricate when experiential learning is set in an International and religious setting. Individual moral learning does place, but so does the development of a collective conscience within the Muslim community worldwide. Since most studies of Islamic character education nowadays concentrate on institutional or local contexts, this has not received much attention (Sahin, 2022). Therefore, this study offers a conceptual contribution that character education based on international scouting can function as an integrated model for Islamic-based moral education, leadership, and worldwide solidarity.

### **Intercultural Competence: From Tolerance to Active Collaboration**

The research from the OECD (2021) and UNESCO (2021) highlights that cultural awareness, communication abilities, and empathy for people from different backgrounds are all part of global competencies. This paradigm is supported by the study's findings, especially when it comes to improving cultural awareness and flexible communication techniques.

But this study also shows another dimension: participants gained cross-cultural cooperation skills based on common religious beliefs in addition to passive tolerance. In the framework of a worldwide Muslim jamboree, a common religious identity acted as a first step toward fostering cross-cultural communication and creating room for navigating social and national customary divides. By include the variable of shared religious identity as an intercultural facilitator—which, in the context of global Islamic education, can be a catalyst for the development of cross-national communication—this enhances Dardorff's (2020) intercultural competency model.

### **International Muslim Youth Identities: Between Locality and Globality**

The results pertaining to the development of International Muslim youth identities bolster Mandaville's (2020) contention that globalization has opened up new avenues for the cross-border construction of Islamic solidarity. However, this research shows that this process takes place through informal educational channels based on cooperation and shared experiences, in contrast to studies that emphasize the political or ideological aspects of International identities (Sintiya Rahim, & Nerlin, 2026).

The identities that are created are dialogical and reflective rather than exclusive or uniform. In addition to maintaining their local identities (Indonesian, Malaysian, Turkish, etc.), participants also cultivate a shared understanding of themselves as members of the Muslim community worldwide. These results support Sahin's (2022) contention that, while maintaining its core spiritual principles, Islamic education in the modern era must shift toward an inclusive, cosmopolitan paradigm. The worldwide jamboree can therefore be viewed as a social laboratory for the development of a Muslim identity that is open, moderate, and focused on peace.

### **Scouting as a Model of International Islamic Education**

The Scouting movement has strategic potential as a tool for international Islamic education, as this discussion clearly shows. Scouting offers a flexible environment for social interaction, experiential learning, and value evaluation in contrast to formal education approaches, which are frequently regimented and curriculum-based (Syarifah, et.al. 2023).

According to a study by Davies et al. (2021), global experiential education promotes civic participation and peacebuilding. In the context of Muslim youth, the study's findings support this claim by showing that jamborees can serve as a platform for community-based peace education and cultural diplomacy.

This study's confirmation that contemporary Islamic boarding school instruction may effectively bridge regional customs and global issues when paired with International networks like international jamborees is one of its major contributions.

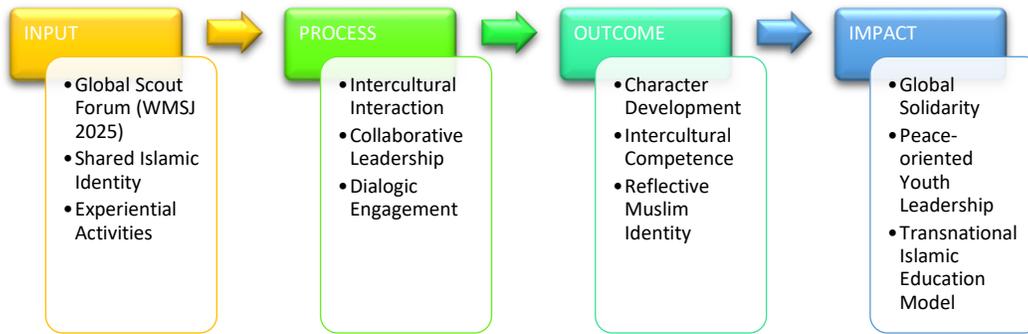


Figure 1. Conceptual Model of International Islamic Youth Education

**Theoretical and Practical Implications and Research Limitations**

Theoretically, this study advances the idea of International Islamic youth education by combining intercultural competency, character education, and the creation of a global Muslim identity. The results show that, in the context of international scouting, experiential education not only enhances moral principles on an individual basis but also fosters a sense of community among International Muslims. As a result, this study contributes to the current discourse on Islamic education, which has historically concentrated mostly on regional or national settings. Additionally, by including the element of shared religious identity as a mediating factor in cross-cultural contact, this study broadens the theory of intercultural competence. It has been demonstrated that a shared religious identity acts as an initial bridge, encouraging communication, empathy, and cooperation amongst individuals from various cultural origins. Additionally, this study presents a model of character education based on international scouting as an alternative method for studying global Islamic education, especially when it comes to tackling the problems of globalization and the requirement to produce a generation of Muslims who are moderate, flexible, and focused on peace.

The study's practical conclusions have strategic ramifications for the advancement of Islamic education. Through academic exchanges and International youth activities founded on values-based collaboration, Islamic boarding schools and other Islamic educational institutions can incorporate experience-based international programs into their institutional internationalization initiatives. A International perspective can also be used in the creation of Muslim youth programs to enhance the potential for global leadership, tolerance, and moderate solidarity. Islamic education can use global scouting as a tool in a policy framework.

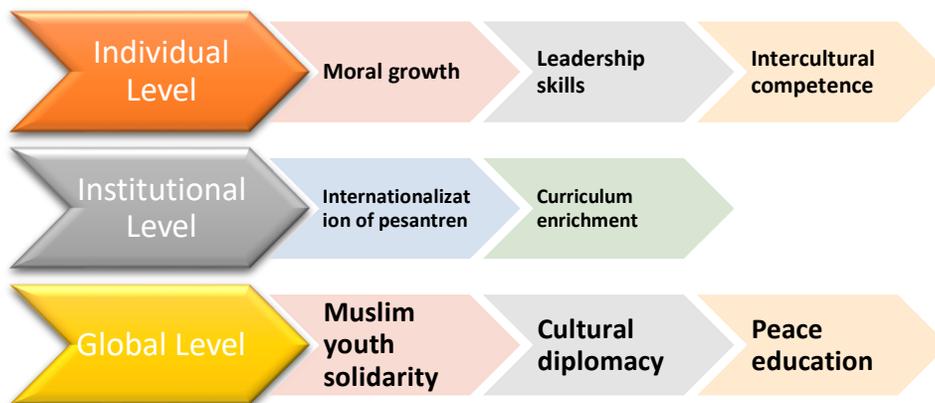


Figure 2. Multi-Level Impact of WMSJ 2025

This study does have some drawbacks, though. Because research only looked at one activity context—the World Muslim Scout Jamboree 2025—and had a small sample size, it is important to exercise caution when extrapolating the results. Additionally, because this study is cross-sectional, it is not yet possible to gauge the long-term effects on participants' character, leadership, and intercultural competency development. Therefore, more longitudinal research is desperately needed to examine the long-term effects of this global education on participants' future academic and social travels.

## CONCLUSION

This study demonstrates that participation in the World Muslim Scout Jamboree 2025 functioned as a meaningful platform for International Islamic youth education, contributing significantly to character development and intercultural competence among Muslim youth. Through experiential learning, collaborative activities, intercultural dialogue, and leadership engagement, participants developed strengthened moral responsibility, adaptive leadership skills, and enhanced intercultural communication capacities. The findings indicate that non-formal educational settings—particularly international scouting forums—can serve as effective environments for integrating character education with global engagement.

Moreover, the jamboree facilitated the formation of a reflective and inclusive International Muslim youth identity. Participants were able to maintain their local cultural roots while simultaneously cultivating a broader sense of global Islamic solidarity. This dual orientation suggests that international scouting activities can function as laboratories for moderate, dialogical, and peace-oriented Islamic identity construction in the contemporary global era.

Overall, this study contributes to the emerging discourse on International Islamic Youth Education by highlighting the strategic role of global scouting initiatives in bridging local Islamic educational traditions with global citizenship competencies. Future research employing longitudinal designs is recommended to examine the sustainability of these developmental outcomes and to further explore the long-term impact of International experiential learning on Muslim youth leadership trajectories.

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