

Evaluation of adventure-based learning to grow national insight in children

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ABSTRACT

This research aims to evaluate: (1) adventure-based learning designs, (2) the success of adventure-based learning programs, and (3) unplanned but achievable goals by adventure-based learning programs. This research is evaluation research (evaluation research) with a qualitative approach; the evaluation model used is a goal-free evaluation model (Goal Free Evaluation). The population and sample in this study were all participants in adventure-based learning at Jogja Adventure Kids from December 2022 to June 2023, totaling 13 children. Additionally, there were nine parents of students and one manager from Jogja Adventure Kids. The location of this research is in an open/wild space organized by Jogja Adventure Kids. Data collection techniques encompass both primary data, such as direct interviews and observations, and secondary data, including document reviews. This research instrument consists of an observation guide, an interview guide, field notes, and documentation. Data validity was achieved through triangulation with multiple sources, methods, and time periods. The data analysis techniques used are display, reduction and drawing conclusions. The results of the research show that (1) evaluation of adventure-based learning design includes the material provided and learning methods, (2) evaluation of success contains good things and bad things, and (3) evaluation of unplanned but achievable goals includes being a vehicle for channeling energy excess and becoming a health investment.

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INTRODUCTION

Education is the spearhead in the process of developing students to be trained to become the successors of this nation, so that later they can later become dedicated individuals and have integrity towards the country, the Republic of Indonesia. Ki Hajar Dewantara, as the Father of National Education, stated that education is a fundamental need for children's growth and development. This means that education guides all aspects of a child's nature, which will later contribute to their role in society, ultimately leading to safety and true happiness. Therefore, we need to help children, the next generation of the nation, to think critically, care, and develop noble character. In this regard, education not only forms humans who are different from other creatures by being able to consume and drink, wear clothes and have a board as a place to live for shelter, but this is also what can be defined as humanizing humans (Marisyah et al., 2019).

Education is essential for humans as long as they live in this world. Education has been a part of the world since ancient times. In other words, education has been practiced in Indonesia before independence until now. The state of education in each country varies from era to era, and this is also the case in Indonesia. The educational situation in Indonesia has developed over time. Many things influence the development of education. During training, various problems arise, ranging from simple to serious issues.

If existing problems are not addressed promptly, they can lead to subpar education. This can occur at various levels of education, both formal and informal (Kurniawati, 2022). In line with the statement, Susanti (2019) states that the lack of attention and resources for non-formal education, such as skills training or self-reliance courses, can lead to failure in filling the community's competency gap. If this problem is not addressed, the impact will be stagnant human resource quality and a lack of readiness to face the demands of the job market, which will ultimately hinder national development. It is recorded that the quality of education in our country, Indonesia, is often dominated by individuals with limited education/knowledge. This results in the low quality of education, making it difficult to provide human resources with the expertise and skills necessary to carry out state development in various fields. The government and society must make concerted efforts to address all potential educational problems in Indonesia. The government needs community support to develop its education system. With community participation, finding solutions to educational problems becomes easier.

Education has become easy with today's technological developments. The phenomenon of rapidly developing technology is undeniable. The rapid development of technology, information and communication is a sign of the presence of globalization. Globalization is a process that is felt and experienced by the whole world; every part of the world seems to be one, interacting and needing each other (Nurhaidah & Musa, 2015). All of these dynamics can be felt throughout the country's environment, whether internal, economic, political, social, or cultural, as well as the country's security and defence, including the Indonesian nation itself. In Indonesia, the influence of globalization brings universal values (individualism, hedonism and liberalism) which dilute national values such as mutual cooperation, tolerance and civility, changing the way people think and behave, especially teenagers (Prajabti et al., 2022).

The current situation is an anomaly. The actions and behavior of young people are normal. Young people are less concerned with activities related to national insight, which contain patriotic and nationalist attitudes. On the other hand, young people are more interested in lifestyles originating from Western culture, such as eating styles, drinking styles and clothing styles. The phenomenon of brawls between students, abuse of psychotropic substances (drugs), and free sex seems to be starting to show the waning of the values of the national vision, especially among students. In the midst of the current of globalization, which brings the influence of foreign culture, efforts to increase national awareness in the younger generation through learning local history are crucial to stem the fading of national values (Pratiwi, 2018).

This actual situation finally prompted the Central Bureau of Statistics to conduct a survey regarding the extent of these young people's national insight. The Central Bureau of Statistics (*Badan Pusat Statistik* or BPS) conducted a survey and released the results on 27-29 May 2011, involving 12,056 respondents across 181 districts and 33 provinces. It is known that Indonesian society lacks national insight, there are 10 percent of society who have not been able to fully express the principles of Pancasila. and only 67-78 percent know about the Unitary State of the Republic of Indonesia and *Bhinneka Tunggal Ika* (Central Bureau of Statistics, 2011).

The lack of national insight in the nation's next generation can be a worry for us in facing the era of globalization. Globalization is a fact of life and a new awareness for everyone, because globalization has a strong impact on development. Conceptually, the term 'globalization' is associated with the increasing reciprocity of connections between countries and people around the world through trade, investment, travel, popular culture, and other forms of interaction. The influx of information in all aspects of life is something that is closest to globalization. Apart from that, the emergence of technology-based tools also plays a role; people are starting to be replaced by the latest technology. Thus, globalization can be known by everyone in the world. This is confirmed by Nisrina and Najicha (2022) that foreign popular culture, such as Korean culture, has a significant influence on the lifestyles of teenagers in Indonesia, which has the potential to erode local values and impact national resilience.

Another impact is the cultural aspect in society, which is the impact of globalization. Culture is a community value or perception of community members in various matters (Listyarti, 2012). The development of cultural globalization can be seen with the following characteristics: (1) Development of international cultural exchange, (2) dissemination of the principles of multiculturalism, (3) development of tourism, (4) development of fashion on a global scale, (4) increase number of events or activities on a global (Listyarti, 2012).

The existing impacts cause apathy towards Pancasila. This is a symptom of the emergence of an information attitude that tends to ignore Pancasila, including the lack of role models among the elite. This statement is contained in an article written by Grehenson (2015) in the electronic media of Universitas Gadjah Mada, December 15, 2015. This statement is supported by Prof. Dr. Armaidly Armawi, M.Si, Professor of Philosophy at Gadjah Mada University, in his inauguration speech for the position of Professor at UGM at the UGM Senate Building on Tuesday, December 15 2015, said as follows:

"There is not a single word or deed, and there is a lack of role models among the elite. Pancasila is only used as a concept to memorize, not values that must be guided by, because they are unable to understand Pancasila."

The above signs of declining nationalism in the younger generation are one of the negative impacts of globalization. This requires our collective vigilance, because when the national soul and spirit of a nation have been destroyed, then the existence of the nation and state concerned has essentially disappeared, even though the physical administration of the nation and state may still exist (Martodirdjo, 2008).

Responding to this situation, society as actors in life assesses the need for reform in all areas, including the need for strategic action to revive citizen nationalism through education (Buchori in Syamsudin, 2013). Education with a national perspective can restore the existence of a civilized, tolerant Indonesian nation that also respects human values. It is also hoped that this can prevent moral backwardness and deviant behavior of the next generation of this nation because basically the definition of national insight consists of two aspects, namely moral and intellectual aspects.

Instilling the character of national insight and love for the country is essential so that the Indonesian people, especially the younger generation, the nation's successors, do not lose their identity as Indonesians. Therefore, there is a need for guidance from an early age to direct children to have good character (Devianti et al., 2020). Character education is all efforts made by all school personnel, even those carried out together with parents and community members to help children and teenagers to become or have caring, opinionated and responsible characteristics (Singh, 2019). Megawangi in Kesuma et al. (2013) character education is an effort to educate children so that they can make wise decisions and practice them in everyday life, thereby making positive contributions to their environment. Based on those opinions, it can be concluded that character education is a crucial key in shaping a child's personality. Apart from at home, character education also needs to be implemented in schools and social environments. In essence, education aims to help humans become intelligent and develop into good individuals. Character education must be conveyed to the nation's future generations for several reasons, including the following: (1) It is the best way to ensure that children (students) have good personalities in their lives; (2) It is a way to improve achievement (Singh, 2019). According to the American Heritage Dictionary of the English (Salahudin & Irwanto, 2013), character is defined as the combination of qualities or features that distinguishes one person, group, or things from another.

Adventure education is the development of a new method, namely, learning through adventure experiences. Experience in adventure offers students the opportunity to learn a lot from the existing challenges. As explained by Kurniasari and Mustofa (2017), Outdoor education has several meanings, namely (1) outdoor education is a means of education using outdoor

learning experiences with the aim of developing a person's capacity as a whole from the results of observations and responses through feeling, hearing, sight, test, touch and smell and (2) outdoor education is an experiential learning method that uses common sense through immersion in the natural environment and positioning a person in the open air. The dynamics of change in different fields can motivate students to engage in as much physical activity as possible to cope with it. Outdoor adventure education that is conducted in wilderness-like settings or through nature and physical skill development to promote interpersonal growth or enhance physical skill in outdoor pursuits (Ewert & Sibthorp, 2014).

Adventure-based learning is a way to increase children's learning capacity. Children can learn more deeply through objects encountered in the field than if they studied in a classroom that has limitations. Furthermore, this can help children apply the knowledge they have. Apart from that, adventure-based learning is more challenging for students and bridges the gap between theory in books and reality in the field. The quality of learning in real-life situations will enhance children's social and personal skills for the better. Parry and Allison (2020) demonstrate that outdoor learning is essential for the holistic development of young people. While not specifically addressing nationalism, the book emphasizes how outdoor activities improve physical health and adaptability, as well as social skills such as teamwork and leadership. These aspects are crucial for developing strong character in young people, which, in turn, can foster an awareness of national values and counteract the negative influence of foreign cultures.

In Yogyakarta, there are institutions with activities specifically for school-age children. The institution is Jogja Adventure Kids. Jogja Adventure Kids uses the experiential learning method. Children are invited to touch, smell, taste, see, hear and feel directly what is happening in nature/the surrounding environment. As stated by Kolb (1984), learning is a process of how knowledge is created through changes in the form of experience; knowledge is caused by a combination of understanding and transformation of experience.

The origin of Jogja Adventure Kids was 'ndolani'/playing with Mr. Zaeni's children at that time, and eventually, several of their parents also participated in this activity. And to respond to the curriculum sent every semester from my child's formal school, for example, the development of generative vegetative plants, which is only theoretical and must be visualized, JAK involves the five senses.

Jogja Adventure Kids (JAK) is a community/institution that operates in the field of education, combining adventure with learning. The address of Jogja Adventure Kids is Suryowijayan MJ I/555 RT 31/06, Gedongkiwo, Mantrijeron District, Yogyakarta 55142. Jogja Adventure Kids was founded in 2015, and students participating in Jogja Adventure Kids come from various schools in Yogyakarta and its surrounding areas. For the most part, the average age of students is 6–13 years (school age). Jogja Adventure Kids was founded by Zaeni Mansyur, who is also a member of the UPN Veteran Nature Lovers Students (MAPALA).

Vision and mission are the main things in an organization, to make an institution/organization focused, have an identity of the organization. Vision and mission can determine the direction of the organization, choose long-term and short-term goals and determine what decisions will be made. Likewise, Jogja Adventure Kids has a vision and mission.

Jogja Adventure Kids' vision is to contribute to the nation's intelligent life, ensuring a generation of children who are physically and mentally healthy, thereby making a gift to Greater Indonesia and the universe. To achieve this vision, the steps taken by Jogja Adventure Kids are as follows: (1) process learning that is close to nature, through natural things, placing roles, as well as awareness and gratitude to God Almighty, because children are part of their natural environment, (2) inviting children to optimize all their five senses. to be more sensitive to the conditions of the surrounding environment, (3) develop an attitude of love for the country and love for the environment, (4) involve an attitude of volunteerism.

The program in this research is an evaluation of adventure-based learning to foster national insight in children organized by Jogja Adventure Kids. This program was initiated to

facilitate and criticize learning held in schools where learning is mostly done with theory without directly knowing what is discussed in the material being taught. This program invites children to learn about being closer to nature through natural experiences, cultivating a sense of role and awareness, and fostering gratitude for children as part of their natural environment.

Although there have been many studies that discuss the effectiveness of contextual learning, character education, and outdoor education in improving the cognitive and affective aspects of students, research that specifically evaluates adventure-based learning programs as a means of fostering nationalistic insight in children is still very limited, especially in the context of non-formal education such as that conducted by Jogja Adventure Kids. Most learning approaches in formal schools remain theoretical and disconnected from direct experience with the surrounding environment, rendering them less effective in fostering emotional engagement and a contextual understanding of national values. Jogja Adventure Kids aims to fill this gap by offering natural and contextual learning through a nature adventure approach that invites children to experience, feel, and directly interpret national values through interaction with nature and social activities.

However, there are not many studies that systematically evaluate the effectiveness of this program in shaping children's nationalistic insight, both in terms of approaches, methods, and outcomes. Thus, this research is important to: (1) fill the gap in the literature on the relationship between adventure-based learning and strengthening nationalistic insight, (2) provide evidence-based input for the development of more contextualized and down-to-earth learning models, (3) assess the extent to which non-formal approaches such as Jogja Adventure Kids can be an alternative or complement to formal education in instilling national values.

The evaluation in this research aims to evaluate the adventure-based learning design, evaluate the success of the adventure-based learning program, and evaluate the achievement of goals that were not initially planned but can be attained through the adventure-based learning program. The purpose of evaluation is to obtain accurate and objective information about a program. This information can be in the form of the program implementation process, impact/results achieved, efficiency and utilization of evaluation results focused on the program itself. The evaluation results focus on the program itself, specifically to determine whether to continue, improve, or discontinue the program. In addition, it is also used for the purposes of preparing the next program and formulating policies related to programs (Aulya et al., 2022). The programs and activities implemented by JAK from June 15, 2015, to the present, of course, require input and evaluation so that JAK can become a better and more developed place to learn.

RESEARCH METHOD

This research adopted a qualitative evaluation approach, conceptualizing the research subject as an interconnected system. The methodology aligns with qualitative research principles (Sugiyono, 2013), utilizing non-numerical data collection, descriptive analysis, and an in-depth understanding of observed phenomena. This is a qualitative descriptive evaluation, focused on systematically detailing information gathered from observations and interviews to understand adventure-based learning's role in fostering national insight in children.

A goal-free evaluation model was employed to assess the learning program holistically, observing its dynamics without predefined objectives. This approach intentionally disregards the program's initial goals prior to the study. According to Zurqoni et al. (2018), the evaluation model used in this research is a goal-free evaluation model.

The study was conducted at Jogja Adventure Kids, located on Jalan Kapten Hariyadi, Sleman, Yogyakarta. This site was chosen as it uniquely conducts all its activities outdoors,

emphasizing direct interaction with learning objects through sight, touch, smell, and feel. Data collection took place from April to July 2023.

The entire population of 13 adventure-based learning participants at Jogja Adventure Kids from December 2022 to June 2023 was included in the study, as the population size was manageable and accessible. This approach is consistent with research guidelines for populations under 100. Additionally, nine parents and one manager of Jogja Adventure Kids were also included.

Primary data were directly collected through interviews with learning participants to gauge their understanding of adventure-based learning. Unstructured interviews were also conducted with organizers, facilitators, and parents. Direct observations were made of the entire adventure-based learning process, from pre-class to post-class, including the availability of learning equipment.

Secondary data were gathered by reviewing relevant documents and files related to JAK's adventure-based learning, such as program reports, documentation, and participant records. Research instruments included an observation guide (checklist) to evaluate the impact of adventure-based learning on national insight. An interview guide supported field findings, ensuring comprehensive coverage of planned topics. Field notes were used to record all events and phenomena observed before, during, and after class.

Data validity was established through triangulation: source triangulation involved cross-checking data from multiple sources, method/technique triangulation involved verifying data from the same source using different methods or techniques, and time triangulation involved re-checking data at different intervals or under varying circumstances. Discrepancies necessitated repetition to ensure data credibility. Data analysis followed the interactive Huberman and Miles model, comprising data reduction, data display, and conclusion drawing/verification.

FINDINGS AND DISCUSSION

Findings

This study yielded several findings regarding the learning design, learning methods, and success of the Jogja Adventure Kids (JAK) program, as well as the achievement of its learning objectives. The Learning Design of JAK encompasses various materials such as Cave Class, Museum Class, Turtle Class, Kayak Packraft Class, Coffee Class, Mosque Exploration Class, Flower Class, Young Forester Class, Sand Dune Class, and Brick Class. JAK's teaching methods emphasize direct interaction between educators/facilitators and students, aiming to support the achievement of learning objectives. An appropriate approach in delivering the material is crucial for students to easily understand the content. Learning is considered a stage of knowledge, formed by experiencing real events. Knowledge emerges from the unification of understanding and modification into experience (Kolb, 1984). Jogja Adventure Kids (JAK) implements its teaching methods in the open air, maximizing all available natural resources. Students are invited to interact directly with the environment, observe objects from their textbooks with their naked eyes, touch, smell, taste, hear, and directly feel all the dynamics of natural changes.

The success of adventure-based learning at JAK includes gaining knowledge, practicing interaction and adaptation, appreciating national awareness, becoming individuals with excellent character, increasing faith, and achieving in academic and non-academic fields. However, some less positive aspects were also encountered, such as fatigue, where outdoor activities in nature that require a lot of energy can drain a person's physical strength, leading to exhaustion. Students also experience similar fatigue when completing the adventure-based learning program at JAK. Another negative aspect is the use of impolite vocabulary, as children's minds sometimes lack the ability to filter what can be emulated and what can be a trap. This is similar to socializing

with peers, where undesirable but popular things among them become phenomenal. Slight trauma, as an unpleasant event from the past, sometimes leaves a stain on the mind. Unpleasant events vary for each person, as experienced by some students from JAK. Furthermore, negative perceptions from others can lead to varying perceptions of an object for each individual. This is due to variations in thinking and insights among individuals, including attention, mental readiness, needs, and personality traits. It turns out that not all good activities are perceived as good by others. The outdoor activities of JAK, with its various classes, do not necessarily receive a positive response from everyone.

Even though learning objectives are not explicitly planned, they can still be achieved. Programs like JAK can serve as a channel for children's excess energy, facilitating students with hyperactivity/excessive energy. The world of children is a world of play; children are often active and cannot stay still, and their concentration and focus time are very limited, perhaps only three to five minutes. However, some children cannot stay still, are always active, restless if quiet, talk a lot, take and move things, and run around. Such behavior is not just active; according to experts, it can be called hyperactive. In addition, the activities packaged by JAK can be a valuable investment for students' health, which aligns with JAK's vision: "to participate in educating the nation's life so as to be able to educate the nation's life" and "achieve a generation of healthy children in mind and body for Indonesia Raya and a blessing to the universe". Outdoor classrooms can provide fresh air under trees, the warmth of morning sun, or the shade of midday rain. Just as livestock kept too long in a cage with limited movement will become large and weak, or plants in an air-conditioned room with insufficient sunlight will eventually wither, students are taken to the outdoors, to meadows, to encounter mist, waterfalls, rainbows, gentle breezes, morning sun exposure, and to greet shy princesses by the river. This is so that students can develop their physical and mental well-being, and become future leaders of Indonesia.

The process of achieving unplanned objectives is particularly beneficial for children with excess energy or brain developmental disorders that lead to hyperactivity and difficulty focusing/concentrating. Such children can be better channeled through positive activities like those in the open air, as applied by JAK. The classes organized rely more on children's physical movement, enjoyable play, closer observation of learning objects, touching, and smelling. The observed objects become more numerous and diverse because the environment/nature as a medium, is rich, which can increase students' intellectual curiosity, similar to interacting with the surrounding environment. All learning processes that require students' motor, kinesthetic, and physical movements can create a harmonious movement system between body parts, synchronization of the right and left brain, and require focus. Therefore, learning at JAK is ideal for channeling the excess energy of hyperactive or Attention Deficit Hyperactivity Disorder (ADHD) children, and the physical movements performed can also be an investment in students' health in the future. Adventure-based learning requires students to be physically fit when participating in outdoor activities, demanding mature physicality to adapt to all changes occurring in the surrounding nature. This requires the physical maturity of people, even children, to adapt to all the changes that occur in the natural environment.

The learning process at JAK is presented in [Figure 1](#), which emphasizes motor skills, kinesthetics, and physical activity, designed to optimize children's holistic development. Active engagement in physical movement facilitates the creation of a harmonious movement system between body parts. Scientifically, this supports sensory and motor integration, which is the foundation for good body coordination.

Furthermore, structured physical activity and hands-on experience in natural environments can stimulate synchronization between right and left brain functions. The right brain is generally associated with visual-spatial processing, creativity, and intuition, while the left brain is more dominant in logic, language, and analysis. Balanced activation of both hemispheres is essential for optimal cognitive function. Furthermore, learning that involves movement and exploration requires a high level of focus and attention from students. This trains the ability to

concentrate and maintain attention on the task at hand. Therefore, this type of learning is ideal for channeling excess energy in hyperactive children.

Children with ADHD often struggle to regulate their activity levels, maintain focus, and control their impulses. Learning environments that allow them to move freely, interact directly with objects, and engage in enjoyable physical activities can help channel their energy in productive and constructive directions. This not only helps reduce disruptive behavior but can also improve their ability to focus on specific tasks, as these activities require motor, kinesthetic, and physical movements that can create a harmonious movement system and synchronize the right and left brain.

JAK not only supports students' physical development but also provides significant long-term health benefits (Figure 1). Adventure-based learning inherently requires students to be in peak physical condition. This is because the dynamic nature of the open environment requires mature physical readiness, allowing students to adapt and participate optimally.



Figure 1. Exploring Nature as a Catalyst for Channeling ADHD Children's Energy in Adventure-Based Learning

Discussion

Learning Design

This research reveals that the learning design at JAK is comprehensive, encompassing a variety of materials that reflect the richness of local nature and culture. Creating authentic and immersive adventure learning environments requires careful consideration of pedagogical scaffolding, allowing children to take ownership of their learning journey while still providing necessary guidance and support (Priest & Gass, 2018). Design is defined as a problem-solving process. The purpose of a design is to achieve the best solution to a problem by utilizing the available information. Thus, a design arises because of the human need to solve a problem. Through design, people can take systematic steps to solve a problem (Jonassen, 2000; Sofiana, 2014). The curriculum includes classes on Caves, Museums, Turtles, Packraft, Coffee, Mosque Exploration, Flowers, Children's Forestry, Sand Dunes, and Bricks. Each class offers a unique learning experience. For example, the Cave Class is one of the social studies classes in school

that focuses on natural landscapes in Indonesia. Students are invited to explore the depths of the earth, observe the various shapes and ornaments in the cave, feel the chill of the underground river, and see the animals that inhabit it firsthand. Other materials obtained in this Cave Class include learning about cave tools and their mapping, ethics in cave exploration, the origins of cave formation, types of caves and their benefits, interacting with farming communities in karst areas, and orientation to view the cave surface landscape (exokarst).

The next museum is the museum class. A museum is a place to store ancient, antique, and protected items, serving as a voice of history and ensuring the preservation of these objects, while providing a platform for public learning. In this internship class, children will be invited to get to know and get closer to the Sasmitaloka Pangsar Sudirman Museum and the Jogja Kembali Monument Museum (Monjali) with various activities, including the following: getting to know the museum's organizational structure, getting to know the museum's collection system and how to care for it, seeing documentation and reports on museum developments from time to time, getting to know the museum's security system, and also guiding practices at the museum.

Turtle Class camp activities include education on the life cycle and ecosystem of turtles, patrolling natural nests where turtles lay their eggs, cleaning operations on the beach, releasing hatchlings, green camping, and eco-friendly camping. Tiny hatchlings head out into the vast ocean, struggling to continue their lives. The hatchlings will float in the water and meet their mother at a later date. How important is the child's participation in adoption, relinquishment, and the like? There is a message that we want to convey to children, namely, "The Idea of Liberation". This idea is crucial for children, in a society that often seeks to have everything, so it cages, buys, hunts, and traps animals, which should be able to live freely and peacefully coexist.

The class about loving domestically made products is the packraft class. This class provides material including knowledge about packraft products made in Indonesia, the message to be conveyed is for children to love and be proud of Indonesian products, knowledge about Indonesian water landscapes, preparation and details of packraft parts and its functions are, warming up for rowing and the risk of injury and safety in the water, simulation of rowing techniques on land, simulation in the water, simulation of self-rescue in the water, deepening of maneuvering skills, boat control.

The coffee class is a series of lessons on the history, culture, agriculture, and culinary aspects of coffee. The distinctive aroma of coffee soars through the gaps in the *pawon* (kitchen) roof tiles, mingling with the cool, misty village air. Everything is connected to coffee, which grows at the same height and on the same land, namely the Kelir mountains. Fertile land on the border of Semarang, Temanggung and Magelang Regencies. Children will not only get to know the *barista* (coffee worker), but more importantly, they will learn to grow coffee plants and even select seeds for quality. The learning activities presented are as follows: the history of coffee in Bedono village and surrounding hamlets, soil processing, seed selection, connecting shoots, *ngrabuk* (fertiliser), pretel stems and pests, getting to know various types of coffee and their derivative products, harvesting, grinding, drying, and roasting.

The Mosque Exploration class invites children to tour the mosque environment to see directly and hear stories about the history of the struggle of the Republic of Indonesia. Some of these mosques were burned down by the Dutch colonialists because they were suspected of being a gathering place for Diponegoro fighters. There were also mosques that were evicted during the Japanese era, and these mosques were also taken/moved by local people at that time. This class includes the following material: studying the history of old mosques in Yogyakarta, learning about the use of coordinates and compasses, and exploring city orienteering.

The Flower Class is an in-depth science and culture class. In this science class, the material covered includes studying the structure and function of flower parts, examining various types of flowers, exploring different pollination processes, and harvesting flowers directly. In this class of forester, children learn and carry out activities such as getting to know the forest ecosystem, forest trekking, observing birds and seeing traces of other fauna, getting to know the flora/

plants of Merapi, listening to the forest at night, looking for traces of spring flow, the tree adoption program, and patrols with Forest Police (*Polisi Hutan* or Polhut). Taking children to the forest is a great way to connect with nature, promote calmness, foster positive thinking, and appreciate the beauty of nature. It is also a great opportunity to walk slowly and talk softly, so as not to disturb the surrounding environment. Realizing oneself as part of a vast nature and the peak is giving thanks to the God of the universe.

The sand dune class is held for two days and one night, stimulating our 5 (five) senses, connecting with nature hearing the wind moving from the south carrying light sand, touching the sand with the soles of our feet, seeing the news of Merapi in the north and the connecting rivers, smell the dry coastal air, feel the brackish mixed rainwater in the wells in the area. This class is not an ordinary tour that only sees artificial beauty (imitation) and enjoys taking photos, but instead invites children to learn and hone their critical thinking skills regarding the problems they face. *Gumuk Pasir* class is a history learning class category (*Critical Learning Series*), with an emphasis on critical thinking and attitude.

Brick classes employ a sensory approach to learning, making it easier for children to understand, since experiential (experience) is a way of experiencing and being close to learning objects that exist in nature. The material presented in this class encompasses various forms of mathematics learning, carpentry vocabulary, the brick-making process, and mutual cooperation.

Learning Methods

Adventure-based learning methods, combined with outdoor classes, can be a means of supporting holistic learning and releasing students from the constraints of space or classroom routines they experience every day. Outdoor learning environments, particularly those structured with adventure-based challenges, inherently increase student engagement and intrinsic motivation by offering novel experiences and direct interaction with the natural world (Mygind, 2007). A learning climate with fresh air, shady trees, the sound of birds and animals chirping in nature, the gurgling of water, and the rustling of the wind also supports students' learning strengths psychologically, mystically, intellectually, and even spiritually. The aforementioned narrative is in line with that expressed by Riskomar (2004, p. 7), who believes that:

"Outdoor classes or activities are a complete and ideal vehicle for carrying out experiential learning. The combination of the outdoors and various reality presentations of events in nature provides students with the opportunity to replace all actions in daily activities through stages that are encouraging and make the heart happy."

Effective learning occurs when students can directly experience something, reflect on that experience, form concepts or seek meaning, and discuss to determine the validity of their understanding. Direct engagement with natural environments through outdoor adventure learning can foster ecological literacy and a stronger sense of connection to nature, leading to increased environmental stewardship (Rickinson, 2004).

This is reinforced by Boyett in Ancok (2003) that effective learning requires stages such as the experience formation stage, in which students carry out an activity to form an experience. The experience gained becomes a vehicle for developing more valuable experiences such as emotional, physical and intellectual in students, the stage of reflecting on experiences, after gaining experience, at this stage students pour out all their experiences, what they felt when carrying out activities, concept formation stage, the concept or meaning sought at this stage, what is gained from participation in activities, this stage is a continuation of the experience reflection stage, concept testing stage (Ancok, 2003). Based on the discussion, it is now time to demonstrate the effectiveness of the concepts obtained previously. The facilitator will direct questions to understand how deeply students learn from the activity and whether it can be applied in everyday life.

Program Success

The success of the Adventure-Based Learning program at Jogja Adventure Kids can be categorized into two categories: good things can be achieved, and less good things can be found. Good things can be achieved through the adventure-based learning program at JAK, which actively engages students in the learning process and fosters a close relationship between facilitators and students. Active learning is any form of learning that allows students to play an active role in the learning process, either in the form of interaction between students or students with teachers in the learning process (Suyadi, 2013).

Adventure-based learning can also positively impact students' learning success and academic intelligence. Smartness is not limited to the academic field, but can also be applied to non-academic fields. Adventure-based learning activities do not just relieve boredom due to being in the classroom for too long, but there is something more important than that, namely, equalizing cognitive knowledge/insight with students' motoric insight. Beyond cognitive gains, adventure education has a profound impact on students' non-academic intelligence, fostering emotional regulation, social competence through teamwork, physical dexterity, and a deeper connection to natural environments (Melyanti et al., 2022).

Teaching and learning outside the classroom using special techniques is a teaching and learning activity between educators and students, but it is not carried out in the classroom, but is carried out in open spaces, which are student activities (Prouty et al., 2007), including in the field, park or village, rice fields, coastlines, campsites and adventure activities, and can develop relevant knowledge values. Adventure-based learning is an alternative for increasing students' learning competency/capacity. Students can learn more through the objects they encounter than if they studied in a classroom, which certainly has many shortcomings and limitations.

Next is independence, meaning that students do not depend on other people, are able to do/manage everything they have, know how to manage time, make decisions and take risks. An independent person does not need something careful and continuous about how to achieve the final goal; he can rely on himself, he can do all tasks with his skills and organize everything to achieve the final goal (Malta, 2022).

According to the psychology dictionary, the word 'independence' refers to a situation where humans do not depend on other humans in making decisions, and there is an attitude of self-confidence (Chaplin, 2011). Independence is confidence in oneself as a person. The ability to complete all tasks, detach oneself from parents or influential people, with the aim of revealing one's true identity through the ego identity examination stages, such as continuity in a better direction when standing alone (Malta, 2022).



Figure 2. Manifestation of Teamwork, Mutual Assistance, Independence, Courage in Facing Dark Places

The class presented in [Figure 2](#) aims to provide a simple yet engaging playing experience, combining simple play activities, dexterity-based play activities, physical or sports elements, and adventure. Thus, the components of agility, including togetherness (helping one another), courage, independence, problem-solving, and decision-making, can be developed. A well-designed classroom confirms that the activities presented have been well conceptualized, so that not only the physical (psychomotor) is the focus, but also the emotions (affection) and thinking abilities (cognition) of JAK students.

The good things obtained by students are in line with Sulistyorini's statement with the following description: faith in the Creator, namely God Almighty, increases knowledge and understanding of the processes of natural phenomena and it can be applied in social life, critical attitudes and awareness because life is interconnected between the environment, technology and community life, stages of researching phenomena in nature, quickly adapting, becoming a leader, making decisions and solving problems, awareness to participate in protecting and preserving the environment life ([Sulistyorini, 2007](#)). Development of critical thinking in science education enables students to analyze the complex relationships between science, technology, society, and the environment, and to make responsible decisions ([Hasanah & Shimizu, 2020](#)).

The next success of the program is the fewer negative aspects that can be found. Activities do not always run smoothly; it is normal if something is lacking. As with learning in the classroom or outside, wherever it occurs, it will have an impact that can be said to be unfavorable or negative. The next potential issue is the negative perception others may have. Others' negative perception is a way of judging someone based on something that causes an inability to understand and comprehend them. It can be caused by many factors, one of which is a lack of understanding of vision, benefits, and learning outcomes at JAK. This kind of information may not be available to others, so they cannot make changes. Negative impact refers to an influence that can arise because of an action that causes harm or benefit to a person or their environment ([Tampi et al., 2016](#)). Some of the impacts that arise after participating in the adventure-based learning program at JAK are fatigue. Outdoor activities that expend a lot of energy can drain a person's body and ultimately lead to fatigue. Students also felt the same thing when completing the adventure-based learning program at Jogja Adventure Kids.

WHO (World Health Organization) explains that physical activity is divided into three groups, namely light (low) physical activity, moderate (moderate) physical activity and heavy (high) physical activity. Light (low) physical activity refers to simple body movements, such as typing, walking, sweeping, washing, and shopping. Moderate physical activity is any activity that involves moving the body more than light physical activity, causing breathing to become faster than usual. Examples of moderate physical activity are going up and down stairs, pedaling a bicycle, and swimming. Meanwhile, heavy physical activity can be defined as any activity that moves the body, resulting in the burning of a significant amount of calories or energy, and breathing becomes faster than usual. Examples of heavy physical activity include mountain climbing, soccer, walking, and weightlifting.

Children are good imitators; they can easily observe, listen and digest everything that other people do. The spread of impolite vocabulary in Jogja Adventure Kids (JAK) can be attributed to several factors, one of which is the students' social environment outside of school or their daily interactions with peers, which ultimately influence the JAK learning environment.

In the process of children duplicating or imitating, there are several things that influence it, this is stated in Albert Bandura's theory ([Bandura, 1986](#)), such as the process of paying attention (Attentional Process), the process of holding or storing (Retentional Process), and the process of forming behavior (Behavioral Production Process). Good role models are needed from parents, educators, siblings and people around you to create good character, because a very easy way to learn is by imitating what is in front of you. Thus, we as humans, who are becoming more mature in age and must also mature in our attitudes and behavior, must be able to provide good examples for these children, as the nation's next generation.

Students who are not ready when doing activities in the wild can also cause bad things, such as students experiencing an unnatural incident that makes them a little afraid/traumatized when they want to do activities in nature again. Trauma itself is simply a person's response to an event that becomes an unpleasant experience (Irwanto & Kumala, 2020).

There were several reasons why students experienced this unpleasant incident, one of which was the weather factor, which was probably the rainy season at that time. As a result, the journey up the mountain was somewhat hampered by a storm during the climb. Additionally, there were also weather-related factors. Internal factors (the students themselves) may be that they have never climbed before, so they are not accustomed to the conditions on the mountain when climbing. The next negative aspect that can be observed is the negative perception of others, as previously explained.

Learning Objectives

The learning objectives in the adventure-based learning program at Jogja Adventure Kids (JAK) can be divided into two categories: goals that are not planned but achievable, and process goals that are not planned but also achievable. Goals are not planned, but achievable objectives can be described as follows: the class material that provides physical, emotional and spiritual activities, as well as adventure at JAK, is an elegant combination that allows students' excess energy to be channeled. By playing while learning and supported by a fun class atmosphere, students feel at home studying at JAK.

Hyperactivity can also be called ADHD (Attention Deficit/Hyperactivity Disorder), which is a child's response disorder which is inhibited and encounters more than one (multiple) implementing functions, leading to a lack of organization, regulation, self-domination, lack of dexterity to regulate behavior aimed at the present and future (Marlina, 2008). These children face challenges in attention, impulsiveness, and hyperactivity in the learning environment. Various forms of physical activity (e.g., aerobic exercise, strength training, yoga, martial arts, etc.) can impact the condition of children with ADHD. This is particularly relevant for developing school- or community-based intervention programs (Li et al., 2023).

JAK is a place to channel excess energy, as all activities held are always free for students to express themselves, allowing their energy and emotions to be channeled in a positive direction. The method used also supports students to experience directly what is happening in their surrounding environment. Various outcomes of adventure education programs make this program crucial since it focuses not only on cognitive (academic) outcomes but also on improving social-emotional skills, the ability to interact, collaborate, develop empathy, and regulate emotions (Melero et al., 2023).

Some strategies of facilitators or organizers in accompanying these students are by instructing children to repeat commands from the facilitator, emphasizing the available resources according to the amount, by giving tasks in the form of kinesthetic movements, and briefly fulfilling excess energy needs, optimizing a sense of freshness, giving appreciation to students, giving them the opportunity to help their friends, and always encouraging them to actively participate in every activity. Effective facilitation practices are central to the successful design and implementation of adventure-based learning. Without a skilled facilitator, the transformative potential of adventure experiences may not be fully realized. Facilitators help bridge the gap between direct experience and cognitive understanding, as well as personal development (Fowler, 2008). All the movements of the student's body are very valuable, because the material produced is also very comparable to the results obtained. Apart from increasing knowledge, developing soft skills, and enhancing spirituality, investing in health can also be a valuable asset for students.

Mountain classes require students to be physically fit. Because climbing is not only a way to reach the top by carrying oneself, but also carrying supplies or logistics, all the necessary

equipment to survive in the highlands with their usually varying conditions and air temperatures. Preparation before climbing is also necessary to be in good physical condition. Exercising can increase the body's endurance. Vital organs, such as the lungs, also need to be trained and are required by law to increase their capacity, making breathing easier when walking uphill. Mountain climbing is an outdoor activity that has a high level of risk, so you must prepare everything you need before climbing. Mountain climbing is included in the type of environmental tourism (ecotourism).

Hiking activities offer numerous benefits and positive value elements that can be appreciated. These positive values can make us aware that bodily activities such as breathing, running, walking, and seeing can foster a deep appreciation for water, land, and air. Apart from that, it can foster an attitude of loyalty, togetherness, empathy, and serve as a bridge to erode social gaps, ultimately giving rise to a love for the country (Prouty et al., 2007).

Next, the process goals that are planned but achievable can be described as follows: the classes held at Jogja Adventure Kids (JAK) carry out learning by providing direct experiences, presenting all phenomena and dynamics of natural change, thereby supporting students to participate actively and develop a great curiosity. The process of achieving goals that were not planned but can be accomplished is a big picture of JAK's desire to contribute to the nation's children's lives, ensuring they are physically and mentally healthy, for the greater good of Indonesia, and a gift to the universe. Learning designs that are close to nature allow students to experience the long-term effects; they can see directly, hear all the sounds, and feel the dynamics of changes that occur in nature, which can sharpen all goals related to a person's self-development.

Jogja Adventure Kids classes have clear objectives for each class they hold. Specific goals in each class help make implementation purposeful. JAK classes are equipped with achievement barometers, including the target number of students, the number of children, and the duration of the class. Something that can be checked on the barometer can be managed more effectively later. If the target is still not achieved, you can explore alternative approaches or scenarios. Setting challenging targets raises JAK standards, and determining time limits ensures that all material in the classes can be covered within the planned timeframe.

The Jogja Adventure Kids program, which has been running, can serve as proof that outdoor learning can provide a real experience that can be felt directly. Anything that happens in the outdoors will leave a lasting impression and become an unforgettable experience. The outdoor learning experience will have a longer impact on students because observing, hearing, and feeling directly the phenomena that occur in their environment increases students' interest in learning.

Learners are invited to learn to interact with the environment and nature. Learners can experience firsthand all the changes and dynamics that exist in nature, gaining hands-on experience through their senses. Children are invited to touch, smell, taste, see, hear and feel directly what is happening in nature/the surrounding environment. Additionally, it can play a crucial role in advancing specific educational goals through a learning process tailored to the needs of students.

All the activities that have taken place, if reviewed, will be in accordance with the big vision of Jogja Adventure Kids, the existing vision such as process learning that is close to nature, through natural things, placing roles, as well as awareness and gratitude to God Almighty, because children are part of their natural environment, inviting children to optimize all their five senses to be more sensitive to the conditions of the surrounding environment, develop an attitude of love for the country and love for the environment, and involve an attitude of volunteerism.

Optimal learning will occur if students participate responsibly in the learning process. On the other hand, Brahim (2007) found that utilising natural biological resources in the surrounding environment as a source of learning in science can improve science learning

outcomes in class IV of SDN Sukapura 02 Pagi, North Jakarta. This means that fun and concrete methods will accelerate the learning process, especially if students experience it directly (Kurniasari & Mustofa, 2017).

CONCLUSION

Based on the research findings, matters related to the evaluation of program design, program success, and unplanned goals in the adventure-based learning program at Jogja Adventure Kids (JAK) can be concluded. Evaluation of the adventure-based learning design at JAK to foster children's national insight encompasses both materials and methods. The learning materials used included Cave Class, Museum, Turtle, Kayak Packraft, Coffee, Mosque Exploration, Flowers, Sand Dunes, Bricks, and Foresters. The learning method at JAK employs the Experiential Learning method, where learning occurs through direct experience, understanding, and experience modification, which follows the process. This process ultimately leads to a deeper understanding.

Evaluation of the success of the adventure-based learning program at JAK included the positive outcomes achieved, such as increased knowledge, practising interaction and adaptation, appreciating national insight, becoming a more well-rounded person, strengthening faith, and achieving success in both academic and non-academic fields. Less desirable outcomes include fatigue, the use of impolite vocabulary, minor trauma, and negative perceptions from others.

In addition to the planned goals, several unplanned objectives were also successfully achieved. These unplanned goals included channeling excess energy in children and investing in their health. This was achieved because the classes held at JAK require active physical movement, which can stimulate focus in hyperactive children and channel students' excess energy. Continuous physical activity also promotes a healthy body, which can be a valuable investment in health for students.

Based on the research findings and conclusions, the following recommendations are proposed: JAK needs to improve its learning model by developing engaging themes and a clear timeline to facilitate physical and financial preparation for students and parents. Physical preparation and socialization by holding physical training before field activities and special sessions for parents to ensure they understand the classes. Create innovative age-based themes by developing activity themes tailored to the age of students, including adolescents. Continue to consistently emphasize the concepts of independence, communication, cooperation, self-confidence, patriotism, and religious values within each theme.

For future researchers, conducting more specific studies on student independence, cooperation, creativity, and critical thinking (before and after the program) would be beneficial. Evaluations can be conducted by using comparison classes, such as comparing students who participated in adventure-based learning with those who did not participate in adventure-based learning classes.

Conflict of Interests

The authors declare that they have no conflicts of interest to disclose.

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