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OUTDOOR EDUCATION MODEL BASED ON EXPERIENTIAL LEARNING IN CHARACTER EDUCATION FOR JUNIOR HIGH SCHOOL STUDENTS

Ahmad Mujahid Yaumul Ridho¹, Hernawan², Nofi Marlina Siregar³

^{1,2,3}Program Studi Pendidikan Jasmani, Universitas Negeri Jakarta, Indonesia
Corresponding email : ahmadmujahidyaumulridho@gmail.com

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ABSTRACT This research and development was made on the needs of formal school teachers to make it easier to understand and implement the concept of effective experiential learning based learning for informal program design and formal classroom activities related to field experience packaged in the form of games, discussions, simulations and adventures, which are expected to have the impact of the implementation of experiential learning. students move between modes of action, reflection, feelings and thinking. This research design refers to the Research and Development model of ADDIE. Broadly speaking this research is made in 5 stages, namely: Model analysis, Model design, Model development, Model implementation, Model evaluation. The data instrument test collected in this study both at the stage of obtaining basic data and at the trial stage is qualitative data. Therefore the main instrument in this study is the self research. To complete the data and as part of triangulation conducted discussions with expert lecturers, teacher collaborators, outbound instructors and experiential learning activists who are not involved in the research by collecting data using interview guidelines on teachers, questionnaires, questionnaires and observation learning. From the data analysis proved outdoor education model based on experiential learning seems effective to shape the values of character education. Based on the results of research with a model of approach and cohesion in its implementation is very helpful to excite learning, participatory involvement of students, joy and cheerfulness which means the implementation of outdoor learning is not only in the concept, the integration must be really attempted to occur in the learning process.

Keywords: Development, education, outdoor, character education, play



INTRODUCTION

School children have their own unique learning style at each stage of their age, such as more towards audiotories, visualizations or practices. Learning is a cognitive process that involves continuous adaptation and involvement of a person that will create knowledge and experience not only the stimulus received, but conflicts of disagreement and difference are able to drive the learning process when one is active in his actions, reflections, feelings and thoughts. (Bergsteiner et al., 2010). Learning will be more meaningful if one experiences what he or she learns, not just knows it.

The formal education process especially when the school level takes a long time to be taken to finish, the majority of time is spent in the classroom, just sitting and a little movement activity. Education in schools is indeed there are many other benefits and functions to train children's abilities in the academic field. Through outdoor education will strengthen the mental, physical and character of children as found in the nine pillars of character so that participants are fostered behavior and physical. As Harun and Salamudin said that outdoor education has an

impact on changing one's behavior to build learning cooperation, skills, leadership and confidence. (Harun & Salamuddin, 2010).

The real orientation of the outdoor education process is to provide an outdoor education experience for the long term. We can see that outdoor activities are the main curriculum in indoor learning, through and about the outdoors. (Legge & Smith, 2014). The purpose of education is not only oriented to the mastery of materials by memorizing facts presented in the form of information or subject matter. Furthermore, learning is expected to be more meaningful for learners with this concept. The learning process takes place naturally in the form of student activities to work and experience, not the transfer of knowledge from teacher to student. The learning process should be able to create a learning process that can explore the knowledge insights of learners and can develop meaning so that it will give a deep impression of what it has learned. One of them with outdoor education based on experiential learning.

Experiential learning-based education shows that experience-based education is a product of reflection on experiences that have an important

quality nature for the overall learning (Fowler, 2008). Learning is considered an ongoing process in which knowledge is created by transforming experience into an existing cognitive framework, thus changing one's way of thinking and behaving (Mowen, 2006). The program that uses experiential learning theory focuses on the student and his learning style and the structure of his experience to accommodate different learning styles (Caulfield&Woods, 2013). Experiential learning method provides concrete support to the relationship of theory and practice in the real world this method gives the best results because it involves participants in the learning process (Hariri &Yayuk, 2018). Active learning is actually about how to put participants/learners into new situations that require personal involvement, not as an experiment but as a researcher themselves. (Egbert &Mertins, 2010)

State of The Art

Based on the State of the Art and because there is still gap research from relevant research references, researchers feel the need to create an outdoor education model based on experiential learning in character education in junior high school that will be an update in

research, packaged in the form of games, simulations, discussions that aim as a medium of delivery of materials that will be applied in outdoor education to provide kinesthetic,cognitive and affective experiences in fostering the values of character education. Learning to make a person can get a change in him through trainings or experiences (Baharuddin &Wahyuni, 2009).

If someone who has learned from an educational process will acquire new knowledge and behavior changes in them selves and will usually last a long time. Behavior changes are relatively permanent, which means that behavior changes that occur due to learning for a certain time will remain or remain unchanging. The change is done with activities related to the learning process. Without observing behavior as a result of learning, we will not be able to know whether or not there are learning outcomes. This is an ideal condition of a shadow or image obtained abstractly, a process of mental generalization and example or in other words describe an atmosphere that resembles a match (Tangkudung, 2012).

outdoor education model based on experiential learning in character education, as a whole such as the subject

to be researched, the management of learning, the obstacles and objectives of such learning. But this study is more focused on the development of the characteristics of the subjects that are the focus of the study (Setyosari, 2015). It aims to allow researchers to develop a more effective and more efficient model so that the needs of formal education teachers and informal program design in carrying out outdoor education will be easier to achieve the values of the intended character.

Character Education

Character education is an educational act that allows learning and development for the next generation. with this education occurred physical and mental development of learners (Dimiyati & Mudjiono, 2006). Character education is extensive, covering a variety of approaches to building good character. The role of teachers is very important in transferring knowledge by emphasizing the values of character education in each learning. The competence of teacher character education is very important in the achievement of educational objectives in addition to field knowledge, general

knowledge and pedagogical knowledge (Ülger et al., 2014).

A teacher is required to be creative and always innovate to the learning media that will foster the values of student character education. Learning character education with which it is packed with something they like can stimulate the motivation of learners to be active and aggressive their guided lessons (Kim, 2015).

The values of character education must be taught early, because it will get carried away and become habit when later becoming an adult, to foster social awareness inside and outside the environment. character education at the age of children, which must be taught is language, cognition, social, emotional, physical health, and aesthetics (Mei-Ju et al., 2014). The role of teachers and parents in instilling value in character education is very capable of cultivating a generation that has a great character but change will not be seen, must be consistent and sustainable to make them strong in society.

Playing and social activities are daily routines performed by preschoolers (Eileen & Lynn, 2010). Children aged 12-14 years are actively engaged and want to learn about everything he

imagines and will be the beginning of the process of forming their character. Therefore good character consists of understanding, attention, and action are core ethical values. (Muhamad Asvin Abdur Rohman, 2019). Therefore the task of character education is to help learners know the good, appreciate it, and act. Learners need a lot of adult support and direction.

Outdoor Education based on Experiential Learning

Outdoor education room is a holistic learning that refers to learning subjects to foster cognitive development, affective and kinesthetic learners as well as more complex development in the 21st century that emphasizes more to character and citizenship education (Tan &Atencio, 2016). outdoor education is a school activity that activities outside the classroom or school such as playing in the school environment, parks, villages, camping and activities that are adventurous and development activities with relevant aspects. Outdoor education is synonymous with highly physical activity, the importance of special assistance is needed in outdoor education in the prevention of large injury rates occurring (Donelan, 2010). Outdoor

education has a wide focus area such as sports, education, research, adventure, recreation, and achievement. Researchers pay more attention to the realm of education. Outdoor activities allow each activity to be carried out and will pass through cognitive, affective and kinesthetic phases. Outdoor education when done from kindergarten will be a key factor in instilling character values in later adulthood (Høyem, 2020). Therefore outdoor education is an educational activity that integrates formal curriculum, nature and character and synergizes in making learning with the pattern of knowing the environment while playing, such as gardening lessons, breeding and so on in order to hone the character and mentality of learners.

METHOD

The purpose of this study is to produce an experiential learning based outdoor education model in character education for junior high school students. In particular, the main objectives of this study are:

1. Compile model of outdoor education based on experiential learning gradually for junior high school students

2. know the effectiveness of the experiential learning based outdoor education model in character education for junior high school students.

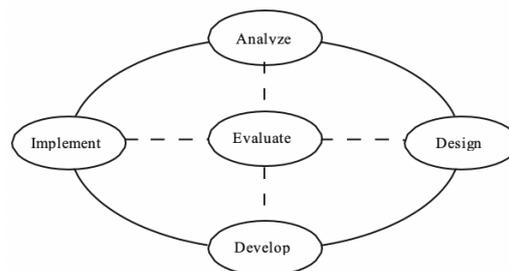


Figure 1. ADDIE Concept (Branch, 2009)

Research Subjects

The research will be conducted by applying health protocols to three schools located in South Tangerang City with research subjects in junior high schools located in Pondok Aren Sub district namely;

Table 1. School List

No.	School Name	address
1	Junior High School 5 South Tangerang City	Jl. Mawar Pondok Kacang Prima Complex No.59, Pd. Kacang Tim., Kec. Pd. Aren, South Tangerang City
2	Junior High School 14 South Tangerang City	Jl. AMD No.15, Pd. Kacang Bar., Kec. Pd. Aren, South Tangerang City
3	Al Barkah Al Islamiyah Boarding School	Jl. Raya Pd. Aren No.1, Pd. Aren, Kec. Pd. Aren, South Tangerang City

Approaches and Stages

This research uses research & development method to produce certain products as well as testing its effectiveness (Sugiyono, 2008). This outdoor education model is taken from the source of the model penelitian and ADDIE development

The model concept developed using the ADDIE development model because the model has appropriate stages and in detail allows to provide reliable system results. Model adaptation is realized in the form of technical planning, goals, and types of activities carried out in each stage.

Explanations of the procedures and stages of development research have been widely developed.

The development research procedure basically consists of two main objectives, namely developing the product and testing the effectiveness of the product in achieving the goal.

Assessment & Data Collection Instruments

The data collected in this study both at the stage of obtaining basic data and at the trial stage is qualitative data. Therefore the main instrument in this study is the researchers themselves. The data is mainly obtained through

observation. To maintain the objectivity of observation is also done by the observer teacher who utilizes the observation sheet is also used video recording tools at meetings during the process and evaluation and testimony of students. To complete the data and as part of triangulation conducted discussions with expert lecturers, collaborator teachers, outbound instructors and experiential learning activists who were not involved in the research.

Data collection instruments used in research and development in this regard, using teacher interview guidelines, questionnaires, and learning observations based on experiences that suppress the character education values of junior high school students.

The interview guidelines instrument for teachers used in this study aims to obtain information about the educational process, constraints in the educational process, and the needs of educators in developing the values of character education through outdoor education for junior high school students. The observation instrument used aims to observe carefully about the character values that appear in the educational process therefore

observation guidelines are needed in this research and development.

Please note that questionnaire instruments with lik ert scale, observation, and interviews are only used to uncover analysis of children's needs and endidic. Thus, it is necessary to assess whether or not a model is worth using questionnaires with gutman scale.

Data Analysis Techniques

More research activities in the form of observations on the implementation of models and interviews, as for the analysis of the data as follows:

1. Collect all observation data in the form of field records, interview notes, and discussion notes
2. Perform the first analysis to sort the data into categories; the first category is related to the improvement of the model, the second category deals with the emergence of the formation of character education values, which are chosen such as honesty, responsibility, cooperation, and respect for others.
3. Perform a second analysis within each category; for the first category the analysis was conducted to find supporting data for model

enhancements; for the second category the analysis was conducted to map the formation of the values of character education, honesty, responsibility, cooperation, and respect for others

4. Conducting the synthesis process, namely processing the entire data to formulate the final model and determine the patterns of character education value formation, such as honesty, responsibility, cooperation, and respect for others that appear in the research process
5. Final conclusion.

RESULTS AND DISCUSSIONS

The data analyzed is mainly obtained from observations of the learning process with outdoor education based on experiential learning models. Observations were made by researchers and some of them using handphones. From this observation produced Field Notes (CL). Researchers assisted by observer teachers who observed using three types of Observation Sheets (LO) namely Observation Sheets of honesty values, Observation Sheets of Responsible Behavior, and Observation Sheets of friendship and cooperation and respect.

In addition, interviews with sports teachers and deputy principals of student affairs that gave birth to the Interview Notes (CW), were also held discussions after the learning process with the model took place which is summarized in the Discussion Notes (CD).

CL which records the results of observations of the learning process totaled 16. The field record details are as follows:

- a. CL 01, is the result of observation of the learning process does not use the model that has been formulated by researchers.
- b. CL 02 to 16 is the result of observation of the learning process using a model that has been formulated by researchers.
- c. In CL there are two types of records, descriptive notes and reflective notes.

Descriptive notes contain various events during the learning process. This record records what events take place in the learning. The point of this account is to describe in detail the events. Reflective notes contain the researcher's reflections on the various events that took place. Reflections are related to the proper provisions in the learning process

of recreational sports or related to the formation of values of honesty, behavior of responsibility, respect and friendship and cooperation.

Lo totaled 16, because each time observing the learning process of the three observation sheets used by the observer teacher. In detail the observation sheets contain:

- a) Observation Sheet For the Establishment of Honesty values: The category of honesty values formation is divided into 4 dimensions, 14 indicators and 33 sub indicators.
- b) Observation Sheet on the formation of responsible behavior: The category of formation of responsible behavior is divided into 2 indicators and 9 sub-indicators.
- c) Friendship and cooperation Observation Sheet

CW is the result of an interview with GUru of Physical Education and Vice Principal of Student Affairs. A CD is a note that contains discussions after learning with the model implemented. This discussion is an attempt to improve the model. Held in the form of discussions, not interviews with implementing teachers in order to have a more open and multi-way dialogue. In

addition to model implementing teachers and observer teachers, the discussion was also attended by four teachers who were not involved in the research but studied learning models and learning guides. The discussion was conducted twice, therefore there are two notes of discussion, namely:

- 1) CD 1, a discussion that was attended by model implementing teachers and observer teachers, and teachers who were not involved in the research at the 2nd meeting.
- 2) CD 2, the discussion was attended by model implementing teachers and observer teachers as well as teachers who were not involved in the research at the 14th meeting.

Various records and reports were made not only as an effort to collect data, but also as an effort to obtain and maintain the validity of the data, this is done because the whole data is qualitative data.

The trial was conducted involving one model implementing teacher and three observer teachers and was conducted fifteen times. Previously, there has also been one observation in the learning process that does not use the model. All of this is intended to demonstrate the persistence of

observation as an attempt to check the validity of the data.

With the persistence of such observations it is possible to find traits or peculiarities and elements that are very relevant to the implementation and trials of the model. This means providing depth for efforts to discover the various constraints, weaknesses and advantages of the formulated learning model.

Conducting interviews with physical education teachers and vice principals of student affairs, involving observer teachers, and including fellow teachers in discussions and giving written comments is also a technique of checking the validity of data by means of triangulation. In this way, checks and checks are carried out on what the researchers found in their observations. This means that various comparisons are made from various sources and methods. The researchers' observation data was compared with the data of observer teachers and interviews with physical education teachers and Vice Principals of Student Affairs. At the same time, it is carried out checking the degree of trust of the findings of research with several data collection techniques, and checking more than one source in the same way

that is observation by researchers and observer teachers.

Discussions conducted after the learning process is not with the model and the learning process with the model is an effort to check the members involved in the data collection process. This not only guarantees the validity of the data, it also maintains the degree of trust of data analysis and withdrawal of conclusions. This discussion provides an opportunity to express his opinion to all members involved. Related to what he really experienced during the implementation of the model or during observations. Give researchers the opportunity to present an initial summary to continue to improve. So there is a process of checking and checking the analysis and withdrawal of conclusions.

Involving peers (teachers) who are not involved in the discussion and freely put forward their perspective after studying the model and guide is a technique for peer examination (teacher). This technique allows researchers and teachers involved in research to be honest and open. Honestly presents various constraints of model implementation and model weaknesses. Open to accepting various proposed

improvements. It turns out that this method has managed to provide a variety of perspectives that are unthinkable by the researchers and teachers involved.

During the trial, there were recorded with mobile phones as many as 1 meeting at each school. Of course, the use of mobile phones takes into account the level of familiarity of researchers and students so that they are not disturbed by the shooting. Besides familiarity, another technique that is also used so that the students and teachers implementing the model used to mobile phones are several times taking pictures before the actual shooting is done. This technique has a positive influence. Because during the actual shooting the learning process goes normally and smoothly. Shooting with a mobile phone is an effort to meet the sufficiency of referential. In this way can be made a comparison of the records of researchers, teachers observers and the results of recordings.

Various data inspection techniques used are perseverance observation, triangulation, examination of peers (teachers) through discussion, referential adequacy, member checking, bringing the consequences of conducting detailed descriptions and allowing

auditing. The detailed description is seen in the number of records namely CL (16), CW (2), and CD (2). This shows the large and varied data.

The whole process that is done as a technique of checking the validity of data, carried out gradually continuously and involving many people involved in research and who are not involved is an auditing process.

Physical Education Teacher Perspective

In the physical education learning of recreational sports related to experiential learning and has been in this observation, the emergence of behavior formation of honesty values, responsibilities and friendships and cooperation appears in a limited number, when viewed from the analysis of data it seems that this happens because teachers still dominate learning.

To get a more complete picture, the following analysis results are presented data derived from interviews with physical education teachers in schools that are observed by researchers. According to them, during the learning students are not given the freedom to argue and cooperation, and only limited to carrying out what the teacher instructs.

Physical education teachers also argue that sports activities, namely the existence of three scopes of sports, which include educational sports activities, recreational sports and sports achievements, there must be management in the management there is organizing here how they can organize. So, in organizing there is a system regarding leadership. This is necessary because students will get used to their daily lives practicing such behavior.

Perspective of Model Implementing Teachers, Observer Teachers and Fellow Teachers.

A very long description of recreational sports learning, in terms of the formation of honesty values, responsible behavior, and friendship and cooperation that appears shows that the experiential learning model offered seems to have no constraints and weaknesses, because almost all indicators and sub indicators appear. Especially when compared to learning that does not use models.

But in order for there to be a balance and input that means the following will be put forward the perspective of the teachers involved and not involved in the trials of experiential

learning model. What is put forward will be supported by a field record. The following presented the constraints and weaknesses of the model:

Implementing teachers and observer teachers state that the obstacles to implementing the experiential learning model which is a weakness is a matter of time. In the sense of many activities that must be carried out in the learning process with a predetermined time.

Another obstacle is the teacher's habit, the various habits that inhibit it are the habit of pursuing material completion, and the habit of being the only source of information as a result of which teachers become more dominant.

The difficulties and constraints that the implementing teacher feels are about learning time, and suggest that making choices increase time or reduce the activities offered in the experiential learning model in recreational sports learning, in relation to the formation of values of honesty, behavior of responsibility and friendship and cooperation.

Research Findings

Based on data analysis and research discussion, in this study found the following:

1. The application of an outdoor education based on experiential learning model in Recreational Sports learning helps teachers relate the materials they teach to students' real-world situations and encourages students to make connections between their knowledge and their application in their daily lives.
2. The application of outdoor education based on experiential learning model in recreational sports learning brings about the behavior of honesty values, responsible behavior, and friendship and cooperation in students.
3. The cohesiveness of the establishment of values of honesty, behavior of responsibility, and friendship and cooperation can be successfully implemented in the learning of recreational sports in real time if:
 - a) Learning planning is made systematically and specifically.
 - b) Students become learning centers and are actively involved.
 - c) Teachers are open and cooperative.
4. The values of honesty can be developed by giving students the opportunity to practice recreational sports learning activities that are reinforced by the conscientiousness of the teacher.
5. The values of responsibility can be developed by providing opportunities for students the freedom to express their opinions and appear to lead games modified sports that are used as recreational sports in a fun atmosphere.
6. Friendship and cooperation has been developed by providing recreational sports activities tailored to the environment in which learning takes place, both in the outdoors, indoors, water, multipurpose buildings, sports fields, and recreational playgrounds.
7. Students' motivation in learning increases when actively involved in the application of learning models using outdoor education based on experiential learning models.

CONCLUSION

Based on the problems raised, data analysis and discussion can be drawn some conclusions. First, the Outdoor Education Based on Experiential Learning learning model is suitable for the development of recreational sports learning models that integrate the formation of behavior values of honesty, responsibility,

friendship, please help. Learning materials in the form of Theory and Practice of Physical Education and Recreational Sports both conducted in the outdoors, indoors, multipurpose buildings, sports fields, recreational playgrounds can encourage students to better understand and recognize the values contained in physical education and recreational sports.

Second, the development of a model of physical education learning recreational sports that integrates the formation of behavior values of honesty, responsibility, friendship, help that is implemented with the learning model Outdoor Education Based On Experiential Learning emphasizes interactive activities. It can briefly be mentioned that this model is called an interactive activity model, not a material model. The interactive activity model emphasizes the importance of actively engaging students and teachers in interactive activities and helps teachers relate between the materials taught and real-world situations and encourages students to associate knowledge with their application in daily life in family and community environments.

Third, this outdoor education based on experiential learning model

seems effective for shaping fair play values, leadership behavior, and creativity in recreational sports learning, as almost all indicators and sub-indicators appear in the trials. But admittedly the emergence is still a tendency, not yet a fixed behavior, steady, inherent, in students because the trials are conducted in a relatively short time.

Fourth, in the study developed three observation sheets to form the values of honesty, responsibility, friendship, help in the learning of physical education recreational sports. Each observation sheet contains indicators and sub-indicators related to their aspect of it. During the trial the observation sheet was used and continued to be developed. It seems that the use of observation sheets can cover all aspects and be more in-depth assessing the overall indicator, so that the assessment is more comprehensive and in-depth.

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