



**IMPLEMENTING CHARACTER VALUES FOR AUD THROUGH  
ACTIVITIES LOCAL WISDOM OUTING CLASS AT EDUTOURISM NDALEM  
KERTO**

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**ABSTRAK**

*Outing class* merupakan kegiatan belajar yang dapat membantu anak untuk mengembangkan berbagai potensi yang dimiliki anak yang kelak potensi tersebut dapat digunakan dalam beradaptasi pada lingkungan disekitarnya. Artikel ini bertujuan untuk mengetahui penanaman nilai karakter AUD melalui kegiatan *outing class* kearifan lokal di Eduwisata Ndalem Kerto. Artikel ini menggunakan metode penelitian deskriptif kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah teknik komunikasi langsung dan teknik observasi langsung. Alat pengumpulan data yang digunakan dalam pengumpulan data adalah pedoman wawancara dan pedoman observasi. Hasil penelitian ini menunjukkan bahwa berdasarkan hasil penelitian yang telah diuraikan di atas menunjukkan bahwa kegiatan *outing class* kearifan lokal dapat menanamkan nilai-nilai karakter pada anak usia dini. Pembelajaran di luar kelas dengan sistem *outing class* yang melibatkan siswa secara langsung dengan alam sekitar dapat mendukung perkembangan aspek hasil belajar seperti aspek perkembangan sosial emosional dan aspek lainnya agar anak dapat memiliki nilai karakter yang sesuai dengan harapan. Pembelajaran melalui kegiatan *outing class* kearifan lokal dalam menanamkan nilai-nilai karakter memberikan kesempatan kepada anak usia dini untuk meningkatkan kesadaran menjaga lingkungan, kemandirian, dan pemahaman terhadap lingkungan sekitar, menambah pengetahuan anak tentang lingkungan sekitar khususnya dalam mengenal hewan dan tumbuhan, serta meningkatkan rasa cinta dan peduli siswa terhadap lingkungan.

**Kata kunci:** Pembelajaran Karakter; Outing Class; Pendidikan Anak Usia Dini

**ABSTRACT**

*Outing class* is a learning activity that can help children develop their various potentials, which can be used to adapt to their environment. This article aims to determine the cultivation of AUD character values through activities *outing class* local wisdom at Eduwisata Ndalem Kerto. This article uses a qualitative descriptive research method. The data collection techniques used in this research are direct communication and observation techniques. The data collection tools used in data collection are interview guidelines and observation guidelines. This research shows that based on the research results described above, local wisdom *outing class* activities can instill character values in young children. Learning outside the classroom with the system using *class*, which involves students directly with the natural surroundings, can support the development of aspects of learning outcomes such as aspects of social-emotional development and other elements so that children can have character values that match expectations. Learning through activities *outing class* Local wisdom in instilling character values provides opportunities for young children to increase awareness of protecting the environment, independence and understanding of the surrounding environment, increase children's knowledge about the surrounding environment, especially in recognizing animals and plants, and increase students' love and care for the environment.

**Keywords:** Character Learning; Outing Class; Early childhood education programs

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## A. INTRODUCTION

Boredom can attack various things, for example, in the teaching and learning process. In the teaching and learning process if a teacher does not involve his students in the teaching and learning process, the activity will seem boring. Boring learning can cause students' attention to decrease; this can result in a lack of learning goals. A learning system that does not involve students can cause a lack of interest in children to participate in the teaching and learning process. This is caused by monotonous learning strategies from time to time<sup>1</sup>.

Learning outside the classroom is one way that can be done to grow students' learning capacity even better. Learning outside the school or *class* in early childhood is very influential in improving six aspects of development, considering that the learning process in early childhood is learning *by doing* (learning while playing)<sup>2</sup>. With learning outside the classroom or outing class, students can learn directly by seeing, touching, and feeling through the activities that have been prepared. Direct learning activities can provide stimulation to create a pleasant atmosphere full of excitement and not feel bored in the learning process<sup>3</sup>.

Learning outside the classroom is very effective in optimizing the growth and development of students related to social-emotional development because social-emotionality is the ability to understand other people's feelings when interacting in everyday life. In Hurlock's opinion, social-emotional development is the development of attitudes that are by social norms. In contrast, emotional development is the process of children exercising social stimuli, especially those obtained from the surrounding environment.

*Outing classes* can encourage students to think critically and increase the development of abilities in direct aspects of life<sup>4</sup>. Outdoor learning can train students' abilities to collaborate<sup>5</sup>. Students' cooperative skills are influenced by several factors, one of

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<sup>1</sup> Wisudatul Ummi Tanjung and Dian Namora, "Teacher Creativity in Managing Classes to Overcome Student Learning Saturation in State Madrasah Aliyah," *Journal of Islamic Religious Education Al-Thariqah* 7, no. 1 (2022): 199–217, [https://doi.org/10.25299/al-thariqah.2022.vol7\(1\).9796](https://doi.org/10.25299/al-thariqah.2022.vol7(1).9796).

<sup>2</sup> M Putri, "Implementation of Farming Activities to Improve Naturalist Intelligence in Children Aged 5-6 Years," no. 1516250020 (2020), <http://repository.iainbengkulu.ac.id/id/eprint/4552>.

<sup>3</sup> M. Fadillah, *Early Childhood Play & Games*, ed. Riefmanto, print to (Jakarta: Prenamedia Grup, 2018).

<sup>4</sup> Nisa Laili Rohmatika Choiriyah Widiyari, Humaam Almahi, Dewi Prasetyoningrum, Evera Nia-, and Muhammad Edi Kurniawan ra Sendy, Yudhistira Laksamana Satria, Jati Ayu Nurma Permatasari, Rosalia Tunika Grandis Ara Reda Astara, "Students' Psychomotor Development Through Outing Class Activities" 1, no. 2 (2019): 91–96, <https://doi.org/10.23917/bkkndik.v1i2.10775>.

<sup>5</sup> D Ratnawati, D Utami, and R D Utami, "Implementation of Outing Class Activities as a Means of Social Interaction for Inclusive Students at SD Al-Firdaus Surakarta Academic Year 2017/2018," 2018, [http://eprints.ums.ac.id/id/eprint/64210%0Ahttp://eprints.ums.ac.id/64210/10/NASKAH PUBLICATION dian.pdf](http://eprints.ums.ac.id/id/eprint/64210%0Ahttp://eprints.ums.ac.id/64210/10/NASKAH%20PUBLICATION%20dian.pdf).

which is good conditions. If the child's environmental conditions are good and can facilitate and provide a positive place, it can increase students' cooperation abilities<sup>6</sup>.

*Outing classes* can train students by learning directly from nature and the surrounding environment. The activities can be direct observation, practice, or even traveling around the surrounding environment. Children will understand better when learning is done directly rather than just watching and listening to explanations in class<sup>7</sup>. Seeing and hearing will be quickly forgotten because children only imagine and remember without any evidence or natural activities. To apply outing class activities, educators do not need to be directly involved in learning. An educator facilitates students by inviting students to visit places that offer outing class activity programs<sup>8</sup>.

One of them is visiting the Ndalem Kerto Eduwisata place. In Eduwisata Ndalem Kerto, several learning activities are accompanied by existing facilitators so that teachers or educators can provide material to students. Objectives of the programming *class* At Eduwisata Ndalem Kerto, it is hoped that it can channel children's boredom into something positive. In this activity, children can play while learning to solve their intellectual problems. With activities *class*, Children can channel their curiosity because, in this activity, children will be invited to interact directly with teaching materials such as children being asked to feed animals, being taught how to care for plants, seeing the iconic city of Ponorogo, namely the peacock, and much more. All activities at Eduwisata Ndalem Kerto will be carefully monitored and directed by the existing facilitators.

Of the many tourist attractions in Ponorogo Regency, Eduwisata Ndalem Kerto is the only tourist attraction that offers tourist activities while playing. This attracted the attention of the people of Ponorogo and outside the city because Eduwisata Ndalem Kerto has a concept of sustainable *tourism*, which offers tourist activities while experiencing the beauty of nature and participating in livestock and plantation activities. From the idea and objectives presented, many school institutions from various levels visit and trust Eduwisata Ndalem Kerto to fill school break time. So that the child can make the best use of the school break period, because of the activities *outing class*, Children will learn a lot about the surrounding environment. So, based on the existing background, this research will explain the cultivation of character values in early childhood through local wisdom outing class activities at Eduwisata Ndalem Kerto.

## B. RESEARCH METHODS

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<sup>6</sup> Lubis, "Developing Early Childhood Social Emotionality Through Play."

<sup>7</sup> Choiriyah Widiyari, Humaam Almahi, Dewi Prasetyoningrum, Nia-, and ra Sendy, Yudhistira Laksamana Satria, Jati Ayu Nurma Permatasari, Rosalia Tunika Grandis Ara Reda Astara, "Students' Psychomotor Development Through Outing Class Activities."

<sup>8</sup> Choiriyah Widiyari, Humaam Almahi, Dewi Prasetyoningrum, Nia-, and ra Sendy, Yudhistira Laksamana Satria, Jati Ayu Nurma Permatasari, Rosalia Tunika Grandis Ara Reda Astara.

The method used in this research is qualitative research method. A qualitative method is a research method that tells and interprets data according to the facts, circumstances, and phenomena that occur and the data presented by conditions in the field. The descriptive method is a method where the author describes, explains, and tells a phenomenon or situation as it is according to what happened at the research site. The researcher used descriptive research because the researcher intended to describe realistically the efforts to instill character values in early childhood through activities in *wisdom outing class* at Eduwisata Ndalem Kerto.

This research is located at Eduwisata Ndalem Kerto in Gunungsari Village, Getan, Ngrupit, Jenangan District, Ponorogo Regency, East Java. The data collection techniques used in this research are direct communication and observation techniques. The data collection tools used in data collection are interview guidelines and observation guidelines.

### C. RESEARCH RESULTS AND DISCUSSION

A learning and educational process carried out in a class will impact students' learning activities. An educator and all components in the academic environment must pay attention to students' enthusiasm for participating in learning so that students can participate as closely as possible and achieve the desired learning outcomes. To create enjoyable learning, it is not only done in the classroom<sup>9</sup>. Learning outside the school will create new enthusiasm for students so that students can interact with the environment. One way is to involve students in taking part in learning *classes*.

*Outing class* is a learning method outside the classroom that aims to provide specific basic skills and expertise to foster children's creativity and expand children's knowledge by learning directly, which involves nature as a learning resource. *Outing class* is an outdoor learning effort that increases the sense of joy for students, like children playing in a free and open natural environment. Meanwhile, according to other opinions, *class* is a learning method that benefits children in learning because, in education, using this method, children will dive directly into learning sources, which will later allow them to explore new things.

According to Rada, *outing class* is an activity that involves nature as a learning resource. Learning *classes* attract children closer to accurate learning sources, such as nature. In learning activities, children are more involved with the surrounding environment, which refers to education that can influence students' social-emotional development<sup>10</sup>. Learning *classes* invite students to adapt to the surrounding environment, which can result in students understanding what is happening<sup>11</sup>.

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<sup>9</sup> Tanjung and Namora, "Teacher Creativity in Managing Classes to Overcome Student Learning Saturation in State Madrasah Aliyah."

<sup>10</sup> Chanda, "IMPLEMENTATION OF THE OUTING CLASS METHOD IN DEVELOPING SOCIAL EMOTIONAL IN CHILDREN AGED 2-4 YEARS AT KB AISYIAH QURROTA A'YUN BLIMBINGREJO NALUMSARI JEPARA 2019/2020."

<sup>11</sup> Utami, "The Influence of Outing Class Learning Methods on the Naturalist Intelligence of Children Aged 5-6 Years."

Learning through direct interaction with friends in an open environment can create pleasant childhood memories. Activity *outing classes* form new experiences for students so that students have good social-emotional development<sup>12</sup>.

Activity *outing class* It has the expected benefits and objectives so that students gain direct experience using all their senses and can provide memorable memories<sup>13</sup>. According to Rada, activities *outing class* has other benefits and purposes, among others<sup>14</sup>:

- a) Students have the opportunity to observe or observe the world directly
- b) With *outing classes*, students can develop an interest in something
- c) *outing classes* are hoped to create good student developmental aspects.

Looking at the benefits and goals of an *outing class* is very important because usually, students can only imagine and not necessarily be able to answer; when the child leaves the classroom, the child will see directly and tell clearly what he saw. With that, it is an *outing class*. The development of aspects developed in students will grow over time, and students will not get bored participating in learning because students will prefer the outside world to monotonous learning in the classroom.

Activity *outing class*, They have advantages and disadvantages<sup>15</sup>:

1) Advantage *outing class*

- a) Students' learning resources are in a natural environment and are relevant
- b) The student development activities carried out can further stimulate students
- c) Can bring out expression and potential in students
- d) Can foster students' independent spirit
- e) Develop a sense of empathy for other people's feelings through the activities carried out

2) Weakness *outing class*

- a) Requires preparation involving many parties
- b) The need for careful preparation and planning
- c) The need for extra supervision of students while in the field

Eduwisata Ndalem Kerto is one of the tourist attractions in Ponorogo that offers direct learning in nature. Eduwisata Ndalem Kerto offers activities and *local wisdom outing classes* to introduce students to animals and knowledge about plants that can be cultivated. So that students who visit are expected to be able to appreciate and protect the surrounding environment. Activity *local wisdom outing classes*, which are carried out at Eduwisata Ndalem Kerto, include:

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<sup>12</sup> Ratnawati, Utami, and Utami, "Implementation of Outing Class Activities as a Means of Social Interaction for Inclusive Students at Al-Firdaus Elementary School, Surakarta, Academic Year 2017/2018."

<sup>13</sup> Aisyatin Kamila et al., "The Role of Teachers in Developing Early Childhood Psychomotorics Through Outing Class Learning Media" 1, no. 2 (n.d.): 1–13.

<sup>14</sup> Chanda, "IMPLEMENTATION OF THE OUTING CLASS METHOD IN DEVELOPING SOCIAL EMOTIONAL IN CHILDREN AGED 2-4 YEARS AT KB AISYIAH QURROTA A'YUN BLIMBINGREJO NALUMSARI JEPARA 2019/2020."

<sup>15</sup> D I Raudhatul and Athfal Miftahul, "Outing Class Learning," 2020.

1. Introduction to Peacock Cultivation. In this activity, AUD was introduced to peacocks. Peacocks are one of the icons of the city of Ponorogo. Holding peacock introduction activities aims to introduce peacocks to children and cultivate them so they do not become extinct. This activity teaches children about the various types of peacocks, how they breed, and how to care for them.
2. Watering Activity: In this activity, children are asked to look for plants to water. This activity aims to introduce children to caring for the surrounding environment.
3. Feeding Fish: Children are invited to learn more about fish and can feed fish directly in this activity.
4. Getting to know Crystal Guava Fruit Cultivation: Ngrupi Village is a village that produces Crystal Guava fruit. So, in this activity, children are introduced to how to cultivate crystal guava fruit
5. Feeding Goats. In this activity, children are introduced to goat cultivation and how to care for goats. In this activity, you can interact directly with the goats.
6. Planting Vegetables. In this activity, children are taught to plant the vegetables provided, and the health benefits of vegetables are also explained. This activity aims to introduce children to how to cultivate or reproduce plants in the surrounding environment.

The activities carried out will give rise to social interaction. Social interaction is a relationship between individuals and each other<sup>16</sup>. So, social interaction is essential for the social development of students. Based on the description above, it is known that from several activities, the *wisdom outing class* held at Eduwisata Ndalem Kerto can instill character values in early childhood as seen from:

- a. Tolerance is an attitude of mutual respect and appreciation between groups or individuals in the surrounding environment. In activities, the *local wisdom outing class* shows an attitude of tolerance; for example, during the fish feeding activity, children are asked to queue to get their turn to feed the fish, and during the planting activity, children will also queue to take whatever equipment is needed for planting.
- b. Communicativeness is an attitude that makes it easy to get along with others, such as expressing opinions, listening to what others say, and responding to them. In activities like *local wisdom outing class*, children can show their communicative attitude; for example, a facilitator will explain information about peacocks, and they will listen and respond; sometimes, these responses are funny or even eccentric. An example of this response was conveyed by Jasmine, a student from Siti Khodijah Islamic Kindergarten, who asked, "Why don't peacocks have to lay eggs."
- c. Caring for the environment is managing it correctly and in a beneficial way so that it can be enjoyed continuously without destroying it, helping to protect and preserve the existing environment so that the people around us can feel the benefits. In activities like *local wisdom outing class*, children can show an attitude of caring for the environment by planting vegetables. In this activity, children are asked to grow the vegetables provided. Also, in getting to know peacocks, children were given a message about the importance of ensuring that the peacock population does not decrease further.

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<sup>16</sup> Ratnawati, Utami, and Utami, "Implementation of Outing Class Activities as a Means of Social Interaction for Inclusive Students at Al-Firdaus Elementary School, Surakarta, Academic Year 2017/2018."

- d. Solidarity is a sense of togetherness, a sense of unity, and a sense of sympathy. In the local wisdom outing class activity, students show a sense of solidarity; for example, in the planting activity, children are asked to help each other put the plants planted into the plastic bags provided.
- e. Independence is the ability of each individual not to depend on other people. In activities like *local wisdom outing classes*, students show their independence; for example, children are asked to take off their shoes themselves without the help of teachers, parents, or facilitators.

The research results described above show that local wisdom activities *class* can be an effort to instill character values in early childhood. Learning outside the classroom with the system using *class*, which involves students directly with the natural surroundings, is very influential in developing aspects of learning outcomes such as aspects of social-emotional development and other elements so that children can have character values that align with expectations.

Learning through activities, *local wisdom outing classes* Instilling character values provides opportunities for young children to increase awareness of protecting the environment, an attitude of independence and understanding of the surrounding environment, increasing children's knowledge about the surrounding environment, especially in recognizing animals and plants and improving students' sense of love and concern for the natural surroundings.

In general, through this activity, the character values that young children must possess produce good results. This is because children have natural learning resources and can participate directly. It can be concluded again that activities in *the wisdom outing class* at Eduwisata Ndalem Kerto can be an effort to instill character values in young children.

#### **D. CONCLUSION**

Based on the explanation above, it can be concluded that learning in the classroom will tend to be boring and monotonous, impacting students' concentration and social-emotional development and other aspects. Social-emotional development is students' sensitivity to understanding other people in everyday life. To instill good character values in ordinary children through outdoor learning or what could be called learning with nature in the surrounding environment. Because of the environment, students can gain real experience and knowledge. One of the learning activities with nature is inviting children to do outing class learning, such as the local wisdom outing class offered by Eduwisata Ndalem Kerto. Eduwisata Ndalem Kerto is a tourist spot that provides real learning experiences close to nature, proven to instill character values in early childhood. This is shown by the activities offered, which can reflect good character values and social-emotional development for early childhood development.

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