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Strategies for Enhancing Outdoor Learning Activities in Elementary Schools

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ABSTRACT*:*
Outdoor learning, a pedagogical approach conducted outside traditional classroom settings, leverages natural environments to enhance educational experiences. This study examines the efforts of the Sidoarjo District Education and Culture Department in addressing challenges to implementing outdoor learning in primary schools and improving its overall quality. As a descriptive qualitative research method, data were collected through snowball sampling, in-depth interviews, documentation, and observations. Data were analyzed using Miles and Huberman's interactive model, encompassing data reduction, display, and conclusion drawing. The findings reveal that the department has adopted several strategies to optimize outdoor learning, including meticulous planning of logistics and activities, attentive oversight, enforcement of compliance through sanctions, provision of necessary facilities, and continuous monitoring of participating schools. These efforts aim to overcome logistical and interpretative challenges, ensuring outdoor learning is impactful and aligned with educational objectives. The study highlights the potential of outdoor learning to foster holistic student development and recommends further standardization, educator training, and collaboration with local communities to enhance its implementation.

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ABSTRAK:

Outdoor learning yaitu metode baru pembelajaran di luar kelas yang berupa aktivitas luar sekolah yang berisi kegiatan di luar kelas/sekolah dan di alam bebas lainnya. Penelitian ini bertujuan untuk mendeskripsikan tentang upaya dinas pendidikan dalam meminimalisir hambatan metode pembelajaran berbasis outdoor learning, dan upaya dinas pendidikan dan kebudayan kabupaten sidoarjo dalam meningkatkan mutu pembelajaran berbasis outdoor learning. Metode penelitian ini yaitu deskriptif kualitatif, dengan teknik pengumpulan data menggunakan snowball sampling. Pengambilan data dilakukan dengan metode wawancara mendalam, dokumentasi, dan observasi. Teori dalam analisis data yaitu menggunakan teori Miles & Hubermen. Hasil penelitian menunjukkan bahwa upaya dinas pendidikan dan kebudayaan Kabupaten Sidoarjo dalam meningkatkan mutu pembelajaran berbasis outdoor learning jenjang sekolah dasar dilakukan dengan menyiapkan seluruh komponen baik transportasi maupun kegiatan dengan matang; memberikan perhatian penuh; memberikan sanksi kepada pihak yang tidak mendengarkan nasehatnya agar tidak disalah-artikan kegiatan outdoor learning; menyediakan fasilitas; dan memantau sekolah binaan dalam melaksanakan kegiatan outdoor learning.

Kata kunci: *Belajar di Luar Kelas, Perbaikan, Sekolah Dasar, Strategi.*

INTRODUCTION

Boredom in educational settings is a significant barrier to effective learning, particularly in conventional classroom environments. Research indicates that when students experience boredom, their ability to engage with and comprehend the material diminishes, leading to poorer academic outcomes (Jayanegara, Mukhtarom, & Marzuki, 2023). Boredom is characterized as a prevalent negative emotion that can lead to disengagement from learning activities, resulting in lower academic achievement and motivation (Amiri, Elkarfa, Sbaihi, Iannàccaro, & Tamburini, 2022; Wang & Liu, 2022).

To combat this issue, educators increasingly turn to outdoor learning methods, which involve taking educational activities outside the traditional classroom setting. This approach aims to alleviate boredom and enhance student engagement by utilizing the natural environment as a learning resource (Cenić, Milosavljević Đukić, Stojadinović, & Spasić Stošić, 2023). Outdoor learning, as defined by various scholars, encompasses a range of activities that promote interaction with nature and observation of the surrounding environment to master the subject matter contents (Akin & Bakar, 2023).

The outdoor learning method has been shown to significantly enhance student motivation and learning outcomes. For instance, Ayotte-Beaudet et al. (2021) found that contextualized outdoor science education positively affects students' motivation and engagement, leading to improved academic performance. Similarly, Cenić's (2023) research supports this claim, indicating that outdoor education contributes to students' understanding and mastery of complex issues. This assertion is further corroborated by Siswoyo et al. (2020), who argue that outdoor learning can stimulate students' interest in learning by providing them with experiential learning opportunities. The evidence suggests that outdoor learning mitigates boredom and actively engages students in their educational journey to promote dynamic and interactional learning experiences.

However, the implementation of outdoor learning is not without its challenges. Some parents may express concerns regarding the costs associated with outdoor learning activities and the adequacy of their educational value (Jong, 2020). These concerns are compounded by logistical issues, such as the distance to outdoor learning sites and the safety risks associated with travel (Ardian, Raharjo, & Sugiyo Pranoto, 2023). Additionally, disparities in economic resources can limit access to outdoor learning experiences, creating further barriers for some students (Nahulae & Zamtinah, 2020). These challenges necessitate creative solutions from educators and school officials to ensure that outdoor learning can be effectively integrated into the curriculum without imposing undue burdens on students or their families.

One potential solution to outdoor learning challenges is to utilize local parks and green spaces as educational environments. Heathfield Knoll School emphasizes that even small outdoor areas can be transformed into practical learning spaces with the appropriate resources and planning (Rahayu, Syafrida, Nirmala, Istanti, & Nursyamsi, 2024). This approach aligns with the principles of the independent curriculum, which advocates for flexible and contextually relevant educational experiences. By leveraging nearby natural settings, educators can provide students with hands-on learning opportunities that enhance their understanding of various subjects while minimizing logistical challenges (Wargadinata, Maimunah, Dewi, & Rofiq, 2020). This strategy addresses concerns about costs and safety and promotes environmental awareness and stewardship among students.

Despite the numerous benefits of outdoor learning, there are instances where the method is misapplied or misunderstood. Some educators equate outdoor learning with mere field trips, which may lack substantial educational content (Abdullah, Yaman, Sanusi, Asif, & Salim, 2021). This misinterpretation can lead to a dilution of the educational value that outdoor learning is intended to provide. Furthermore, there are instances where students feel pressured to participate in outdoor activities, even when they are not conducive to their learning needs or personal circumstances (Ne'matullah et al., 2024). Such experiences can undermine the positive aspects of outdoor learning and contribute to student disengagement.

In response to these challenges, the Sidoarjo Regency Education and Culture Office has taken proactive measures to guide schools in implementing outdoor learning effectively. They have provided counseling and outreach to ensure that outdoor learning activities are educationally meaningful and aligned with curricular goals (Angeles, 2024). The department emphasizes the importance of selecting outdoor learning destinations that offer rich educational content, thereby reinforcing the value of experiential learning (Siswoyo et al., 2020). Additionally, they have established guidelines and recommendations for schools to follow, ensuring outdoor learning is not misinterpreted as simply a recreational outing (Siswoyo, 2021).

This study aims to explore the strategies of the Sidoarjo Regency Education and Culture Office to improve the quality of education with an outdoor learning approach. By analyzing the strategies employed by educational authorities, this study seeks to provide insights that can enhance the quality of outdoor learning experiences for students (Liu, 2023). The findings of this study can contribute to the ongoing discourse surrounding outdoor learning by examining the strategies of the Sidoarjo Regency Education and Culture Office in addressing the obstacles faced in implementing outdoor learning methods. The goal is to enhance an educational ecosystem that mitigates boredom and enriches students' learning experiences through meaningful engagement with the natural world that fosters a lifelong love of learning.

METHODS

This study adopts a descriptive qualitative research approach to explore outdoor learning practices in elementary education. This method is suited for examining scientific phenomena in natural settings, in which, in this study, the researchers observed the implementation of outdoor learning (Sugiyono & Sutopo, 2023). The qualitative approach emphasizes depth and context, enabling the researcher to delve into participants' perspectives and uncover underlying themes (Merriam & Tisdell, 2015).

The study utilized three primary data collection techniques: observation, in-depth interviews, and documentation. Observations focused on capturing real-time interactions, behaviors, and dynamics during outdoor learning activities to understand their implementation and contextual nuances (Moser & Korstjens, 2018). Semi-structured in-depth interviews were conducted with the main stakeholders, including the head and staff of the Student Development and Character Development Section, elementary school teachers, parents, and students. These interviews aimed to gather detailed insights into their experiences, challenges, and perceptions (Busetto, Wick, & Gumbinger, 2020). Documentation involved analyzing relevant materials, such as Sidoarjo Regent Regulation No. 29 of 2021, outdoor learning proposals, and related literature, to provide a comprehensive contextual background for the study (Vindrola-Padros & Johnson, 2020).

The Miles and Huberman model was used to analyze data, which includes four stages: data reduction, data display, and conclusion drawing (Miles, Huberman, & Saldaña, 2014). The collected data were reduced by identifying and categorizing relevant information to focus on the research objectives. This process aligns with the strategies outlined by Houghton et al. (2015), who emphasize the systematic handling of large datasets in qualitative research to ensure rigor in reporting findings. The reduced data were presented in narrative form, facilitating the identification of patterns and themes related to outdoor learning practices, a practice extended by Onwuegbuzie and Weinbaum (2016), who demonstrated the utility of cross-case displays to present data visually appealingly. Finally, conclusions were drawn by interpreting the findings and comparing them to theoretical frameworks,

ensuring alignment between the observed phenomena and the conceptual underpinnings of the study as applied by Handayani et al. (2023) in educational research.

FINDINGS AND DISCUSSION

FINDINGS

Outdoor Learning Implementation

Interviews with the head of the student and character development section of the Sidoarjo Regency Education and Culture Office (October 30, 2023, at 11.00 AM) and with Sidoarjo district public elementary school teachers (October 30, 2023, at 09.00 AM) exposed how outdoor learning has been implemented, summarized in Table 1.

The interview indicates that all schools under the supervision of the Sidoarjo Regency Education and Culture Office, including both public and private institutions, have adopted the independent curriculum as part of their educational approach. The head of the student and character development section highlights the positive reception of this government initiative, emphasizing their proactive efforts in implementing it. A vital component of this curriculum is the Pancasila Student Profile Enhancement Project (P5), which aims to nurture the character and competencies outlined in the Pancasila framework. Outdoor learning is identified as one practical method of realizing the objectives of P5, showcasing its integral role in promoting active, engaging, and holistic educational experiences. Various destinations for outdoor learning include the Purwodadi Botanical Gardens, Flower Santera Tourism, Pari Temple, the Sidoarjo district Education and Culture Office, Surabaya Zoo, and others.

The interview emphasizes that outdoor learning is a mandatory aspect of education for students in grades 1-6, as the independent curriculum dictates. However, this requirement has exceptions in emergencies such as illness, financial hardship, or other significant barriers. Schools are advised to implement outdoor learning without placing undue pressure on students or families. The head of the student and character development section refers to Sidoarjo Regent Regulation Number 29 of 2021, underscoring the importance of outdoor learning being a fun and enjoyable experience. If students feel forced or unhappy to participate in these activities, it would breach the Regulation's

principles. This statement reinforces the need for schools to approach outdoor learning with flexibility and sensitivity, ensuring that it aligns with both the curriculum's goals and the student's well-being.

The interview highlights the positive impact of outdoor learning methods on students' behavior and engagement. Teachers from public elementary schools in Sidoarjo observe that such activities foster a sense of calmness and active participation among students. Students become more observant and sensitive to environmental stimuli by engaging with their surroundings. This increased awareness encourages curiosity, leading them to ask questions and interact openly. Additionally, the collaborative and social nature of outdoor learning promotes storytelling and communication with peers and other individuals encountered during the activities. These observations suggest that outdoor learning enhances academic engagement and supports social and emotional development, fostering critical thinking, curiosity, and interpersonal skills.

Table 1. Purpose, Implementation, and Impact of Outdoor Learning

No	Themes	Narration
1	Purpose	"… Yes, that is right, all fostered schools (both public and private) have used the independent curriculum. Our good response to the government program is to implement the independent curriculum by running P5 (Pancasila Student Profile Enhancement Project). One of the implementations of P5 is outdoor learning."
2	Approach of implementation	"... Outdoor learning is mandatory for grades 1-6 because of the implementation of the independent curriculum except in emergency conditions such as illness that causes inability to participate in activities, financial constraints, or other factors. For this reason, schools should not burden or require students to follow it. Sidoarjo Regent Regulation Number 29 of 2021 states that one of the principles of outdoor learning is "fun," so if students feel forced and do not feel happy, then it violates the provisions of the Regulation."
3	Impact	"Outdoor learning methods make students calm and active, making them more sensitive to the surrounding environment. Students will ask many questions and tell stories to their friends or other people they meet during the activity."

Challenges and Solutions to Outdoor Learning

Interviews with the head (October 30, 2023, 11.00 AM) and with one of the staff (October 30, 2023, 2.00 PM) of the student development and character development section of the Sidoarjo Regency Education and Culture Office revealed some challenges and solutions of outdoor learning implementations, summarized in table 2.

The interview reveals common misconceptions and challenges surrounding the implementation of outdoor learning in Sidoarjo Regency. A prevalent misunderstanding equates outdoor learning with field trips, creating confusion about its purpose and execution. The head of the student and character development section highlights that outdoor learning should be a mutually agreed-upon activity that does not place undue pressure on any party involved. Complaints and reports received by the Education and Culture Office underline significant issues, including the financial burden on families, unclear activity objectives, and technical difficulties in execution.

The Sidoarjo Regency Education and Culture Office used strategies to respond to the challenges. First, it carefully reviews the proposal to ensure that activities adhere to guidelines, such as cost, distance, and location, to prevent misuse or misalignment with educational goals. Second, the Proposals are evaluated against the Sidoarjo Regency Regulation, which sets an elementary school's 100-kilometer maximum travel distance fo. This policy minimizes financial and logistical burdens on students and parents. When discrepancies arise, solutions are provided to modify the destination accordingly. Third, to reduce costs and logistical challenges, the office encourages schools to utilize local environments for outdoor learning. This approach ensures inclusivity while demonstrating that meaningful educational experiences can occur close to home, such as within Sidoarjo or on school grounds. Fourth, some proposed far destinations, such as Malang, are deemed unsuitable because they lack sufficient educational relevance. The Education Office discusses with schools to refocus outdoor learning objectives and ensure chosen locations offer practical and meaningful learning opportunities.

Table 2. Issues and Solutions to Outdoor Learning

No.	Themes	Narrations
1	Misinterpretation of outdoor learning	"... Outdoor learning is often misinterpreted as a field trip because the student release activity is compared to being carried out with a mutual agreement without burdening one party. The Sidoarjo Regency Education and Culture Office has received many complaints or reports about outdoor learning, including cost factors, activity objectives, burdening one party, and technical implementation."
2	Oversight and Regulation of Proposals	"The outdoor learning activity proposal sent to the Sidoarjo Regency Education and Culture Office will be reviewed more to avoid cost, distance, and location misuse."
3	Distance and Financial Constraints	"The provisions following those stated in the Sidoarjo regency regulations, namely the maximum travel distance for Elementary School level is 100 KM. If there is a discrepancy, it will be followed up, and then a solution will be provided to change the destination to not burden other parties."
4	Promoting Local Learning Options	"Far away destinations are sometimes burdensome for students or parents of students. For this reason, the solution often is for schools to carry out outdoor learning around Sidoarjo. They do not have to go far to the other side of the island, but the school environment can also be used for outdoor learning activities."
5	Aligning with Educational Value	"From the proposals submitted to the Sidoarjo district education and culture office, many chose places less suitable for outdoor learning activities. For example, outdoor learning was carried out in Malang. After a fairly long discussion, we finally disagreed because the location of the outdoor learning destination was less useful for education, so we conveyed to the school to change the purpose of outdoor learning."

Improving Outdoor Learning Quality

An interview with the head of the Student Development and Character Development Section of the Sidoarjo Regency Education and Culture Office (October 30, 2023, 11:00 AM) outlined key strategies to enhance the quality and effectiveness of outdoor learning. First, the Education Office suggests comprehensive preparation to ensure all components, such as transportation and learning activities, are meticulously planned and reviewed by experts.

Second, it focuses on support for schools by guiding them to ensure schools are well-prepared, with clear objectives and consideration for students' conditions and the suitability of chosen locations.

Third, it enforced existing regulations by implementing sanctions for schools that fail to comply with guidelines and warnings issued by the Education and Culture Office. Fourth, it provided learning resources by offering facilities like mobile learning buses and recommending suitable outdoor learning destinations to support educational activities. Fifth, it is monitored continuously by supervising target schools to ensure outdoor learning activities align with the intended objectives and regulations. These measures aim to redefine outdoor learning as an engaging and purposeful educational experience, balancing enjoyment with acquiring knowledge and skills.

DISCUSSION

The current study shows that implementing outdoor learning in schools in Sidoarjo Regency adopts an independent curriculum to develop character and competencies. It is essential for encouraging active, engaging, and holistic education. Outdoor learning emphasizes enjoyment and flexibility. It improves student engagement, curiosity, social skills, and emotional development.

Adopting outdoor learning as part of the independent curriculum in Sidoarjo Regency represents a significant and innovative approach to fostering holistic education. This educational strategy aligns closely with the objectives of the Pancasila Student Profile Enhancement Project (P5), which emphasizes character-building and competency development among students. By integrating outdoor learning into the curriculum, teachers can create a dynamic learning setting that enhances academic achievement and nurtures students' personal and social growth. This multifaceted approach is essential in preparing students to navigate the complexities of the modern world, where adaptability, critical thinking, and emotional intelligence are paramount.

Research supports the effectiveness of outdoor learning in promoting active and engaging educational experiences. Outdoor learning encourages students to connect theoretical knowledge with real-world contexts, enhancing their understanding and retention of information (Beames, Higgins, & Nicol, 2012; Mann et al., 2022). This construction between theory and practice is crucial in fostering a more profound comprehension of the subject matter, as

students are more likely to engage with content that can relate to their experiences. By situating learning within the context of the natural environment, educators can facilitate experiential learning opportunities that resonate with students personally.

Moreover, emphasizing enjoyment and flexibility in outdoor learning ensures that education remains student-centered. Such an approach accommodates diverse needs and interests, allowing students to take ownership of their learning experiences, which is crucial for developing critical thinking and problem-solving abilities (Dillon et al., 2017; Ma & Mazlan, 2024). This flexibility is crucial in today's educational landscape, where one-size-fits-all approaches are increasingly considered inadequate. By providing students the freedom to explore, inquire, and engage with their surroundings, outdoor learning fosters a sense of agency and empowerment essential for lifelong learning.

Outdoor learning also contributes significantly to student engagement and personal growth. Studies have shown that outdoor activities stimulate curiosity by exposing students to novel environments and real-life challenges. These experiences foster critical thinking and inquiry-based learning, as students are encouraged to ask questions, seek answers, and explore their surroundings meaningfully (Marchant et al., 2019; Waite, 2011). This active engagement enhances cognitive development and cultivates a sense of wonder and appreciation for the natural world, which is increasingly important in an era marked by environmental challenges.

In addition to cognitive benefits, outdoor learning is crucial in promoting social and emotional development. Outdoor experiences often require collaboration, communication, and adaptability, essential interpersonal skills (Rickinson et al., 2004). By working together outdoors, students learn to navigate group dynamics, resolve conflicts, and develop empathy for others (Yeap, Mokhtar, Muslimen, Ghazali, & Tarmizi, 2016). These social interactions are vital for building a supportive learning community and fostering positive peer relationships (Rimasa, Nugraha, & Nasution, 2023). Furthermore, the emotional benefits of outdoor learning cannot be overstated; exposure to nature has been shown to decrease stress, boost mood, and improve overall well-being.

Our study revealed issues related to outdoor learning, including equating it with field trips and concerns over financial burdens, unclear objectives, and execution issues. This misunderstanding often diminishes the pedagogical intent behind outdoor education, reducing it to mere leisure activities rather than structured educational experiences.

Effective outdoor learning necessitates clear objectives that integrate curriculum goals with experiential engagement. This distinction is crucial, as it sets outdoor learning apart from simple excursions, ensuring that educational outcomes are prioritized over recreational enjoyment (Sánchez-Fuster, Miralles-Martínez, & Serrano-Pastor, 2023). The lack of clarity regarding outdoor learning objectives can lead to ineffective implementations, where the potential benefits are not fully realized. This finding emphasizes that the structure of field trips significantly impacts learning outcomes, suggesting that outdoor learning may not be different from traditional classroom settings without careful planning.

Financial burdens and logistical execution issues also pose significant barriers to effective outdoor learning. Many families face economic challenges that can limit their children's participation in outdoor educational activities, thereby exacerbating existing inequalities in educational access (Palavan, Cicek, & Atabay, 2016). Research has consistently highlighted that economic barriers can hinder inclusive participation in outdoor learning experiences, particularly for underprivileged students. This notion aligns with findings from various studies that indicate the necessity for strategic planning to mitigate these financial concerns, such as utilizing local resources for outdoor activities, which can help reduce costs and enhance accessibility (Bursztyn, Shelton, Walker, & Pederson, 2017).

Moreover, the importance of educators being well-equipped to set clear, curriculum-aligned objectives cannot be overstated. Studies suggest that when teachers are adequately prepared to integrate outdoor learning with educational goals, the impact on student engagement and learning outcomes is significantly enhanced (Becker, Lauterbach, Spengler, Dettweiler, & Mess, 2017). Innovative approaches, such as augmented reality field trips, can provide affordable and engaging alternatives to traditional field trips, addressing some accessibility issues students face. Leveraging technology and local resources can

create meaningful outdoor learning experiences without imposing significant financial burdens on families.

In addressing the challenges associated with outdoor learning, it is essential to emphasize the need for comprehensive planning and execution. Research indicates that successful outdoor learning experiences require careful consideration of various factors, including selecting appropriate sites, aligning activities with educational objectives, and providing necessary resources (Sánchez-Fuster et al., 2023). For example, studies have shown that integrating visits to diverse educational sites, such as science museums and botanical gardens, can enrich the outdoor learning experience and provide students with valuable insights beyond traditional classroom learning (Palavan et al., 2016).

Furthermore, the role of teachers in facilitating outdoor learning experiences is critical. Effective outdoor education requires educators to adopt a student-centered approach that fosters reflective and active learning. This approach enhances student engagement and encourages more profound levels of understanding and retention of knowledge. Research has demonstrated that when teachers actively involve students in the learning process, particularly outdoors, the outcomes are often more profound and lasting (Fuller, 2012).

This study suggests that implementing outdoor learning experiences requires a multifaceted approach, including comprehensive preparation, careful planning, and rigorous review. Comprehensive preparation is the foundation upon which successful outdoor learning experiences are built. It involves logistical considerations, such as transportation and safety protocols, and the alignment of outdoor activities with curriculum objectives. Research indicates that when educators take the time to prepare thoroughly, they are better equipped to facilitate meaningful learning experiences that resonate with students (Sánchez-Fuster et al., 2023).

Preparation should also encompass the identification of learning outcomes. Educators must articulate clear, measurable objectives that guide the outdoor learning experience. For instance, studies have shown that students benefit from outdoor activities explicitly linked to classroom learning, as this connection enhances retention and understanding (Tal, Lavie Alon, & Morag, 2014). Furthermore, preparation should include familiarization with the

outdoor environment, allowing educators to anticipate potential challenges and adapt their plans accordingly.

Careful planning is essential for successfully executing outdoor learning experiences, which involves selecting appropriate sites that align with educational goals and ensuring that activities are designed to engage students actively. Research has demonstrated that outdoor learning is most effective when students are involved in hands-on, inquiry-based activities that encourage exploration and critical thinking (Becker et al., 2017). In planning outdoor learning experiences, educators should consider the diverse needs of their students, including accommodating different levels of physical ability, learning styles, and interests. By incorporating a range of activities that cater to different preferences, educators can create inclusive outdoor learning environments that foster engagement and participation (Fuller, 2012). Additionally, careful planning should involve collaboration with other educators, community members, and local organizations to enhance the richness of the outdoor learning experience.

Rigorous review is a critical component of the outdoor learning process, enabling educators to assess the effectiveness of their activities and make necessary adjustments for future experiences. This process involves collecting feedback from students, reflecting on the learning outcomes achieved, and evaluating the overall impact of the outdoor learning experience. Research suggests that post-activity evaluations can provide valuable insights into students' perceptions of outdoor learning and its relevance to their educational journey. By engaging students in reflective discussions, educators can better understand what worked well and what could be improved. Furthermore, rigorous review should include an analysis of the alignment between outdoor activities and curriculum objectives, ensuring that future experiences are even more effectively integrated into the educational framework.

CONCLUSION

The outcomes associated with outdoor learning underscore its value as a tool for achieving the broader objectives of modern educational curricula. By integrating outdoor learning into the independent curriculum, educators in Sidoarjo Regency can create a holistic educational experience that addresses student development's cognitive, social, and emotional dimensions. This

comprehensive approach aligns with the goals of the Pancasila Student Profile Enhancement Project (P5), which seeks to cultivate well-rounded individuals equipped to contribute positively to society. Outdoor learning methods can improve education in Indonesia; students' mindsets will develop rapidly, giving rise to new, unique innovations.

The challenges associated with outdoor learning, including misconceptions about its purpose, financial burdens, and execution issues, are well-documented in the literature. These challenges require a multifaceted approach that emphasizes strategic planning, clear educational objectives, and the active involvement of educators. By leveraging local resources and innovative technologies, it is possible to create inclusive and meaningful outdoor learning experiences that enhance student engagement and learning outcomes.

The successful implementation of outdoor learning experiences hinges on comprehensive preparation, careful planning, and rigorous review. By adopting these strategies, educators can enhance the quality of outdoor learning, fostering meaningful engagement and deeper learning among students. As outdoor learning continues to prominence in educational settings, educators must prioritize these strategies to maximize the benefits of experiential learning in the natural environment.

This study has limitations that may affect the results, namely time constraints and the intensity of meetings with informants. Further research may expand the scope of the study by adding more sites and exploring more variables that correlate with better implementation of outdoor learning, hence providing more comprehensive findings.

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