

**BUILDING THE STUDENT CHARACTER THROUGH OUTDOOR  
LEARNING PROGRAM AT UNP KEDIRI**

**SKRIPSI**

Presented as Partial Fulfillment of the Requirement of Obtain

The Sarjana Degree (S. Pd.) of English Education Department

Faculty of Teacher Training and Education University of Nusantara PGRI Kediri



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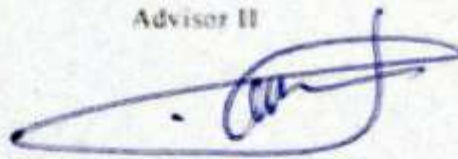
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Kediri, January 10, 2025

The writer

A yellow 10,000 Rupiah stamp is placed over the signature. The stamp features the Garuda Pancasila emblem and the text "10000", "MEYERAI TEMPEL", and "DAFAMX427751784".

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## **MOTTO**

*Everything Happened for a Reason.*

I dedicated this work for:

**To everyone who really cares, loves, and give many knowledge and  
experience in my life.**

## Abstract

**Muhammad Fajar Riadi:** Building The Student Character Through Outdoor Learning Program at UNP Kediri, Skripsi, English Language Education Department, FKIP UN PGRI Kediri, 2025.

**Keyword:** outdoor learning, building character, introduction to literature

This research aimed to 1) Describe the material taught in the Introduction to Literature course in the 2A class at UNP Kediri. 2) Explain how student character education was built through the outdoor learning program in the Introduction to Literature course in the 2A class at UNP Kediri. This research used a qualitative approach in which observation, interviews, and document analysis were conducted to collect the data. The subjects of the research were the lecturer of the Introduction to Literature course and two students who were interviewed after taking the TEYL course and participating in the outdoor activity..

The results found two main aspects of the Introduction to Literature course in the 2A class at UNP Kediri, namely the materials taught and the method of character formation through outdoor learning programs. The materials covered various literary genres such as poetry, prose, and drama, with an emphasis on literary elements such as figurative language, storyline, character development, and moral messages. The students were involved in activities to analysed and created literary works, such as writing poetry, short stories, and drama scripts inspired by Indonesian folklore. This approach not only enriched their understanding of literature but also increased their appreciation of local cultural heritage. In addition, the final project, in the form of a drama performance, provided students with the opportunity to practice literacy, creativity, critical thinking, and communication skills, which were relevant to the needs of the 21st century.

In the outdoor learning program in the Joyoboyo Forest, character education was integrated with academic learning through various activities such as group discussions, environmental observations, and writing environmental-themed poems. This program successfully instilled values such as cooperation, responsibility, tolerance, discipline, and environmental awareness. Group assignments taught the importance of the role of individuals in achieving common goals, while collaborative activities encouraged respect for different opinions. A structured schedule also helped train punctuality and effective time management. Direct interaction with nature inspired students to care more about environmental sustainability and express these values through literary works, creating a unique space to creatively discuss global ecological issues.

It was recommended that learning approaches such as the integration of literature and outdoor activities involving direct interaction with nature continue to be developed, as they had proven effective in improving academic understanding, instilling character values, and fostering environmental awareness in students.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Research**

Building student character is an important aspect of character education in developing students' personality and morals. In Indonesia, character education has become an important part of the education curriculum, in accordance with the mandate of Law Number 20 of 2003 concerning the National Education System. Character education is expected to form a young generation who is not only academically intelligent, but also has a good personality like honest, responsible, and cares for others. The role of national education to improve potential and competence, build national character that has dignity and manners, which aims to educate the nation's life. "Therefore, education is not only related to learning capacity, but also the formation of student character. A person's success does not only depend on insight and technical competence (hard skills), but also on self-management skills and others (soft skills). This shows that improving the quality of student character education is very important (Suwartini, 2017).

In addition, the role of character education is to be the nation's mainstay in realizing its national development vision, namely realizing a nation that has character, noble morals, morals, culture, and manners according to the Pancasila ideology and the 1945 Constitution. The importance of character education is not only a foundation for the state to realize its national development vision (Perdana, 2018). Developing personality values in students requires special learning strategies and skills. Therefore, universities must know the character values that will be

developed in students. The character value implementation program can be achieved through learning, self-development and university culture. Basically, character education is an effort carried out in the process of student internalization, demonstrating and developing good values. Through efforts to internalize the values of virtue in students, it is hoped that good behavioral habits can be created for these students (Perdana, 2018). As an effort to realize the formation and strengthening of character education for students, the English Language Education Study Program, Faculty of Teacher Training and Education, Nusantara University, PGRI Kediri, is the implementing unit for language education learning activities. England, which aims and focuses on creating competent English teachers, has several programs and strategies implemented in study programs, one of the programs is outdoor learning.

Outdoor learning is a teaching and learning activity that contains elements of games and adventure activities that involve students directly in these activities. In this case, students directly experience, carry out and observe activities directly such as exploring, adventuring and climbing. This activity allows students to collect their experiences to apply in everyday life. In practice, students must also experience stages that trigger the flow and have independence. Outdoor activities are a strong support for sensory learning, this is because students have to see the actual objects for themselves (Kardjono, 2017). To improve their spirit of character, students need natural media to form the character of direct cooperation. In this activity, several meanings are also seen, namely sight, hearing, sensation and touch.

Outdoor learning is not just about moving lessons outside the classroom. but it is done by inviting students to be one with nature and carrying out several activities that lead to the realization of changes in students' behavior towards the natural environment around them and there are several stages including understanding, awareness, attention, responsibility and action. Activities outside the classroom environment can take the form of games, stories, sports, experiments, competitions, getting to know cases in the surrounding environment, especially in the wild. Students can study in a comfortable, not tense, informal atmosphere so that they feel free, not burdened and dare to ask questions and express their opinions without feeling awkward. In its implementation, many activities are carried out and each year can be different depending on the theme chosen. This activity is carried out in groups or team work to build a sense of intimacy between fellow students and students and lecturers.

This program also helps students to overcome barriers in communicating in English, which often become obstacles in the classroom or participating in national / international forums. Therefore, the outdoor learning program at UNP Kediri is not only a place to learn English, but also a means to hone students' character. In this way, it is hoped that this program will produce a generation of students who are not only academically intelligent, but also have positive values, interpersonal skills, and the ability to adapt in the global environment. For this reason, this research aims to explain the process of implementing the outdoor learning activity in the Introduction to Literature course at UNP Kediri, what forms of character education are given to students while participating in outdoor learning activities at



UNP Kediri, and positive impacts do students feel in character building after participating in outdoor learning activities at UNP Kediri. Therefore, researchers conducted research entitled "Building The Student Character Through Outdoor Learning Program at UNP Kediri".

## **B. Scope of Research**

This research focused on "Outdoor Learning" program that has been implemented. The main objective of this study is to describe in detail the process of building student character education through outdoor learning programs in the Introduction to Literature course at UNP Kediri. It describes the materials during the program and the process of developing students' characters. The main subjects of this study were the lecturer and the students of class 2A of the English Language Education study program at UNP Kediri in the 2023/2024 academic year taking the Introduction to Literature course. The characters trained by the lecturer are honesty, tolerance, environmental care, discipline, integrity, empathy, and responsibility.

## **C. Research Question**

Based on the background that has been described, this study will answer several problem formulations as follows:

1. What materials are taught in the Introduction to Literature course in 2A class at UNP Kediri?
2. How to build student character education through the outdoor learning program in the Introduction to Literature course in 2A class at UNP Kediri?

#### **D. Objectives of Research**

Based on the research problems above, the objectives of this research are:

1. Describing the material taught in the Introduction to Literature course in 2A class at UNP Kediri.
2. Explaining how to build student character education through the outdoor learning program in the Introduction to Literature course in 2A class at UNP Kediri.

#### **E. Significance of Research**

The results of this study are expected to be used in experiments and practice. Hopefully the results of this study will be very important for English researcher, and other research.

1. For the researcher, the results of the research are valuable knowledge on how to instill character education to students through an outdoor classroom activity in literature learning.
2. For the other researchers, this research can become a reference for other researchers in the future, who will carry out related research or other research in designing and implementing character education programs through outdoor activities.
3. For other teachers or lecturers, the results of the research give the description on how to handle co-curricular activity which develop students' character.
4. For students, from this research students can build good character and improve academic and non-academic skills.

## **F. Definitions of Key Terms**

### **1. Outdoor Learning**

Outdoor learning is a learning method carried out outdoors by utilizing the natural environment or open space as an educational medium to improve understanding, skills, and character development through direct and interactive experiences.

### **2. Character Education**

Character education is an educational approach that aims to develop and strengthen moral values and positive character in individuals, especially students. This process involves teaching about values such as honesty, hard work, empathy, responsibility, and respect, with the aim of forming individuals who are not only academically intelligent, but also have good morality and behavior

### **3. Introduction to Literature**

Introduction to Literature is a course that introduces students to various forms and genres of literature, and teaches them how to analyze and interpret literary works. The course often covers various literary genres such as poetry, prose, drama, and essays, and explores the themes, styles, and socio-cultural contexts found in these literary works. The main goal of this course is to equip students with critical reading skills, interpretation, and appreciation of literature.

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