




Baturraden Adventure Forest (BAF): Alternative Facilities of Outdoor Learning Activity for Physical Education Class

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Abstract

Baturraden Adventure Forest (BAF) is one of the representative tourism objects for outdoor learning activities. This study aims to analyze the Baturraden Adventure Forest (BAF) Tourism Object as a learning infrastructure for outdoor activities for physical education subjects. This study used a qualitative method, while data collection was carried out in elementary schools throughout Baturraden District. The research subjects used the purposive sampling technique to include BAF managers, school principals, physical education teachers, and elementary students. The collecting data using observation, interview, and documentation techniques. The data's validity was tested using the data triangulation technique—analysis of the data using the analysis model of Miles and Huberman. The study results based on interviews, observations, and documentation showed that the Baturraden Adventure Forest (BAF) tourism object has relevant infrastructure for outdoor learning activities for Physical Education. In addition, BAF is also relevant for student campsites outbound and recreation for all people. The supporting factors in the Baturraden Adventure Forest (BAF) Tourism Object are seven packages: team building, student outbound, river adventure, riverside camp, paintball, walk-in program, and family camp. Baturraden Adventure Forest (BAF) Tourism Object has a high price of facilities, and not all schools can access the activities due to cost constraints. Conclusion: Baturraden Adventure Forest (BAF) tourism object has appropriate facilities to support outdoor learning activities for Physical Education.

Keywords: Baturraden Adventure Forest (BAF), Tourism Objects, Learning Infrastructure, Outdoor Activities.

INTRODUCTION

Education is a lifespan learning process to developing innate potential. Law No. 20/2003 concerning the national education system stated that education is a conscious and structured process to provide a learning atmosphere and activities so that students play an active role in developing their potential and have spiritual strength, self-control, and personality, so they have a contribution for society, nation, and state. The type of education provided consists of cognitive, affective, and psychomotor aspects such as physical education.

Physical education is a learning process through physical activities designed to develop motor skills, knowledge and healthy and active living behavior, sportsmanship, and emotional intelligence (Abduljabar, 2011; Budi & Listiandi, 2021; Rojali et al., 2021). Physical education subject matter which includes: experience in

practicing the basic game and sports skills; development activities; self-test/gymnastics; rhythmic activity; aquatic (water activity); and outdoor education is provided to help students understand why humans should move and how to move safely, efficiently, and effectively (Komarudin, 2016; Mustafa & Dwiyog, 2020; Suherman, 2009)

The Ministry of Education and Culture (2013) explains that physical education is part of the national education program with the aim of (1) improving and developing physical fitness, (2) improving movement skills, (3) stimulating critical thinking, (4) developing social aspects, emotional stability, and moral action, and (5) knowing a clean and healthy lifestyle. This goal is based on the value of faith and devotion to God. Realizing these goals requires an appropriate educational or learning process (Richi & Asnaldi, 2017).

Physical education has a crucial role in intensifying the implementation of education as a process of human development that lasts a lifetime. Physical education provides opportunities for students to be directly involved in various learning experiences through physical activities, playing, and exercising that are carried out in a systematic, directed, and planned manner.

The provision of learning experiences is directed at fostering and constructing a healthy and active lifestyle (Asnaldi & Syampurna, 2020; Budi et al., 2019; Nur et al., 2020). Physical education learning in practice has a variety of teaching materials that must be done by students.

Materials in the study program include game sports, agility gymnastics, physical fitness, martial arts and outdoor activities (Asnaldi et al., 2018; Basuki, 2016; Indrawathi et al., 2021). Learning outside the classroom using an open-air setting can be a learning infrastructure (Bakhri et al., 2020; Johnson & Chin, 2016).

The learning process by utilizing nature as infrastructure is quite effective; everyone will feel, see directly, and carry out by themselves. Outdoor Activity learning is an exercise outside the classroom with happiness and fun aspect for students as a child who plays in nature (Harun & Salamuddin, 2014).

Furthermore, Outdoor activities can stimulate a sense of love for the environment because by observing, students will learn the beauty of nature and practices to maintain or preserve the environment while simultaneously realizing students' spiritual values regarding the creation of God Almighty (Widiasworo, 2017). The outdoor activity also aims to explore the potential based on the interests and talents of the students.

Students will get a lot of physical activity and brain work. The quality of movement, physical fitness, and students' brains will also be trained because outdoor activities provide many games that require movement and brains to complete the game (Kusuma et al., 2021; Setyawan & Dimiyati, 2015). Outdoor learning activities require learning media to support the success of the learning process (Widiasworo, 2017).

Problems that occur in the application of learning activities outside the classroom, especially for most schools, are the unavailability of large areas of land in schools, so that students' space for movement is limited.

In addition, the implementation of out-of-class learning programs also requires adequate equipment and strict supervision from teachers and activity supervisors, so that learning activities can run smoothly. Utilization of tourism objects or green open spaces is highly recommended in the implementation of learning activities outside the classroom, so as to minimize the limitations that schools have in carrying out these learning programs.

Researchers are interested in analyzing the Baturraden Adventure Forest (BAF) as an infrastructure for outdoor learning activities. Baturraden Adventure Forest (BAF) is located in Karangsalam Village, Baturraden District. BAF is a relaxing place for personal vacations, families, and out-of-class activities.

Baturraden Adventure Forest (BAF) provides tree track adventure facilities, tubing, high canyoning rope, mountain bike, trampoline, waterslide, and camping. The facilities provided by the Baturraden Adventure Forest are very substantiating to support learning infrastructure for activities outside the classroom.

The urgency of this research is that learning activities outside the classroom is important in supporting the process of student development, both cognitively, affectively and psychomotorly, so it needs to be developed. In addition, baturraden Adventure Forest (BAF) tourism object which has the potential to support activities outside the classroom, so far no research has been carried out on the existence of Baturraden Adventure Forest (BAF) as a learning tool.

The results of interviews conducted by the author with the manager of the Baturraden Adventure Forest (BAF) tourist attraction show that BAF has relevant facilities and infrastructure for outdoor learning. It is confirmed in the results of observations that several schools in Purwokerto carry out activities in the Baturraden Adventure Forest (BAF).

Despite having facilities that support learning activities outside the classroom, not all elementary or junior high schools in the BAF area can access these facilities. Therefore, it is crucial to carry out this research to determine whether Baturraden Adventure Forest (BAF) can be a recommendation for outdoor learning activities for schools.

METHOD

This research is qualitative. Sugiyono (2019) explains that qualitative research is a



study with non-numerical data but collects and analyzes narrative data to acquire sufficient information about the problem to be solved. The research uses a participatory action research method and interviews on social interactions. The research subjects comprised teachers, students, and managers of the Baturraden Adventure Forest (BAF) tourist attraction.

The selection of research subjects used purposive sampling and snowball sampling techniques. Informants of data sources in this study were the tourism manager of Baturraden Adventure Forest (BAF), school principals, elementary school physical education teachers in the Baturraden District, and elementary school students in the Baturraden district.

The number of research subjects in detail is displayed in table 1 below.

Table 1. Number of Research Subjects

No	Subjects	Numbers
1	Managers of Baturraden Adventure Forest (BAF)	3
2	School Principals	5
3	Physical education teachers	5
4	Elementary school students	10
		23

The research instrument uses observation form, interview, and documentation guidelines. The key instrument or research tool in qualitative research is the researcher himself (Sugiyono, 2019). This study uses primary and secondary data sources.

Primary data was obtained from direct interviews with informants, the type of data generated was in the form of sentences or recordings of interviews with informants. Pedoman instrument wawancara untuk serponden tertera pada tabel 2 dibawah ini;

Table 2. Interview Guidelines

Purpose	Factor	Indicators
To examine the effectiveness of Baturraden Adventure Forest (BAF) as a learning infrastructure for outdoor education	Learning Infrastructure	Baturraden Adventure Forests (BAF)
	Outdoor activities	Outdoor activities
	Supporting Factors	Supporting Factors

	Inhibiting factors	Inhibiting factors
To study the use of Baturraden Adventure Forest (BAF) as a learning infrastructure for outdoor education	Potential for outdoor education Management as a learning infrastructure for outdoor education	Baturraden Adventure Forest (BAF) Tourism Object Management
To examine students about the implementation of outdoor education	Benefits of outdoor education	Outdoor education

In comparison, secondary data is supporting data in the form of a learning implementation plan and testing the data's validity using triangulation techniques and sources.

The researcher conducted technical triangulation by comparing the data obtained from the results of field observations, interviews with physical education teachers and students, and the results of documentation. Source triangulation is accomplished by comparing interview data from informants.

This research uses the data analysis of the Miles and Huberman model, which states that activities in qualitative data analysis are carried out interactively and continue continuously until complete, and the resulting data is saturated.

Activities in data analysis techniques include data collection, data reduction, data presentation, and concluding (Sugiyono, 2019).

Figure 1. Flow Analysis of research data



RESULT AND DISCUSSION

Results

After conducting in-depth interviews with data sources recorded through a recording device, the results of the interviews continued into the next stage, specifically data reduction and conclusion. Based on the interview review, the following information is presented from the informants according to the research questions.



Figure 2. Interview with the Resource Person

1. Baturraden Adventure Forest (BAF) as infrastructure for outdoor activities

Baturraden Adventure Forest (BAF) is one of the tourist objects in Karangsalam village, Baturraden district. This tourism object is remarkably supportive as a source of learning activities outside the classroom, especially in physical education.

Baturraden Adventure Forest (BAF) provides many game stations consisting of four natural elements: forests, rivers, mountains, and fog. The designs submitted to BAF consist of personal and group adventures for children and adults.

The available facilities consist of 8 categories: outbound training, student outbound, riverside camp, family camp, canyoning package, water slider, paintball war, and walk-in program. In addition to the various programs offered, BAF cooperates with the State Forestry Company with a contract system for forty years.



Figure 3. Baturraden Adventure Forest (BAF)

The manager and several facilitators manage Baturraden Adventure Forest (BAF). The administration of BAF is under the management of PT. Bangkit Parent Wisata and cooperated with state forestry companies for 40 years. In addition to having a games station, BAF has a restaurant as an arrangement of business.

Baturraden Adventure Forest (BAF) has twenty-seven employees working in the field area and the restaurant. Baturraden Adventure Forest (BAF) is 50 hectares with various game stations. The game stations consist of physical adventures and mind adventures. These kinds of adventures are contained in various activities such as Mountain Adventure, Water Adventure, Tree Adventure, and Eco-Adventure.



Figure 4. Student Outbound Facilities

2. Supporting factors for the Baturraden Adventure Forest (BAF) as an infrastructure for outdoor learning activities.

Baturraden Adventure Forest (BAF) has several supporting factors for outdoor activities learning, including:

- a. It has many interesting photo spots for selfies so that the photos can be circulated



on various social media such as WhatsApp, Instagram, Facebook, etc. In this case, it can raise visitors' curiosity to be interested in coming to Baturraden Adventure Forest (BAF) to enjoy the attractiveness of nature.

- b. There is an extensive area so outdoor activities can endure effectively and efficiently. In addition, students can explore tourist objects entirety.



Figure 5. Places to Play

- c. BAF provides several instructors or guides so outdoor activities can emerge more regularly and safely because students can be better supervised.
- d. The Baturraden Adventure Forest (BAF) consists of four nature elements: forests, rivers, mountains, and fog that present physical and mind adventures.



Figure 6. Baturraden Adventure Forest (BAF) Route

- e. Many varied packages are offered at the Baturraden Adventure Forest (BAF) at diverse prices.
- f. Pengelolaan objek wisata *Baturraden*

3. The inhibiting factor of the Baturraden Adventure Forest (BAF) as an infrastructure for outdoor learning activities

Obstacles to implementing outdoor learning activities for physical education at Baturraden Adventure Forest (BAF) are:

- a. The access point to the Baturraden Adventure Forest (BAF) is high risk because it goes through a high incline, causing it challenging for mass transportation such as buses to cross the road to the location. BAF can merely be accessed using a car or motorbike, which causes higher costs.
- b. Outdoor learning activities take a long time, so accomplishing the activity during class hours is impossible. Therefore, teachers have limited time to implement outdoor learning activities during semester breaks.
- c. Outdoor learning activities require the excellent physical condition of teachers and students, especially for teachers because of the age factor that is included in the old age group, so outdoor learning activities for physical education can solely be carried out once every semester.
- d. The price of the facilities provided is high so that many schools, especially at the elementary school level, cannot access the facilities provided by the Baturraden Adventure Forest (BAF).

Discussion

Outdoor learning is an activity outside the classroom closely related to aspects of happiness and pleasure for students as it befits a child playing in nature. Besides being a tourist destination, Baturraden Adventure Forest (BAF) can be utilized as a learning facility or learning location for outdoor activities because it provides various game stations or features that support physical education learning.

This research does not exclusively explore travel activities but furthermore teaches the student to learn about tourist destinations they have not understood in depth so far. As stated by participants managing tourist destinations, precisely the elements contained in the Baturraden Adventure Forest (BAF) tourist destination use four natural elements, including forests, rivers, mountains, and fog which are contained in various types of physical adventures and mind adventures.

Based on the statement arranged forward by the teacher, students prefer to learn and get insight outside the classroom; one of them is learning activities in tourist destinations. With this activity, students can increase their knowledge and experience through activities outside the classroom because they see and feel

the tourist destinations directly while doing physical sports activities.

The learning activity package provided by the management of the Baturraden Adventure Forest (BAF) consists of 7 types: team building, student outbound, river adventure, riverside camp, paintball, and walk-in program, and family camp.

The student outbound package at this tourist destination provides a package of outdoor activity programs for students from kindergarten to university students with a variety of learning media for essential leadership, teamwork, or knowledge programs. The benefits of the learning program outside the classroom, according to Harun & Salamuddin (2014), are:

1. Stimulate Sensory-motor Development and Intellectual Development.
2. Have a positive attitude in activities.
3. Reduce/eliminate the tension between others.
4. Create a relaxed and pleasant atmosphere with others.
5. Generating a positive competitive spirit in a happy atmosphere
6. Cultivating an unyielding attitude in solving a problem
7. Increasing high sportsmanship with the hope that it will also be applied in a daily learning atmosphere
8. Loving nature and preserving nature from an early stage.

Learning about tourist destinations has excellent benefits in learning activities as research (Sari & Margareta, 2012) shows that the UNNES tourist garden is representative as a source of learning material for the classification of creatures.

Through the natural approach applied, the activities and learning outcomes of Teuku Umar Middle School students are optimal. In addition, research by Finn & Lynch (2018) shows that effective development in physical education learning can take advantage of the outdoor activity learning model and add other variations to physical education learning.

Based on the study's results, in general, the Baturraden Adventure Forest (BAF) tourist destination has adequate facilities for learning activities outside the physical education subject. Students feel happy in the learning process and become more motivated in learning activities.

In addition, activities outside the classroom also play a significant role in the development of students' social attitudes.

The results of previous studies show that outdoor activity affects the development of cooperation and social awareness in students (Listiandi et al., 2021; Rohim & Asmana, 2018). In addition to the benefits of affective and psychomotor development, the implementation of learning outside the classroom can also develop critical thinking skills and cognitive intelligence in students. The results of previous studies showed that outdoor learning activities could increase students' creativity and cognitive intelligence (Wibowo, 2013).

The Baturraden Adventure Forest (BAF) tourist destination is feasible as an outdoor learning facility in schools, especially elementary schools in Banyumas Regency. Unfortunately, many elementary schools complain about the price offered for this package selection because the package price is very high.

The high price is offset by the provision of excellent facilities, including the presence of an instructor who will guide during the activity and the safety factor; therefore, the price offered tends to be high. Thus, it can be concluded that the Baturraden Adventure Forest (BAF) can be utilized as a supporting facility for outdoor activities for physical education learning.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the development of Baturraden Adventure Forest (BAF) as a facility for outdoor learning activity is to utilize four natural elements consisting of forests, rivers, mountains, and fog which are offered into physical adventures (physical adventures) and insight adventures (mind adventures).

The supporting factor for Baturraden Adventure Forest (BAF) as a supporting facility for outdoor learning activities for physical education is to offer seven packages which include team building, student outbound, river adventure, riverside camp, paintball, walk-in program, and family camp. The inhibiting factor in Baturraden Adventure Forest (BAF) as a supporting facility for outdoor learning activities for physical education is the price of the facilities provided is expensive, so many schools, especially at the elementary school level, are unable to access outdoor learning facilities.

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