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Evaluating A Fitrah-Based Experiential Learning Program In Nonformal Adventure Education: A CIPPO Evaluation Study

Mukhamad Kholik
Universitas Negeri Yogyakarta, Indonesia
Pujiyanti Fauziah
Universitas Negeri Yogyakarta, Indonesia

Corresponding Author: mukhamadkholik.2023@student.uny.ac.id

Abstract

This study aims to evaluate the implementation of the Sekolah Petualang program using experiential learning based on the concept of fitrah at Griya Petualang Institute, Purbalingga, Indonesia. While previous studies have examined adventure education, experiential learning, and fitrah-based education as separate approaches, empirical research integrating these perspectives within nonformal education remains limited. This study employed a qualitative evaluative approach using the CIPPO framework, comprising Context, Input, Process, Product, and Outcome. The research was conducted from February to April 2026, involving 61 participants: 30 learners, 24 parents, six facilitators, and one program manager. Data were collected through questionnaires, interviews, observations, and documentation, and analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings indicate that the program was relevant to learners' developmental needs, supported by generally adequate resources, and implemented through meaningful experiential learning activities. The program contributed to the development of seven dimensions of fitrah, particularly individual and social fitrah, as well as physical fitrah. Broader outcomes included increased independence, confidence, responsibility, cooperation, and resilience. This study contributes an integrated evaluation perspective demonstrating how adventure-based experiential learning can support holistic development in nonformal education through a fitrah-based approach.

Keywords: Adventure Education; Experiential Learning; Fitrah-Based Education; Nonformal Education; CIPPO Evaluation

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INTRODUCTION

Education is fundamentally a process of developing human potential holistically rather than merely transferring knowledge or achieving academic performance. This perspective requires educational practices to provide opportunities for the development of intellectual, social, emotional, physical, moral, and spiritual dimensions of learners. However, educational practices continue to face challenges when learning outcomes are predominantly measured through academic achievement and cognitive competencies, while authentic learning experiences, character development, independence, and the ability to respond to real-life challenges receive relatively limited attention. This situation highlights the importance of developing alternative educational approaches that enable learners to actively engage with their environments, experience meaningful learning situations, and develop competencies that extend beyond classroom-based instruction. One alternative approach that offers opportunities for holistic development is adventure education, which utilizes natural environments and challenging outdoor activities as learning contexts. Through adventure-based activities, learners encounter authentic situations that require decision-making, problem-solving, collaboration, self-management, and responsibility. These experiences provide opportunities for learners to develop not only practical competencies but also social and personal characteristics. In this context, experiential learning becomes an important pedagogical foundation because learning occurs through direct experiences that are subsequently reflected upon, conceptualized, and applied in different situations. Kolb (1984) conceptualized experiential learning as a process involving four interconnected stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Accordingly, adventure activities should not merely be considered recreational experiences but should be systematically designed as meaningful educational processes that facilitate the transformation of experience into knowledge, attitudes, and behavioral development.

Previous studies have demonstrated the potential of adventure education and experiential learning in supporting character development. Handayani (2016), in her study of an adventure education model based on natural environments within the Wanadri organization, demonstrated that outdoor adventure activities could contribute to the development of youth integrity, awareness, respect, responsibility, cooperation, leadership, and social sensitivity. Her research developed an adventure education model consisting of conditioning, ice-breaking, formation, maturation, and consolidation stages. The findings emphasized that direct interaction

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with natural environments could serve as an alternative educational medium for strengthening youth character and integrity. Similarly, Ridho (2021) developed an outdoor education model based on experiential learning for character education at the junior secondary school level. The study demonstrated that integrating games, simulations, discussions, and adventure activities could increase student engagement and facilitate character development through action, reflection, feeling, and thinking processes. These findings suggest that outdoor learning experiences can provide meaningful opportunities for character formation and the development of learners' personal and social competencies. In addition to adventure education, the development of holistic education has also been explored through the concept of Fitrah Based Education. This perspective emphasizes the importance of nurturing the inherent potential of learners according to their developmental characteristics. Hamiyya (2023) examined the organization of a humanistic curriculum based on Fitrah Based Education and highlighted the importance of integrating cognitive, affective, and spiritual dimensions into educational planning, implementation, and evaluation. The study emphasized that curriculum organization should accommodate learners' needs and provide opportunities for the development of their potential through integrated educational experiences. Furthermore, Muniroh (2020) investigated the implementation of fitrah- and adab-based curriculum management at TK Adzkia Banjarnegara. The findings indicated that the implementation of Fitrah Based Education involved curriculum planning, organization, implementation, and assessment, supported by collaboration among educational institutions, teachers, parents, and other stakeholders. These studies demonstrate that Fitrah Based Education provides a conceptual foundation for understanding education as a process of nurturing learners' potential beyond academic achievement alone.

Although previous studies have contributed to the development of adventure education, experiential learning, and Fitrah Based Education, several research limitations remain. First, Handayani (2016) primarily focused on developing an adventure education model to strengthen youth integrity within an outdoor organization, while Ridho (2021) concentrated on developing an experiential learning-based outdoor education model for character education in formal secondary education. Neither study specifically examined the comprehensive evaluation of a nonformal education program integrating adventure activities, experiential learning, and Fitrah Based Education. Second, the studies conducted by Hamiyya (2023) and Muniroh (2020) primarily examined curriculum organization and management within the framework of Fitrah Based Education rather than evaluating its implementation through outdoor adventure experiences.

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Consequently, the integration of these three perspectives remains insufficiently explored, particularly regarding how experiential learning activities can facilitate the development of different dimensions of learners' fitrah within nonformal education settings.

Furthermore, the existing literature provides limited empirical explanations of how the relevance of program objectives, institutional resources, facilitator competencies, learning processes, educational outcomes, and long-term impacts interact in adventure-based nonformal education. Evaluating educational programs requires more than examining whether activities have been implemented according to their initial plans. It is also necessary to investigate whether the program responds to learners' needs, whether available resources adequately support implementation, how learning experiences are facilitated, what developmental outcomes are achieved, and whether these outcomes generate meaningful changes in learners' everyday lives. This research gap highlights the need for a comprehensive evaluation framework capable of examining the interconnected dimensions of educational program implementation and its subsequent effects. To address this gap, the present study employs the CIPPO evaluation model, encompassing Context, Input, Process, Product, and Outcome dimensions. This framework provides a comprehensive approach to examining program relevance, resource readiness, implementation processes, immediate results, and longer-term effects. Building upon the broader evaluation perspective presented by Stufflebeam and Shinkfield (2007), this study positions program evaluation not merely as an assessment of implementation but also as a foundation for understanding program effectiveness and informing improvement decisions. The inclusion of the outcome dimension is particularly relevant because the development of learners' fitrah cannot be understood solely through activities completed during the program; it also requires consideration of how learning experiences are reflected in learners' character, attitudes, and behaviors beyond the educational setting.

The empirical context of this study is the Sekolah Petualang Program organized by Griya Petualang Institute in Purbalingga, Central Java, Indonesia. The program represents a nonformal education initiative that utilizes outdoor adventure activities as learning media through an experiential learning approach integrated with Fitrah Based Education. Its educational orientation encompasses several dimensions of learners' fitrah, including spiritual development, learning potential, talents, individual and social development, language and aesthetics, sexuality, and physical development. Through adventure activities, direct interaction with the natural

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environment, group collaboration, facilitator guidance, and reflective learning, the program seeks to create meaningful educational experiences that support learners' holistic development.

Based on this context, the present study aims to evaluate the implementation of the Sekolah Petualang Program through an experiential learning approach grounded in Fitrah Based Education using the CIPPO evaluation model. Specifically, the study examines: (1) the contextual relevance of the program in relation to learners' educational needs and developmental objectives; (2) the readiness of program inputs, including facilitator competencies, instructional planning, facilities, infrastructure, and the learning environment; (3) the implementation of experiential learning through adventure-based educational activities; (4) the program's immediate outcomes in developing different dimensions of learners' fitrah; and (5) the longer-term impacts of the program on learners' character, independence, social awareness, resilience, and preparedness to face real-life challenges. The novelty of this study lies in the integration of adventure education, experiential learning, and Fitrah Based Education within a comprehensive evaluation framework for nonformal education. Unlike previous studies that primarily focused on developing adventure education models, implementing character education, or organizing fitrah-based curricula, this research provides empirical evidence concerning how these three educational perspectives operate together within an actual nonformal education program. By examining the interconnected dimensions of context, input, process, product, and outcome, this study contributes to the advancement of nonformal education scholarship, particularly in understanding how experiential learning through adventure activities can support the holistic development of learners' fitrah. The findings are expected to enrich the theoretical discussion of adventure-based nonformal education while providing practical insights for educational institutions seeking to develop holistic, experience-oriented, and developmentally responsive learning programs.

LITERATURE REVIEW

Adventure Education and Outdoor Learning

Adventure education has increasingly been recognized as an educational approach that uses outdoor environments, physical challenges, and structured activities to facilitate learners' personal and social development. Unlike conventional classroom instruction, adventure education places learners in situations that require direct participation, decision-making, problem-solving, cooperation, and adaptation to changing circumstances. Through these

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activities, learning is not limited to the acquisition of theoretical knowledge but also involves the development of practical competencies, social awareness, and personal responsibility. Recent studies have provided empirical support for the educational potential of outdoor and adventure-based learning. Mann et al. (2022), in a systematic review of nature-specific outdoor learning, identified several potential benefits for school-aged children, including increased learning engagement, ownership of learning, collaborative skills, and positive self-concept. Their review also indicated that outdoor learning encompasses different forms of educational practice, such as outdoor adventure education, school gardens, field trips, and the delivery of conventional subjects in natural environments. These findings suggest that natural environments can provide meaningful learning opportunities beyond the physical boundaries of the classroom. However, the authors also emphasized the need for further research to determine the conditions under which particular forms of outdoor learning produce specific educational outcomes.

Similarly, Katulis and Pilkauskaitė Valickienė (2022) examined outdoor adventure education programs implemented in schools. Their systematic review identified the potential of adventure education to improve group cohesion and students' self-efficacy. Nevertheless, the authors found that the available studies had several methodological weaknesses, including the absence of control groups, insufficient descriptions of program implementation, and inconsistencies in the timing of outcome measurements. These limitations indicate that positive outcomes associated with adventure education should not automatically be interpreted as evidence of long-term program effectiveness. A more comprehensive evaluation is needed to examine not only the outcomes but also the conditions, resources, and processes through which those outcomes are produced.

Social Inquiry into Well-Being

More recent evidence is provided by Ghani et al. (2025), who conducted a mixed-method systematic review of adventure education and children's physical, cognitive, and socio-emotional development. Their findings indicate that adventure education may contribute to leadership, self-efficacy, peer support, interpersonal relationships, independence, resilience, and life satisfaction. The review also reported positive associations between adventure education and several socio-emotional outcomes. However, the authors highlighted that the long-term effects remain inconclusive because many interventions lacked adequate follow-up measurements. This finding

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is particularly relevant to program evaluation because immediate changes in learners' behavior do not necessarily demonstrate sustained developmental outcomes.

In the Indonesian context, Handayani (2016) investigated an environmental-based adventure education model for developing youth integrity through the Wanadri organization. The study demonstrated the potential of adventure-based activities to foster responsibility, respect, teamwork, leadership, and social awareness. Its contribution lies in showing how structured activities in natural environments can function as a medium for character development. Nevertheless, the study focused on youth integrity within an organized outdoor activity setting, rather than evaluating a nonformal educational program that integrates adventure activities with a comprehensive framework of child development.

Taken together, these studies demonstrate that adventure education offers opportunities for developing physical, cognitive, and socio-emotional competencies. However, the literature also reveals an important debate concerning the relationship between participation in outdoor activities and measurable educational outcomes. While some studies emphasize the positive developmental potential of adventure education, others point to methodological limitations and insufficient evidence regarding its long-term effectiveness. Therefore, adventure education needs to be examined as a structured educational program, rather than merely as a collection of recreational or outdoor activities.

Experiential Learning as a Pedagogical Foundation

Experiential learning provides a theoretical foundation for understanding how direct experiences can be transformed into meaningful learning. Kolb (1984) conceptualized experiential learning as a cyclical process involving four interconnected stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In this framework, learners acquire knowledge through active engagement with experiences, reflection on those experiences, the development of concepts, and the application of newly constructed understanding in subsequent situations. Within adventure education, experiential learning is particularly relevant because outdoor activities provide learners with opportunities to encounter real situations that require action and reflection. For example, group challenges, nature exploration, and problem-solving activities can provide concrete experiences. Subsequent discussions and reflection sessions enable learners to identify what happened, understand the

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decisions they made, and consider alternative strategies. The learning process becomes more meaningful when learners can apply these insights to new challenges and everyday situations.

Empirical research has further examined the relationship between experiential learning and educational achievement. Ranken et al. (2024) conducted a rapid evidence assessment of experiential learning studies involving children aged 4–14 years. Based on 44 studies included in their review, they found an overall positive relationship between experiential learning pedagogies and academic achievement. The reported benefits included improvements in science achievement, memory, vocabulary development, motivation, engagement, learner agency, and well-being. Their findings challenge the assumption that experiential learning is primarily concerned with practical activities and may neglect the acquisition of academic knowledge. Instead, experiential learning can support knowledge acquisition when learning experiences are appropriately designed and connected to educational objectives. In the Indonesian context, Ridho (2021) developed an outdoor education model based on experiential learning for character education at the junior secondary school level. The study employed a research and development approach and incorporated outdoor activities, games, simulations, discussions, and adventure-based experiences. Its findings indicate that experiential learning can provide opportunities for student engagement and character development. Nevertheless, the study primarily focused on developing a learning model for formal secondary education, rather than evaluating the implementation and broader outcomes of an existing nonformal education program.

The literature therefore indicates that experiential learning should not be understood simply as learning through activities. Its educational value depends on the integration of experience, reflection, conceptual understanding, and the application of learning. An activity may be enjoyable and engaging, but it does not necessarily produce meaningful learning when opportunities for reflection and transfer are absent. This distinction is important in evaluating adventure education programs because the quality of learning depends not only on the activities undertaken but also on how facilitators guide learners to interpret and apply their experiences.

Fitrah-Based Education and Holistic Child Development

Fitrah-based education offers a philosophical perspective that views children as individuals possessing inherent potentials that need to be nurtured through appropriate educational experiences. Within this perspective, education is not exclusively directed toward cognitive achievement but also considers the development of spiritual, personal, social, physical,

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and other dimensions of human potential. The educational process therefore seeks to support the development of learners in a holistic and balanced manner. In the Indonesian literature, Hamiyya (2023) examined the organization of a humanistic curriculum based on the concept of Fitrah Based Education. The study emphasized the importance of organizing educational experiences around children's inherent potential and developmental needs. Its contribution is primarily conceptual and curricular, providing a perspective on how educational institutions can organize learning in accordance with a fitrah-based philosophy. However, it did not specifically investigate the implementation of this approach through adventure-based experiential learning activities.

Muniroh (2020) investigated the implementation of fitrah- and adab-based curriculum management at TK Adzkia Banjarnegara. The study discussed curriculum management, the integration of adab values, and the role of educational stakeholders in supporting children's development. It also highlighted the importance of cooperation among schools, parents, and other stakeholders in implementing fitrah-based education. Nevertheless, its focus was on curriculum management in early childhood education, rather than on the evaluation of a nonformal adventure education program. These studies indicate that fitrah-based education has been discussed in relation to curriculum organization, educational management, and the development of children's potential. However, its application in experiential and adventure-based nonformal education remains relatively underexplored in the literature reviewed for this study. In particular, there is a need to understand how outdoor experiences, facilitator guidance, reflection, and interactions among learners can contribute to the development of different dimensions of fitrah.

In the present study, fitrah-based education is examined through the dimensions applied in the Sekolah Petualang program: fitrah keimanan (faith), fitrah belajar (learning), fitrah bakat (talent), fitrah individu dan sosial (individual and social development), fitrah bahasa dan estetika (language and aesthetics), fitrah seksualitas (sexuality), and fitrah jasmani (physical development). These dimensions provide the educational orientation for examining the extent to which adventure-based learning activities support the development of learners' potential. The study also considers fitrah perkembangan as an outcome dimension, referring to the broader developmental changes expected to emerge from the educational process. The central issue is therefore not simply whether outdoor activities can produce positive changes in children, but whether the activities are intentionally designed and implemented to nurture the different

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dimensions of human potential. This requires an evaluation framework that connects educational objectives, program resources, learning processes, immediate results, and broader developmental outcomes.

Educational Program Evaluation and the CIPPO Model

Educational program evaluation is essential for determining whether a program is relevant to participants' needs, supported by adequate resources, implemented as planned, and capable of producing the intended results. In this regard, program evaluation should not be restricted to measuring final achievements. It should also examine the conditions and processes that influence program implementation and outcomes. The Context, Input, Process, and Product (CIPP) model developed by Stufflebeam provides a comprehensive framework for evaluating educational programs. The model examines the relevance of program objectives and needs, the adequacy of resources and strategies, the quality of implementation, and the results achieved. Its application across different educational settings demonstrates its flexibility as a framework for supporting program improvement and decision-making.

Recent literature reviews have reaffirmed the relevance of the CIPP model in educational evaluation. Wulan et al. (2026), through a systematic literature review of studies published between 2015 and 2025, identified the continued use of CIPP across primary, secondary, higher, and professional education. Their review also identified methodological developments, including the use of mixed methods, expert-based assessment, and data-driven evaluation. However, they noted continuing research gaps in longitudinal evaluation and the integration of theoretical perspectives. This suggests that educational evaluation requires greater attention to the sustainability of program outcomes, rather than focusing exclusively on implementation and immediate results. Riawan et al. (2025) also reviewed the application of the CIPP model in educational programs and found that the framework supports comprehensive assessment of program planning, implementation, and results. Their findings reinforce the importance of using evaluation to generate evidence for program improvement and decision-making. However, the conventional CIPP framework does not explicitly separate immediate program products from broader outcomes that may emerge over time.

Building on this evaluation perspective, the present study employs the CIPPO framework, which includes five dimensions: Context, Input, Process, Product, and Outcome. The addition of the Outcome dimension allows the evaluation to distinguish between the immediate results of

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program implementation and the broader effects experienced by participants. This distinction is particularly important in nonformal education programs, where the expected benefits may extend beyond the completion of learning activities and become visible through changes in learners' behavior, social relationships, independence, and ability to respond to real-life situations. In the context of Sekolah Petualang, the Context dimension examines the relevance of the program to learners' needs and developmental objectives. The Input dimension considers the availability and adequacy of facilitators, learning plans, facilities, and learning environments. The Process dimension examines how experiential learning is implemented through adventure activities, learner participation, facilitator guidance, and reflection. The Product dimension focuses on the immediate development of the different dimensions of fitrah, while the Outcome dimension examines broader developmental effects that may be observed in learners' daily lives.

Accordingly, the CIPPO framework provides an analytical structure for examining the relationship between program planning, resource availability, learning implementation, immediate achievements, and longer-term developmental outcomes. It also enables the evaluation to identify both the strengths and the aspects of the program that require improvement.

Research Position and Research Gap

The literature reviewed above demonstrates that adventure education, experiential learning, fitrah-based education, and educational program evaluation have each been discussed in previous studies. However, these research areas have generally developed along different lines of inquiry. First, studies on adventure education have primarily examined its contribution to character development, social relationships, self-efficacy, and physical or socio-emotional development (Ghani et al., 2025; Handayani, 2016; Katulis & Pilkauskaitė Valickienė, 2022). Although these studies provide evidence of the educational potential of outdoor activities, methodological limitations and insufficient longitudinal evidence remain important concerns.

Second, research on experiential learning has emphasized the relationship between direct experience, reflection, and knowledge development. Ranken et al. (2024) demonstrated its potential contribution to academic achievement, while Ridho (2021) examined its application in outdoor education for character development. Nevertheless, these studies do not specifically address how experiential learning can be integrated with a fitrah-based educational framework in a nonformal adventure education program. Third, studies on fitrah-based education have mainly focused on curriculum organization and educational management. Hamiyya (2023)

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explored humanistic curriculum organization based on fitrah, while Muniroh (2020) examined the management of a fitrah- and adab-based curriculum in early childhood education. Although both studies provide important conceptual and practical foundations, they do not evaluate the implementation of fitrah-based education through adventure activities using a comprehensive program evaluation framework.

Fourth, recent studies on educational program evaluation have demonstrated the relevance of the CIPP model for assessing educational program planning, implementation, and results (Riawan et al., 2025; Wulan et al., 2026). However, the literature also identifies the need for stronger attention to longitudinal outcomes and the sustainability of program effects. This issue is especially relevant to nonformal education programs that seek to influence learners' personal and social development beyond the immediate learning environment. Based on these considerations, the research gap lies in the limited integration of adventure education, experiential learning, and fitrah-based education within a comprehensive evaluation of nonformal education programs. More specifically, there remains a need for empirical research examining how adventure-based learning activities are planned, supported, implemented, and translated into the development of children's fitrah, as well as how these developments contribute to broader outcomes in their daily lives. The present study addresses this gap by evaluating the Sekolah Petualang program organized by Griya Petualang Institute in Purbalingga, Central Java, using the CIPPO framework. Its research position is located at the intersection of nonformal education, adventure education, experiential learning, and fitrah-based education. Rather than examining adventure activities solely as learning methods or evaluating fitrah-based education only from a curricular perspective, this study investigates the entire program through five interconnected dimensions: context, input, process, product, and outcome. The contribution of this study is threefold. Theoretically, it brings together experiential learning and fitrah-based education within the context of nonformal adventure education. Methodologically, it applies the CIPPO framework to examine both immediate program results and broader developmental outcomes. Practically, it provides empirical insights that can inform the improvement of adventure-based nonformal education programs, particularly in strengthening facilitator capacity, learning design, program implementation, and the sustainability of children's holistic development.

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RESEARCH METHOD

Research Approach and Design

This study employed a qualitative evaluative approach to examine the implementation of the Sekolah Petualang program through a fitrah-based experiential learning approach. This approach was selected because the study aimed to obtain an in-depth understanding of program implementation, including its relevance to learners' needs, resource readiness, learning processes, educational achievements, and broader developmental outcomes. Qualitative evaluation enables researchers to understand how a program is implemented within its actual context and how participants experience the program (Miles et al., 2014). The evaluation adopted the CIPPO framework, which consists of five dimensions: Context, Input, Process, Product, and Outcome. The framework was used to examine the program comprehensively, from the relevance of its objectives and the availability of supporting resources to the implementation of learning activities, immediate achievements, and broader effects on learners. The evaluation of these dimensions provides a structured basis for understanding program performance and identifying the extent to which program objectives are achieved (Stufflebeam & Shinkfield, 2007).

The research was conducted at Sekolah Petualang, organized by Griya Petualang Institute, located in Dusun Pakejen, Desa Karangjengkol, Kecamatan Kutasari, Kabupaten Purbalingga, Central Java, Indonesia. Data collection took place from February to April 2026. The research setting was selected because Sekolah Petualang implements nonformal educational activities that integrate outdoor adventure experiences, experiential learning, and fitrah-based educational principles. These characteristics provided a relevant context for examining the implementation of an experiential learning program within nonformal education.

Data Sources and Research Participants

The research participants consisted of individuals directly involved in or associated with the Sekolah Petualang program. A total of 61 participants were involved, comprising 30 learners, 24 parents, six facilitators, including the school principal, and one program manager. The involvement of these participant groups was intended to obtain different perspectives concerning program planning, implementation, learning experiences, and learner development.
Data were categorized into primary and secondary sources. Primary data were obtained from learners, parents, facilitators, the school principal, and the program manager through interviews, observations, and questionnaires. Secondary data were obtained from institutional and program

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documents, including the program's vision and mission, curriculum, learning plans, activity modules, implementation reports, and photographs of program activities.

The different participant groups provided complementary information. Learners contributed information about their direct experiences and participation in learning activities, while parents provided perspectives on children's behavioral changes and development outside the learning environment. Facilitators and the school principal provided information about learning implementation, instructional strategies, and learner development. Meanwhile, the program manager provided information about program objectives, planning, resources, and management. The participant composition and data sources followed the research documentation presented in the original thesis (Kholik, 2026).

Research Instruments and Data Collection Techniques

The research instruments consisted of an observation guide, interview guide, questionnaire, and documentation checklist. These instruments were used to collect information relevant to the five dimensions of the CIPPO evaluation framework. The instruments focused on program objectives, participant needs, resource readiness, learning implementation, achievement of educational objectives, and the developmental experiences of learners. Data were collected through four techniques: interviews, observations, questionnaires, and documentation. Interviews were conducted with the program manager, school principal, facilitators, parents, and learners to explore their experiences and perspectives regarding program planning, implementation, and outcomes. The interviews also provided information about the role of facilitators, learning strategies, challenges encountered during implementation, and perceived changes in learners' development.

Observations were conducted to examine program conditions, learning activities, learner participation, facilitator involvement, and relevant indicators of learner development. Since some program activities had taken place before the research period, not all learning sessions could be directly observed. Therefore, observational data were complemented by interviews and program documentation to obtain a more comprehensive understanding of the implementation process. Questionnaires were administered to obtain structured information about participants' perceptions of program implementation and achievements. The questionnaire employed a four-point Likert scale consisting of four response categories: strongly agree, agree, disagree, and strongly disagree. The questionnaire results were used descriptively to complement the

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qualitative findings. Documentation was conducted by examining institutional records, curriculum documents, learning plans, activity modules, implementation reports, and photographs relevant to the program.

The relationship between research participants, data collection techniques, instruments, and the main information collected is presented in Table 1.

Table 1. Research Participants, Data Collection Techniques, and Research Instruments

Participants and data sources	Number	Data collection techniques	Research instruments and information collected
Learners	30	Questionnaire, interview, and observation	Questionnaire, interview guide, and observation guide to examine learning experiences, participation, and personal development
Parents	24	Questionnaire and interview	Questionnaire and interview guide to identify parents' perceptions of children's behavioral changes and development
Facilitators, including the school principal	6	Questionnaire, interview, and observation	Questionnaire, interview guide, and observation guide to examine learning implementation, facilitator roles, and learner development
Program manager	1	Interview and documentation	Interview guide and documentation checklist to examine program objectives, planning, resources, and management
Institutional and program documents	-	Documentation	Documentation checklist to examine the curriculum, learning plans, activity modules, implementation reports, and photographs
Total participants	61		

Source: Adapted from the research data Thesis.

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Analytical Framework and Data Analysis

The analytical framework integrated the CIPPO evaluation model, Kolb's experiential learning theory, and the concept of fitrah-based education. The CIPPO framework served as the primary analytical structure for organizing the evaluation findings, while experiential learning theory and fitrah-based education provided the conceptual perspectives for examining the learning processes and developmental achievements of learners. The Context dimension examined the relevance of the program to learners' needs, the background of its implementation, and the clarity of its educational objectives. The Input dimension focused on the availability and adequacy of supporting resources, including facilitators, learners, learning plans, facilities, infrastructure, and the learning environment. The Process dimension examined how experiential learning was implemented through adventure-based activities, learner participation, facilitator guidance, and reflection. The Product dimension assessed the immediate achievements of the program, particularly the development of learners' fitrah. The Outcome dimension examined broader developmental changes, including independence, confidence, responsibility, resilience, social awareness, and the application of positive values in everyday life. This framework enabled the evaluation to consider both the implementation and the achievements of the program (Stufflebeam & Shinkfield, 2007).

Experiential learning theory was used to interpret the learning activities and experiences of participants. Kolb (1984) explains that experiential learning involves four interconnected stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. These stages provided a conceptual basis for understanding how learners engaged in direct adventure experiences, reflected on their activities, developed new understandings, and applied their learning in subsequent situations. Accordingly, the evaluation examined not only learners' participation in outdoor activities but also the extent to which those activities provided opportunities for reflection, meaning-making, and the application of learning. The fitrah-based educational perspective was used to examine the holistic developmental orientation of the program. The evaluation considered seven dimensions of learners' fitrah: faith, learning, talent, individual and social development, language and aesthetics, sexuality, and physical development. These dimensions were examined in relation to the learning experiences and developmental achievements reported by participants. The assessment was intended to understand how the program facilitated the development of learners across these dimensions

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rather than to establish a standardized quantitative measurement of each dimension (Kholik, 2026).

Data analysis followed the interactive model proposed by Miles et al. (2014), which consists of three interconnected activities: data condensation, data display, and conclusion drawing and verification. First, data condensation involved selecting, focusing, simplifying, and organizing information obtained from interviews, observations, questionnaires, and documentation. The data were classified according to the five CIPPO dimensions to identify information relevant to program context, inputs, processes, products, and outcomes. This stage also involved identifying recurring themes and important information related to learners' experiences and developmental changes. Second, data display involved organizing the condensed information into descriptive narratives and thematic categories. Information from different participant groups and data collection techniques was compared to identify patterns, similarities, and differences. The findings were organized according to the CIPPO dimensions to provide a systematic description of the program implementation and its achievements.

Third, conclusion drawing and verification involved interpreting the displayed data to identify the main findings and formulate conclusions regarding the implementation of the program. The conclusions were continuously examined by comparing evidence from interviews, observations, questionnaires, and documentation. This iterative process enabled the researcher to develop interpretations based on the collected evidence rather than relying on individual statements or isolated findings (Miles et al., 2014). Questionnaire data were analyzed descriptively to complement the qualitative findings and provide additional information about participants' perceptions. The questionnaire results were interpreted alongside interview, observation, and documentary evidence. Thus, the analysis emphasized the integration of different types of evidence to develop a comprehensive understanding of the program.

Data Credibility

Data credibility was established through source triangulation and technique triangulation. These procedures were employed to examine the consistency of information obtained from different participants and data collection methods. Triangulation is important in qualitative research because it enables researchers to compare different perspectives and examine whether the findings are supported by multiple sources of evidence (Miles et al., 2014). Source triangulation was conducted by comparing information obtained from learners, parents,

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facilitators, the school principal, and the program manager. Each participant group provided different perspectives regarding the implementation and achievements of the Sekolah Petualang program. For example, information provided by facilitators concerning learning activities was compared with learners' experiences and parents' observations of children's development. This comparison helped the researcher identify similarities and differences in participants' perspectives.

Technique triangulation was conducted by comparing information obtained through interviews, observations, questionnaires, and documentation. Interview findings were examined alongside observation records, questionnaire responses, and institutional documents. For example, information regarding learner participation and facilitator involvement was compared with available observation records and program documentation. Similarly, reported changes in learners' behavior were examined through information from learners, parents, and facilitators. Through these procedures, the researcher examined the consistency of information and developed conclusions based on evidence from multiple sources and techniques. The use of source and technique triangulation was consistent with the credibility procedures reported in the original research (Kholik, 2026).

RESULTS

Program Context, Readiness, and Implementation

The findings of this study indicate that the Sekolah Petualang program was developed in response to the need for an educational environment that supports learners' holistic development. The program was designed not merely as an outdoor recreational activity but as a nonformal educational initiative that integrates adventure activities, experiential learning, and fitrah-based education. Its educational orientation emphasizes the development of learners' potential through direct experiences, interaction with the natural environment, and engagement in social activities. The program's objectives were considered relevant to learners' developmental needs because learning activities provided opportunities to develop spiritual awareness, learning abilities, personal potential, social relationships, communication skills, and physical development. The program also had a clear educational foundation through the integration of experiential learning and fitrah-based education. Adventure activities functioned as learning media that enabled learners to explore their surroundings, encounter challenges, interact with others, and develop meaningful experiences. Consequently, the educational context of the

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program extended beyond the acquisition of knowledge and skills to include the development of character and individual potential. These findings indicate that the program's objectives were consistent with its orientation toward holistic learner development (Kholik, 2026).

In terms of program readiness, the findings show that the available resources were generally adequate to support implementation. Facilitators had competencies considered sufficient to accompany learners during activities, provide guidance, and facilitate the learning process. Learning planning was also identified as an important component of program readiness because activities were organized to provide direct experiences through adventure-based learning. In addition, the natural environment and available facilities provided supporting conditions for conducting contextual learning activities. However, the evaluation also identified several aspects requiring further improvement. These included maintaining facilitator consistency, strengthening institutional systems and the curriculum, improving facilities and infrastructure, and enhancing communication between the institution and parents. These aspects indicate that program readiness should not be understood solely in terms of the availability of resources but also in terms of the consistency and sustainability of their management. In particular, facilitator consistency and communication with parents are important because the development of learners requires continuity between learning experiences at the institution and their everyday environments (Kholik, 2026).

Regarding program implementation, the findings indicate that learning activities were conducted in accordance with the principles of experiential learning. Learners were actively involved in adventure activities that provided opportunities to experience challenges, interact with the natural environment, cooperate with peers, and respond to different situations. The learning process emphasized direct participation rather than the passive reception of information. Through these activities, learners experienced situations that required them to communicate, make decisions, solve problems, and take responsibility for their actions. The facilitators played an important role in ensuring that activities had educational value. Their involvement extended beyond organizing and supervising activities to guiding learners in understanding the experiences they encountered. Reflection and meaning-making were important elements of the learning process because learners were encouraged to recognize the lessons embedded in their experiences. Thus, adventure activities were not treated merely as physical challenges but as opportunities to develop understanding and apply learning in everyday situations.

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The findings further indicate that the implementation of adventure-based learning contributed to increased learner engagement and motivation. Direct involvement in activities enabled learners to experience learning situations that were contextual and meaningful. The combination of experience, active participation, facilitator guidance, and reflection characterized the implementation of experiential learning in the Sekolah Petualang program (Kholik, 2026).

Development of Learners' Fitrah through the Program

The product evaluation demonstrates that the Sekolah Petualang program contributed to the development of seven dimensions of learners' fitrah: faith, learning, talent, individual and social development, language and aesthetics, sexuality, and physical development. These dimensions were reflected in learners' experiences and behavioral development during and after their participation in the program. The findings indicate that adventure-based learning provided opportunities for learners to explore their potential through activities involving interaction with nature, personal challenges, and social relationships. The development of faith fitrah was reflected in increased awareness of faith through interactions with the natural environment. Experiences in nature provided opportunities for learners to recognize their surroundings and develop awareness of the relationship between human beings and God's creation. Meanwhile, learning fitrah developed through activities that encouraged learners to think, identify problems, and find solutions. When facing challenges during adventure activities, learners were required to consider possible actions, make decisions, and respond to situations they encountered. These experiences provided opportunities to develop thinking abilities and problem-solving skills.

The program also facilitated the development of talent fitrah by providing opportunities for learners to explore their interests, abilities, and individual potential. Participation in different activities allowed learners to recognize their strengths and identify areas that could be further developed. Rather than limiting learning to predetermined academic achievements, the program created opportunities for learners to discover and express their individual capacities through practical experiences. Among the seven dimensions, individual and social fitrah showed the most prominent development. The findings indicate improvements in learners' independence, self-confidence, cooperation, empathy, and ability to interact with others. Adventure activities that required teamwork and shared responsibility provided opportunities for learners to practice communication, mutual assistance, and collaborative problem-solving. Learners were also encouraged to take responsibility for themselves and contribute to group activities. These

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experiences supported the development of personal confidence alongside the ability to establish positive relationships with others.

The development of language and aesthetic fitrah was reflected in learners' ability to express opinions, communicate ideas, and demonstrate creativity. Interactions during learning activities provided opportunities for learners to communicate their experiences and express their thoughts. The natural environment also offered opportunities to observe and appreciate their surroundings. In addition, sexuality fitrah developed through increased understanding of gender roles and appropriate boundaries in social interactions with peers of different genders. The findings indicate that learners became more aware of appropriate social behavior, respect for others, and the importance of maintaining healthy interactions. Physical fitrah was another dimension that showed prominent development. Adventure activities involved physical movement and outdoor challenges that encouraged learners to become more active. Questionnaire responses from parents indicated improvements in learners' physical activity, health awareness, and healthy living habits. Information from facilitators also indicated that learners became physically stronger, more active, and more resilient. Learners themselves reported feeling stronger, more courageous, and increasingly capable of undertaking survival-related activities. These findings suggest that physical activities within the program provided opportunities for learners to develop physical resilience and awareness of personal health.

Overall, the product findings indicate that the program supported the development of all seven dimensions of learners' fitrah. However, the most prominent developments were observed in individual and social fitrah as well as physical fitrah. These achievements were reflected in increased independence, self-confidence, cooperation, empathy, responsibility, physical resilience, and awareness of healthy living (Kholik, 2026).

Broader Developmental Outcomes of the Program

The outcome evaluation indicates that the Sekolah Petualang program generated broader positive effects on learners' development beyond the immediate learning activities. These effects were particularly evident in character formation, independence, self-confidence, and readiness to face unpredictable life challenges. The experiences gained through adventure activities provided opportunities for learners to develop resilience, responsibility, courage, and the ability to respond to different situations. One important finding was the relationship between learners' experiences during program activities and their development in everyday life. Participation in

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activities involving challenges and decision-making provided opportunities for learners to practice independence and develop confidence in their abilities. The experience of facing challenges also encouraged learners to become more resilient and better prepared to respond to situations that could not always be predicted. In this regard, the program's outcomes were reflected not only in the completion of learning activities but also in the development of attitudes and capacities that could be applied in real-life situations.

The findings also indicate that the effects of the program were not limited to learners. Parents and facilitators recognized positive changes associated with learners' participation. Parents observed changes in children's behavior and development, while facilitators identified improvements in learners' confidence, independence, and ability to participate in challenging activities. These findings suggest that the program's outcomes were experienced within a broader educational environment involving learners, families, and facilitators. The involvement of parents and facilitators therefore provided complementary perspectives for understanding the developmental changes associated with the program. The overall evaluation findings are summarized in Table 1.

Table 1. Summary of the Sekolah Petualang Program Evaluation Based on the CIPPO Framework

Evaluation dimension	Main findings	Key achievements and areas for improvement
Context	The program was relevant to learners' needs and had clear educational objectives.	Integrated adventure activities, experiential learning, and fitrah-based education to support holistic development.
Input	Program resources were generally adequate.	Facilitator competencies, learning planning, facilities, and learning environments supported implementation. Improvements were needed in facilitator consistency, curriculum and institutional systems, facilities, and parent communication.
Process	Learning activities were implemented through experiential learning principles.	Direct experiences, active participation, facilitator guidance, reflection, and meaning-making contributed to learner engagement and motivation.

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Product	The program supported the development of seven dimensions of learners' fitrah.	Individual and social fitrah as well as physical fitrah showed the most prominent development, reflected in independence, confidence, cooperation, and physical resilience.
Outcome	The program generated broader positive developmental effects.	Improvements were identified in character, independence, self-confidence, courage, resilience, and readiness to face life challenges. Positive changes were also recognized by parents and facilitators.

Source: Research findings adapted from Kholik (2026).

Taken together, the findings across the five CIPPO dimensions demonstrate that the Sekolah Petualang program integrated relevant educational objectives, supporting resources, experiential learning activities, and a holistic developmental orientation. Although several aspects of program readiness require further improvement, particularly facilitator consistency, institutional systems, facilities, and communication with parents, the overall findings indicate that the program contributed to learners' development through adventure-based nonformal education.

DISCUSSION

The findings of this study demonstrate that the Sekolah Petualang program represents an alternative model of nonformal education that integrates adventure-based activities, experiential learning, and fitrah-based education to support learners' holistic development. The program does not position outdoor activities merely as recreational experiences but uses them as an educational medium through which learners develop knowledge, skills, attitudes, and personal potential. The discussion focuses on three interconnected contributions: the integration of experiential learning and fitrah-based education, the development of learners' holistic potential through adventure activities, and the contribution of the CIPPO evaluation framework to understanding program effectiveness.

Integrating Experiential Learning and Fitrah-Based Education in Nonformal Education

The findings indicate that the relevance of the Sekolah Petualang program is closely associated with its ability to connect learning experiences with learners' developmental needs.

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The integration of adventure activities and fitrah-based education creates a learning environment in which learners are encouraged to develop their potential through direct experiences rather than relying exclusively on classroom instruction. This finding suggests that nonformal education can provide a flexible learning environment that connects educational objectives with real-life experiences and the natural and social environment. This finding is consistent with Kolb's (1984) experiential learning theory, which emphasizes that learning is a process through which knowledge is created through the transformation of experience. Kolb identifies four interconnected stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the Sekolah Petualang program, learners encounter concrete experiences through adventure activities, reflect on the situations they experience with facilitator guidance, develop understanding from those experiences, and apply the lessons in subsequent activities and everyday situations. Thus, the educational value of adventure activities does not lie solely in physical participation but also in the reflection and meaning-making processes that follow.

The findings also support previous research on adventure and outdoor education. Handayani (2016) highlights the contribution of adventure education to the development of leadership and integrity through activities in natural environments. Similarly, Ridlo (2021) discusses the contribution of outdoor education based on experiential learning to problem-solving abilities and character development. The present study extends these findings by demonstrating that adventure activities can also function as a medium for developing multiple dimensions of learners' fitrah within a nonformal educational program (Kholik, 2026). The integration of experiential learning and fitrah-based education provides an important educational perspective. Experiential learning explains how learners develop understanding through experience, reflection, and application, whereas fitrah-based education provides a developmental orientation concerning the potential that education seeks to nurture. The two perspectives therefore serve complementary purposes. Adventure activities provide opportunities for authentic learning experiences, while the fitrah framework helps direct those experiences toward broader dimensions of human development.

This integration represents an important contribution of the study because it places adventure-based experiential learning within a holistic educational framework. Rather than evaluating learning only through activity completion or the acquisition of specific skills, the program considers how experiences contribute to spiritual awareness, learning abilities, talent

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exploration, social relationships, communication, gender awareness, and physical development. This perspective broadens the understanding of adventure education in nonformal settings by connecting experiential learning processes with the development of learners' inherent potential.

Holistic Development through Adventure-Based Learning

One of the most important findings is that individual and social fitrah, together with physical fitrah, showed the most prominent development among the seven dimensions examined. Improvements in independence, self-confidence, cooperation, empathy, responsibility, physical resilience, and healthy living awareness indicate that adventure activities provide opportunities for learners to develop personal and social competencies simultaneously. The development of individual and social fitrah can be understood through the characteristics of adventure-based learning, which often require learners to interact, cooperate, communicate, and make decisions in situations that involve shared challenges. During these activities, learners are not simply recipients of instructions but become active participants who must contribute to group processes and take responsibility for their actions. The findings suggest that such experiences create opportunities for learners to develop confidence, recognize their individual capacities, and understand their responsibilities within a group.

This result is in line with Kolb's (1984) perspective that concrete experiences become meaningful learning resources when followed by reflection and the development of new understanding. For example, when learners experience difficulties during group activities, they have opportunities to reflect on their behavior, recognize the importance of cooperation, and improve their interactions in subsequent activities. In this way, social competencies are developed through repeated experiences and reflection rather than through the delivery of abstract instructions alone. The findings also extend the discussion of adventure education presented by Handayani (2016) and Ridlo (2021). While previous studies discussed the contribution of adventure and outdoor education to leadership, character, problem-solving, and personal development, this study identifies the development of individual and social fitrah as a more comprehensive educational outcome. The contribution is not limited to demonstrating that adventure activities can improve social skills; it also shows how these experiences can be understood as part of a broader process of nurturing learners' personal and social potential (Kholik, 2026).

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Physical fitrah also emerged as a prominent area of development. The involvement of learners in outdoor activities encouraged physical movement, endurance, courage, and awareness of personal health. Parents' questionnaire responses, facilitator interviews, and learners' accounts provided complementary evidence of these changes. This finding indicates that physical development in adventure-based education should not be understood exclusively in terms of physical fitness. It also includes the development of resilience, confidence in undertaking physical challenges, and awareness of healthy living habits. Another important contribution concerns the development of the other dimensions of fitrah, including faith, learning, talent, language and aesthetics, and sexuality. Interaction with nature provided opportunities for learners to develop spiritual awareness, while problem-solving activities supported the development of learning abilities. The opportunity to undertake different roles during activities enabled learners to explore their talents and recognize their individual strengths. Communication and creative expression were encouraged through interaction and the sharing of experiences, while social activities provided opportunities to understand appropriate behavior, respect, and boundaries in relationships with peers of different genders.

These findings suggest that the seven dimensions of fitrah are not necessarily developed through separate learning activities. Instead, a single adventure experience may facilitate several dimensions simultaneously. For example, a group adventure activity may involve physical development, problem-solving, communication, cooperation, responsibility, and awareness of the natural environment. This interconnected development is an important characteristic of the Sekolah Petualang program because it positions learning experiences as opportunities to nurture multiple dimensions of learners' potential. Nevertheless, the findings should be interpreted within the context of the research design. The development of learners' fitrah was identified through qualitative evidence and participants' perceptions rather than through a standardized instrument that measures each dimension independently. Therefore, the findings provide an empirical description of developmental experiences within the program rather than a definitive measurement of the level of development in every dimension.

Program Effectiveness, Evaluation Contribution, and Research Novelty

The findings across the five CIPPO dimensions indicate that the Sekolah Petualang program has a generally positive implementation profile. Its educational objectives were relevant to learners' needs, supporting resources were generally adequate, learning activities reflected

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experiential learning principles, and the reported achievements covered multiple dimensions of learners' development. The outcome findings further indicate that positive changes were recognized not only by learners but also by parents and facilitators. This demonstrates the importance of evaluating nonformal education programs beyond their immediate activities and considering their broader developmental contributions. The use of the CIPPO framework provides a systematic perspective for examining these findings. Context evaluation identifies the relevance of the program, while input evaluation examines the resources required to support its implementation. Process evaluation focuses on how learning activities are conducted, product evaluation identifies the immediate achievements, and outcome evaluation considers broader effects on learners' development. This approach is consistent with the view that program evaluation should provide comprehensive information about program planning, implementation, and results (Stufflebeam & Shinkfield, 2007).

An important finding from the input evaluation is that adequate resources do not automatically guarantee consistent program implementation. Although facilitator competencies, learning planning, facilities, and the learning environment were generally considered adequate, the study identified the need to strengthen facilitator consistency, institutional systems, curriculum, facilities, and communication with parents. These findings indicate that program effectiveness depends not only on the quality of learning activities but also on institutional capacity to maintain their implementation. Therefore, the sustainability of adventure-based nonformal education requires continuous improvement in program management and collaboration among relevant stakeholders. The study also highlights the relationship between product and outcome dimensions. The development of independence, confidence, cooperation, and physical resilience was identified as an immediate achievement of program participation. These developments were also associated with broader outcomes, including character formation, courage, responsibility, social awareness, and readiness to face everyday challenges. This relationship suggests that the outcomes of adventure-based learning extend beyond the acquisition of activity-related competencies when experiences are accompanied by reflection and opportunities for applying learning in daily life.

The main novelty of this study lies in the integration of three perspectives within a single empirical evaluation: adventure-based education, experiential learning, and fitrah-based education. Previous studies discussed in this research have examined adventure education in relation to leadership, integrity, problem-solving, and character development (Handayani, 2016;

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Ridlo, 2021). Research on fitrah-based education has also addressed the development of learners' potential and the organization of educational processes (Hamiyya, 2023; Muniroh, 2020). However, the present study brings these perspectives together by evaluating how adventure-based experiential learning in a nonformal educational setting contributes to the development of seven dimensions of learners' fitrah. In addition, this study contributes to program evaluation by applying the CIPPO framework to examine not only the implementation and immediate achievements of an adventure-based educational program but also its broader developmental outcomes. The evaluation connects program context, resource readiness, learning processes, the development of seven dimensions of fitrah, and changes recognized by learners, parents, and facilitators. This provides a more integrated understanding of how a nonformal education program can support holistic learner development.

The contribution of this study is therefore both conceptual and empirical. Conceptually, it offers an integrated perspective for understanding the relationship between experiential learning processes and fitrah-based developmental objectives. Empirically, it provides evidence from the implementation of Sekolah Petualang as a nonformal educational program. However, because the research was conducted at one institution and within a limited data collection period, the findings should be understood as context-specific rather than generalized to all adventure-based education programs. Future studies may develop more comprehensive instruments for assessing each dimension of fitrah and examine the sustainability of developmental changes across different nonformal education settings.

CONCLUSION

This This study concludes that the Sekolah Petualang program at Griya Petualang Institute, Purbalingga, demonstrates a positive contribution to holistic learner development through the integration of adventure-based activities, experiential learning, and fitrah-based education. Based on the five dimensions of the CIPPO evaluation framework, the program was found to have relevant educational objectives, generally adequate supporting resources, and learning activities that reflected the principles of experiential learning. In terms of program context, the educational objectives were aligned with learners' developmental needs and emphasized the development of individual potential beyond academic achievement. Regarding program inputs, facilitator competencies, learning planning, facilities, and the learning environment generally supported implementation. Nevertheless, improvements are required in facilitator consistency, institutional

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systems and curriculum, facilities and infrastructure, and communication between the institution and parents. In the process dimension, learning activities provided direct experiences, active participation, facilitator guidance, and reflection, enabling learners to derive meaning from their experiences.

The product evaluation revealed that the program contributed to the development of seven dimensions of learners' fitrah: faith, learning, talent, individual and social development, language and aesthetics, sexuality, and physical development. Individual and social fitrah, together with physical fitrah, showed the most prominent development, reflected in increased independence, self-confidence, cooperation, empathy, responsibility, physical resilience, and awareness of healthy living. Furthermore, the outcome evaluation indicated broader positive changes in learners' character, courage, independence, social awareness, and readiness to face everyday challenges. These changes were also recognized by parents and facilitators, suggesting that the program's benefits extended beyond the immediate learning environment. The main contribution of this study lies in demonstrating how adventure-based experiential learning can be integrated with fitrah-based education within a nonformal educational program. This integration provides a perspective for understanding adventure activities not merely as recreational or physical experiences but as learning opportunities that support multiple dimensions of human development. The application of the CIPPO framework also provides a comprehensive evaluation perspective by connecting program relevance, resource readiness, implementation processes, immediate achievements, and broader developmental outcomes.

However, this study has several limitations. First, the research was conducted at only one institution, meaning that the findings reflect the specific context of Sekolah Petualang and cannot automatically be generalized to other nonformal education programs. Second, the number and characteristics of participants, as well as the February–April 2026 data collection period, limited the scope of information that could be obtained. Third, some findings relied on participants' perceptions and retrospective accounts, while not all learning activities could be directly observed. Finally, the holistic concept of fitrah does not yet have a fully standardized measurement instrument, and the CIPPO framework does not independently provide an in-depth measurement of each dimension of fitrah. Future research should therefore involve multiple nonformal education institutions, longer observation periods, and more comprehensive assessment instruments to examine the development of each dimension of fitrah. Further studies may also investigate the sustainability of learners' developmental changes and explore how

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institutional collaboration among facilitators, parents, and communities contributes to program effectiveness. Such research would strengthen the empirical foundation for developing adventure-based experiential learning as an alternative approach to holistic education in nonformal learning settings.

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