

## THE IMPLEMENTATION OF STUDY TOUR LEARNING MODEL TO NURTURE ENVIRONMENTAL CARE BEHAVIOR

**Sujarwo, Ibnu Samsi, and Lutfi Wibawa**

Yogyakarta State University

email: [sujarwo@uny.ac.id](mailto:sujarwo@uny.ac.id)

**Abstract:** The study tour learning model was an outside school learning activity which was organized by lecturers, students and alumni of Non-Formal Education Study Program, Faculty of Educational Sciences, Universitas Negeri Yogyakarta as a part of practice activity. This activity was conducted at Gembira Loka Zoo, Yogyakarta. This research aims at implementing the study-tour learning model to nurture the environmental care behaviour through outside learning program. This study can be categorized as action research. The subject of this research was the kindergarten students who visited Gembiraloka zoo. The data were collected through observation and interview, and those were analyzed descriptively. The results showed the followings: (1) the study-tour learning model was conducted through outdoor school activities which involved the following steps: socialization, core activities; welcoming, conditioning, creative corner, zoos or flora tour, reflection and closing; (2) the environmental care behaviors through the activity were friendly, respect, clean environment awareness, compassion on animals and plants, polite, and making good friends.

**Keywords:** *study-tour learning model, outside learning, environmental care behavior*

### IMPLEMENTASI MODEL WISATA BELAJAR UNTUK MENUMBUHKAN PERILAKU PEDULI LINGKUNGAN

**Abstrak:** Model wisata belajar dilakukan melalui praktik pembelajaran luar sekolah. Pembelajaran luar sekolah dilakukan di kebun binatang Gembiraloka oleh tim pemandu dan pendamping mahasiswa PLS FIP UNY sebagai bagian dari kegiatan praktik pembelajaran. Penelitian ini bertujuan untuk mengimplementasikan model wisata belajar untuk menumbuhkan sikap peduli pada lingkungan melalui program pembelajaran luar sekolah di kebun binatang. Penelitian ini merupakan jenis penelitian tindakan sebagai implementasi hasil pengembangan model. Subjek penelitian ini adalah peserta wisata belajar anak-anak taman kanak-kanak di kebun binatang Gembiraloka. Data dikumpulkan dengan metode observasi dan wawancara serta dianalisis secara deskriptif kualitatif. Hasil penelitian menunjukkan: (1) model wisata belajar dilakukan melalui pembelajaran luar sekolah dengan tahapan sosialisasi program wisata belajar di dinas pendidikan kota/kabupaten, kegiatan inti, penyambutan, bina suasana, pojok kreatif, *tour to zoo* or flora, reflektif, dan penutup; (2) perilaku peduli lingkungan yang berhasil ditumbuhkan meliputi ramah dan menghargai sesama, sadar bersih lingkungan, menyayangi binatang, menyayangi tumbuhan, bersikap santun, dan mampu berteman dengan baik.

**Kata kunci:** *model wisata belajar, pembelajaran luar sekolah, perilaku peduli lingkungan*

#### INTRODUCTION

The learning process may happen anywhere, in the classroom, outdoor even outside the school walls. The outside learning activities has an important role for the learners development because it provides direct experience to learners which make the subject matter will be concrete and tangible so that the learning process will more meaningful. Triyono & Aris (2012: 15) state by having out of class learning in a certain place along with the reports and field trips, it may

improve students' learning motivation. Learners tend to be more attracted to outdoor learning since it will be more meaningful for them than only hearing and seeing. Ghufron et al. (2017: 310-311) suggest that the learning environment should be naturally managed. It means learners are given an opportunity to gain real learning experience in the community related to the social values. This experience is very effective rather than instant knowledge that develops from an isolated class.

The outside learning could be in the form of zoo study tour which allow learners to develop the knowledge about animal and environmental awareness to foster the development of social skills (Pringle et al, 2003). These conditions required the role of a creative teacher in using the environment as learning media and resources. As Kisiel (Lai, 2012: 91) notes that most teachers struggle to link the learning way to their classroom curriculum target. Some strategies have been done by teachers to facilitate learning process in the zoos but there are still many efforts should be done for improvement.

This study tour program at Gembira Loka Zoo is designed by involving the management, lecturers, students and alumni of Non-Formal Department, Faculty of Educational Sciences, UNY. The students and alumni, as the learning facilitators or guide, are expected to gain a fruitful experience as part of their competence improvement. In addition, the process of zoo study tour is also expected to raise actual interaction that is able to transfer the knowledge in the field of flora and fauna for students and other visitor. Zoo is one of the playgrounds that contain effective learning activities. Pringle (Lai, 2012: 91) explains that teaching activities at the zoo allow children to acquire knowledge about animal and environmental awareness to encourage the social skills development.

From the field observations, it was found some fundamental problems related to the limited ability of the management in optimizing the zoo as a learning centre. Also, some people still consider that the zoo is only for recreation because the limited educational infrastructure and facilities to support the learning process. Some cooperation and coordination between sectors or agencies that are less intensive as well as the lack participation of zoo management and higher education make zoo empowerment for learning still low. These conditions affect the learning outcomes of the zoo's study tour.

Hikmah (2017) found that the study tour participants' care for the environment is low. Also, their awareness towards other participants do not reflect any social caring character. Implementation of out-of-school learning program is still not optimal because the management of outdoor learning programs is not well-arranged. For instance, some institutions have not been well served by the guiding team due to the

communication errors between the guiding team and the management of Gembiraloka Zoo. The lack utilization of the Gembiraloka collections also causes the outside school learning activities become not optimal. The amount of biodiversity should be utilized to foster the environmental, social and caring character.

The activities that can be done at the zoo is not only recreation but also learning process. Children will be encouraged to develop their creativity in exploring all existing knowledge in the environment. One of the learning method in this activity was the class outing. Playing while studying at zoo is a free activity for learners, so the students can channel their capabilities and ideas and cheer their happiness, so they can eliminate the saturation that may previously experienced in the class.

Study tours are activities conducted in the outside of classroom which is combining tourism activities (recreation) and learning in order to provide knowledge, experience, skills and environmental awareness. It is not only done in the framework of recreation or entertainment only, but also provides the aspects of knowledge, experience, and skills so the students may receive educational values by joining these activities. Rushforth (2008) reveals that study tours offer the participant a 'window on the world' as well as inspirational thing and a catalyst for debate or further study, they are also inevitably subjective sources of insight rather than formal evidence. It means this activity gives participants to view outside the classroom and it provide inspiration and catalyst to discuss the knowledge, experience, skills and learning materials and other additional knowledge. One of the learning activities that are often done is outing class activities.

Out of school learning activity was conducted through outing class to develop creativity, independence, togetherness and environmental care. It can be simply stated that the learning activities outside the classroom aims at developing the social and moral competence of learners. This activity is done together with full of responsibility where it can be used to develop the students' ability as well as eliminating their boredom. Outside schooling at Gembira Loka Zoo is done by instilling the values of local culture-based characters. Ghufron et la. (2017: 310) state that learning based on cultural values is used by teacher to facilitate learners in mastering a set of

competence formula by prioritizing and referring to the cultural values of Yogyakarta. The number of activities done by students enable them to develop the character values of togetherness, caring, responsibility, environmental care, caring, and mutual cooperation. Through this activity, the students are able to remove their boredom in school and to channel it into positive things which may create new spirit. Outing class is also able to train the children to be able to solve the problems they face.

## METHOD

This research method was an Action Research, as a continuance of the development model that create a product as well as to test the effectiveness of the product. The product is a model of study tours at the zoo as an off-campus laboratory. After the model was completed, then Gembira Loka zoo was chosen as the implementation setting.

The development of this study tour model referring to the action research method. The design product was in the form of study tour models at the zoo as an off campus laboratory. Furthermore, it was implemented in an out-of-school learning activity that was managed together with the Non Formal Education Study Program, UNY and the management of Gembira Loka zoo. The learning model through out-of-school learning was done through the socialization stage (introduction of out-of- school learning programs to users, education board, schools and community); implementation (welcoming, introduction, atmosphere building, outing class, creative corner, zoo tour), and reflection.

The subject of this study was the students from kindergarten, elementary, junior high school, and senior high school. Those were supported by information from the management of Gembira Loka zoo, students and alumni of Non Formal Education Study Program, UNY.

The data were collected through portfolio work, Focus Group Discussion (FGD), observation, and interview. This interview technique was used to obtain data on the parties who had access to the program. It was to clarify their role to the program in the context of its accessibility as well as their following efforts to expand the accessibility of the university side towards the zoo. The collected data was analyzed with qualitative descriptive technique and those were interpreted through

the stages of data collection, data reduction, data presentation, and conclusion.

## Result and Discussion

### Result

#### Implementation of Study Tour Model Through out of School Practice in Gembira Loka Zoo

Study tour model was done through out-of-school learning practices in Gembira Loka Zoo with the guidance team of Non Formal Education students of UNY, as part of teaching practice activities. The learning activities included welcoming, atmosphere building, creative corner games, flora and fauna zone exploration, and reflection. Meanwhile, the learning activities were done through mentoring, games, learning by doing, practice, and reflection. The study tours learning was through the preparation stage, outdoor learning in the form of atmosphere building, creative corner, flora or fauna exploration, games, and reflection. Each activity was done through the following stages.

The first is preparation where in this stage the guide prepared the learning media, the places, and the learning resources to support the activities which covering the following points.

The objectives were to make the participant: (a) acquiring the knowledge, the skills and the positive attitude in managing the potential of Gembira Loka as media and learning centre; (b) having a significant interest in environmental and animal learning participants; (c) fostering the learning motivation

The materials were in the form of creative corner, game and mentoring including welcoming, atmosphere building, flora & fauna zone exploration (aves, reptile, mammal, and fishes), creative corner (pop up, pottery painting, planting, animal crowns, and mosaics), recalling, and reflection.

The strategy of the activity, i.e. it was the procedure and the arrangement of material delivery and information extraction in achieving the learning objectives. The learning strategies in this activity included mentoring, problem solving, experiential learning, and learning by doing. The used strategies were lecturing, games, assignments, group discussions, practices, and mentoring.

The required media was influenced by the type and the form of activities, the objectives, and the participants conditions. Those were printed

media, stationary, LCD, various fauna & flora, paper paint, paper board, balloon, pottery, yarn, and other relevant media.

Then, the teaching material was needed to provide guidance to participants in attending outing class activities, training, and field practice. The materials in study tour activities in the form of learning guides, a model for study tour management based on certain characteristics and local potentials.

Each learning activity learning was done by the stages of (a) introduction that includes the development of atmosphere, motivation, and apperception; (b) core activities, creative corner, practice and mentoring; (c) closing (recalling or reflection). The implementation of learning activities began with the tasks division by the guide to make the course of activities easier. The guide prepared several tools and materials to be used in the study tour activities at Gembira Loka Zoo. They also had their own respective duties. The Implementation of learning activities include the following sections.

The welcoming activity, it was performed by the guides and the clowns. In this stage, the guide tried to get closer to the participants to make them feel more comfortable with the guide until the end of the activity. Through this section, the participants would not not feel awkward because they did not recognize the guide. By feeling comfortable with this activity, the participants can understand the purpose of the activity well and it can be used as new knowledge and it can be transferred to friends and others outside the school environment.

The atmosphere building activities, it was as a means of warming up to attracting and improving participants' motivation to learn. The optimization in the material delivery gave a good impression to the participants so that participants can grasp the menaing of the presented material. In the atmosphere building activity, the participants should interact and perform the motion activity to build their enthusiasm.

After conducting the atmosphere building, the participant was directed to the certain place which had been previously prepared by other guide. The place called creative corner was located in the open space within the Gembira Loka Zoo. Here, the activities began with the conditioning to facilitate the guides in delivering creative corner activities. The conditioning

process was done slowly so that the participants could follow the instructions.

### **The Study Tour Activities through Outside School Learning**

The core activities of outside school learning were through creative corner and outing class. This activity was carried out in natural zones and fauna zones by involving the participants' physical and mental activities. This purpose of this activity was to nurture the leadership and self-management attitude through interactive techniques. Also, it had function to drill a sense of togetherness, leaning motivation, environmental awareness, social, skills & new knowledge.

The next learning tour activity was a creative corner. In this part, the participants were facilitated by the zoo management to join the activity in the form of hand skill. The results in this creative corner can be brought home in order to make that parents know the activities done by their children. From this activities, the participants can develop their creativity through the provided skills tasks. Therefore, they would be encouraged to participate in creative corner activities in the future.

The selection and determination of creative corner types was adjusted to the level of participants. The guides play a role in the selection of the right creative corner activities with the participants' age and development level. Several types of creative corner such as pop-ups, painting pottery, planting, animal crowns, and mosaics. The activities that had been done in Gembira Loka Zoo were pop-ups, painting pottery, mosaic, planting and animal crown.

In flora and fauna zone exploration, the participants were taught to look after the animals and the plants not just feeding or planting. However, all kinds of materials and skills were set with fun outing class activities. This activity was done in Gembira Loka which was broad so that participants could feel free to express knowledge and experience that had been studied. The outing class activities also taught the participants to get to know the environment and made them love it more. When the learning took place, the participants interact directly with the flora and fauna that became the collection of Gembira Loka Zoo. It could effectively foster the interest in learning. During out- of-school learning activities ranging from pick-up, atmosphere building,

creative corner, zoo tour into recalling, most of participants had also successfully implemented a caring attitude towards the environment.

In out-of-school learning, the participants were always accompanied by the guides (college students of Non Formal Education Study Program). The Management always gave them the material enrichment in order to make learning activities run optimally. The participants must also follow the rules where all activities in the field were handled by the guide. It means the guides took an important role in this activity. The direction from the guides will be obeyed by the participant and this was the condition to instill environment caring attitude.

The guide should have good communication skills and be flexible in delivering the material. The guide is expected to be patient but firm. The guide should be able to give the attention to the participant to guarantee the material can be accepted. In addition, the guides were also required to be creative and innovative to make the learning process full of joy.

Reflection (recalling), it was the activity to recall the gained knowledge and experience during the out-of-school learning activities and the knowledge from their schooling process. Here, participants were invited to think and to reflect on the material and the object of learning associated with their daily life. By having this, the participants feel the study tour activity was very fun.

Then, assessment was done in the form of monitoring and evaluation activities. Monitoring was conducted during the training activities (theory and practice), implementation, up to the mentoring stage. Assessment was done by the program management and the study tour participants mutually.

Finally, closing activity was done with reflection to take meaningful knowledge from every activity to be reflected in everyday life.

### **The Implementation Result of Study Tour Learning Model**

The implementation of learning activities was periodically and systematically arranged into learning materials for the further guides and participants. The activities were conducted to apply the study tour model that had been arranged in the lab and Gembira Loka Zoo. This learning activities can enhance participants' knowledge and

experience on the names, types, and characteristics of flora and fauna. This out-of-school learning activity trained values of environmental caring attitude as explained follows.

The first is humanist attitudes habituation. From the beginning, the participants began to practice attitudes to others by greeting, being friendly, smiling and others. For example, if they precedes they must greeted "excuse me"; if they want to leave the group, they should ask permission; if they want to wear something, they must get permission from the owner. They were taught to love and respect each other where mocking and demeaning was prohibited. The material was presented at the welcoming and atmosphere building in the learning practice. This material was given to make children to have a habit of respecting others.

The habit of throwing out the trash in proper place. In the learning activities at Gembira Loka Zoo, the participants were made familiar to cleanness. Participants were taught how to keep the environment clean by taking the garbage in its place. It was an indicator of caring the environmental cleanliness. This habit should be familiarized as early as possible. In addition, participants were also told the consequences of littering where it can be a factor of flooding and blockage of waterways that can be a nest of mosquitoes that make various disease. The outside school learning started from small things, such as teaching the children to take responsibility for their own trash. It aimed at nurturing a sense of environmental care that one of the indicators was throwing garbage in the provided container.

Planting seeds was one of the activities in a creative corner. It was done by using the medical plant type. This activity was facilitated by the management and the implementation was accompanied by the guide. The tools and materials for this activity were the seeds, the compost, and the polybag which were already available in the planting area. This activity can be done if the number of participants less than 100 children and already in elementary level. After the planting process had been finished, the participant was then given an explanation by the guide the way to look after the plant. The purpose of this activity was to make the learners able to plant the seeds right way as well able to look after the plants so that it can increase their interest to the the environment.

The exploration of flora and fauna zone (medical plants, ornamental plants) and fauna (Aves, reptile, fishes, and mammalian) was important material since it was related to the function of Gembira Loka Zoo as a conservation place. By having this exploration, the participants could know further about biodiversity that can make them be such generation that love and utilize the environment wisely. Learners were also taught to conserve the natural resources like the effective use of water where it can be learned from the water management system at Gembira Loka Zoo.

Besides fostering environmental attitudes, the out of school learning was also taught about the social value, such as polite and other values to make them better person. It was nurtured by accustomed polite attitude. Politeness is a must during out-of-school learning because as public recreation, such attitude was needed to respect other visitors. The practice of saying “excuse” and “thank you” was an example of this simple habituation. This was also relevant with the status of Yogyakarta as a city that uphold the customs, politeness where manner was given a big attention.

Also, the cooperation ability in out of school learning was necessary because the participants will be divided into several groups. Participants of out-of-school learning activities were divided into several groups before the activity with the ratio of 1:20, 1 guide accompanying 20 participants. it was necessary to establish cooperation in groups in order to keep the conducive condition.

Moreover, owing other people and creatures was one indicator of the social caring characters. In out-of-school learning, this indicator was implemented with flora and fauna care activities, such as seed planting activities where participants not only planting but also learning the way to look after the plant. This material related to care value was delivered by giving an explanation when the students planting seeds or in the zoo tour activities by explaining unique facts of the animal. The guide also explained the function of Gembiraloka Zoo as a conservation place which in charge of breeding and growing wildlife plants as well as maintaining its purity.

## Discussion

Study tour is a learning activity arranged in the form of sight-seeing to improve the knowledge, behavior and experience of the participants. It can

also be interpreted as a travel activity by a group of people to learn something like location, culture, and tradition. Moreover, it is designed to improve the quality and motivation of students in zoo learning. Related to this model, Davidson et al. (2010) suggests the following (1) teachers should make clear learning objectives in accordance with the curriculum as well as integrating the initial and post visit activities to empower the effectiveness of learning during the visits; (2) teachers should allow students to make group freely to facilitate them to observe, to discuss, to learn, and to have fun in their group activities; (3) teachers should encourage students students’ motivation and interest during their visit at the zoo.

Study tour, often, referring to an educational activity where this activity offers participants to see the window of the world. This activity is also able to provide inspiration and catalyst for discussion that may require further study. The location of study tours is also a definite source of subjective insight rather than formal evidence, Rodger (1998), suggests that tourism or educational tourism is intended as a program in which the participant travels on a particular place in a group with the ultimate goal of gaining learning experience directly related to the visited location. It is conducted through out-of-school learning. Husamah (2014, p.54) clarifies the advantages from this activity is to facilitate the participants to gain experience directly so that learning activities can be meaningful.

The implementation of outside schools learning in improving the behaviour of environmental care in Gembira Loka Zoo, Yogyakarta was conducted through the concept of out of school learning which material learning activities tailored to the condition of the zoo as a conservation place. Beside as a place of conservation, it also serves as a place of research and education. It embodies ecotourism by taking role as conservation agency for saving animals and plants as well as preserving its purity kind. It also carries the concept of environment-based education and maintains its development of their science field through their educational programs.

To succeed the goal of study tour at the zoo, Summers (2004) suggests that teachers make some proper preparation. They should give in-depth questions to guide their students to have meaningful learning and to integrate the

activities across the broader range of learning materials by promoting effective zoo learning. Furthermore, Trainin et al. (2005) state that the entire observation activities, animal care, report writing, inquiry activities can improve students' learning motivation and strengthen the concept of animal and environmental care.

The outside school learning provides new perspective in delivering learning materials. Law No. 2 of 1989 on the national education system stated that out of school learning as one from two educational paths that educate the people life. In addition, it provides some skills that can help society to create their own job field. Hamijoyo (Kamil, 2011: 14) states that non-formal education is well-organized and sustainable effort beyond the formal system, where it is through social relationships to guide individuals, groups and communities to have meaningful ideals to improve living standards in all fields.

Study tours as out-of-school learning are directed to nurture the character values to the participants. It is the values of human behavior associated with God, oneself, human, environment, and nationality which is embodied in thoughts, attitudes, feelings, words and deeds based on religious norms, laws, manner, culture, and customs (Sunarso & Paryanto, 2016:72). Explicitly, the material to nurture the environmental caring character has not been included in the learning outcomes. However, this behavior is very important to develop caring attitude and love to others. Wuryandani et al (2016: 208) states through the provision of good character values, the students will be easier to interact and to adapt to the surrounding environment. The guides injecting environmental caring behavior when guiding participants in the field using their knowledge which is obtained through lectures and training. The collection of Gembira Loka zoo can be used as a medium of learning about the value of environmental and social care. The efforts to develop those values are also done with the materials enrichment during training of trainer.

In out-of-school learning the participants are always accompanied by guides. They play a significant role in the activities of outside school learning because they directly communicate with the participant. There are several activities in this model which can nurture the characters of environmental and social care. Those activities

are the habit of placing the rubbish in the proper container, planting seeds, flora and fauna exploration, being polite, cooperation, as well as loving other people and other creatures.

## CLOSING

Study tour model was done through out-of-school learning practices. It was conducted at Gembira Loka zoo by the guidance team, i.e. the student of Non Formal Study Program, Faculty of Educational Science, UNY as part of the teaching practice course. The learning activities were conducted through the following stages, welcoming, atmosphere building, creative corner game, fauna and flora exploration, and reflection. The activities are done through mentoring techniques, games, learning by doing, performance, and reflection. The environmental care attitudes that have been nurtured through this out-of-school learning model including being friendly, respect, environmental awareness, loving animals and plants, being polite and being able to make good friends

## ACKNOWLEDGEMENT

This article is the research result about the development of study tour learning model at Gembira Loka Zoo as off campus laboratory of Non Formal Education Study Program, Faculty of Educational Science, UNY. The author would like to thank to the Director of Research and Community Service, Directorate General of Director General of Development and Research Enhancement, Minister of Research, Technology, and Higher Education which has funded this research. Our gratitude also goes to the Editorial Board of Jurnal Cakrawala Pendidikan, Institute of Educational Development and Quality Assurance, UNY.

## REFERENCES

- Davidson, S.K., Passmore, C., & Anderson, D. 2010. Learning on Zoo Field Trips: The Interaction of the Agendas and Practices of Students, Teachers, and Zoo Educators. *Science Education*, 94 (1), 122-141.
- Ghufroon, A., Budiningsih, C.A., dan Hidayati. 2017. "Pengembangan Pembelajaran Berbasis Nilai-Nilai Budaya Yogyakarta di Sekolah Dasar". *Cakrawala Pendidikan*, 36 (2): 309-319.

- Husamah. 2013. *Pembelajaran Luar Kelas (Outdoor Learning)*. Jakarta: Pustaka Karya.
- Lai, C. 2012. *A Study of Informal Science Learning at Taipei Zoo*. *The Journal of Human Resource and Adult Learning*, 8(2): 91-97. Retrieved from <http://search.proquest.com/docview/1318922292?accountid=31324>.
- Kamil, M. 2011. *Pendidikan Non Formal (Pengembangan melalui PKBM di Indonesia)*. Bandung: Alfabeta
- Pringle, R., Hakverdi, M., Cronin-Jones, L., & Johnson, C. 2003. Zoo school for preschoolers: Laying the foundation for environmental education. (ERIC document no.ED475663).
- Rodger. 1998. "Leisure, learning and travel" *Journal of Physical Education, Research and Dance*, 69 (4) (1998) pp.28-31.
- Rushforth, H., Vieuten, C. Van der, Shatzer, J., Jones, R., Mullee, M., Turnbull, J., Thomas, E. 2008. Reflections on a study tour to explore history taking and physical assessment education. *Nurse Education in Practice*, 8(1): 31-40. <http://doi.org/10.1016/j.nepr.2007.02.004>
- Summers, S. 2004. Museums as resources for science teachers. *Science Scope*, 27(9), 28-29.
- Sunarso & Paryanto. 2016. "Implementasi Model Pembelajaran *Competence-Based Training* Pada Pembelajaran Praktik Kerja Mesin". *Jurnal Kependidikan*, 46(1): 69-83.
- Trainin, G., Wilson, K., Wickless, M., & Brooks, D. 2005. Extraordinary animals and expository writing: Zoo in the classroom. *Journal of Science Education and Technology*, 14(3):299-304.
- Triyono & Riyanto Ar. 2012. Penggunaan Metode Karyawisata dalam Upaya Peningkatan Pembelajaran PKN Siswa Kelas IV SD Negeri Sumur-arum. *Jurnal Penelitian FKIP UNS*. 1-8.
- Wuryandani, W., dkk. 2016. "Implementasi Pendidikan Karakter Kemandirian di Muhammadiyah Boarding School". *Cakrawala Pendidikan*, 34(2): 208-216.