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Study Tour Program Management in Supporting Experience-Based Learning in Elementary Madrasah

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ABSTRACT. This study aims to analyze the management of the study tour program in supporting experience-based learning at MIN Boyolali. The research employs a qualitative approach with a case study design to explore planning, implementation, and evaluation processes in depth. Data were collected through interviews, observation, and documentation involving school principals, teachers, students, and program coordinators. The findings indicate that the study tour program is systematically planned through collaborative decision-making between school stakeholders and parents, ensuring alignment with curriculum objectives, safety considerations, and financial feasibility. The implementation stage shows that students actively engage in direct observation, interaction, and reflection during field activities, which enhances their motivation, curiosity, and conceptual understanding. Furthermore, the evaluation process demonstrates that study tours contribute not only to cognitive achievement but also to the development of students' social attitudes such as cooperation, responsibility, and confidence. Despite several challenges, including differences in student comprehension levels and limited reflection time, the program remains effective in supporting experiential learning. The study concludes that well-managed study tour programs can significantly enhance the quality of learning experiences in elementary madrasah settings. Therefore, this program serves as an effective model for integrating experiential learning into primary education.

Keywords: *Study Tour Program Management, Planning, Implementation, Evaluation, Experience-Based Learning.*

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INTRODUCTION

The rapid development of digital technology has transformed patterns of communication, social interaction, and religious understanding among children and adolescents. Elementary school students today belong to a generation that has grown up with unrestricted access to digital media, social networking platforms, and various online learning resources. While digitalization offers opportunities for broadening knowledge, it also exposes children to misinformation, hate speech, intolerance, and extremist narratives disseminated through cyberspace. These circumstances make educational institutions responsible not only for academic development but also for nurturing students' moral and religious characters. Religious moderation has consequently emerged as an important educational agenda in Indonesia as a means of maintaining social harmony within a multicultural society. Scholars argue that digital transformation has significantly influenced religious attitudes and may accelerate the spread of

intolerant ideologies when not accompanied by adequate guidance and digital literacy education (Hanif et al., 2025).

Education in the twenty-first century requires learning processes that are not only oriented toward mastering concepts but also toward developing students' abilities to apply knowledge in real-life situations. Elementary education institutions, including madrasahs, are expected to provide meaningful learning experiences that enable students to connect theoretical understanding with authentic contexts. Experience-based learning has increasingly gained attention because it places students as active participants who construct knowledge through direct involvement in activities and interactions with their environment. Experiential learning encourages learners to observe, reflect, conceptualize, and experiment, thereby fostering higher-order thinking skills and long-term understanding. (Bell & Bell, 2020)emphasized that "learning is the process whereby knowledge is created through the transformation of experience" (p. 49). This perspective suggests that educational institutions need to design learning programs that provide opportunities for students to engage directly with social, cultural, and environmental realities.

The implementation of experience-based learning in primary education has demonstrated positive impacts on students' cognitive, affective, and psychomotor development. Studies have reported that experiential learning can improve learning outcomes, increase motivation, and strengthen students' understanding of abstract concepts through concrete experiences. Research conducted in elementary schools found that learning activities involving direct observation and exploration significantly enhanced students' participation and achievement in science and social studies classes. Likewise, experiential learning promotes collaboration, communication, and problem-solving skills that are essential for learners in the modern era(Pole & McGee, 2025). Several studies indicate that meaningful learning occurs when students encounter situations that require them to interpret information and relate it to previous knowledge. These findings reinforce the importance of designing educational activities that extend beyond conventional classroom instruction.

One educational activity widely adopted to facilitate experiential learning is the study tour program. A study tour is an educational journey organized outside the classroom environment with the objective of enriching students' knowledge through direct observation and participation in authentic settings. Such programs allow students to experience learning situations that cannot be adequately represented through textbooks or classroom discussions alone(Hmelo-Silver, 2004). Historical sites, museums, industries, natural attractions, and cultural centers can become alternative learning spaces that stimulate curiosity and encourage inquiry. Through interaction with real objects and social environments, students are expected to develop a deeper understanding of the learning materials. Consequently, study tours have been recognized as an effective strategy for contextualizing educational content and strengthening students' experiential learning processes.

Previous studies have shown that study tours contribute positively to learners' academic engagement and motivation. Research concerning historical study tours revealed that students demonstrated higher enthusiasm and greater participation during learning activities conducted outside school settings. Similarly, educational visits utilizing virtual and physical tours were found to improve conceptual understanding and media literacy among elementary school students (Ginanjar et al., 2024)reported that study tour activities provide opportunities for students to "increase learning motivation through direct encounters with historical objects and environments" (p. 5). Although the study was conducted after 2024, its findings support earlier investigations highlighting the pedagogical benefits of experiential educational travel. These studies collectively indicate that study tours can serve as effective instruments for facilitating authentic and student-centered learning experiences.

Despite the potential advantages of study tour activities, their implementation requires systematic management to ensure that educational objectives are successfully achieved. Educational management scholars emphasize that school programs should be organized through comprehensive planning, effective implementation, continuous supervision, and evaluation(Lunenburg & Ornstein, 2021). Inadequate preparation may lead to logistical difficulties, financial inefficiencies, safety concerns, and the failure to attain expected learning outcomes. Study tour activities frequently involve multiple stakeholders, including school leaders, teachers, students, parents, transportation providers, and destination managers. Therefore, coordination among these parties becomes a crucial component of program effectiveness. Proper management enables schools to optimize available resources while maintaining students' safety and ensuring meaningful educational experiences.

Program management in educational institutions encompasses several interconnected stages, namely planning, organizing, implementing, monitoring, and evaluating activities. Planning involves identifying learning objectives, selecting destinations, preparing budgets, and designing educational itineraries aligned with the curriculum(Romiszowski, 2016). Organizing refers to assigning responsibilities to teachers, administrative staff, and accompanying personnel involved in the program. Implementation focuses on executing planned activities and facilitating students' engagement during field experiences. Monitoring and evaluation are conducted to assess the extent to which learning objectives have been achieved and to identify challenges encountered throughout the process. Effective management practices are therefore expected to contribute significantly to the quality of study tour programs and students' experiential learning outcomes.

Madrasah Ibtidaiyah institutions possess distinctive characteristics that make experience-based learning particularly relevant. As Islamic elementary schools, madrasahs are expected to integrate religious values, social awareness, and environmental responsibility within learning activities. Educational programs conducted outside classrooms provide opportunities for students to observe the manifestation of Islamic teachings in everyday life while interacting with broader communities. Such activities also enable learners to strengthen moral values, empathy, and appreciation for cultural diversity(Barrett, 2018). The integration of experiential learning within madrasah education is increasingly considered an appropriate approach to support holistic student development. Nevertheless, empirical studies examining the management of study tour programs in madrasahs remain relatively limited.

MIN Boyolali is one of the Islamic elementary educational institutions that has implemented study tour activities as part of its learning enrichment programs. The school organizes educational visits to various destinations considered relevant to classroom learning materials and students' developmental needs. These activities are expected to provide opportunities for learners to gain first-hand experiences, strengthen social interaction skills, and enhance understanding of theoretical concepts. However, the success of study tour implementation depends largely on how the program is planned, managed, and evaluated by school stakeholders. Information regarding management strategies employed by MIN Boyolali has not been comprehensively documented in previous studies. Consequently, investigating the management process becomes important to understand its contribution to supporting experience-based learning.

Several studies conducted between 2016 and 2024 have discussed experiential learning in elementary education, but most focused on classroom instructional models and learning outcomes. Research by (Yusnadi&Azizah, 2025) highlighted the effectiveness of innovative learning approaches in promoting students' creativity and participation in primary schools. Other investigations explored inquiry-based outdoor learning and experiential strategies aimed at improving students' academic achievement and environmental awareness. Nevertheless, studies specifically examining study tour management from the perspective of experiential learning in madrasah settings are still scarce. Existing literature tends to emphasize pedagogical impacts

without paying sufficient attention to managerial processes underlying successful program implementation. This condition creates a research gap that necessitates further exploration.

Based on these considerations, this study seeks to analyze the management of study tour programs implemented at MIN Boyolali in supporting experience-based learning. The research focuses on planning, organizing, implementation, supervision, and evaluation processes carried out by school stakeholders. Understanding these aspects is expected to provide insights into effective management practices that can maximize educational benefits derived from study tour activities. Furthermore, the findings may contribute to the development of experiential learning programs within madrasahs and other primary educational institutions. The study also offers practical recommendations for policymakers and school administrators in designing safe, meaningful, and curriculum-oriented educational visits(Diao et al., 2025). Therefore, examining study tour program management in MIN Boyolali is considered both academically relevant and practically significant.

METHOD

In this study, a qualitative approach with a case study design was employed. The case study method was selected to obtain an in-depth understanding of study tour program management in supporting experience-based learning at MIN Boyolali. This approach enables the researcher to explore real conditions, processes, and meanings within a specific educational setting (Cohen et al., 2002). A case study is defined as "an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context" (Patnaik&Pandey, 2019). Therefore, it is considered appropriate for examining how planning, implementation, and evaluation of study tour programs are carried out in madrasah settings.

Data collection was conducted through interviews, observation, and documentation to gain comprehensive and valid information. The researcher interviewed school principals, teachers, and program coordinators to understand the planning and management of study tour activities. Observation was carried out during program implementation to capture real-time learning experiences of students. Documentation such as lesson plans, activity reports, and program schedules was also analyzed to support the findings. According to (Smith, 2018), qualitative case studies require multiple data sources to ensure data triangulation and strengthen research credibility. The data analysis technique followed the interactive model consisting of data reduction, data display, and conclusion drawing. This process allows the researcher to organize raw data into meaningful patterns related to program management and experiential learning outcomes. Miles, Huberman, and Saldana (Miles et al., 2014)state that qualitative data analysis is a continuous process that occurs throughout the research cycle. In addition, data validity was ensured through triangulation of sources and methods to enhance the trustworthiness of the findings.

RESULT AND DISCUSSION

Result

Planning of Study Tour Program

The planning stage of the study tour program at MIN Boyolali is conducted in a structured and collaborative manner involving the principal, teachers, and curriculum coordinators. Based on field findings, planning begins at the beginning of the academic year through a curriculum meeting that discusses the integration of experiential learning activities into thematic learning. The principal emphasizes that study tour activities are not merely recreational trips but are designed as an extension of classroom learning. One of the teachers stated that "study tour is included in the annual program because it supports students' direct learning experience outside the classroom" (Interview with Teacher A, 2025). This statement reflects the school's

commitment to aligning the program with curriculum objectives and student learning outcomes. In the planning process, destination selection becomes an important component. Teachers collectively determine locations that are relevant to learning materials, such as museums, historical sites, educational centers, and local industries. The selection process is based on curriculum relevance, accessibility, cost efficiency, and safety considerations. Field observation shows that the school prioritizes nearby destinations within East Java to minimize transportation risks and reduce costs for parents. According to the principal, "we always choose locations that are educational and safe for students, because their safety is our main priority" (Principal Interview, 2025). This indicates that risk management is integrated into the planning phase.

Budget planning is also carried out transparently by involving parents through school committee meetings. Parents are informed about the estimated cost of transportation, entrance fees, meals, and contingency funds. The school applies a participatory budgeting system where approval from parents is required before implementation. Documentation analysis shows that payment schemes are often flexible, allowing installment options for parents with economic limitations. This approach reflects the school's effort to ensure inclusivity in participation. As stated in school policy documents, "no student should be excluded from learning activities due to financial constraints" (MIN Boyolali Program Document, 2024).

In addition, the planning phase also includes the preparation of learning instruments. Teachers are required to design worksheets (LKS) and observation guides that students must complete during the study tour. These instruments are designed to ensure that students remain focused on learning objectives during field activities. Teachers also conduct briefings before departure to explain learning goals, behavior rules, and safety procedures. Observation results show that students are given clear instructions regarding what they must observe and document during the trip. This preparation ensures that experiential learning objectives are systematically achieved. Overall, the planning stage at MIN Boyolali demonstrates a well-organized structure that integrates academic, logistical, and financial considerations. The involvement of multiple stakeholders ensures that the program is aligned with both educational goals and practical feasibility. The findings indicate that planning is not only administrative but also pedagogical in nature, as it directly shapes the quality of student learning experiences.

Implementation of Study Tour Program

The implementation of the study tour program at MIN Boyolali is carried out as a structured learning activity outside the classroom that emphasizes direct student engagement with real-world objects and environments. Field observation shows that students are divided into small groups accompanied by teachers to ensure effective supervision and learning guidance. Each group is assigned specific tasks based on the prepared worksheets, which include observation, interviewing local guides, and documenting findings. This structure ensures that students remain actively engaged throughout the activity. During implementation, students demonstrate high enthusiasm and curiosity toward the learning environment. At one of the visited historical sites, students were seen actively asking questions to tour guides regarding historical events and artifacts. A student stated, "I feel happy because I can see directly what we learned in class" (Student Interview, 2025). This response indicates that experiential learning enhances student motivation and engagement. Teachers also play an active role in guiding students to connect field observations with classroom concepts.

Interaction between students and the environment becomes a key feature of the implementation stage. Students are encouraged to explore, observe, and record information based on their sensory experiences. Teachers facilitate reflective discussions during breaks to help students relate their observations to thematic learning materials. Observation notes indicate that these reflective sessions help students develop critical thinking skills and improve comprehension. One teacher explained that "students understand better when they experience learning directly rather than just reading from books" (Teacher Interview, 2025). Safety supervision is strictly maintained throughout the activity. Teachers are assigned specific

responsibilities to monitor student behavior and ensure discipline. The school also coordinates with transportation providers and destination managers to ensure safe movement and access. Field data shows that safety briefings are repeated before entering and leaving each location. This indicates that risk management is continuously implemented during program execution.

Time management is another important aspect of implementation. The schedule is arranged in detail, including departure time, visit duration, rest time, and return time. Despite minor delays due to field conditions, the overall schedule is implemented effectively. Teachers ensure that learning objectives are not compromised by time constraints. Documentation shows that students complete their worksheets during and after visits as part of follow-up activities. The implementation phase demonstrates that study tour activities at MIN Boyolali are not merely recreational but are structured learning experiences. The integration of observation, interaction, and reflection enables students to construct knowledge based on real-world experiences. This confirms that experiential learning is effectively supported through well-managed implementation processes.

Evaluation of Study Tour Program and Learning Outcomes

The evaluation stage of the study tour program at MIN Boyolali is conducted through both formative and summative approaches. Formative evaluation occurs during the activity, where teachers monitor student participation, behavior, and worksheet completion. Summative evaluation is conducted after the study tour through classroom discussions, presentations, and assignment submission. This dual evaluation system ensures that learning outcomes are comprehensively assessed.

Based on interview data, teachers use student worksheets as the primary instrument for assessing understanding. Students are required to present their findings in front of the class, which allows teachers to evaluate their comprehension and communication skills. One teacher stated that "presentation activities help us see how well students understand what they observed during the study tour" (Teacher Interview, 2025). This indicates that evaluation is not limited to written assessment but also includes oral performance. Observation results show that students are able to recall and explain their field experiences with relatively good accuracy. They demonstrate improved understanding of concepts related to history, environment, and social studies topics. Many students are able to connect theoretical knowledge with real-world examples obtained during the study tour. This finding suggests that experiential learning contributes positively to cognitive development.

In addition to cognitive outcomes, affective and social aspects are also evaluated. Teachers observe students' attitudes such as cooperation, discipline, curiosity, and responsibility during group activities. Field notes indicate that students become more collaborative and communicative when working in groups. A teacher explained that "students become more confident and cooperative after participating in study tour activities" (Teacher Interview, 2025). This shows that the program also supports character development. Challenges in evaluation include variations in student comprehension levels and limited time for reflection sessions. Some students require additional guidance to fully understand the observed materials. Teachers address this issue by providing remedial explanations in class after the activity. Despite these challenges, the overall evaluation results indicate positive learning outcomes. The evaluation process at MIN Boyolali demonstrates that study tour programs are effective in supporting experience-based learning when accompanied by structured assessment strategies. The combination of observation, reflection, and presentation allows teachers to measure both academic achievement and character development. Therefore, evaluation plays a crucial role in ensuring the sustainability and improvement of the program.

Discussion

Planning of Study Tour Program and Its Relevance to Experiential Learning

The findings of this study indicate that the planning of the study tour program at MIN Boyolali is systematically designed to support experiential learning in elementary madrasah education. The involvement of multiple stakeholders such as principals, teachers, and school committees reflects a participatory management approach that strengthens program sustainability. This aligns with the concept that effective educational program planning requires collaboration and shared decision-making among stakeholders (Eddy &Amey, 2023). The integration of study tour activities into the annual curriculum demonstrates that experiential learning is not an additional activity but an essential component of instructional design (McLaughlin & Johnson, 2006). Moreover, careful selection of destinations based on curriculum relevance supports meaningful learning experiences for students (Demarest, 2014). This planning approach also ensures alignment with national education standards emphasizing contextual learning (Ministry of Education Indonesia, 2020).

Budget planning involving parents reflects transparency and shared responsibility in educational financing. Such participation is consistent with the concept of school-based management, where community involvement enhances program effectiveness (Maier et al., 2017). The findings show that economic considerations are carefully managed to ensure equal access for all students, which supports educational equity principles (UNESCO, 2021; OECD, 2020). Flexibility in payment systems further demonstrates inclusive educational practices that reduce financial barriers (Bandura &Ramanujam, 2021). This inclusive planning strategy contributes to strengthening trust between schools and parents, which is essential for program success (Herrera et al., 2020). Therefore, financial planning is not only administrative but also socio-educational in nature.

The preparation of learning instruments such as worksheets and observation guides highlights the academic orientation of the study tour program. This reflects the principle that experiential learning must be structured to ensure cognitive engagement and learning accountability (Beard, 2022). Teachers play a central role in designing learning activities that connect field experiences with curriculum objectives (Parke & Coble, 1997). Pre-activity briefings also function as scaffolding strategies that help students understand learning goals. This structured preparation ensures that study tours are not merely recreational but pedagogically meaningful. Hence, planning serves as the foundation for effective experiential learning implementation.

Implementation of Study Tour and Student Learning Experience

The implementation phase of the study tour program demonstrates strong alignment with experiential learning principles that emphasize learning through direct experience. Students are actively involved in observation, exploration, and interaction with real-world environments, which enhances their cognitive engagement. This supports Kolb's experiential learning theory that knowledge is constructed through concrete experiences and reflective observation (Kolb, 2013). Field activities also encourage collaborative learning, which strengthens communication and teamwork skills among students. Teachers act as facilitators rather than sole knowledge providers, consistent with student-centered learning approaches (Parke & Coble, 1997). This transformation of teacher roles contributes to more meaningful learning experiences.

Student enthusiasm during the study tour reflects increased intrinsic motivation and curiosity toward learning content. Motivation theory suggests that authentic learning environments enhance student engagement and persistence in learning tasks (Blumenfeld et al., 2006). The findings show that students are more active in asking questions and gathering information during field visits. This behavior indicates the development of inquiry-based learning skills that are essential in modern education. Interaction with real objects also strengthens conceptual understanding and memory retention. Therefore, study tours function as effective tools for enhancing student learning motivation.

Group-based fieldwork strengthens social interaction and cooperative learning among students. This finding is consistent with social constructivist theory, which emphasizes learning through interaction with peers and environment (Palincsar, 2012). Teachers provide scaffolding during learning activities to ensure students remain focused on learning objectives. Safety supervision and structured scheduling also reflect effective classroom management in outdoor learning contexts. Despite minor logistical challenges, the implementation process remains effective in achieving learning objectives. Thus, the implementation stage successfully translates planning into meaningful learning experiences.

Evaluation and Learning Outcomes of Study Tour Program

The evaluation process at MIN Boyolali demonstrates a comprehensive approach that integrates cognitive, affective, and psychomotor assessments. Teachers use worksheets, presentations, and classroom discussions as tools to measure student learning outcomes. This multi-method evaluation aligns with authentic assessment principles in experiential learning (John Luan & Narayanan, 2024). Students' ability to present and explain field experiences indicates improved comprehension and communication skills. This supports the idea that experiential learning enhances higher-order thinking skills. Therefore, evaluation is not limited to knowledge recall but extends to skill and attitude assessment.

The findings also reveal improvements in students' social and emotional development. Students demonstrate increased cooperation, responsibility, and confidence during and after the study tour activities. This is consistent with character education theories emphasizing learning beyond academic achievement (Cappella et al., 2016). Field experiences contribute to the development of empathy and social awareness among learners. Teachers observe that students become more active and communicative after participating in experiential learning activities. Hence, study tours contribute to holistic student development.

However, the evaluation process also faces several challenges, including differences in student comprehension levels and limited reflection time. These challenges require teachers to provide additional reinforcement after field activities. Differentiated instruction is necessary to accommodate diverse student learning needs (Qorib, 2024). Despite these limitations, the overall evaluation results indicate positive educational outcomes. The integration of reflection activities enhances students' ability to connect experiences with academic concepts. Therefore, evaluation plays a crucial role in improving the effectiveness of experiential learning programs.

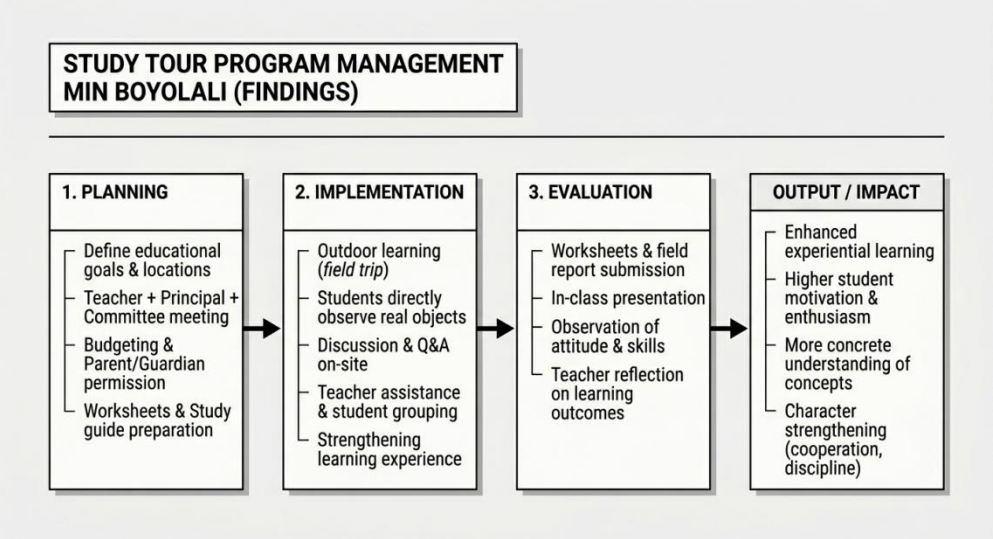


Figure 1 Flowchart of the Study Tour Program Management at MIN Boyolali.

CONCLUSION

This study concludes that the management of the study tour program at MIN Boyolali plays a significant role in supporting experience-based learning through well-structured planning, implementation, and evaluation processes. The planning stage is carried out collaboratively involving teachers, school leaders, and parents to ensure that the program is aligned with curriculum objectives, financially feasible, and safe for students. The implementation of the study tour provides meaningful learning experiences by enabling students to engage directly with real-world environments, which enhances their motivation, curiosity, and understanding of learning materials. Furthermore, the evaluation process shows that students not only improve in cognitive aspects but also develop positive attitudes such as cooperation, responsibility, and confidence through experiential learning activities. Despite several challenges such as differences in student comprehension levels and limited reflection time, the program remains effective in achieving its educational goals. Therefore, the study tour program can be considered an effective model of experiential learning that contributes to the holistic development of elementary madrasah students.

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