



Al-Muhajirin International Conference

Implementation of Aristotle's peripatetic philosophy through outing class in early childhood education in Cihanjawar Village, Purwakarta

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Abstract

This community service workshop-based study seeks to apply the principles of Aristotle's peripatetic philosophy as an art of implementing outing class in early childhood education (PAUD). The aim is to assess its influence on the understanding of parents and teachers in enhancing the learning process. The activity involved encouraging children to engage in learning while walking through the school corridors or in aesthetically pleasing gardens to stimulate curiosity and interest in knowledge. The research employs a descriptive qualitative approach with a phenomenological model using documentation, interviews, observations, literature studies, and data triangulation. Findings show that out of 50 participants, 45 (90%) experienced an increased understanding of how the outing class method based on peripatetic philosophy influences learning, while 5 (10%) perceived it as ordinary. This indicates that the application of the outing class method from a peripatetic perspective is easily understood by both parents and teachers and is applicable in practical learning. It fosters natural, engaging, and imaginative educational experiences, potentially leading children toward the ultimate truth as envisioned by the education system.

Keywords: Workshop; peripatetic; outing class; early childhood; ultimate truth

INTRODUCTION

Early Childhood Education and the Importance of Joyful Learning Environments

According to Article 1, Paragraph 14 of Law No. 20 of 2003 on the National Education System, early childhood education is defined as "a form of development aimed at children from birth to six years of age, carried out through educational stimulation to support physical and spiritual growth so that children are ready to enter

further education" (Government of Indonesia, 2003). Education at this stage serves as the initial platform where children should receive optimal guidance and support—be it values, stimulation, or environmental engagement—that benefits their growth.

Before entering formal education, children require readiness, particularly in developing their innate potential to become beneficial in their future lives. Among the essential components of early childhood education (ECE) is assisting them in developing cognitive, affective, and psychomotor skills according to their age level, so they can successfully adapt to their environment and proceed to the next educational stage (Mulyasa, 2012).

An educational environment should ideally be designed to create joy in children, especially in early childhood settings. A joyful environment becomes a priority as it directly affects optimal brain development, which is a foundational aspect of future learning success. As Hidayatullah (2014) noted, children who experience enjoyable learning have a greater chance of reaching success in adulthood.

Problems of Boredom and Learning Stagnation in PAUD Settings

In reality, many students in the current school system exhibit signs of disengagement or boredom. Some appear listless, uninterested in the learning process, or even disruptive—factors which correlate with a lack of enthusiasm and declining academic performance. Such symptoms demand immediate reflection and evaluation by educators, as they may indicate that learning methods are monotonous or fail to convey a meaningful learning purpose (Isjoni, 2010).

Furthermore, a lack of challenge during lessons or an unconducive learning environment can result in discomfort, disinterest, and a loss of joy in learning. Once students no longer feel joy, their participation becomes minimal and disinterested, negatively impacting the development of their intellectual potential.

Children who experience good developmental growth are more likely to be ready to proceed to the next stage of education. As Prof. Dr. Lydia Freyani from the University of Indonesia asserts, educational activities provided for children aged 0–6 serve as critical stimuli during the pre-school phase. At this stage, learning should be conducted through the "learning while playing" approach, which forms the basis for effective growth stimulation.

E. Mulyasa (2012) explains that ECE learning consists of various interrelated components—human resources, materials, facilities, equipment, and procedures—that all contribute to educational objectives. Learning becomes effective when supported by a conducive environment, particularly one that emphasizes play and allows children to interact with teachers, peers, and their surroundings.

Philosophical Foundations of Experiential Learning in Early Childhood Education

In light of the above, Aristotle emerges as a classical Greek philosopher who taught his students through a method of walking-based discussions. He believed that learning does not have to take place solely within classroom walls. Instead, he emphasized the value of outdoor learning through direct observation and dialogue about the real world. This approach became known as the *peripatetic* method, laying a foundation for experiential learning that would later be adopted and developed by various modern educational theorists (Copleston, 2020).

Through his peripatetic method, Aristotle encouraged learners to engage their reasoning by observing material realities. The method employs a discursive character, meaning that learners interpret objects through symbolic representations—such as words, concepts, or visual imagery—thereby expanding their intellectual horizons and cognitive flexibility (Lavine, 2002).

John Dewey, a central figure in progressive education, emphasized similar values through his *learning by doing* philosophy. Dewey asserted that students learn best when they actively participate in real-world experiences, allowing them to connect theory with practice. He also criticized traditional rote-based education and instead promoted an educational model that favors exploration and experimentation (Dewey, 1938).

Loris Malaguzzi, in *The Hundred Languages of Children*, and as the originator of the Reggio Emilia approach, emphasized that the environment acts as the “third teacher.” He believed children should learn through active exploration, social interaction, and observation. Activities such as nature observation, field trips, and experiential projects are essential in allowing children to express their understanding through multiple forms—such as drawing, music, and movement (Edwards, Gandini, & Forman, 1998).

Jean Piaget, in *The Origins of Intelligence in Children*, emphasized that children best grasp abstract concepts through direct interaction with their surroundings. In Piaget’s view, outdoor learning plays a vital role during the preoperational and concrete operational stages, enabling children to link real-life experiences with academic content (Piaget, 1952).

Relevant Empirical Studies on Outing Class in Early Childhood Learning

Several researchers have contributed relevant studies that align with this philosophical foundation. For instance, Mawaddah (2023) conducted a qualitative descriptive study titled *Outing Class Activities as a Medium for Social Interaction at TK Ananda Yara Sukamaju*. The findings demonstrated that outing class activities positively impacted children’s social development, improving their communication skills, cooperation, and ability to share with peers.

Amelia et al. (2024) evaluated the implementation of *outing class* and *market day* programs at TK Harapan Islamiyah using the CIPP model (Context, Input, Process, Product). Their results showed that outing class activities provide children with hands-on learning experiences, strengthening their experiential learning, social skills, and entrepreneurial mindset.

Maretawati (2018) also examined the use of the outing class method in thematic learning at SD Al-Firdaus Surakarta. Using a qualitative method, the study revealed that students benefited from contextualized and concrete learning materials. The outing class included nature-based learning, games, and outbound activities structured through three phases—planning, implementation, and evaluation. These experiences helped students connect more effectively with the community and increased their learning motivation.

Maria Montessori’s approach further reinforces the role of the environment in facilitating learning. She argued that children are *active agents* in their learning process, and their development is a collaborative interaction between internal potential and external experiences. Through this view, each interaction becomes encoded into the child’s conceptual framework (Hainstock, n.d.).

Montessori also emphasized the importance of collaboration between teachers and parents in providing joyful, engaging, and safe learning environments. This perspective is echoed by Elizabeth B. Hurlock (as cited in Suyadi & Ulfah, 2013), who noted that an aesthetically pleasing, safe, and comfortable environment is essential for children to actualize themselves without fear.

Relevance of the Peripatetic Method in PAUD: A Practical View

Despite the philosophical and empirical support for outing class activities, field observations conducted in PAUD institutions in Cihanjawar Village, Purwakarta, indicate that most teachers and parents have implemented outing class activities only sporadically. These activities were often treated as side events, conducted without routine schedules—usually as part of competitions or end-of-year graduation events. As a result, the full potential of outing class activities in supporting children's cognitive, affective, and psychomotor development remained unrealized.

Based on this situation analysis, several key problems were identified:

1. **Lack of Understanding** – Teachers and parents of PAUD students in Cihanjawar Village lack proper understanding of how to guide and teach children during outing class activities using effective pedagogical strategies.
2. **Need for Training** – Educators and parents require workshops and training to broaden their understanding of the peripatetic method and how it can cultivate joy and a love for learning in children.
3. **Application Challenges** – Teachers and parents are expected to adopt and apply Aristotle's peripatetic method in a creative and enjoyable way during outing class activities. Doing so is crucial for nurturing children's enthusiasm and supporting their personal development.

In response to these problems, this study seeks to formulate appropriate strategies to equip teachers and parents with the knowledge and tools needed to apply Aristotle's peripatetic method during outing class sessions, thereby fostering meaningful learning experiences that promote children's holistic development.

DISCUSSION AND ANALYSIS

The Role of Teachers and Parents in Preventing Learning Fatigue

One of the primary goals of this study is to align educational efforts between schools and homes in order to prevent student fatigue and disinterest during the learning process. A harmonious collaboration between teachers, parents, caregivers, and extended family members—who are directly or indirectly involved in child-rearing—is essential for creating a supportive learning environment. This includes raising awareness among adults about the importance of instilling joy and love for learning in early childhood education.

Teachers and parents must also realize that they are the child's first and foremost educators. When a child behaves inappropriately or deviates from expectations, it is their responsibility to guide and correct the child with care. Enhancing the knowledge, attitudes, and skills of teachers and families in caregiving, protecting, nurturing, and educating children is therefore a priority, especially at the early childhood level.

Aristotle's Peripatetic Method as a Joyful Learning Approach

Aristotle was one of the most influential philosophers who introduced a joyful and engaging learning method. He believed that knowledge should be delivered through proximity to nature. His teaching method involved walking around school corridors or pleasant outdoor areas while imparting knowledge in a way that was free from burden and highly natural. This method created an environment of curiosity and enjoyment for learners, without compromising the depth of knowledge delivered (Copleston, 2020).

The peripatetic method was designed not merely for philosophical reflection, but also as a motivational and practical tool for meaningful learning. The act of walking and learning simultaneously encourages learners to engage in direct dialogue and develop ideas by encountering real-world objects and experiences in their environment. This in turn opens the door to reflection, concept formation, and abstraction through lived experience.

The *peripatol* (a term referring to the walkways or corridors used in Aristotle's school) represents a symbolic and literal space for exploration. Aristotle's method aimed to challenge and train learners intellectually while walking through school halls or gardens that stimulated curiosity and inquiry. This approach fosters meaningful and enjoyable learning and cultivates imagination and the pursuit of *ultimate truth*—as envisioned in the ideal aims of education.

Peripatetic Learning as a Deductive, Symbolic, and Rational Process

Aristotle's peripatetic learning process also employs a deductive reasoning structure based on formal logic and inference. Because of its discursive nature, this method often relies on symbolic representation to understand the object of observation. These symbols may be in the form of language, conceptual ideas, or even analogies to real-life experiences. Through this process, students are encouraged to use their reasoning abilities and express their potential freely in a manner that aligns with their developmental stage and environment.

Workshop participants and outing class practitioners who apply this method tend to recognize the difference in both theoretical and practical aspects of learning. Their perspectives expand, and they gain deeper insight into educational concepts. More importantly, they become enthusiastic about implementing this method with their children or students, especially in ways that foster love for learning and the development of character and broad perspectives.

Table 1 Keywords: Paradigm; scientific; transformation; UIN Walisongo; integration

Understanding Category	Number of Participants	Percentage
Understood	45	90%
Did Not Understand	5	10%

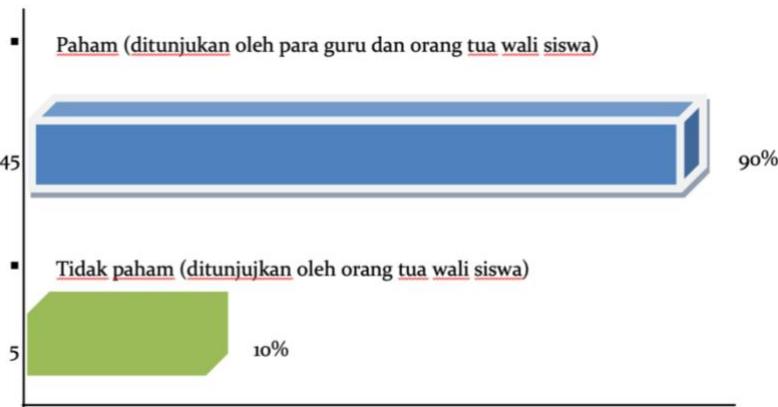


Figure 1 Keywords: Paradigm; scientific; transformation; UIN Walisongo; integration

Source: Field data from workshop and direct practice, 2025

The table and figure above illustrate that out of 50 workshop participants (teachers and parents), 90% demonstrated a clear understanding of how to apply Aristotle's peripatetic method in outdoor learning sessions. Meanwhile, 10% either lacked understanding or were indifferent. These results suggest that the method, when implemented through training and practice, can be grasped effectively and may serve as an impactful educational approach.

Interest and Enthusiasm of Teachers and Parents in Implementing the Peripatetic Outing Class

The workshop and practical sessions revealed a notable increase in enthusiasm among teachers and parents regarding the application of Aristotle's peripatetic method. This enthusiasm was demonstrated by their desire to implement the method regularly in early childhood education programs. The following data was obtained based on their participation:

Table 2 Keywords: Paradigm; scientific; transformation; UIN Walisongo; integration

Participant Type	Number of Participants Interested	Total Participants	Percentage Interested
Teachers	5	5	100%
Parents	40	45	88%
Total	45	50	90%

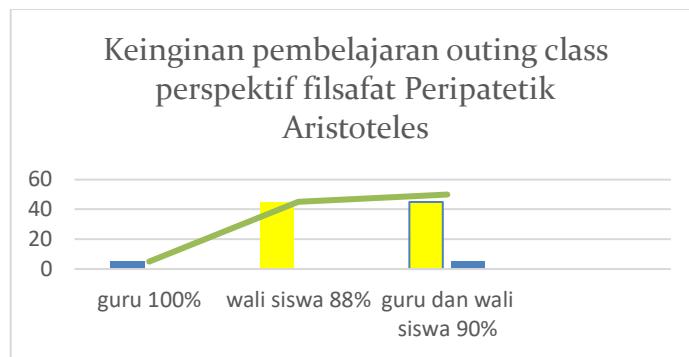


Figure 2. Interest level of teachers and parents in implementing the outing class method based on Aristotle's peripatetic philosophy.

Source: Workshop and practical implementation data, 2025

From the table and figure above, it is clear that the enthusiasm for applying the peripatetic method is very high among the participants. All five teacher participants (100%) and 88% of parent participants expressed their desire to adopt this method in their respective learning environments. The remaining 10% of parents showed minimal interest or maintained a neutral stance.

Program Initiative: Implementation of a Structured Peripatetic Outing Class

As a follow-up to the knowledge gained through the workshop and direct practice, many teachers and parents agreed on initiating a structured outing class program. This program will be based on the peripatetic philosophy and is designed to create regular, meaningful learning experiences for early childhood learners.

Table 3. Participants' Commitment to Implement a Structured Outing Class Program

Response Category	Number of Participants	Percentage
Committed to Implementation	50	100%
Not Committed	0	0%

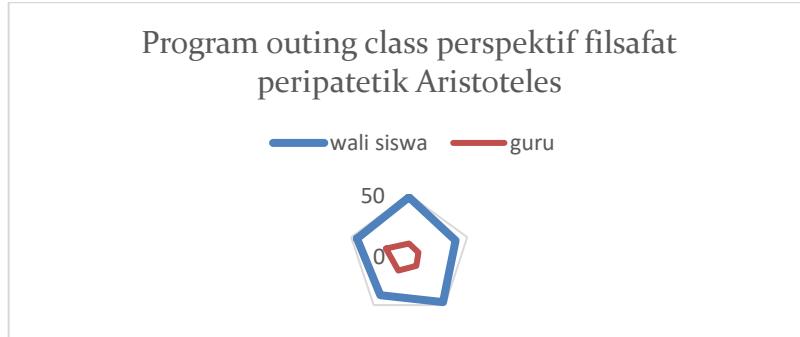


Figure 3. Participants' program commitment to apply the outing class method using Aristotle's peripatetic philosophy.

Source: Post-workshop participant responses, 2025

All participants—both teachers and parents—expressed a strong interest in planning and conducting regular outing class sessions grounded in peripatetic philosophy. This indicates that not only is the method theoretically understood, but it also holds practical appeal and aligns with the goals of child-centered learning.

Effectiveness of the Peripatetic Outing Class Method in Child Development

Based on the overall data gathered from this study—including observations, interviews, documentation, and triangulation—the implementation of Aristotle's peripatetic method in outing class learning has shown a significant impact on the perspectives and attitudes of both teachers and parents. Notably, the method also created a visible difference in how children engaged with learning experiences outside the classroom.

During both the workshop and field practice, participants displayed increased sensitivity and attentiveness to the students' emotional and cognitive needs. This aligns with Aristotle's concept of *mimesis*, which emphasizes the imitation of observable reality as a form of educational art. The immersive nature of the outing class, paired with peripatetic principles, encourages children to relate directly to their surroundings and internalize lessons through sensory engagement.

The findings suggest that teachers and parents became more aware of how to integrate both physical and mental activity during outdoor learning. This supports Aristotle's belief that optimal learning occurs through enjoyable and active experience—not merely through passive theoretical instruction.

The data shows a marked improvement in the participants' perception of outing class activities. Children also exhibited more enthusiasm and responsiveness. The peripatetic method, as applied, allowed the integration of direct experience, sensory exploration, and self-actualization, resulting in enhanced creativity and motivation.

This approach provided teachers and parents with new pedagogical insights. The ability to engage students beyond traditional settings increased the meaningfulness of learning, making it not only more engaging but also more relevant to the child's world.

The use of outing class as an experiential learning model also fosters children's social development. It enhances their ability to communicate, collaborate, and share, while broadening their exposure to real-world contexts. These elements contribute directly to the development of cognitive, affective, and psychomotor domains in early childhood.

Summary of Key Findings from the Field Study

1. **Cognitive Development** – Children demonstrated increased curiosity, observation skills, and understanding of real-life phenomena encountered during outings.
2. **Affective Development** – Children showed greater emotional engagement, joy, and comfort during outdoor learning experiences.
3. **Psychomotor Development** – Children actively participated in physical tasks, explored environments confidently, and expressed learning outcomes through movement and creative activities.

These outcomes support the relevance of peripatetic methods in creating holistic, child-centered learning environments. Participants unanimously agreed that the method enhances learning by making it more enjoyable, contextual, and developmentally appropriate.

CONCLUSION

The concept of *outing class* is supported by numerous educational theories that emphasize experience-based learning, exploration, and active interaction with the environment. Aristotle pioneered this approach through his peripatetic method, which was later developed into more systematic educational models by modern thinkers such as John Dewey, Maria Montessori, and David Kolb. These thinkers agree that effective learning is not limited to classroom activities but can be significantly enriched through real-world experiences.

Outing class provides children with the space and opportunity to express their creativity and curiosity by directly engaging with the natural world. Nature, as a source of inspiration, becomes more accessible to students and aligns with Aristotle's concept of *mimesis*—that is, education as the imitation and reflection of observable reality.

From the perspective of Aristotle's peripatetic philosophy, optimal learning occurs through active experience that generates meaningful and individualized understanding. This process involves the integration of physical and mental activities, rather than relying solely on theoretical instruction. As such, outing class is positioned not merely as a fun activity, but as a philosophically grounded and effective pedagogical strategy.

This approach engages all of a child's senses, giving them the freedom to explore their surroundings without excessive constraints. Children are encouraged to enjoy the learning process without being rushed toward a product or final answer. Instead, they discover meaning through exploration and inquiry. The role of the teacher is redefined as a facilitator—one who guides learning without limiting each child's creativity. Moreover, this method promotes flexibility and avoids rigid structures that often hinder early childhood learning.

As a result of the workshop and practical application of Aristotle's peripatetic method in outing class learning, teachers and parents in Cihanjawar Village, Purwakarta, demonstrated a strong understanding of the model. They collectively agreed on the importance of continuously developing outing class strategies as part of their early childhood programs. By doing so, they aim to create more joyful, meaningful, and developmentally appropriate learning experiences.

Ultimately, this study concludes that the outing class model, when grounded in peripatetic philosophy, has the potential to enhance the quality of early childhood education by supporting the development of well-rounded, intellectually curious, and socially adept individuals.

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