

Use of The Wheel Model Evaluation in Outing Class Activities to Improve Children's Religious and Moral Learning Achievements at 'Aisyiyah Al Amin Kindergarten in Surakarta

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Abstract

This study aims to examine in depth the use of the wheel model evaluation in outing class activities to improve children's religious and moral learning outcomes. The research method used is a literature study. The results of the study indicate that the use of the wheel model evaluation in outing class activities provides a strong and flexible framework that significantly improves learning outcomes. Its success is highly dependent on careful implementation, adequate planning, and the integration of assessment methods that are in line with the objectives of the activities outside the classroom.

Keywords: wheel model evaluation, outing class, religious and moral values

Introduction

The process of shaping a person's character with good religious and moral values must begin at an early age, where the early years of 0-6 years old are the right time to instill values in children. The values taught will be embedded in the child and become their character in the future when they grow up (Wahyuni, 2019). In a kindergarten, there are six aspects that must be developed in children, one of which is religious and moral values (Wulandari & Edi, 2021). The teaching of religious and moral values is closely related to a child's character, polite behavior, and willingness to practice religious teachings in daily life (Sarilah & Nurul, 2023). The existence of religious and moral values education in kindergarten programs is a solid foundation and is very important. If this is instilled in every individual from an early age, it will be well ingrained and prevent children from doing immoral things. This will be a good start for the education of the nation's children to continue their education (Alfina, I Made, Nurhasanah, & Muhammad Tahir, 2023).

The failure of educators to instill moral and religious values in children, resulting in behaviors that deviate from religious and moral values, will have an impact on the children's future (Buahana & Aulia, 2024; Fatimah, Ayi, & Millata, 2021). Outing classes are considered an effective learning tool to broaden children's experiences outside the classroom and support their social skills development (Mawaddah, 2023). Basically, outing classes are activities that involve children in learning experiences outside their kindergarten environment (Anisa & Wulansari, 2023). This activity is designed not only to improve cognitive aspects but also to stimulate children's social development. In the context of Aisyiyah Al Amin Surakarta Kindergarten, outing classes are an integral part of a holistic educational approach that aims to shape children who have a balance between academic and social aspects. However, although outing classes are considered a promising method, there has not been much research specifically evaluating their impact on children's religious and moral learning outcomes in kindergarten environments. Therefore, this study aims to deepen the understanding of

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the use of the evaluation wheel model in outing class activities to improve children's religious and moral learning outcomes at Aisyiyah Al Amin Surakarta Kindergarten.

Educational evaluation plays an important role in the implementation of outing class activities to measure the results of these activities. In addition, educational evaluation in field trip programs can be used for decision-making in program planning for the following year (Ashari, Fiki, Raudah, Airen, Anita, & Siti, 2024). In general, evaluation in education aims to systematically collect information to make appropriate decisions about programs, processes, and learning outcomes (Anirowati, Siti, & Nur, 2025). Evaluation is not only a measuring tool, but also a basis for decision making in designing educational programs that are more effective, efficient, and relevant to the needs of students and the demands of society (Aulita, Nurazizah, Meilinda, & Nugraha, 2024). Therefore, a deep understanding of educational evaluation models is very important for educators, education managers, and policy makers.

In the context of implementation, various educational evaluation models have been developed by experts to provide a systematic approach to the assessment process (Ginanjar, Nugraha, Noviar, & Rahmawati, 2023). Each model has different objectives, approaches, and frameworks according to the needs and context of the evaluation (Joko & Nugraha, 2023). For example, the wheel model was developed by Beebe (2004), which describes related and continuous evaluation efforts from one process to the next. This wheel model has three main stages, namely the formation of learning objectives, the measurement of learning outcomes, and the interpretation of measurement and assessment results (Hasanudin, Kurniati, & Mita, 2022). The evaluation wheel model is used to assess the success of learning in a continuous and interrelated manner. Its application can vary, such as evaluating outing class activities to increase student activity and learning outcomes, as well as assessing the quality and practicality of the media itself.

Literature Review

Wheel model evaluation

Educational evaluation is an important component in the education system that serves to assess the success of the learning process and outcomes. Through evaluation, educators and policymakers can determine whether educational goals have been achieved and how the processes and inputs used have been effective. In practice, evaluation requires a systematic model or approach to ensure that the results obtained are valid, accurate, and useful for improving the quality of education (Anirowati, Siti, & Nur, 2025). Educational evaluation not only serves to measure student learning outcomes, but also as a tool to assess the effectiveness of the learning process, educator performance, and the overall quality of educational institutions (Wirati, Vidyastuti, Utarsih, Kurniawan, Sugiharto, Hamdani, Annisawati, Mulyana, Nugraha, Wardhana, & Persada, 2024).

The diversity of evaluation models (e.g., Tyler model, CIPP model, responsive model, goal-free model, discrepancy model, and wheel model) reflects that no single evaluation approach is suitable for all situations (Joko, Rachmadio, & Nugraha, 2024). In practice, the selection of an evaluation model must be tailored to the evaluation objectives, the type of program being evaluated, and the available resources (Nugraha, 2023b). Mastery of evaluation models will help educators and evaluators in selecting the most relevant and appropriate approach to ensure that the educational programs or policies implemented truly have a positive and sustainable impact. However, in reality, many educators and education practitioners still do not understand the differences, advantages, disadvantages, and context of use of each evaluation model. This causes the evaluation process to often be carried out in a limited manner, focusing only on the final results without considering the processes and other factors that influence learning success. In fact, holistic and comprehensive evaluation is needed to improve the overall quality of education. A deep understanding of evaluation models will help educators, education managers, and evaluators in choosing the right approach to

improve the quality of education. Evaluation is not only about measuring results, but also as a tool for reflection to improve the educational process as a whole.

The wheel evaluation model developed by Beebe (2004) is unique because the process is shaped like a wheel, which shows that each stage is continuous. The wheel model evaluation process begins with analyzing the needs of the organization or the learners, namely what they want to achieve by conducting training. Then, the training objectives are designed to suit the wishes of the organization and the participants. The selection of training methods and materials is the next consideration. The staff who will conduct the training are selected and trained, so that the training implementation plan can be finalized. Then the training is carried out and finally the assessment is conducted. Each stage refers to the main needs of the organization and/or the needs of the learners (Widoyoko, 2009).

The wheel model of evaluation is very suitable for evaluating learning in a school, because it clearly presents the learning outcomes of the expected learning objectives and interprets them carefully. However, this evaluation has advantages, namely its ability to show the level of program goal achievement well and its easy implementation steps. In addition, its disadvantage is that it requires an evaluator who understands the program as a whole (Hasanudin, Kurniati, & Mita, 2022).

Outing class activity

Outing classes involve outdoor learning activities, which allow children to interact directly with the real environment. These activities aim to improve children's understanding of the real world through direct exploration (Rahmawati & Fikri, 2020). Yansaputra & Pangestika (2020) emphasize that outdoor learning or outing classes are activities that involve nature directly as a source of learning. For young children who need interaction with their environment to form and instill deep knowledge, this can be done by inviting students to learn outside the classroom. Learning outside the classroom will make it easier for students to get to know the environment that they cannot fully experience and understand when they are only in the classroom.

Outing classes bring students closer to real learning resources in nature, society, and other environments (Vera, 2017). Outing classes can instill religious and moral values in children through various activities, such as visits to places of worship to instill religious tolerance, exploration of nature to foster gratitude for God's creation, and various social activities such as camping or visiting orphanages to practice empathy and responsibility. This method is effective because it combines direct learning, real experiences, and a pleasant atmosphere to enhance understanding and internalize these values more deeply (Rahmawati & Fikri, 2020).

Teaching children religious and moral values

The religious and moral values development program includes creating a learning environment that fosters good behavior based on religious and moral values as well as community life in the context of play (Indonesian Ministry of Education and Culture, 2018). Basically, instilling religious and moral values from an early age can shape children's instincts to accept noble and honorable attitudes, so that they will be accustomed to behaving with good morals (Ruswanti, Muhammad Turhan, & Achmad, 2024). In early childhood education institutions, morals and religious values are instilled through habituation. One of the behaviors instilled in early childhood is praying before and after activities (Setiawati, 2006).

Regarding moral competence and religious values in children, this is further elaborated in detail in several behavioral indicators from ages 1 to 6, which include: saying short prayers, loving and caring for all of God's creations, beginning to imitate prayer movements/performed by adults, praying before and after starting activities, performing religious worship, loving the homeland, understanding deliberation and consensus, love among fellow Indonesians, knowing manners by saying thank you, greeting others when meeting them, practicing to always be orderly and obedient

to rules, maintaining environmental cleanliness, being responsible for assigned tasks, being neat in actions, dress, and work (PUSKUR, 2002).

Methods

This study uses a literature review method to examine concepts and theories regarding the use of the evaluation wheel model in outing class activities to improve the learning outcomes of religious and moral values in kindergarten children. A qualitative approach is used to explore this phenomenon comprehensively and in depth. This approach is very suitable for the research objectives, which emphasize descriptive understanding and interpretation of data. Data collection techniques were carried out using purposive sampling, selecting literature based on inclusion criteria covering relevant topics such as the evaluation wheel model, outing class activities, and religious and moral values learning for children. Data were obtained from secondary sources in the form of books, journals, and papers published in the last five years (2015-2025), taken from credible databases such as Google Scholar, Scopus, and accredited national journals to ensure the credibility and quality of the information used.

Data analysis was conducted using an inductive descriptive approach. In qualitative research, descriptive analysis is used to describe and summarize various conditions or situations that occur in the field without manipulating the variables being studied. The first stage involves a thorough reading of the literature to understand existing concepts, followed by coding the data based on relevant topics, such as evaluation of the wheel model, outing class activities, and teaching religious and moral values to early childhood. The data is then grouped into thematic categories to find relationships between concepts. With descriptive analysis, researchers aim to describe existing findings without manipulating variables and to identify patterns that emerge from the collected data.

Result and Discussion

The essence of outing class activities for teaching religious and moral values

In general, there are two locations that can be used as outing class venues, namely the school environment (such as the school yard, school flower garden, school backyard, school field, school cooperative, and pond in the school area) and the environment outside the school (such as the zoo, museum, place of worship, beach, mountains, and nature reserve) (Qotrunnada & Dwi, 2024). The school environment is an effective location for outing classes because it does not require a lot of money to go out, does not require a lot of time to get to the learning location, but learning is still effective. The environment outside of school can have a positive impact on children's intelligence and can influence the improvement of aspects of child development. The aspects of development that are formed through outing classes are cognitive, physical motor skills, language, social-emotional, arts, and religious and moral values (Rahmawati & Fikri, 2020; Sujiono, 2009).

The development of religious and moral values in early childhood is very important in order to shape good behavior that is in line with prevailing values. There are three strategies for shaping behavior that is in line with religious and moral values in early childhood, namely: training and habituation strategies, play activity strategies, and learning strategies (Suyadi, 2016). Through outing class activities, the indicators of the level of achievement of religious and moral values in children according to the Law of the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014 concerning National Standards for Early Childhood Education are: knowing the religion they believe in; performing religious duties; behaving honestly, helpfully, politely, respectfully, and sportingly; maintaining personal and environmental hygiene; knowing important religious days; and respecting (tolerating) other people's religions.

The implementation of outing class activities with the main objective of creating a dynamic and inspiring learning environment that is in line with current developments, so as to have a positive impact on the spiritual (religious values) and moral development of students (Ulum & Muhammad Jadid, 2024). In addition, Fatimah, Ayi, & Millata., (2021) stated that religious and moral values can be instilled by instilling positive character traits that will become ingrained in a child so that the child will grow up to be a religious, civilized, moral, and dignified generation. With the cooperation of the principal and classroom teachers and their active role in educating, guiding, motivating, and setting an example for students.

The relevance of the wheel model evaluation in the context of outing class activities

The existence of evaluation models is very important to support evidence-based education policies. For example, wheel model-based evaluation can be used to determine the success of an education program or activity in a comprehensive and sustainable manner. However, it should be noted that the implementation of evaluation in the field still faces various challenges, such as limited resources, lack of understanding among evaluators, and resistance to evaluation results. Therefore, the selection of an evaluation model must consider the evaluation objectives, the type of program, and the actual conditions in the field (Anirowati, Siti, & Nur, 2025).

The evaluation wheel model is highly relevant in the context of outing classes due to its flexible, holistic, and cyclical nature, which allows for comprehensive evaluation of various aspects of outdoor learning experiences. The main relevance of the evaluation wheel model in outing classes (Griffen, 2023):

1. Holistic approach; This model allows for the review of pedagogical, social, and sometimes cultural or environmental aspects of an outing class activity. This is very important because out-of-class activities do not only focus on academic results, but also on the development of social and personal skills and environmental appreciation.
2. Flexibility and adaptability; The environment for field trips is often unstructured and dynamic. The flexible wheel model can adapt to changing conditions and needs during activities, unlike the rigid linear evaluation model.
3. Cyclical process for continuous improvement; This model emphasizes a continuous cycle that includes analysis, intervention, and evaluation. In the context of outing classes, this means that feedback from one activity can be immediately used to improve the planning and implementation of the next activity, ensuring constant quality improvement.
4. Polyocular vision; This model supports the use of various assessment methods to obtain diverse perspectives, which are relevant for capturing complex learning outcomes that are sometimes not conventionally measurable from outdoor experiences.
5. Focus on the goal and context; This evaluation emphasizes the relevance of activities to the established mission or objectives, which helps ensure that each component of the outing class (such as location selection, activities, and materials) supports the desired learning outcomes.

In outing class activities, the wheel model can be applied to (Asrowi, 2024):

1. Establish goals; Define specific goals for outdoor activities (e.g., teamwork, ecological understanding).
2. Designing learning experiences; Selecting and organizing activities that directly support these objectives.
3. Conducting a comprehensive evaluation; Assessing not only the knowledge gained, but also behavioral changes, social skills, and participant satisfaction, taking into account the unique context of the outdoor environment.
4. Feedback and re-planning; Using evaluation results to inform future outing class designs.

However, on the other hand, Al-Khafaji (2001) found in his research that the wheel model may not be relevant for evaluating outing class activities because this model is often designed for

structured and specific contexts, such as evaluating lecturer performance in higher education institutions, quality of work life, or usability engineering processes, which are fundamentally different from the nature of informal and experience-based learning outside the classroom. Here are some of the main reasons for its irrelevance:

1. Different contexts. Most wheel models found in academic literature are applied in formal environments with clear objectives and metrics, such as faculty assessment based on teaching, research, and service. Outing classes, on the other hand, are more flexible, less formal, and focus on experiential learning, social interaction, and the development of soft skills that are difficult to measure with a rigid wheel model framework.
2. Nature of informal learning. Outing class activities involve learning that arises spontaneously from real experiences, reflective observation, and active experimentation, which is in line with Kolb's experiential learning model (Concrete Experience, Reflective Observation, Abstract Conceptualization, Active Experimentation). The wheel model tends to focus on predetermined dimensions or components (e.g., working conditions, work-life balance), which may not capture the broad and unexpected spectrum of learning outcomes from out-of-class activities.
3. Side effects. Goal-based evaluation models often measure the extent to which predetermined goals have been achieved. Outing class activities often produce unintended side effects or learning outcomes, such as increased teamwork, self-confidence, or appreciation of the environment. More flexible evaluation models, such as goal-free evaluation, or models specifically designed for informal learning, may be better suited to capture these unexpected outcomes.
4. Lack of methodological flexibility. Model wheels often rely on structured questionnaires or Likert scales to measure predetermined dimensions. This method may not be effective in capturing the richness and depth of students' personal experiences in outing classes, which are better evaluated through qualitative observation, reflective sessions, and group discussions.

The advantages of the wheel model evaluation in the context of outing classes include (Kim, 2016):

1. Connecting theory and reality. Outing classes inherently bridge classroom learning with real-world experiences. The wheel model can facilitate this relationship by organizing how theoretical concepts (inner circle) are applied and observed in contexts outside the classroom (outer circle).
2. Flexibility and adaptability. The cyclical nature of this model allows educators to adjust objectives, content, and activities based on the specific outing class environment and feedback received during or after the activity, leading to a more relevant and effective learning experience.
3. Active student participation. This model is often associated with constructivist approaches and project-based learning, which encourage students to actively plan, solve problems, and reflect on their experiences, key elements of a successful outing class.
4. Comprehensive assessment. The wheel model can integrate various assessment methods (such as portfolio assessment, observation, and discussion) that are more suitable for capturing the broad spectrum of learning outcomes from outing classes, including social skills, environmental awareness, and critical thinking, in addition to academic knowledge.

In addition to its advantages, evaluating the wheel model in the context of outing classes also has potential weaknesses or challenges, namely (Lautensach, David, Christine, Hartley, Glen, & Joanie, 2025):

1. Requires careful planning. To ensure effectiveness, educators need to invest significant time in planning to clearly define objectives, learning experiences, and assessment methods within the framework of the model prior to out-of-class activities.
2. Complexity of implementation. Managing all the components of the 'wheel' (e.g., teacher-student-parent communication, various subjects, continuous assessment) during out-of-class activities can be challenging and requires good coordination.

3. Empirical validation. Although outing classes have proven to be positive, the specific effectiveness of the wheel model as a single framework for outing classes may require further empirical research and validation to accurately measure its impact on specific learning outcomes.

The wheel model generally emphasizes the reciprocal relationship between various components (e.g., learners, content, educators, context, and assessment), making it a flexible and adaptive framework (Turner, 2017). Overall, the evaluation of the wheel model in outing class activities provides a strong and flexible framework that has the potential to significantly improve learning outcomes in outing class activities, especially in integrating various aspects of learning (e.g., religious and moral values) and encouraging active student engagement. Its success is highly dependent on careful implementation, adequate planning, and the integration of assessment methods that are appropriate to the objectives of the out-of-class activity.

Discussion

The results of the study indicate that the application of educational evaluation models depends not only on the theoretical approach used, but also on the context of implementation and the specific needs of educational institutions. These findings are in line with Stufflebeam's (2003) view that evaluation models should be selected based on their relevance to the objectives and characteristics of educational programs. For example, in the context of evaluating programs that are ongoing and comprehensive in nature. However, these findings also show that no single evaluation model is considered ideal or superior to others. Each model has its own advantages and limitations. This is in line with Scriven's (1991) statement, which emphasizes the importance of using a multimodel approach in educational evaluation to produce richer and more comprehensive results.

The use of the evaluation wheel model in outing class activities is a flexible and visual method for assessing progress in various learning achievement indicators. This method allows for the direct involvement of students and educators to quickly identify areas of strength and weakness. The evaluation wheel model involves creating a wheel-shaped diagram where each spoke represents a previously agreed upon learning indicator or objective. Participants (teachers and students) assess their level of progress or satisfaction with each indicator; the closer the line is to the outer circle, the higher the level of achievement (Mardiah & Syarifuddin, 2019).

Flexibility in the use of models is key to ensuring that the evaluation process is not rigid, but rather adaptive to the contextual needs of educational institutions (Musthofa & Hefniy, 2025). In addition, a combinative approach to the use of models is also worth further development as an innovative alternative in contemporary educational evaluation (Paputungan, Annisa, & Firmansah, 2025). As an innovative alternative, this approach encourages educators and evaluation researchers to think outside the box and design a more adaptive and comprehensive assessment system that truly reflects educational objectives.

Conclusion

This study shows that outing classes are an effective learning tool for broadening children's experiences outside the classroom and supporting the development of children's religious and moral values. The developmental aspects formed through outing classes are cognitive, physical motor, language, social-emotional, arts, and religious and moral values. In addition, this study also shows that the evaluation wheel model in outing class activities provides a strong and flexible framework that has the potential to significantly improve learning outcomes. The results of the study emphasize that its success is highly dependent on careful implementation, adequate planning, and the integration of assessment methods that are in line with the objectives of outdoor activities. Therefore, a deep understanding of the evaluation model will help educators, education managers, and evaluators in choosing the right approach to improve the quality of education. Evaluation is not only

about measuring results, but also as a tool for reflection to improve the educational process as a whole.

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