



PEDAGOGICAL MECHANISMS OF EXPERIENTIAL LEARNING: KINESTHETIC SIMULATIONS FOR FACILITATING DEMOCRATIC CHARACTER



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Abstract

Rote-oriented civic education may provide limited opportunities for students to connect abstract democratic principles with practical experience. Although experiential learning is increasingly used in civic education, the pedagogical processes through which kinesthetic simulations encourage critical reflection and democratic learning remain insufficiently explained. This qualitative case study examined how an outdoor collaborative kinesthetic simulation supported democratic learning among secondary school students. Data were collected through participant observation, semi-structured interviews with 18 purposively selected students, and documentation of learning artifacts. The data were analyzed thematically and compared across sources through triangulation. The findings showed that the simulation enabled students to experience cooperation, make collective decisions under time constraints, and participate in inclusive dialogue. These experiences encouraged reflection on power relations, shared responsibility, participation, and civic norms. The simulation therefore functioned as a bridge between physical experience and the interpretation of abstract democratic values rather than merely as a recreational activity. The study illustrates how the stages of experiential learning can be applied within civic education and provides educators with an adaptable instructional strategy for promoting reflective participation and active engagement with democratic principles.

INTRODUCTION

Civic education plays a pivotal role in nurturing civic intelligence and democratic character, representing a persistent global challenge for educational systems operating within the contemporary era of information disruption. Effective civic instruction must transcend passive theoretical transmission to internalize democratic principles into lived student practices genuinely (Tamba et al., 2024; Khriwina et al., 2025). Globally, twenty-first-century civic education demands a fundamental paradigm shift away from traditional rote-learning focused solely on structural civic knowledge toward the robust strengthening of civic dispositions and active participatory competencies (Jayadiputra et al., 2023; Anshori et al., 2025; Kosasih, 2017; Syahwaliana et al., 2025). However, instructional execution at the classroom level frequently encounters severe operational hurdles, where traditional teacher-centered instruction relies heavily on one-way lectures and short-term memorization. This instructional rigidity risks triggering widespread student disengagement and reducing democratic education to passive moral indoctrination rather than critical participation (Ayane & Mihiretie, 2024).

Preliminary observations and interviews at SMAN 2 Slawi confirmed this gap, revealing that students perceived civic education as rigid, doctrine-heavy, and detached from daily reality. The instructional instruments currently employed remain dominated by lecture-based



methods and rote memorization, which fail to accommodate kinesthetic learning preferences and ultimately diminish students' critical attention to contextualizing democratic values (Fajri et al., 2022; Rizal et al., 2024). Static classroom theories create a disconnect between abstract democratic concepts and daily student experiences. Consequently, reorienting civic instruction to integrate democratic values into active, collaborative practices is essential for transforming theoretical content into ethical engagement (Juariyah et al., 2024; Wahidin et al., 2025). Reconstructing the learning experience through dynamic pedagogical strategies is thus necessary to mitigate instructional fatigue and revitalize civic interest among students (Adeyemi, 2018; Andrew et al., 2019).

To address these instructional challenges, the scholarly literature has widely documented the contributions of outdoor learning and physical, game-based approaches to student development. Previous outdoor education research has firmly established that deliberate reductions in teacher authority during field activities cultivate student agency, self-efficacy, personal autonomy, and social empathy when navigating real-world challenges (Legge, 2022; Barrable et al., 2022; Andolina & Conklin, 2020; Mukhlisina et al., 2024). Concurrently, physical and game-based learning models have proven effective in converting static instructional content into interactive experiences that stimulate concentration and accommodate motor-active learners (Indriyani & Tofaynudin, 2025; Pradipto, 2026; Ridwan, 2024). When physical simulation elements are integrated into social learning spaces, they have strong potential to deepen contextual understanding and foster an active civic culture among youth (Kurniati, 2025).

Despite these established benefits, current educational literature exhibits significant theoretical limitations regarding experiential civic education. While previous outdoor learning studies have demonstrated improvements in personal autonomy, they have not adequately explained how open outdoor spaces function as dynamic social laboratories specifically engineered for negotiating democratic governance and collective decision-making. Furthermore, existing experiential learning frameworks within civic education heavily emphasize reflective discussions or service-learning. Yet, they fail to articulate the precise pedagogical mechanisms through which high-intensity kinesthetic stress and rapid motor interactions are converted into democratic reflection. Simultaneously, existing game-based learning models remain insufficient because they predominantly rely on static digital gamification or heavily scripted role-plays that prioritize rule-following and point-scoring over the unscripted negotiations, time-pressured deliberations, and inclusive conflict resolutions inherent to actual democratic governance.

To address these theoretical gaps, this study reframes high-engagement kinesthetic simulation inspired by the fast-paced, collaborative tactics of *"Kick & Rush"* not merely as a novel instructional activity, but as a structured pedagogical mechanism. Within this framework, high-tempo tactical movement, rapid passing, and physical positioning serve as a physical allegory for time-sensitive democratic deliberation. By placing students under controlled physical and temporal constraints, the simulation generates visceral cognitive dissonances that compel immediate collaboration, critical decision-making, and inclusive dialogue across gender boundaries. Subsequent debriefing phases structurally bridge these physical experiences back into explicit civic concepts, such as political representation, majority-minority negotiation, and civic responsibility. Through this integration, physical-kinesthetic stress serves as an experiential mediator, translating somatic engagement into reflective civic understanding.

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Building upon this conceptual foundation, this study contributes to the literature by generating new pedagogical knowledge that extends Kolb's experiential learning theory to civic education, illustrating how kinesthetic mediation can anchor abstract democratic principles in students' lived behavior. Practically, it offers civic educators an adaptable framework for converting passive classroom instruction into immersive, non-conventional social laboratories that foster genuine democratic engagement without relying on static indoctrination. Based on these theoretical and practical imperatives, the objective of this qualitative case study is to examine the specific pedagogical mechanisms and outcomes of the kinesthetic simulation in facilitating democratic character, critical deliberation, and collaborative civic dispositions among secondary school students.

METHODS

Research Design and Philosophical Stance

This study employed a qualitative case study design to examine the contextual reconstruction of civic learning materials facilitated by the outdoor simulation-based pedagogical innovation Kick and Rush (Assyakurrohim et al., 2022). Guided by a constructivist epistemological stance, the research assumed that democratic values are not passively absorbed through theoretical indoctrination, but are actively constructed through social interaction, physical negotiation, and structured reflection. The spatial and temporal boundaries of this case study were defined over a two-month longitudinal period from November to December 2025 across six Class XI cohorts at SMAN 2 Slawi, Indonesia.

Conceptual Framework: Experiential Civic Learning

To clarify how kinesthetic action translates into democratic character, this study established a Conceptual Framework grounded in Kolb's (1984) Experiential Learning Cycle. Located at the core of this methodology, the conceptual framework operates through a four-stage sequential bridge. The first stage is Concrete Experience, where students engage in high-tempo physical simulation requiring immediate tactical choices under physical constraints. The second stage is Reflective Observation, where students participate in structured post-game debriefings to reflect on team dynamics, power distribution, and decision-making frictions. The third stage is Abstract Conceptualization, where facilitators guide students to map physical game experiences such as passing choices and positional conflicts onto core democratic principles including political representation, majority-minority rights, and rule of law. The fourth stage is Active Experimentation, where students reapply negotiated democratic norms in subsequent simulation rounds and classroom deliberations.

Participant Selection and Sampling Context

Participant selection was conducted using purposive sampling to ensure rich informational depth across different tactical roles during the simulation. A total of 18 key student informants, comprising 9 males and 9 females, from Classes XI-A through XI-F were selected based on active enrollment in the Pancasila Democracy unit, full participation in the simulation and debriefing phases, and willingness to provide detailed reflective narratives. Before participant selection, a preliminary qualitative diagnostic was conducted in Class XI-D to identify learning-style tendencies, confirming a dominant prevalence of kinesthetic learning preferences and establishing the contextual rationale for an outdoor simulation

model across cohorts. The 18 selected informants were categorized equally across three operational simulation roles, as summarized in Table 1.

Table 1. Informant Profiles and Operational Roles

Operational Role in Simulation	Class Cohort	Informant Codes	Gender	Primary Observational & Interview Focus
Decision Makers	XI-A to XI-F	INF-01 to INF-06	3 Male / 3 Female	Rapid tactical execution, coping under time constraints, authority usage
Group Facilitators	XI-A to XI-F	INF-07 to INF-12	3 Male / 3 Female	Conflict mitigation, encouraging inclusive participation, consensus-building
Strategy Coordinators	XI-A to XI-F	INF-13 to INF-18	3 Male / 3 Female	Formulating team strategy, translating democratic rules into operational tactics

Data Collection Procedures and Methodological Transparency

Data collection combined three complementary qualitative techniques executed across six structured 90-minute field observation sessions. The primary researcher acted as a non-intervening observer during physical simulation phases and as a discussion co-facilitator during post-game debriefing sessions, using structured observation rubrics and field journals to record behavioral indicators, group cooperation, decision-making speed, and conflict resolution. Concurrently, individual semi-structured interviews lasting 35-50 minutes were conducted with all 18 informants, following a standardized interview protocol, to explore emotional responses, perceptions of equity, and conceptual connections between physical play and democratic principles. Instructional artifacts, including lesson plans, curriculum frameworks, and student reflective journal entries, were critically analyzed to corroborate interview narratives and observational data.

Data Analysis, Coding Procedures, and Theme Generation

To systematically examine and derive meaningful qualitative insights from the collected dataset, the analytical process was executed using Braun & Clarke's (2021) reflexive thematic analysis framework integrated with Santos's (2020) data triangulation protocols. The raw material, which comprised verbatim interview transcripts from eighteen student informants and detailed field observation journals recorded across six outdoor simulation sessions, underwent a rigorous line-by-line open coding process to capture student expressions, physical interactions, and spatial tactical choices during the activities. Through axial coding procedures, these initial open codes were systematically aggregated and clustered into three structured conceptual categories with distinct coding identifiers, namely KS-COL for collaborative engagement and fair role distribution during ball-passing dynamics, BK-DEC for critical decision-making executed under temporal pressure during fast-paced play, and KD-CIV for democratic character dispositions such as active listening, mutual tolerance for tactical errors, and respect for consensus during post-game debriefings. In the selective coding phase, these categories were critically synthesized alongside instructional curriculum documents and field notes to establish overarching essential themes that represent the core structural dimensions of democratic character building, as systematically mapped in Table 2.

Table 2. Qualitative Thematic Coding Matrix

Essential Theme	Conceptual Code	Open Coding Examples (Raw Data Anchors)	Analytical Focus
Collaborative Engagement	KS-COL	"Sharing the ball", "lowering ego for the team", "equal role assignment", "supporting struggling teammates"	Evaluating mutual trust, fair task distribution, and sacrificing personal spotlight for group goals
Critical Decision-Making	BK-DEC	"Choosing quick targets under pressure", "evaluating tactical mistakes mid-game", "time-sensitive choices"	Examining cognitive speed, tactical adaptation, and critical reflection under controlled physical stress
Civic Character Dispositions	KD-CIV	"Listening to minority votes during timeout", "accepting team decisions", "speaking out against unfair plays"	Assessing voice, tolerance, respect for consensus, and internalizing democratic norms into group conduct

Research Reflexivity, Trustworthiness Procedures, and Ethics

To ensure qualitative rigor, transparency, and trustworthiness, four specific methodological procedures were enforced throughout the research process. Researcher reflexivity was maintained via a reflexive journal to critically examine potential biases as a civic educator and ensure interpretations authentically reflected student perspectives. Member checking was conducted by returning verbatim transcripts and thematic summaries to six representative informants across operational roles to verify interpretive accuracy. Peer debriefing sessions were held with two independent qualitative research experts in civic education to critique the coding schema and thematic classifications. Finally, a comprehensive audit trail comprising raw field notes, audio recordings, coding logs, and analytical memos was systematically archived to ensure full confirmability and dependability. Institutional ethical approval was secured from SMAN 2 Slawi, and written informed consent and assent were obtained from parents and participating students prior to data collection, with complete anonymity preserved through standardized informant coding.

RESULT AND DISCUSSION

RESULT

Initial Context Assessment and Instructional Module Design

Before the execution of the outdoor pedagogical innovation, a comprehensive non-cognitive diagnostic evaluation was systematically administered through an online digital platform to thoroughly analyze and map the learning style profiles of Class XI students at SMAN 2 Slawi. The qualitative observational evidence collected from this representative student cohort revealed a marked and dominant preference for kinesthetic learning modes among the vast majority of participants. This foundational empirical dataset provided a strong context-specific rationale for strategically shifting the primary instructional locus away from traditional, sedentary classroom environments toward dynamic outdoor settings that effectively accommodate gross motor engagement as a vehicle for internalizing the principles of Pancasila Education. To ensure that physical movement seamlessly supported specific curricular outcomes, a deep learning instructional framework was meticulously

designed to align the tactical and competitive syntax of sports with concrete behavioral indicators of democratic citizenship, the comprehensive mapping of which is detailed in Table 3.

Table 3. Implementation Stages of Outdoor Learning Based on Kick and Rush Syntax

Stage	Primary Activity	Essential Purpose
Preparation	Group formation comprising seven students with balanced gender composition	Promoting inclusivity and gender representation
Stage 1 Running Relay	Inter-terminal running across the field to retrieve concept question cards	Fostering movement speed and individual responsibility
Stage 2 Collaboration	Group deliberation to solve gathered concept question cards	Encouraging teamwork, mutual deliberation, and idea synthesis
Stage 3 Passing	Rapid ball passing among group members within a twenty-second limit	Enhancing group cohesion, tactical rhythm, and team coordination
Stage 4 Shooting	Striking ball targets to earn answering privileges under time constraints	Stimulating decision-making precision under environmental stress
Stage 5 Goal or Point	Delivering oral responses regarding Pancasila Democracy to the facilitator	Demonstrating cognitive mastery and group accountability

Thematic Reporting of Qualitative Findings

To ensure qualitative validity, findings were triangulated across instructional documents, structured field observations, and semi-structured interviews. Data were systematically analyzed and organized into three primary qualitative themes representing the core dimensions of democratic character building.

Theme 1 Collaborative Engagement and Gender Inclusivity (Code KS-COL)

Observational data recorded during the game formation phase indicated that collaborative engagement emerged as groups managed play rhythm and reduced individualistic maneuvers. Structured field notes recorded that the initial simulation rounds showed male dominance in ball possession, leading to frequent group disqualifications. However, when instructional rules mandated that the ball touch all seven group members before target shooting, tactical restructurings occurred as students established active verbal communication and inclusive circular formations. Narrative reflections from student informants suggest a shift in behavior from individualistic habits toward collaborative awareness.

"The game rules initially caused frustration because we were accustomed to playing individually or relying solely on male teammates who ran fast. However, we eventually realized that if a single team member was excluded or missed a pass, the entire group lost point privileges. The simulation required us to lower our ego and recognize that every voice and role in the team was equal." **Interview INF-03, November 12, 2025**

Gender equality principles appeared naturally through tactical task distribution on the field, as reflected in narrative accounts by female informants.

"In our team, there was no longer a perception that female students could not control the ball. I was assigned as a central ball distributor, and this structured passing pattern made us feel equally valued, as knocking down target cones resulted from cooperation." **Interview INF-08, November 10, 2025**

Theme 2 Critical Decision-Making Under Temporal Pressure (Code BK-DEC)

The qualitative evidence suggests that critical thinking capacities were stimulated as students analyzed higher-order civic questions while under physical fatigue and tight time constraints. Physical movement across the open field appeared to serve as a spatial catalyst that accelerated group deliberation and eliminated formal classroom barriers. Spatial dynamics observed under target cones indicated that physical proximity following target strikes facilitated rapid consensus building. Narrative statements from informants illustrate cognitive focus under environmental stress.

"We were required to think clearly and rapidly within seconds right after physical exertion. When the target cone was struck, the teacher immediately read a case study regarding human rights violations in democratic systems. That competitive environment encouraged our team to focus, process information tactically, and formulate rational arguments together without distraction." Interview INF-01, November 14, 2025

Theme 3 Civic Character Dispositions and Democratic Culture (Code KD-CIV)

Indicators of civic character building focused on compliance with shared rules, tolerance toward team tactical errors, and openness during post-game evaluations. Observational rubrics recorded patterns of emotional restraint among students when teammates missed physical targets. At the same time, self-reflection entries suggested positive learning perceptions as students experienced democratic concepts spatially rather than purely textually. Student reflections suggest a transition from memorizing theoretical texts to internalizing ethical civic principles.

"Previously, I assumed learning democracy was limited to memorizing election articles in textbooks. Through the Kick and Rush simulation, I perceived it differently, as field rules maintained order and prevented chaos, mirroring how democracy and laws preserve fairness in society." Interview INF-17, November 17, 2025

Post-game group debriefing sessions served as mini public spheres that fostered constructive critique and consensus-building.

"The evaluation session after the game allowed us to express criticisms regarding the team captain's strategy honestly yet respectfully. We learned to accept losses sportingly without assigning blame and to respect decisions made through mutual group agreement." Interview INF-12, November 12, 2025

The qualitative patterns suggest that outdoor learning based on Kick and Rush syntax assisted students in re-conceptualizing Pancasila Democracy from a rigid textual framework into living social practices within the school environment. The dimensions of student attitude development are summarized in Table 4.

Table 4. Observational Mapping of Student Civic Attitude Development

Aspect	Conceptual Understanding	Civic Attitude Manifestation
Conceptual Base	Democracy perceived as a living rule guide	Compliance with shared game regulations and social order
Cognitive Dimension	Civic concepts understood through problem solving	Application of critical and analytical reasoning under pressure
Social Dimension	Group goals achieved through collective effort	Demonstration of mutual assistance and group solidarity
Reflective Dimension	Personal and group performance evaluation	Expression of constructive critique, tolerance, and respect

DISCUSSION

The empirical observations from this investigation suggest that integrating physical simulations modeled after *Kick and Rush* syntax into civic pedagogy provides a compelling alternative to conventional, text-dominated instruction (Chen & Yin, 2026; Kusrina et al., 2026). Rather than depending on the passive memorization of constitutional clauses, the intervention repurposed outdoor environments into a dynamic social laboratory where abstract principles of Pancasila Democracy were actively reconstructed through socio-motor interactions (Sanusi, 2016; Sari & Suryaningsi, 2023). Gross motor engagement served as a direct catalyst for internalizing complex democratic concepts, reflecting the experiential learning framework of Kolb (1984) and Sundman et al. (2025), wherein active physical participation facilitates a transition from concrete experience to abstract conceptualization (Andrew et al., 2019). Physical movement across open terrain acted as a spatial catalyst that translated abstract political ideals into tangible social experiences, such as when mandatory all-member passing regulations imposed a mechanical prerequisite for group cohesion, forcing participants to convert the abstract ideal of gender inclusivity into an immediate tactical necessity (Pollard, 2002; Smith et al., 2024; Wahlund & Palm, 2022).

Among the various instructional elements, tactical interdependence under temporal pressure emerged as the most influential learning mechanism. Under tight time constraints and physical fatigue, the physical stress of sprinting followed immediately by analyzing case studies disrupted conventional passive classroom dynamics, stimulating higher-order thinking skills through mechanisms of cognitive assimilation and accommodation (Gerstenmaier & Mandl, 2001). Furthermore, referring to the radical constructivism framework of Steffe & Kieren (2020), knowledge was no longer internalized through one-way textual indoctrination, but built independently through cognitive restructuring that aligned external physical stimulation with civic understanding (Feldman & Fowler, 1997; Gardner, 1996). Spatial proximity under target cones forced instant group deliberation, leaving no room for bystander apathy (Kartika et al., 2022). Consequently, critical decision-making was stimulated not merely by the civic case studies themselves, but by the urgent necessity of real-time problem-solving and immediate oral accountability (Siregar & Rachman, 2024).

To maintain theoretical clarity, distinct boundaries must be delineated among the core pedagogical concepts employed throughout this intervention. Experiential learning serves as the overarching theoretical framework explaining how knowledge is generated through the transformation of concrete experience into abstract conceptualization (Kolb, 1984; Sundman et al., 2025). Outdoor learning defines the physical setting, providing an open, non-restrictive spatial environment that dismantles the formal, authoritative boundaries typical of traditional classrooms. Within this setting, physical simulation operates as the specific pedagogical method, operationalizing competitive sports syntax into structured game rules (Pollard, 2002; Smith et al., 2024), whereas the social laboratory represents the resulting conceptual space in which the field transforms into a miniature public sphere for testing democratic behaviors, including rule compliance, constructive critique, and sportive conflict resolution (Aranda-Malavés et al., 2024; Hébert & Nakas, 2021).

A critical analytical question is whether the observed outcomes were driven specifically by the outdoor physical simulation or merely by general cooperative teamwork. While traditional indoor group work encourages collaborative problem-solving, it often suffers from passive participation, dominance by vocal students, and a lack of immediate social consequences for non-engagement. In contrast, the outdoor physical simulation introduced

non-negotiable physical interdependence where a single missed pass cost the entire group its scoring privilege (Pollard, 2002). Furthermore, the open outdoor environment removed the physical and psychological barriers inherent in rigid classroom arrangements, allowing spatial freedom, rapid multi-directional communication, and fluid group formations that catalyzed the deep engagement, gender equality, and democratic dispositional shifts recorded in this study (Steffe & Kieren, 2020; Wahlund & Palm, 2022).

The interpretation of these findings must be contextualized within the socio-cultural landscape of Indonesian civic education (Susanto & Saylendra, 2018). Historically, Civics in Indonesian secondary schools has been dominated by textual-doctrinal instruction, prioritizing rote memorization of legislative frameworks and passive compliance, which frequently results in student disengagement (Wisnaeni & Herawati, 2020). The introduction of a kinesthetic, simulation-based model directly challenged this entrenched norm by aligning instruction with the cultural resonance of *gotong royong* or mutual assistance (Siregar & Rachman, 2024; Dhakiroh & As'ad, 2025). In an educational environment where hierarchical teacher-student relationships often stifle spontaneous debate, the outdoor social laboratory provided a safe space for deliberative practice, empowering students during post-game debriefings to respectfully critique team leadership and experience democracy as a living social contract built on mutual respect and shared accountability (Hébert & Nakas, 2021; Putri & Hidayatulloh, 2025).

Prior outdoor education research establishes that reductions in teacher authority during field activities cultivate student agency, self-efficacy, autonomy, and social empathy (Legge, 2022; Barrable et al., 2022; Andolina & Conklin, 2020; Mukhlisina et al., 2024). Similarly, it corroborates physical and game-based learning literature demonstrating that movement-oriented models effectively convert static content into interactive experiences that engage motor-active learners (Indriyani & Tofaynudin, 2025; Pradipto, 2026; Ridwan, 2024), while reaffirming the potential of physical simulations in social learning spaces for fostering active civic culture (Kurniati, 2025). However, a distinct novelty differentiates this study from prior research. While previous studies predominantly examined outdoor education as a general tool for personal autonomy or physical engagement in isolated contexts, this study specifically operationalized the competitive tactical syntax of sports into explicit democratic indicators within secondary civic education. Rather than treating physical activity and civic learning as parallel processes, this research engineered a mechanical interdependence where physical performance directly dictated civic decision-making and group governance under temporal stress, thereby providing a unique empirical model for kinesthetic civic instruction.

Despite these valuable insights, several inherent limitations must be acknowledged regarding the study's scope and future directions. The single-site case study design at SMAN 2 Slawi and the relatively brief intervention period limit the macro-scale generalizability of the findings across diverse school cultures. At the same time, long-term retention of democratic character dispositions beyond the simulation remains unmeasured. Future research should employ multi-site quasi-experimental designs involving larger, socio-demographically diverse student samples across different regional contexts in Indonesia. Additionally, longitudinal studies are recommended to examine the lasting impact of outdoor kinesthetic simulations on students' real-world civic participation and long-term democratic commitments in broader societal life.

CONCLUSION

The findings of this study suggest that transforming instructional spaces through an outdoor learning strategy adapted from Kick and Rush tactical syntax offers a promising pedagogical alternative for addressing kinesthetic learning preferences in secondary civic education. By translating rapid, collective direct-play mechanics such as relay sprints, timed passing drills, and target shooting into structured instructional tasks integrated with constitutional case studies, the intervention observed meaningful qualitative shifts in classroom dynamics. Rather than asserting definitive causal claims, the empirical evidence indicates improved student engagement, enhanced contextual understanding of popular sovereignty, and active deliberative problem-solving under temporal stress. These observations support a gradual shift away from passive, text-heavy instruction toward an embodied approach to civic character formation that highlights social cohesion, constructive conflict resolution, and gender inclusivity. Ultimately, the primary value of this research lies in providing Civics educators with a practical, field-tested instructional model that bridges abstract democratic principles with tangible student experiences.

To ensure appropriate application of these insights, the inherent scope and methodological boundaries of the study must be carefully considered. Conducted within a single secondary school, the investigation relied primarily on short-term qualitative observations and self-reported reflections, which precludes broad macro-scale generalization and definitive conclusions regarding long-term dispositional retention. To strengthen methodological rigor, future scholarly inquiries should adopt comprehensive mixed-methods frameworks that combine rich qualitative narratives with standardized quantitative metrics. Additionally, comparative research evaluating this specific tactical model against other outdoor or game-based strategies across socio-demographically diverse school environments will clarify the consistency of these instructional outcomes. In conclusion, this study highlights the strategic potential of kinesthetic, participatory learning as a viable pathway to revitalize Pancasila Education and foster democratically engaged, adaptive young citizens.

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DECLARATIONS

Author Contribution Statement

Ary Purwantiningsih (AP) conceptualized the main research idea, designed the qualitative case study methodology, and drafted the initial manuscript; **Ibnu Sulaiman (IS)**, as the corresponding author, led the data collection process through observations and interviews with 18 informants, managed qualitative data analysis using a triangulation framework, and critically revised the manuscript to ensure analytical rigor; **Henri Cahya Ramdani (HCR)** contributed to processing student learning reflection data and reviewing the quality of the draft; and **M. Khanif Yusman (MKY)** synthesized the literature review, assisted in organizing field learning artifacts, and handled manuscript formatting and reference alignment. All authors have read and approved the final version of the manuscript for publication.

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Data Availability Statement

The qualitative dataset generated and analyzed during the current study—including interview transcripts, observational field notes, and instructional artifacts—is not publicly available due to participant confidentiality and privacy boundaries. However, anonymized supporting data matrices and relevant instructional lesson plans are available from the corresponding author upon reasonable academic request.

Declaration of Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work, data interpretation, or findings reported in this manuscript. This research was conducted solely for academic and pedagogical development purposes at SMAN 2 Slawi.

AI Use Statement

During the preparation of this manuscript, the authors utilized Gemini (June 2026 version) solely for language editing and text paraphrasing to enhance clarity and readability. Additionally, the use of ScienceDirect AI and Consensus AI was strictly limited to the literature review phase to assist in discovering and tracking relevant academic articles. The authors critically reviewed, revised, and verified all AI-generated suggestions and search outputs against the primary research data and cited sources. Consequently, the authors take full responsibility for the accuracy, originality, and final content of this publication.

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