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Outdoor Learning Based on The Local Environment to Improve Student Learning Activities and Outcomes on Single Substance Material at MIN 2 Aceh Tamiang

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Abstract

Since it may interest learners in the environment, studying outside of the classroom is crucial to scientific education. Accordingly, the purpose of this research is to ascertain the scientific learning objectives and activities at MIN 2 Aceh Tamiang. The four steps of the classroom action research approach used in this study are planning, implementation, observation, and reflection. It was adapted from Kemmis and Taggart. Fifteen students in the VB class served as study subjects. Essay exams and observation sheets were used as data-collecting tools. According to the data, cycle I student learning completeness was 68.66%, while cycle II saw an increase to 88.66%. Moreover, the percentage of learning activities grew from 75.46% in cycle I to 84.33% in cycle II. This indicates that students are studying science with more thoroughness. Therefore, it can be said that applying learning outside of the classroom and making use of the surrounding environment might enhance student learning activities and results related to the subject matter of objects around us in class VB MIN 2 Aceh Tamiang.

Keywords: outdoor learning, local environment, and student activity.

Abstrak

Pembelajaran di luar kelas sangat penting bagi pendidikan sains karena dapat menarik minat siswa untuk belajar di lingkungan sekitar. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui tujuan dan kegiatan pembelajaran sains di MIN 2 Aceh Tamiang. Empat langkah pendekatan penelitian tindakan kelas yang digunakan dalam penelitian ini adalah perencanaan, pelaksanaan, observasi, dan refleksi. Langkah-langkah tersebut diadaptasi dari Kemmis dan Tanggart. Ada lima belas siswa di kelas VB yang menjadi subjek penelitian. Tes esai dan lembar observasi digunakan sebagai alat pengumpul data. Berdasarkan data, ketuntasan belajar siswa siklus I sebesar 68,66%, sedangkan siklus II mengalami peningkatan menjadi 88,66%. Selain itu, persentase aktivitas belajar meningkat dari 75,46% pada siklus I menjadi 84,33% pada siklus II. Hal ini menunjukkan bahwa siswa belajar sains dengan lebih teliti. Oleh karena itu, dapat dikatakan bahwa menerapkan pembelajaran di luar kelas dan memanfaatkan lingkungan sekitar dapat meningkatkan aktivitas dan hasil belajar siswa terkait materi pelajaran di sekitar kelas VB MIN 2 Aceh Tamiang.

Kata Kunci: Pembelajaran Luar Kelas, Lingkungan Sekitar, dan Aktivitas Siswa

Introduction

Indonesian education is rated as poor according to the PISA study, which places it 72nd out of 77 nations. To raise the standard of education in Indonesia is a difficult task for specialists in the field. Educational institutions may be used to raise the quality of instruction. School is an educational institution that has the authority to educate students in helping their growth and development in childhood is needed early on through basic education (Fikriyah et al., 2022). Permendikbud No.262 of 2022 calls for the transition of the basic education curriculum to an independent curriculum. The minister of education in 2023 created an independent curriculum whose main characteristics are developing soft skills and the character of students (Marunduri & Wirdati, 2021).

Educators are also required to increase their creativity in teaching, one of which is creating quality learning according to the conditions and requirements of students' learning (Abidin, 2019). Additionally, educators must be able to arouse students' enthusiasm when participating in learning activities (Susanti, 2018). The capacity of the teachers to present material can help children solve learning problems (Faizah, 2017). Therefore, teachers are very important in learning activities, especially for children who are at the elementary school level (Fatimah & Sari, 2018). Learning related to the environment refers to science learning which discusses natural knowledge where several aspects must be considered by what has been planned. Science is a subject that covers many things, not only about nature but also about the benefits and how human life will be in the future, especially in substance material.

Single substances are part of chemistry studied at the basic level. The material is only limited to examples of elements, compounds, and mixtures found in everyday life. This material should be easily accepted by students if the right strategy is used. However, based on the results of questions and answers with one of the teachers at MIN 2 Aceh Tamiang so far, the material is considered difficult for grade V children, and student participation in learning is also low so that it has an impact on learning outcomes. This is because, up until now, most learning has taken place in the classroom, and for certain topics, the instructor hasn't welcomed pupils beyond the room by using the school setting as a resource. The impact is that students become lazy and less motivated to learn. This is by Agustina (2019) that teachers who use conventional methods in the learning process such as lectures could increase the level of stress and get bored with students.

The teacher uses Outdoor learning by instructing students to learn outside the classroom according to the material being taught (Huda, 2022). Outdoor learning is useful for increasing student creativity in seeing firsthand what is being studied by the material being taught (Santika et al., 2022). Outdoor learning is often used by teachers to observe phenomena that occur in the field, simplifying the learning and comprehension process for learners what the teacher is teaching (Maulidiyahwanti et al., 2016). Outdoor learning is useful for increasing student creativity in seeing firsthand what is being studied by the material being taught (Novianti, 2021). Accordingly, education outside the classroom refers more to experience and environmental education which greatly affects students' intelligence (Cintami & Mukminan, 2018).

Method

According to Iskandar, Dadang & Narsim (2015) the study employs classroom action research (PTK) based on the Kemmis and Taggart paradigm. This research method is structured into two cycles, each consisting of the phases: planning, acting, observing, and reflecting. The study involved fifteen students from class VB at MIN 2 Aceh Tamiang. Data collection was conducted using five-question essay examinations and observation sheets. The observation sheets were meticulously designed to measure student learning activities, while the essay tests were formulated to assess students' understanding of science learning concepts comprehensively.

Result and Discussion

1. Result

The following summarizes the findings from the observations of the learning activities in cycles I and II:

Table 1. Recapitulation of Student Activity

Cycle I		Cycle II	
Result	1152	Result	1265
Respondent	15	Respondent	15
Percentage	75,46%	Percentage	84,33%

It is shown from the accompanying table that the findings of the student observations in cycles I and II. In cycle I, the percentage results reached 75.46% with

unfavorable criteria while in cycle II there were significant changes with a percentage of 84.33% with very good criteria. Recapitulation of the findings of observations made during outdoor learning activities by teachers as follows:

Table 2. Recapitulation of observations of teacher instruction

Cycle I		Cycle II	
Result	25	Result	34
Percentage	62,5%	Percentage	85%

From the table above, it can be seen that the results of teacher observations in cycles I and II. In cycle I, the percentage results reached 62.5% with unfavorable criteria while in cycle II there were significant changes with a percentage of 85% with very good criteria. Recapitulation of student learning outcomes using outdoor learning in cycles I and II as follows:

Table 3. Recapitulation of Student Learning Outcomes Using Outdoor Learning

Cycle I		Cycle II	
Result	1030	Result	1330
Mean	68,66%	Mean	88,66%
Most Students Completed	4	Most Students Completed	15
% Classical	26,66%	% Classical	100%

The table shown above displays the learning outcomes for students in cycles I and II. Cycle I's average value was 68.66%, while the percentage of Classical values was 26.66%. In contrast, cycle II had an average value of 88.66% and a 100% Classical percentage.

2. Discussion

An active and natural setting, such as the outdoors, is the setting for outdoor learning (Ratnasari, 2020). Outdoor learning involves students directly with the natural environment and learning concepts and skills through direct experience, observation, and interaction with the surrounding environment. Outdoor learning is learning that involves activities such as nature exploration, team games, adventure activities, field experiments, research and various other activities that emphasize direct interaction with nature.

Student activities in the learning process include a variety of activities, from physical to psychological (Besare, 2020). Learning activity refers to a series of actions or efforts taken by individuals to acquire new knowledge, skills and understanding. To increase learning activities, an action is needed, one of which is to change the learning method that takes place. A learning method that can improve learning activities is out door learning.

Outdoor learning encourages students to actively participate in the implementation of learning. Students can engage in hands-on experiments, nature observation, sample collection, and other activities that encourage them to engage directly with the subject matter. Physical activity and direct interaction with the environment can help students understand concepts better. To ensure that the learning process is carried out as effectively as possible.

Regarding the findings of the referenced study, learning activities using outdoor learning provide students with direct opportunities to find objects related to the material in the surrounding environment and students can clearly observe single and mixed substances. The combination of theory and practice makes it easier for students to understand what the teacher instructs related to objects that can be dissolved and provides motivation for students to be more active in finding objects related to single and mixed substances. Therefore, studies on the utilization of outdoor learning approaches in scientific education has shown that it may be utilized to increase student learning outcomes, particularly for MIN 2 Aceh Tamiang's class V. It can be seen from the first cycle test results, namely 68.66% and the second cycle test results, namely 88.66%.

The results of this study are in line with Kurniawan (2021) which shows that the implementation of learning obtained by students with outdoor learning methods in the experimental class achieved an average posttest learning outcome of experimental class students of 76.00 while for the control class the average posttest learning outcome of students was 72.91. This shows that there is a difference in the level of ability of student learning outcomes.

Outdoor learning in science learning provides a clear picture to students about an object being studied. Students can directly participate in learning activities. In Setiyorini (2018) which explains that the quality of learning in a real situation will provide an increase in the ability to learn via the examined items and develop stronger social and personal abilities. As a result, instructors have a significant

responsibility in encouraging students to use creativity to grasp the subject being taught in learning activities (Rohmah, 2017).

Based on some research results and opinions, it is evident that outdoor learning can increase student activity because in outdoor learning students get direct experience. Through direct experience students can develop a deeper understanding and build connections between theory and practice (Ida Ayu Kade, 2022). Then outdoor learning also involves group and collaborative activities. By involving group and collaborative activities students can work together with classmates to observe, discover, and solve problems in a natural context (Evayani, 2020). This leads to active learning and positive social interaction, which can increase students' motivation and strengthen their understanding. By using outdoor learning, students can also apply information that has practical use. To overcome the problems that occur at MIN 2 Aceh Tamiang so that learning is effective and increase student activity in participating in learning is outdoor learning (Evayani, 2020).

Conclusion

Based on the research results, there was an increase in each activity and learning outcome sequentially from cycle I by 75% (not good), 68.66% to 85% (excellent), and 88.66% in cycle II. Thus, it can be concluded that there is an increase in student activity and learning outcomes through environmentally based outdoor learning.

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