



THE ROLE OF IMPLEMENTING OUT DOOR STUDY-BASED LEARNING ON LEARNING OUTCOMES IN CLASS

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Abstract:

The essence of teaching geography is to develop students' ability to recognize and understand natural phenomena and life about spatial and territoriality and to develop a positive rational attitude to deal with problems resulting from environmental influences. In this case, geography subjects at school must be based on the objectives of teaching geography, which will not be achieved if students only listen to lectures from the teacher in the classroom. Therefore, one of the appropriate forms of teaching and learning to achieve this goal is teaching and learning outside the classroom through outdoor study-based learning activities. The goal to be achieved from the role of implementing outdoor study learning is to generate interest and encouragement to discover what is learned. The research population is all students who carry out door study learning, namely 287 students. The sampling method is Proportional Random Sampling. The stages carry out the implementation of outdoor study learning in outdoor study learning, including preparation, implementation and follow-up. At the preparation stage, student participation in the committee was in the less category, namely 25%; student participation in determining tourist destinations was in the fewer criteria, namely 19.6% and preparing learning equipment in the good criteria, namely 96.4%. At the implementation stage, paying attention to field trip objects was in good criteria, namely, 98.2%. Listening and recording information was in good criteria. Namely, 91.1% and question and answer activities were in sufficient criteria, namely 67.9%. At the follow-up stage, making a report on the results of the field trip in the suitable criteria, namely 89.3%, and discussing the results of the field trip activities in the sufficient criteria, 64.3%. This proves that the stages of learning carry out outdoor study activities based on the outdoor study. Meanwhile, the contribution of the implementation of the Out Door Study to learning outcomes in geography subjects was 20.7%. This indicates an increase in student learning outcomes after implementing door study-based learning.

Keywords: *Role, Out Door Study, and Learning Outcomes*

INTRODUCTION

In line with the goals of national education, teaching geography has general goals and values that can be obtained, including instilling social awareness and awareness of God Almighty, instilling an awareness of having to work, being able to cultivate awareness of having to work, being able to cultivate the natural environment and exploiting its wealth(W, 1979).

The essence of teaching geography is to develop students' ability to recognize and understand natural phenomena and life with spatial and territoriality and to develop a positive rational attitude to deal with problems resulting from environmental influences.

National education and teaching goals will be achieved if a conducive climate for teaching and learning is achieved. Each teaching must include student learning experiences directed at three teaching objectives, namely: Cognitive (knowledge and abilities), Affective (attitudes, emotions, attention and values), and Psychomotor (skills) (Mustadi, A., Zubaidah, E., & Sumardi, 2016).

Teaching and learning activities can be created well if the components in teaching, which include: teaching objectives, subject matter, teaching methods and media, students and teachers have a good relationship. For example, the teacher masters the material to be conveyed to students, using appropriate teaching methods and the availability of appropriate teaching media. This can support the convenience of students in receiving lessons, and the objectives of the teaching itself can be achieved so that students can apply the knowledge they gain in everyday life (Suhermanto, S., & Anshari, 2018).

In geography subjects in schools, the goals of teaching geography will not be achieved if students only listen to lectures from the teacher in class. However, it will be more striking and memorable in students' minds if they are directly confronted with practical problems around them. This is by the study of geographic analysis, which includes the analysis of human phenomena with natural phenomena, analysis of distribution, interrelation and interaction in space (Halek H. Dahri, 2011).

One of the appropriate forms of teaching and learning to achieve this goal is teaching and learning outside the classroom, one of which is through outdoor study-based learning activities. This outdoor study learning activity is displayed because in an atmosphere of teaching and learning in the school environment, several problems are often encountered. Even though students get good grades in several subjects, they seem unable to apply their acquisitions to other situations, whether in the form of knowledge, skills, or attitudes (Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., ... & Williams, 2018).

Field trip activities do not mean carrying out activities that take a long time and cost a lot. However, this Out Door Study-based learning activity is a visit to particular objects outside the school environment under the teacher's guidance, which aims to achieve specific instructional goals. With Out Door Study-based learning, students will have encouragement and interest in what they are learning, encouragement to see reality, and encouragement to find things that interest them.

Out door study activities can direct students to match the things they get in class with the reality in society and with the reality in their surroundings. So that through out door study based learning activities it is hoped that it can influence the learning outcomes of geography subjects. Therefore, this study has research objectives, namely to find out: 1) Students' opinions regarding out door study learning activities, 2) Implementation of out door study learning activities at SMP Negeri 4 Kota Ternate, and 3) The role of implementing out door study based learning on learning outcomes of geography subjects.

METHOD

This research is a quantitative study with the aim of knowing cause and effect or relationship. Related to that, the design used in this research focus is in the form of an initial survey in the area used as the research location. The research was conducted at Public Middle School 4 in the city of Ternate, involving all class VIII students, in the 2021/2022 school year, a total of 287 students, consisting of 7 classes (SPSS, 2000). This was done with the consideration that class VIII students were involved in this out door study learning activity. In collecting sample data, it must be representative in the sense that all the characteristics of the population should also be reflected in the sample taken, this is so that the conclusions drawn from the sample are also conclusions from the population (Arikunto, 1992: 106). The sample taken in this study was 20% of the total population in a balanced way according to the number of population in each class. The sampling technique used in this study is "Proportional Random Sampling", namely by making a balance of the size of the existing sub-population. While the proportion or balance used is 20% of each population.

Metode Deskriptif Persentase

This method is used to find out "The role of the implementation of out door study-based learning on the learning outcomes of Social Studies Geography Class VIII SMP

Negeri 4 Kota Ternate" which is then explained in the form of sentences from the data obtained in the field. The formula used is Descriptive Percentage.

$$DP = \frac{n}{N} \times 100\%$$

Keterangan :

DP (%) = Deskriptif persentase

n = Nilai yang diperoleh

N = Jumlah seluruh nilai yang diharapkan

(Arikunto, 1997: 246)

From these quantitative figures were then analyzed using the criteria table. The table of criteria used in this study is the Descriptive Percentage criteria.

Calculating Relationship Correlation

To analyze the regression between the implementation of outdoor study learning and increased learning outcomes, as well as the coefficients a and b, the formula is used:

$$\hat{Y} = a + bX$$

$$a = \frac{\sum Y \sum X^2 - \sum Y \sum XY}{N \sum X^2 - (\sum X)^2}$$

$$b = \frac{N \sum XY - \sum X \sum Y}{N \sum X^2 - (\sum X)^2}$$

Contribution Analysis

To see how big the role of outdoor study learning is on learning outcomes, it can be seen from the coefficient of determination with the formula: $r^2 = \frac{b\{N \sum XY - \sum X \sum Y\}}{N \sum Y^2 - (\sum Y)^2}$

$$r^2 = \frac{b\{N \sum XY - \sum X \sum Y\}}{N \sum Y^2 - (\sum Y)^2}$$

RESULTS AND DISCUSSION

Opinions of Students Regarding Out Door Study Based Learning Activities

To achieve the research objective, namely to obtain information about the role of implementing outdoor study learning at SMP Negeri 4 Kota Ternate with the existing theory, it was carried out through a descriptive analysis of percentages. Scores obtained from respondents through three scale numbers, namely with options a, b, c are 3, 2, and 1. The scoring results are then sought for the maximum score percentage, then divided into three interval classes to determine the level of qualification of the variable studied. The score results were obtained from the variables asked, including preparation, implementation, follow-up and aspects of student learning outcomes (Rusdi, 2018).

Preparation for Out Door Study learning

In this preparatory stage, students' opinions regarding setting learning objectives for outdoor study, committees, explanation of tourist objects, learning equipment, and group formation will be discussed.

Opinions of students regarding the setting of learning objectives for out door study in accordance with learning geography, namely as much as 62.5% answered that it was very necessary to set learning objects for outdoor study in accordance with learning geography, 32.1% answered that it was necessary to set learning objects for out door study and 5.4 % answered that there was no need to set out door study learning objects in accordance with geography learning. This can be seen in table 2.

Table 2. Student Opinions Regarding Setting Out Door Study Objects

No	Kriteria	Frekuensi	Persentase
1	Sangat perlu	35	62.5%
2	Perlu	18	32.1%
3	Tidak perlu	3	5.4%
	Jumlah	56	100%

Regarding the committee formed, do students agree if they are included in the committee, 46.4% answered that they agreed if they were included in the committee, 39.3% answered that they strongly agreed to be included in the committee, 14.3% answered that they did not agree to be included in the committee. out door study learning. This can be seen from the results of the calculation table 3.

Table 3. Student Participation in Committees

No	Kriteria	Frekuensi	Persentase
1	Sangat setuju	22	39.3%
2	Setuju	26	46.4%
3	Tidak setuju	8	14.3%
	Jumlah	56	100%

Opinions of students regarding global explanations from teachers and guides about the state of the outdoor study object, 62.5% answered strongly agree if there was a global explanation from teachers and guides about objects, 32.1% answered agree if there was an explanation, 5.4% answered do not agree that there is a global explanation regarding the object of the out door study. This can be seen from the calculation table 4.

Table 4. Global Explanation of Out Door Study Learning Objects

No	Kriteria	Frekuensi	Persentase
1	Sangat setuju	42	75%
2	Setuju	14	25%
3	Tidak setuju		0%
	Jumlah	56	100%

Preparing learning equipment during the out door study, 61% answered that they agreed if they were required to bring learning equipment, 25% answered strongly agreed if they were required to bring learning equipment, while 14% answered disagree if they were required to bring learning equipment during the out door study. This can be seen from the calculation of table 5.

Table 5. Preparing the Necessary Student Equipment

No	Kriteria	Frekuensi	Persentase
1	Sangat setuju	14	25%
2	Setuju	34	61%
3	Tidak setuju	8	14%
	Jumlah	56	100%

Forming student groups in field trips, 41.1% answered that they strongly agreed that there were groupings of students, 37.5% answered that they agreed that there were groupings of students, and 21.4% answered that they did not agree that there were groupings in research during out door studies. This can be seen in table 6.

Table 6. Formation of Student Groups

No	Kriteria	Frekuensi	Persentase
1	Sangat setuju	23	41.1%
2	Setuju	21	37.5%
3	Tidak setuju	12	21.4%
	Jumlah	56	100%

Seeing the students' opinions regarding this preparatory stage students of SMP Negeri 4 Ternate City want to carry out well the out door study learning activities as a learning process. Evidenced by students' opinions regarding setting out door study goals that are in accordance with geography learning as much as 62.5% it is very necessary, student participation in committees 46.4% agree, global explanation of out door study objects 75% answer strongly agree, prepare learning equipment 61% answered agree, and the formation of student groups 41% strongly agreed.

Implementation of Out Door Study Learning

In the implementation stage, students' opinions will be discussed regarding students being advised to pay close attention to tourist attractions, listen to and record available information, and conduct questions and answers.

Students' opinions regarding paying attention to the out door study place properly, 50% of students answered strongly agree if it was required, 46.4% answered that they agreed that they were required to pay attention to the out door study object, 3.6% answered that they did not agree if it was required to pay attention to the out door study object. This can be seen in the calculation table 7.

Table 7. Paying Good Attention to Out Door Study Objects

No	Kriteria	Frekuensi	Persentase
1	Sangat setuju	28	50%
2	Setuju	26	46.4%
3	Tidak setuju	2	3.6%
	Jumlah	56	100%

In the implementation of outdoor study learning students are required to listen and record information, 48.2% answered strongly agree if required to listen and record information, 44.6% answered agree if required to listen and record information, 7.2% answered disagree if required to listen and record the information. This can be seen from the calculation of table 8.

Table 8. Listening and Recording Information

No	Kriteria	Frekuensi	Persentase
1	Sangat setuju	27	48.2%
2	Setuju	25	44.6%
3	Tidak setuju	4	7.1%
	Jumlah	56	100%

Doing debriefing during the out door study, 51.8% answered that they agreed to do the debriefing, 42.8% answered that they strongly agreed to do the debriefing in the out door study, 5.4% answered that they did not agree to do the debriefing during the out door study. This can be seen from the following table 9. calculations.

Table 9. Conducting Questions and Answers

No	Kriteria	Frekuensi	Persentase
1	Sangat setuju	24	42.9%
2	Setuju	29	51.8%
3	Tidak setuju	3	5.4%
	Jumlah	56	100%

In the implementation stage students answered regarding paying attention to tourist objects well 50% strongly agreed, listened and recorded information 48.2% strongly agreed, and conducted question and answer 51.8% agreed. This shows the desire of students to take part in out door study learning activities well so that it is hoped that

later students will understand more and understand the material presented by the teacher after carrying out out door study learning activities.

Follow-Up Learning Out Door Study

At this stage the students' opinions that they want to reveal are regarding the making of out door study learning reports and discussing them together in class. Making out door study learning reports after the activity as a result of observations, namely, 46.4% answered that they agreed to make reports after the out door study, 42, 9% answered that they strongly agreed with the preparation of reports, 10.7% answered that they did not agree with the preparation of reports after the out door study learning activities. This can be seen in the calculation table 10. below.

Table 10. Preparation of Out Door Study Implementation Reports

No	Kriteria	Frekuensi	Persentase
1	Sangat setuju	24	42.9%
2	Setuju	26	46.4%
3	Tidak setuju	6	10.7%
	Jumlah	56	100%

After the reporting is complete, the next stage is discussing in class, 59% answered strongly agree if the report results were discussed in class, 35.7% answered agree if the report results were discussed in class, 5.3% answered disagree if the report results were discussed in class. This can be seen from the calculation table 11.

Tabel 11. Mendiskusikan Hasil Laporan Dikelas

No	Kriteria	Frekuensi	Persentase
1	Sangat setuju	33	58.9%
2	Setuju	20	35.7%
3	Tidak setuju	3	5.4%
	Jumlah	56	100%

Based on the calculations above, it can be concluded that at the follow-up stage which included preparing reports on the implementation of the out door study, 46.4% agreed and discussed reports in class, 58.9% answered strongly agreed. This shows that the follow-up stages will also be carried out properly.

Observation of the Implementation of Out Door Study Learning

In preparing for outdoor study learning activities, there are several indicators observed, namely participation in the out door study committee, participating in planning out door study objectives, participating in price negotiations, preparing study equipment, and submitting permission letters to parents.

To collect the data, the researcher observed the activities carried out by students and teachers in out door study learning activities. This preparatory stage is carried out at school. Student activities before leaving to carry out an out door study received debriefing from the accompanying teacher.

In this out door study learning activity, student participation in the committee, 75% of students did not participate in the out door study committee while 25% of students participated in the committee. By looking at the calculation above, it can be concluded that students are less active in terms of committees. This can be seen in the calculation table 12.

Observation of the Implementation of Out Door Study Learning

No	Kriteria	Frekuensi	Persentase
1	Ya	14	25%
2	Ya tetapi tidak sesuai	0	0%
3	Tidak	42	75%

	Jumlah	56	100%
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Students who participated in planning out door study objectives, namely, 67.9% did not participate in planning out door study objectives, 19.6% participated but did not know, 12.5% participated in planning out door study learning activities. This can be seen in table 13. below:

Table 13. Participation in planning Out Door Study objectives

No	Kriteria	Frekuensi	Persentase
1	Ya	11	19.6%
2	Ya tetapi tidak sesuai	7	12.5%
3	Tidak	38	67.9%
	Jumlah	56	100%

Participation of students who took part in price negotiations/tariffs for out door study learning activities with travel agents, 66% did not participate in price negotiations, 17.9% participated in price negotiations but did not understand, 16.1% attended and knew about price agreements with the agency journey. This can be seen in table 14.

Tabel 14. Ikut Serta Dalam Negosiasi Harga

No	Kriteria	Frekuensi	Persentase
1	Ya	9	16.1%
2	Ya tetapi tidak sesuai	10	17.9%
3	Tidak	37	66.1%
	Jumlah	56	100%

Preparation of learning equipment during the outdoor study learning activities, 96.4% of SMP Negeri 4 Ternate City students prepared learning equipment, and 3.6% did not prepare learning equipment such as pens, books, rulers etc. This can be seen in the calculation table 15.

Table 15. Preparing Learning Supplies

No	Kriteria	Frekuensi	Persentase
1	Ya	54	96.4%
2	Ya tetapi tidak sesuai	2	3.6%
3	Tidak	0	0
	Jumlah	56	100%

Based on the results of the descriptive analysis above, student participation in the preparation stage which includes participation in planning out door study objectives 19.6% participates, participates in price negotiations 16.1% participates, and prepares learning equipment 96.4% participates. This shows the low participation of students in carrying out the preparation for outdoor study learning, this is because in this preparatory stage there are committee issues which are on average managed by the teacher while the students who participate are only students who are members of the Intra-School Organization (OSIS). In this case the Student Council as a representative of the students to convey the opinions of their friends who are not members of the Student Council so that students' opinions regarding outdoor study learning activities are still needed by the teacher as input.

Implementation of Out Door Study Learning Activities

At the stage of implementing the out door study activities observed were paying attention to objects, listening to and recording information, and conducting question and answer. This stage is the most important stage in the learning process, so it must be implemented properly. Students are required to pay close attention to the object of outdoor study because it is a report material. Students who pay attention to objects 98%

observe objects, and 2% do not observe objects in outdoor study learning activities. This can be seen in the following table 16 calculations.

Table 16. Observing Out Door Study Objects

No	Kriteria	Frekuensi	Persentase
1	Ya	55	98.2%
2	Ya tetapi tidak sesuai	1	1.8%
3	Tidak	0	0
	Jumlah	56	100%

In listening to and recording the information provided, it aims to make activity reports, 91.1% listen and record information provided by teachers and guides, 5.3% listen and take notes but are not appropriate, 3.6% do not listen and do not record information provided. This can be seen in the calculation table 17.

Table 17. Listening and Recording Information

No	Kriteria	Frekuensi	Persentase
1	Ya	51	91.1%
2	Ya tetapi tidak sesuai	3	5.4%
3	Tidak	2	3.6%
	Jumlah	56	100%

Students who did question and answer activities both with visitors and managers, namely, 67.9% did question and answer, 30.4% did but it was not appropriate, 1.8% did not do question and answer activities. This can be seen in the calculation table 18.

Table 18. Question and Answer Activity

No	Kriteria	Frekuensi	Persentase
1	Ya	38	67.9%
2	Ya tetapi tidak sesuai	17	30.4%
3	Tidak	1	1.8%
	Jumlah	56	100%

In this implementation stage, the determinants of the out door study activities which include paying attention to the out door study object 98.2% carry out, listen to and record information 91.1% carry out, and question and answer activities 67.9% carry out. This shows the high activity of all students in the implementation of out door study activities. With the implementation of a good out door study, it is hoped that students can add to their understanding of material that is considered less mastered to become more understandable so that this out door study learning activity can improve their learning achievement (Arikunto, S., & Pendidikan, 2013).

Outdoor study learning activities at SMP Negeri 4 Kota Ternate apart from being a tourism activity are also student learning activities outside the classroom which makes it easier for students to understand subject matter, especially geography lessons. In this study there are three problems 1) students' opinions regarding the implementation of out door study learning activities, 2) how is the implementation of out door study learning activities at SMP Negeri 4 Kota Ternate, and 3) how big is the role of implementing out door study based learning on eye learning outcomes geography lesson (Mulyasa, 2014).

With learning based on out door study the material in learning can be proven by the reality in the field so that it reduces verbalism which often makes it difficult for students to accept lessons. This makes the subject matter imprinted in the minds of students, because direct experience is generally better than indirect experience.

Based on this, the implementation of out door study learning as a teaching method can improve learning achievement, because the out door study method is learning that is easily understood by students. Therefore, the teacher should not only do learning in the classroom to reduce verbalism and boredom in students.

CONCLUSION

From the results of the research and discussion, it can be concluded that: 1) The implementation of out door study-based learning conducted by class VIII students of SMP Negeri 4 Ternate City is carried out as a method in geography teaching and learning activities in its implementation stages in accordance with existing theory, 2) The implementation of out door study learning at SMP Negeri 4 Kota Ternate went well, all students could understand the existing learning. From the explanations given by the teacher and student guides taking notes and memorizing them, this is evident from the increase in test scores given after and after carrying out the out door study learning, 3) Out door study learning activities have an effect on learning geography as a learning method outside the classroom that adds knowledge student.

Therefore, suggestions can be given related to the findings of this study, namely: 1) In outdoor study learning activities, it should not only be sightseeing activities but activities that can increase students' knowledge. Especially for subjects that students find difficult to understand with explanations only, 2) Current learning does not only use the lecture method, especially in geography subjects, you have to use a lot of media/direct observation so that students don't experience verbalism, because geography is a nature subject. and social activities that we can meet at any time, 3) The implementation of out door study learning at SMP 4 Ternate City is going well but as input for teachers who will carry out an out door study the stages in the out door study should be carried out properly. In addition, student control must be very necessary so that this activity runs smoothly.

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