



The Effectiveness of Outdoor Study Method in Science Learning for Class V UPT SDN 198 Pinrang

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ABSTRACT

Penelitian ini bertujuan untuk menganalisis efektivitas metode outdoor study dalam pembelajaran Ilmu Pengetahuan Alam (IPA) pada siswa kelas V di UPT SDN 198 Pinrang. Metode outdoor study merupakan pendekatan pembelajaran di luar kelas yang memberikan pengalaman langsung kepada siswa untuk mengamati dan memahami konsep IPA secara kontekstual. Penelitian ini menggunakan pendekatan kualitatif dengan metode penelitian lapangan, yaitu penelitian yang dilakukan secara langsung di lokasi untuk memperoleh data yang dibutuhkan. Subjek penelitian meliputi guru wali kelas V dan siswa. Data dikumpulkan melalui teknik observasi, wawancara, dan dokumentasi. Proses analisis data dilakukan dalam tiga tahap, yaitu reduksi data, penyajian data, dan penarikan kesimpulan atau verifikasi hasil penelitian. Pelaksanaan metode Outdoor Study dalam pembelajaran Ilmu Pengetahuan Alam di kelas V di UPT SDN 198 Pinrang terbukti efektif, karena guru menggunakan pendekatan yang sesuai dengan materi dan memanfaatkan lingkungan sekitar sebagai media pembelajaran.

Kata Kunci: efektivitas, Outdoor Study, IPA

ABSTRACT

This research aims to analyze the effectiveness of the outdoor study method in learning Science for fifth-grade students in UPT SDN 198 Pinrang. The outdoor study method is a learning approach outside the classroom that provides direct experience for students to observe and understand science concepts contextually. This research uses a qualitative approach with field research methods, namely research carried out directly at the location to obtain the required data. Research subjects included class V homeroom teachers and students. Data was collected through observation, interviews and documentation techniques. The data analysis process is carried out in three stages, namely data reduction, data presentation, and drawing conclusions or verifying research results. The implementation of the Outdoor Study method in learning Natural Sciences in class V UPT SDN 198 Pinrang has proven to be effective, because the teacher uses an approach that is appropriate to the material and utilizes the surrounding environment as a learning medium.

Keywords: *Effectiveness, Outdoor Study, Science*

INTRODUCTION

Education plays an important role in developing human resources. In basic education, critical thinking skills are a crucial aspect, especially in learning Natural Sciences (IPA), which are often considered difficult by students. Given that critical thinking has been recognized as an essential skill that must be mastered by students in the 21st century (Foo, 2021), the majority of educators agree that developing critical thinking skills is one of the main goals of formal education. This is expected to provide direction to each educational unit to realize the success of achieving core competencies. As explained in the Government Regulation of the Republic of Indonesia Number 13 of 2015 concerning National Education Standards Article 77B concerning core competencies which are the ability to achieve graduate competency standards for students. This is expected to provide direction to each educational unit to realize the success of achieving core competencies through the role of teachers. This model was suitable for children because it encouraged learning through direct experience (learning by doing), strengthened memory, and utilized learning tools and media available around them. One method that could be applied in the learning process was outdoor study. This method referred to learning activities outside the classroom by

utilizing the school environment as a learning medium. This approach could encourage active student involvement, so choosing the right method was very important to maximize student participation.

Through the outdoor study method, students were helped to become more critical, increased their enthusiasm for learning, focused on the material, understood the lesson better, dared to express their opinions, and were more active in increasing their interest in learning science subjects. Djumhana (2009) stated that science was a field of knowledge related to natural phenomena and objects that were systematic, arranged regularly, generally applicable, and based on a collection of observations and experiment results. Thus, science was not only a collection of objects or living things but also about how things worked, how to think, and how to solve problems. From the explanation above, it could be concluded that science was a collection of theories that were systematically arranged, and its application was generally limited to natural phenomena. This science developed through scientific methods such as observation and experimentation and required scientific attitudes such as curiosity, openness, and honesty. Science learning was often considered boring, especially in the material of caring for living things, which was

difficult for students to understand. This was because the science learning process generally took place in the classroom, where the teacher only delivered the material without involving students directly in observation activities. One solution to overcome this problem was to use the *Outdoor Study* method. This method involved learning activities outside the classroom that allowed students to interact directly with learning resources in the surrounding environment. With this approach, students not only gained knowledge from the explanations they heard but also through direct experience involving the five senses and other motor skills. In addition, utilizing the environment as a learning resource helped students connect the concepts they learned with real situations around them.

The Outdoor Study method had several advantages, including making learning activities more interesting and less boring, thus increasing student motivation. Learning became more meaningful because students were faced with real situations or used concrete media. The material studied was more diverse, factual, and accurate. In addition, this method encouraged students to learn comprehensively and actively through various activities such as asking questions, working in groups, observing, proving, and testing facts. With this method, students

could understand various aspects of life in the surrounding environment, form a personality that was familiar with the environment, and foster an attitude of respect for nature and its preservation.

METHOD

The approach used in this study was qualitative. Qualitative research consisted of several stages. The first stage was orientation, where researchers made field visits to determine the focus of the study. Furthermore, in the reduction stage, researchers filtered and simplified the data obtained in the previous stage in order to focus on certain problems. The last stage was selection, where researchers analyzed the data in depth and organized the information collected into new themes or concepts, such as hypotheses or broader knowledge. This research was conducted at UPT SDN 198 Pinrang, class V. The instruments used in this study were observation, interviews, and documentation.

RESULTS AND DISCUSSION

The data in this study was collected through observation and interviews. Interviews were conducted to obtain information from homeroom teachers and fourth-grade students as respondents. The results of the study were presented below in accordance with the questions adopted from Sari (2019), which were submitted to respondents. From the results of interviews

with 10 questions given to homeroom teachers and students, it was found that Natural Science (IPA) Learning in the fourth grade of UPT SDN 198 Pinrang went quite well, with around 70% running smoothly. Based on the results of the interview, the Natural Science (IPA) learning process in the classroom took place in a structured and effective manner thanks to thorough preparation from the teacher, including the preparation of learning tools such as RPP and teaching materials. Teachers also used the Outdoor Study method, especially for material that required direct observation in the surrounding environment, such as plants and animals. The Outdoor Study method was considered very good by teachers because it provided real learning experiences, improved conceptual understanding, creativity, and student engagement. In its preparation, teachers ensured thorough planning, chose a safe and relevant location, prepared teaching aids, and implemented safety procedures. The learning media used included guidebooks, worksheets, teaching aids, and digital media that supported direct conceptual understanding. The material taught through this method was generally related to the environment, such as ecosystems and biodiversity. Teachers also provided evaluations in the form of written tests, assignments, and observations to assess student understanding and improve

teaching methods. However, there were several obstacles in implementing the Outdoor Study method, such as unpredictable weather, environmental disturbances, difficulty in controlling student attention, and limited facilities. Nevertheless, student responses to this method were very positive. They felt enthusiastic, were active, and understood the material more easily because they learned directly in a real environment. Overall, the learning outcomes using the Outdoor Study method showed a significant increase in conceptual understanding, encouraged critical thinking skills, curiosity, and student involvement in the learning process.

The success of the Outdoor Study method in learning Sciences (IPA) in grade V of UPT SDN 198 Pinrang was seen from the results of the study, which showed that this method was suitable to be applied. Students showed high enthusiasm during the learning process because they felt like they were playing while exploring and identifying various types of plants around the school environment. With the Outdoor Study method, students gained direct learning experience through their own observation and discovery. In addition, the application of the right method to the material presented increased the effectiveness of learning. An interesting method aroused students' interest in learning

and created a pleasant atmosphere during the learning process.

In learning Natural Sciences in grade V of UPT SDN 198 Pinrang the teacher applied the Outdoor Study method to certain materials, such as topics about plants around the school environment. The application of this method in the learning process, especially in the subject of Natural Sciences, made students more enthusiastic and seemed to enjoy learning activities. With this approach, learning was considered effective because students were able to achieve satisfactory learning outcomes.

Based on the results of the study, in the learning process, teachers faced challenges in encouraging students to be more active in learning. Therefore, teachers needed to understand and utilize the various learning styles of students so that learning could take place effectively and by the educational goals that were to be achieved. For learning to be more enjoyable, teachers need to have high focus and enthusiasm in teaching. Each material had its level of difficulty, so teachers had to help students understand the less understood parts. By applying methods that were appropriate to the material, the learning process could run more easily and enjoyably for students participating in learning activities.

CONCLUSION

The conclusion of the research results and discussions that had been carried out, referring to the formulation of the problem, indicated that the application of the Outdoor Study method allowed students to interact directly with the environment and observe objects in concrete terms. With this method, students were able to learn while playing in a different atmosphere, making learning more meaningful and real. The implementation of the Outdoor Study method in learning Natural Sciences in class V UPT SDN 198 Pinrang proved to be effective, as the teacher used an approach that aligned with the material and utilized the surrounding environment as a learning medium.

During the learning process, students showed high enthusiasm, which made the learning atmosphere more enjoyable. For learning to run smoothly, teachers need to have patience in teaching so that students can follow the learning process well. However, the learning interest of students in class V UPT SDN 198 Pinrang sometimes fluctuated. This was influenced by the emotional condition of the students and the methods used by the teacher in delivering learning materials.

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