

Outdoor Learning With Outbond Variations 21st Century Social Studies Learning Alternative

Maesaroh¹, Sriyanto²

¹SMPN 3 Atap Kejajar, Pendidikan IPS, Pascasarjana Universitas Muhammadiyah Purwokerto

²Pendidikan IPS, Pascasarjana Universitas Muhammadiyah Purwokerto

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ABSTRACT

Social studies learning process has not been implemented optimally. The application of the Outbound variation of the Outdoor Learning method as a solution to this problem. The instrument used was an observation sheet for student creativity and collaboration. The implementation of learning using an outdoor learning strategy with outbound variations is carried out optimally with very good criteria. The application of this method is carried out by inviting students to study outside the classroom (out door learning) to increase student creativity and collaboration in a pleasant learning atmosphere. The outdoor learning approach (outdoor learning) of outbound variations for children is very useful, it is a learning program (training) for children carried out in the open based on the principle of "experimental learning" (learning through direct experience) which is presented in the form of games, stimulus, discussion and adventure as a medium for delivering material. This outbound learning aims to overcome the problems of children who lack motivation in learning activities, improve children's self-competence, develop abilities and creative ideas. The 21st century learning model includes: first, learning is directed at encouraging students to find out from various sources, not being told. Second, learning is directed to be able to formulate problems or ask questions, not just solve problems or answer. Third, learning is directed at training analytical thinking, as in the case of the decision-making process, not mechanistic and routine thinking. Fourth, learning emphasizes the importance of cooperation and collaboration in solving problems.

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Corresponding Author:

Sriyanto

Program Studi Pendidikan IPS,

Pasca Sarjana, Universitas Muhammadiyah Purwokerto

Jl. Raya Dukuh Waluh PO Box 202 Purwokerto 53182. Telp. 0281-636751, 630463 Fax. 637239.

Email: sriyanto1907@gmail.com

1. INTRODUCTION

Social Sciences are subjects that come from the social life of the community selected by using social science concepts that are used for learning purposes. Social Studies is an integrated study material which is a simplification, adaptation, selection and modification organized from the concepts and skills of history, geography, sociology, anthropology and economics.1

Learning is an effort to direct students in the learning process through various interaction activities with the surrounding environment which aims to develop the potential of students. The learning process is the most important part in creating student outputs and outcomes because learning that goes well (effectively and

efficiently) is proportional to the results to be achieved while the learning atmosphere is part of the physical condition of the place where learning activities are carried out. The teacher is the main aspect in the learning process and has an important role in influencing the success of students both in terms of skills, knowledge and attitudes, because the teacher is an example for students, mentors as well as protectors in teaching and learning activities.²

The age of students who are still at the age of thinking from concrete to abstract things, requires something that is reality in accordance with the original and needs proof in every lesson. The environment outside of school can be used as a factual learning resource, because the learning materials that students learn in the classroom can be found directly in the field. Outdoor Learning is learning that is able to make students active by inviting students to identify directly so that learning becomes meaningful and mastery of concepts or learning outcomes can be empowered. Dale (Nugroho, 2016) states that people will remember 50% of what is heard and seen, but people will remember 90% of what has been done such as doing an assignment or conducting an investigation.³

Outdoor learning learning method is learning that utilizes environmental resources so that learning can be interesting and fun in the teaching and learning process and can overcome student boredom in receiving learning in class, because through this method the learning material delivered is obtained directly experienced outside the classroom so that students are more can build meaning or impression in memory. Outdoor learning is also able to stimulate students to be more creative in finding alternative problem solving. ⁴

Researchers chose a solution to maximize increased collaboration by providing variations in the form of outbound methods through a series of games carried out in groups with a focus on training collaboration as well as student creativity. The outbound method is able to contribute to developing various skills including communication, cooperation, decision making, time management, leadership and leadership which is implemented through games, discussions, simulations and adventure activities.

Social studies learning that occurred based on initial observations also experienced problems, the low interest of students in learning because in learning it was still dominant using conventional methods with learning carried out in classrooms. Thus, the researchers designed a solution through research with the title: "Outdoor Learning with Outbound Alternative Variations for 21st Century Social Science Learning".⁶

2. THEORETICAL FOUNDATION

a. Outdoor Learning with Outbound Variations

Learning that utilizes environmental resources so that learning can be interesting and fun in the teaching and learning process and can also overcome student boredom in receiving learning in class, because through this method the learning material delivered is obtained directly experienced outside the classroom so that students can build meaning or impression in memory or remembering it is an outdoor learning learning method.⁷

Outdoor learning is one way for us to increase student learning capacity. Students can learn more deeply through the objects they encounter than if they study in a class that has many limitations. In addition, learning outside the classroom is more challenging for students and bridges between the theory in the book and the reality in the field. The quality of learning in real situations will provide increased capacity for learning achievement through the objects studied and can build social skills. Furthermore, learning outside the classroom can help students apply their knowledge.⁸

The outbound method was chosen because it contains an experiential learning approach that provides direct experience so that students can easily absorb the knowledge experienced by themselves. the future, solve various challenges that are not common and help get to know yourself and your abilities. The outbound method is able to contribute to developing various skills including communication, collaboration, decision making, time management, leadership and leadership which can be implemented through games, discussions, simulations and adventure activities.

Outbound is a training method to improve organizational performance through learning and experience. Programs that are held often refer to training through adventure and outdoor management development (outside the classroom) which can also be used for psychiatric therapy. Outbound as a series of activities carried out by a team and assisted by an instructor. Outbound programs are programs in the form of activities or activities designed to improve aspects such as: leadership, communication skills, planning, change management, delegation, teamwork, and motivation. Outbound provides a hands-on experience that makes it easy for us to capture it. Through outbound we will directly face a phenomenon in various forms.⁹

b. Social Studies Learning

The definition of social studies is the embodiment of an interdisciplinary approach from social science and is an integration of various branches of social science, namely sociology, anthropology, culture, psychology, history, geography, economics, political science, and human ecology, which are formulated for instructional

purposes with material and objectives. simplified for easy learning. Social studies is a simplified social science lesson for elementary, junior and senior high school education and lessons that are a fusion or blend of a number of social subjects. Social studies is also part of the school curriculum that deals with the role of humans in society, which consists of various subjects of history, economics, geography, sociology, anthropology, and social psychology. Understanding Social Sciences (IPS) in general is an integration of various branches of social sciences such as sociology, history, geography, economics, politics, law, and culture, which contains the study of humans and the world around them.

c. 21st century learning

Learning in the 21st century must pay attention to the main task of the teacher as a lesson planner. As a class facilitator and manager, the teacher's main task is to load the lesson plans (RPP). The lesson plans must be good and detailed, and able to explain all the processes that will occur in the classroom, including the assessment process and the targets to be achieved. Teachers in preparing lesson plans must be able to combine the targets requested in the national curriculum, develop 21st century skills, national character, and utilize technology in the classroom. Include Elements of Higher Order Thinking or "Higher Order Thinking". Technology, in this case, in particular is the internet, which will greatly facilitate students to obtain information and answers to problems presented by the teacher. Problems that are knowledge and understanding can be solved very easily. The tendency that students only become information collectors from the internet, teachers must be able to provide applicable, analytical, evaluative, and creative tasks to encourage students to think critically and read the information they collect before completing assignments from the teacher. The application of various approaches and learning models must also be considered in 21st century learning

3. DISCUSSION

Learning strategies are methods or tactics carried out in learning activities. Learning strategies include learning models, learning approaches, learning methods and learning resources. Learning strategies design the entire learning process from beginning to end to achieve learning objectives. The learning model is a plan that is used as a guide in learning planning. The learning approach is a perspective used to support the learning process. While the learning method is the method used in the learning process.

Learning strategies are not only limited to activity procedures, but also include learning materials. The learning strategy consists of all components of the subject matter and procedures used to help students achieve learning objectives. Learning strategy can also be interpreted as a pattern of learning activities that are selected and used by the teacher contextually, according to the characteristics of students, school conditions, the surrounding environment and the specific learning objectives that are formulated. the learning process needs a link between learning strategies and learning objectives, in order to obtain effective and efficient learning activities steps. Learning strategies consist of methods and techniques (procedures) so that students can achieve learning objectives.¹²

Motivation is an internal process that activates, guides, and maintains behavior over time, there are different types, intensities, goals, and directions of motivation. Motivation to learn is very important for students and teachers. Independent learning, refers to learning that comes from students' self-generated thoughts and behaviors that are systematically directed to their learning goals. Intrinsic motivation is contained whenever people behave for the satisfaction inherent in the behavior itself. Psychologists define motivation as an internal process that activates, guides, and maintains behavior over time. In simple language, motivation is something that causes you to walk, keeps you going, and determines where you try to walk.¹³ Learning motivation is the ability that moves or encourages students to learn or master the subject matter that is being followed. Motivation can be an impetus to be interested and study more seriously, with high learning motivation students will be interested and actively involved and even take the initiative in the learning process.

Motivation is a power or strength that arises from within students to provide readiness so that the goals that have been set are achieved. Learning is a process of effort made by individuals to obtain new changes in behavior as an individual experience itself. Learning is a process and not an outcome. Learning is also a process carried out by students to obtain better and previous behavior changes as a result of students' experiences in interacting with their environment. ¹⁵ Learning motivation is "a change in energy within a person which is marked by the emergence of processes and reactions to achieve goals". Hadoyo (1998:106) states "that learning motivation is the driving force that exists within a person to carry out certain activities in achieving goals". ¹⁶

Important skills that must be possessed by the younger generation in the future are critical thinking, creativity, collaboration and communication. The next generation of products that have creativity and cooperation, of course, must go through habituation, because creativity is one of the determinants of the birth of innovation. Innovation will be born through creativity, while creativity will emerge through habituation. The creative generation must have maximum cooperation capabilities so that they are of higher quality. The bright next generation will be realized by the potential for cooperation. Cooperation contributes to the formation of

students' self-efficacy and technical skills. The selection of outdoor learning strategies can stimulate students to have creativity in solving problems, practice independence, mutual cooperation and more importantly cooperation and train students to control emotions. Outdoor learning has a tendency to hone students' collaboration skills because it contains cooperative learning through various things that can be explored outside the classroom. Outdoor learning supported by outbound methods can increase student collaboration. The learning process is carried out using activity plans that can train students' creativity starting from the orientation stage by opening students' horizons by presenting a problem in everyday life. Learning is done by the teacher by asking various problems that can increase students' creativity because it is done by developing students' ideas widely through displaying problems. This outbound variety of outdoor learning activities will familiarize students with acquiring their own knowledge. Through outdoor learning students will gain knowledge that is explored by themselves through the formation of ideas or ideas, concepts and knowledge through direct experience by looking at learning objects. The creative abilities of students also have scientific literacy skills, that natural learning outside the classroom can improve the mastery of science and literacy of elementary school students. Through questions, students will also be trained to explore various things in the object. Students are invited to explore problems and have a concern for the environment because the learning theme is in harmony, namely ecosystem. Outdoor learning is able to find and provide knowledge and environmental conservation which is certainly in accordance with learning on the ecosystem theme. The combination of learning cycle and mind mapping which has similar implementation steps with this study states that the application of the combination of the two learning strategies is able to increase students' creativity, especially in the aspect of students' analytical thinking skills. The application of learning outside the classroom combined with group investigation is able to improve students' analytical thinking skills as the efforts made by researchers in this study. The learning process that is filled with creativity also incorporates elements of cooperation that are seen in heterogeneous group activities and guides students in collecting data, analyzing data and making projects based on learning themes. The project presented is very demanding on the creativity and cooperation of students in order to produce maximum work. The use of outdoor learning with outbound variations can maximize project-based learning, where the application of project-based learning has the same steps, namely being able to increase student creativity, moreover that the application of project-based learning strategies is able to increase learning motivation, critical thinking skills, and students' cognitive abilities. Increasing creativity and innovation through working in groups shows a close relationship, especially in producing creativity, collaboration, and innovation also has a close relationship, which is applied to technology, the results show that collaboration and creativity can produce an innovation that can be used in various aspects of life. . Creativity and physical abilities can be honed by learning outside the classroom which is strengthened by field practice using a variety of location points in accordance with the learning theme. The facts and data needed can be revealed from the environment based on the abilities possessed by students in the learning process. Positive perceptions can be given from outdoor learning with outbound variations about exploring various things in a wider environment, and can improve students' scientific abilities which in the future have an impact on student creativity. The outbound method is a solution that is able to improve children's social emotional skills because it is given by using games and cooperation between students. Outdoor learning is also able to contribute to group work skills, attitudes and mutual respect for one another. Games can train students to be open, integrated, integrated and learn together with other people so that they become an important forerunner for their lives when they grow up in society. Activities that can increase activity are also presented through structured games to increase the meaning of learning. The games are presented differently every day so that students are enthusiastic and have an interest in participating in the learning process. Learning with outdoor learning is able to provide understanding and instill the ability to build relationships with one another. The various activities presented by the teacher are finally reflected with the students to deepen the meaning of each activity in the learning process that has been passed by involving students in exploring, reflecting and discussing the learning outcomes obtained from learning and involving students in forming concepts and then connecting learning materials. Teachers also try to improve the learning process by presenting group presentations and feedback with the aim of providing the experience of communicating their work as a provision to publish their work in front of the wider community. Feedback can also improve students' scientific and inquiry performance. Skills will continue to be developed and have an impact on the ability to investigate various things in everyday life. Personal training of students through various aspects of creativity will also have an impact on the birth of an innovative personality.⁵

Indonesian education is faced with a number of challenges and opportunities entering the 21st century, which is different from previous eras. Various demands and dynamics of changes that are and will continue to take place in the 21st century, we must immediately anticipate and adapt. The Indonesian nation must further hone the skills needed to face every revolution in education in the 21st century. The learning process should be based on the following pillars: active learning, creative learning, effective learning, and joyful learning aligned with the principles of the learning revolution.¹¹

4. CONCLUSION

The outdoor learning method of outbound variation is learning that is carried out outdoors by applying various activities such as playing, question and answer, discussion, experimentation or the implementation of experimental practices that are in accordance with the learning material so that it can meet the learning needs of students which are packaged in fun learning so that the concept of the material learning is conveyed. Social studies learning outcomes are abilities possessed by students which include cognitive, affective and psychomotor aspects of social science learning which students are able to apply in everyday life. Social studies learning outcomes are obtained by students after carrying out a series of science learning questions that have been carried out and are usually in the form of grades.¹⁷

National education in the 21st century aims to realize the ideals of the nation, namely the Indonesian people who are prosperous and happy, with an honorable and equal position with other nations at the global level. These ideals can be realized through the formation of a society consisting of quality human resources, namely individuals who are independent, willing, and capable of realizing the ideals of their nation. In the development of learning in the 21st century, several things need to be considered, including: the main task of the teacher as a lesson planner, incorporating elements of higher order thinking, the application of varied approaches and learning models, and the integration of technology.¹¹

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