



## AN EXPLORATORY INVESTIGATION ON TEACHING ARABICS WRITING THROUGH OUTDOOR CLASS

**Hamidah, Ahmadi, Mahfuz Rizqi Mubarak**

*Institut Agama Islam Negeri Palangka Raya, Indonesia*

*Menteng, Kec. Jekan Raya, Kota Palangka Raya, Kalimantan Tengah, 73112, Indonesia*

*Corresponding E-mail: hamidah@iain-palangkaraya.ac.id*

### Abstract

This study aimed to explore the preparation of an outdoor study, the experiences of students and the results of their essays after doing an outdoor study using the exploration method of 14 students. The techniques used were interviews and analysis of their written documents. The findings of this study indicated that outdoor study activities began with preparation to achieve learning objectives by setting a schedule of activities. Students felt that outdoor study activities in learning to write made it easier for them to write based on the realities of people's lives without having to imagine as well as being able to socialize with the community. Students' essays were generally seen from the aspects of content, content organization, vocabulary and grammar in general according to facts, good and precise. There were three topics written about the function of the Kereng Bangkirai Pier and the title of the essay and the flow of the different descriptions. The implication of this research is that learning in an environment that matches the theme of the material helps students in developing their competences from cognitive, affective and psychomotor aspects.

**Keywords:** *Arabic language, outdoor activities, writing skills*

### Introduction

Outdoor study is an activity to deliver lessons outside the classroom. Teaching and learning activities take place outside the classroom and involve nature directly to be used as a source of learning<sup>1</sup> using a variety of activities,<sup>2</sup> such as writing lessons. In writing, ideas are necessary and can be obtained by activities outside the classroom through interaction with people and the environment.

Outdoor study activities can also help students develop their imagination and creativity. Students can learn to observe and analyze situations outside the room by

---

<sup>1</sup> Adelia Vera, *Metode Mengajar Anak di Luar Kelas (Outdoor Study)*, (Yogyakarta: Divapress, 2012).

<sup>2</sup> Alexander Schwartz and Megan Robertson Corkery, "Barriers to Participation among Underrepresented Populations in Outdoor Programs", *Recreational Sports Journal*, Vol. 35, No. 2, 2011, 130-144.

observing many things that can be used as ideas for writing.<sup>3</sup> This research was conducted because of the difficulties faced by students when writing without direct observation outside the classroom. Students lack ideas of writing because they only imagine what they will write. Through outdoor study activities, students are expected to collect data and be able to write in good Arabic language with an environmental context, such as the economy of the Kereng Bangkirai community.

Several research findings found that outdoor study activities provide some benefits. Not only are they interesting and enjoyable, outdoor activities can also build students' social skills, develop critical perspectives and build emotional bonds.<sup>4</sup> This activity is a recreational based activity and makes people active and gain various experiences,<sup>5</sup> from various places, such as landscapes and quiet places.<sup>6</sup> In addition, teaching outside the classroom can enhance environmental experiences and awareness, get information from the environment<sup>7</sup> including the environment,<sup>8</sup> and can develop student inspiration and be able to take advantage of the environment.<sup>9</sup> The activities can also increase intrinsic motivation and active interaction in science lessons and physical activities.<sup>10</sup>

Outdoor study can help students in reading and writing about certain contexts, such as science and nature, from experience.<sup>11</sup> Writing is seen as a social act that

---

<sup>3</sup> Rita Maryana and Yeni Rahmawati, *Pengelolaan Lingkungan Belajar*, (Jakarta: Prenada Media, 2013).

<sup>4</sup> Susanna Ho, "The Purposes Outdoor Education Does, Could and Should Serve in Singapore", *Journal of Adventure Education and Outdoor Learning*, Vol. 14, No. 2, 2014, 153–171; Anttoni Kervinen, Anna Uitto, and Kalle Juuti, "How Fieldwork-Oriented Biology Teachers Establish Formal Outdoor Education Practices", *Journal of Biological Education*, Vol. 54, No. 2, 2020, 115–128; Barbara Humberstone and Ina Stan, "Outdoor Learning: Primary Pupils' Experiences and Teachers' Interaction in Outdoor Learning", *Education*, Vol. 39, No. 5, 2011, 529–540.

<sup>5</sup> S. Andkjær and J. Arvidsen, "Places for Active Outdoor Recreation – a Scoping Review", *Journal of Outdoor Recreation and Tourism*, Vol. 12, 2015, 25–46.

<sup>6</sup> Jeremy de Valk et al., "Outdoor Recreation in Various Landscapes: Which Site Characteristics Really Matter?", *Land Use Policy*, Vol. 65, 2017, 186–197.

<sup>7</sup> Habibe Acar, "Learning Environments for Children in Outdoor Spaces", *Procedia - Social and Behavioral Sciences*, Vol. 141, 4th World Conference on Learning Teaching and Educational Leadership (WCLTA-2013), 2014, 846–853; Robyn Zink and Lisette Burrows, "Is What You See What You Get? The Production of Knowledge in-between the Indoors and the Outdoors in Outdoor Education", *Physical Education and Sport Pedagogy*, Vol. 13, No. 3, 2008, 251–265.

<sup>8</sup> Kendra R. Liddicoat and Marianne E. Krasny, "Memories as Useful Outcomes of Residential Outdoor Environmental Education", *The Journal of Environmental Education*, Vol. 45, No. 3, 2014, 178–193.

<sup>9</sup> Gabriela Bento and Gisela Dias, "The Importance of Outdoor Play for Young Children's Healthy Development", *Porto Biomedical Journal*, Vol. 2, No. 5, 2017, 157–160.

<sup>10</sup> Susan Houge Mackenzie, Julie S. Son, and Karla Eitel, "Using Outdoor Adventure to Enhance Intrinsic Motivation and Engagement in Science and Physical Activity: An Exploratory Study", *Journal of Outdoor Recreation and Tourism*, Vol. 21, 2018, 76–86.

<sup>11</sup> Charles J. Eick, "Use of the Outdoor Classroom and Nature-Study to Support Science and Literacy Learning: A Narrative Case Study of a Third-Grade Classroom", *Journal of Science Teacher Education*, Vol. 23, No. 7, 2012, 789–803.

requires the writer's awareness of context and experience.<sup>12</sup> According to Bacha (2010), this experience can be a motivation in developing writing skills. In the process, writing is influenced by general writing experience. Therefore, a writing learning approach that involves students' experience can help improve the quality of students' writing<sup>13</sup> and confidence.<sup>14</sup>

The use of the outdoor study in learning to write can improve the ability to write scientific papers, namely in the results and discussion sections, methods, literature review and introduction,<sup>15</sup> it can improve learning outcomes in learning to write poetry<sup>16</sup> and be accompanied by using the PLEASE strategy can improve learning outcomes for descriptive text writing skill<sup>17</sup> and there is a significant relationship between learning using language tour (*jawlah lughawiyah*) with the improvement of students' writing skills.<sup>18</sup>

The use of the outdoor study also affects the formation of students' creativity in shape drawing activities<sup>19</sup> and affects their critical and mathematical thinking skills<sup>20</sup> and is effective in improving the quality of learning.<sup>21</sup>

The combination of outdoor learning and indoor learning using a week outdoor and a week indoor method makes student motivated in learning and does not feel bored and affects student learning achievement.<sup>22</sup>

---

<sup>12</sup> Cliff Yates, "Writing like Writers in the Classroom: Free Writing and Formal Constraint", *English in Education*, Vol. 41, No. 3, 2007, 6–19.

<sup>13</sup> John Keen, "Teaching the Writing Process," *Changing English* 24, no. 4 (October 2, 2017): 372–385.

<sup>14</sup> Ahmet Balci, "A Study on Correlation between Self-Efficacy Perceptions and Writing Skills of Students with Turkish Ancestry and Foreign Students", *The Anthropologist*, Vol. 16, No. 3, 2013, 539–549.

<sup>15</sup> Andri Estining Sejati, Sumarmi Sumarmi, and I. Nyoman Ruja, "Pengaruh Metode Pembelajaran *Outdoor Study* terhadap Kemampuan Menulis Karya Ilmiah Geografi SMA", *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, Vol. 1, No. 2, 2016, 80–86.

<sup>16</sup> Riski Ismawarni Merryanty, Senny Nuraeni, and Via Nugraha, "Pembelajaran Menulis Puisi Dengan Menggunakan Metode *Outdoor Study* pada Siswa Kelas X SMAN 1 Katapang", *Parole (Jurnal Pendidikan Bahasa dan Sastra Indonesia)*, Vol. 2, No. 5, 2019, 761–770.

<sup>17</sup> Dian Sasmi Wulandari, "Penerapan Strategi PLEASE (Pick, List, Evaluate, Activate, Supply, End) Berbantuan Metode *Outdoor Activity* untuk Meningkatkan Kemampuan Menulis Teks Deskripsi", *Jurnal Penelitian dan Pengembangan Pendidikan*, Vol. 2, No. 1, 2018.

<sup>18</sup> Zulazhan Ab Halim et al., "Improving Arabic Writing Skills for Secondary School Students Through *Jawlah Lughawiyah Activity*", *Man in India*, Vol. 97, No. 16, n.d., 337–344.

<sup>19</sup> Ratna Mega Kurnia, Elan Elan, and Rosarina Giyartini, "Pengaruh Metode *Outdoor Learning* terhadap Pembentukan Kreativitas siswa dalam pembelajaran SBdP", *Pedagogika: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, Vol. 5, No. 4, 2018, 240-249.

<sup>20</sup> Prima Cristi Crismono, "Pengaruh *Outdoor Learning* terhadap Kemampuan Berpikir Kritis Matematis Siswa", *Jurnal Pendidikan Matematika dan Sains*, Vol. 5, No. 2, 2017, 106–113.

<sup>21</sup> Tri Sugiyono, Sri Sulistyorini, and Ani Rusilowati, "Pengembangan Perangkat Pembelajaran IPA Bervisi SETS Dengan Metode *Outdoor Learning* untuk Menanamkan Nilai Karakter Bangsa", *Journal of Primary Education*, Vol. 6, No. 1, 2017, 8–20.

<sup>22</sup> Nikken Isnaini Hidayah et al., "Pengaruh Penggabungan Metode *Outdoor* dengan *Indoor Learning* Menggunakan Sistem Sepur Selam", *Jurnal Math Educator Nusantara: Wahana Publikasi Karya Tulis Ilmiah di Bidang Pendidikan Matematika*, Vol. 4, No. 2, 2018, 168–176.

There are several research results on writing descriptive essays such as the use of image media in the learning process of writing descriptions which can result in increased learning outcomes.<sup>23</sup> Likewise, the use of picture and picture learning models has an effect on the ability to write descriptive essays of students.<sup>24</sup>

Outdoor Study offers a variety of activities<sup>25</sup> such as games, observations and observations, simulations, discussions, and adventures as a medium for delivering material.<sup>26</sup> Learning is essentially an interaction between individuals and the environment, and this method can provide opportunities for students to get closer to learning resources, such as nature and society.<sup>27</sup> Environment provides a stimulus to individuals and vice versa individuals respond to the environment. This interaction process can provide changes to behavior of individuals and the environment.<sup>28</sup>

Outdoor study is interesting and fun<sup>29</sup> and can increase intrinsic motivation.<sup>30</sup> Activities carried out outside or in a natural environment make people active and gain various experiences.<sup>31</sup> Learning outside the classroom can enhance environmental experiences, and information from the environment,<sup>32</sup> and can develop students' inspiration and be able to take advantage of that environment.<sup>33</sup>

Writing is a social act which the writer is aware of the context of writing.<sup>34</sup> Outdoor study provides a context for learning to write from experience<sup>35</sup> which can be source of motivation in developing these writing skills.<sup>36</sup>

---

<sup>23</sup> Teguh Zaenudin, "Keefektifan Penggunaan Media Gambar dalam Pembelajaran Mengarang Deskripsi di Sekolah Dasar", *Metafora*, Vol. 1, No. 1, 2014.

<sup>24</sup> Ryan Hidayat, "Pengaruh Model Pembelajaran *Picture and Picture* terhadap Kemampuan Menulis Karangan Deskripsi Siswa Kelas VII SMP Nurul Azman Gunung Putri Bogor", *Deiksis*, Vol. 9, No. 3, 2017, 385–391.

<sup>25</sup> Schwartz and Corkery, "Barriers to Participation among Underrepresented Populations in Outdoor Programs", *Recreational Sports Journal*, Vol. 35, 2011, 130-144.

<sup>26</sup> Lorin W. Anderson and David R. Krathwohl, *Kerangka Landasan Untuk Pembelajaran, Pengajaran, Dan Asesmen*, (Yogyakarta: Pustaka Pelajar, 2010): 300.

<sup>27</sup> Vera, *Metode Mengajar Anak Di Luar Kelas (Outdoor Study)*, (Yogyakarta: Divapress, 2012).

<sup>28</sup> Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2011).

<sup>29</sup> Susanna Ho, "The Purposes Outdoor Education Does, Could and Should Serve in Singapore", 153–171

<sup>30</sup> Susan Houge Mackenzie, Julie S. Son, and Karla Eitel, "Using Outdoor Adventure to Enhance Intrinsic Motivation and Engagement in Science and Physical Activity: An Exploratory Study", 76–86.

<sup>31</sup> S. Andkjær and J. Arvidsen, "Places for Active Outdoor Recreation – a Scoping Review", 25-46.

<sup>32</sup> Habibe Acar, "Learning Environments for Children in Outdoor Spaces", 846-853.

<sup>33</sup> Gabriela Bento and Gisela Dias, "The Importance of Outdoor Play for Young Children's Healthy Development", 157–160.

<sup>34</sup> Cliff Yates, "Writing like Writers in the Classroom: Free Writing and Formal Constraint", 6–19.

<sup>35</sup> Charles J. Eick, "Use of the Outdoor Classroom and Nature-Study to Support Science and Literacy Learning: A Narrative Case Study of a Third-Grade Classroom", 789–803.

<sup>36</sup> Diana Fidaoui, Rima Bahous, and Nahla N. Baha, "CALL in Lebanese Elementary ESL Writing Classrooms", *Computer Assisted Language Learning*, Vol. 23, No. 2, 2010, 151–168.

Outdoor study aims to build social skills, develop critical perspectives and build emotional bonds.<sup>37</sup> Outdoor study generally aims to develop students' talents and creativity, develop personal initiatives, and provide the means for attitudes and mental formation. In addition, this method can increase awareness, appreciation, and understanding of the surrounding environment, and develop the potential of students to be able to interact socially in the community.<sup>38</sup> The application of this method can be implemented in the community by optimally empowering all community resources for the benefit of student learning. Society as a whole has various sources of learning, such as family, education, technology, economics, politics, recreation, culture, social, and other dimensions of life, each of which contains human, institutional, living system, work method, and situation conditions with their characteristics itself.<sup>39</sup>

Outdoor study procedures include preparation, implementation, interpretation of experiences and follow-up activities. Preparatory activities carried out by students with teacher guidance. This activity is in the form of formulating goals, determining objects/targets, forming student committees, planning budgets, planning learning/experience activities, establishing rules of order, forming study groups, planning equipment and so on. At the activity stage students carry out the activities that have been planned. At the experience interpretation stage, students discuss the experiences they have gained and make reports. In the follow-up stage students apply and link the experiences gained with the given subjects.<sup>40</sup>

Although there are many studies that explore outdoor study, the use of outdoor study in learning to write Arabic is not much researched. Therefore, this study aimed to explore the preparation of an outdoor study, experience of students in taking part in outdoor study activities and to analyze the results of their writing after doing this activity.

## Method

This study used an exploratory case study design to explore students' experiences in making essays after participating in outdoor study activities. This study involved 14 students from a university in Palangka Raya that were selected purposively. They have obtained previous courses in basic Arabic writing, and now they are taking the *Maharab al Kitabab III* course (writing skills in Arabic) which aims to improve the ability to write descriptions on certain topics.

All students were asked to conduct an outdoor study by visiting tourist attractions within one week. The study included several stages. The first stage, students conducted a location survey to determine the relevant data sources. Based on the location survey, the location chosen was the people living on the riverbanks of the Kereng Bangkirai River. The community has some unique cultural characteristics, such

---

<sup>37</sup> Anttoni Kervinen, Anna Uitto, and Kalle Juuti, "How Fieldwork-Oriented Biology Teachers Establish Formal Outdoor Education Practices", 115-128;

<sup>38</sup> Vera, *Metode Mengajar Anak di Luar Kelas (Outdoor Study)*.

<sup>39</sup> Oemar Hamalik, *Proses Belajar Mengajar*.

<sup>40</sup> Oemar Hamalik, *Proses Belajar Mengajar*.

as diverse community livelihoods (swiftlet bird's nests farmers, fishermen, fish traders, and river banks/water tourism managers) and strategic and affordable locations. The second stage, students were asked to choose aspects or topics to be written as essays. All students chose a topic related to the management of water tourism (river alignment) because this topic was relatively easy for reporting from the Arabic vocabulary side. After that, students observed the location, made documentation, and interviewed economic actors in the place. The last stage, students were asked to compose essays and consulted the lecturers. The results of the essay were then analyzed and evaluated based on the criteria of content, organization, vocabulary and grammar of writing in Arabic.

In addition, discussion and group interviews were conducted to find out students' experiences during the outdoor study process. The collected data were analyzed using Miles and Huberman's version of data analysis techniques namely data reduction, data presentation and conclusion drawing.

## **Result and Discussion**

### *Outdoor Study Preparation*

The first stage of preparation, the lecturer formulated the goal, namely students were able to write descriptive essays in Arabic about one of the economies of the Kereng Bangkirai community using the outdoor study method through observation and interviews with the local community. In the second stage, lecturers and students determined the object. Lecturers and students discussed a suitable place to carry out an outdoor study in learning to write descriptions. The criteria for the desired place were a place not too far from the campus, easy and inexpensive transportation, has a large population and has a variety of business activities. The results of the discussion were determined by the location survey students and found the right place, namely the edge of the Kereng Bangkirai river which has a large population and has various livelihoods (willet nests, fishermen, fish traders, and riverbanks/water tourism managers) and a strategic and affordable location. What most attracted students from this place is the Kereng Bangkirai pier which is a tourist attraction, so that they can do picnic while apart from studying, making their learning fun.

The third stage was the formation of the student committee. Students deliberated to form a committee in this outdoor study activity by choosing a chairman and secretary. In this case, a treasurer was not needed, because students only needed a small amount of funds for this activity. The fourth stage was planning the budget. The cost was required for transportation and drinks. The transportation used is a car and four motorbikes. The fifth stage was planning learning activities. At this stage students and lecturers determined the schedule of activities, namely in the afternoon after the *Ashar* prayer at 15.00 departing from campus. The activities carried out were briefings, observations, interviews and consultation on written plans.

The sixth stage was setting the rules. The rules set were to gather on campus on time, no later than 15.00, wearing modest clothes such as attending lectures, not picnic clothes, following the lecturers' guidance during the activity, not taking separate walks like a picnic. The seventh stage was group formation. In this case, students can carry out observations and interviews in groups, but do the task of writing descriptive essays individually.

#### *Implementation of Outdoor Study*

Students carried out planned activities. Before making observations and interviews, students listened to lecturers' directions about techniques and system of observation and interviews, and learning objectives through outdoor study. Furthermore, each student determined which economic sectors will be observed and interviewed, there such as fishermen, traders, dry fish production wallet nests and economic actors at the Kereng Bangkirai pier tourism riverbank object. All students chose the Kereng Bangkirai Pier Tourism Object, but the discussion to be written was different, the general one which was the community around the Kereng Bangkirai Pier and some specific one, namely the Kereng Bangkirai Pier.

Students were divided into several groups with the same topic and then observed and interviewed business actors there jointly and individually. After doing these two things the students recorded and documented the data.

#### *Interpretation of Experience*

Furthermore, students consulted what will be written and listen to writing guidance from the lecturer. Furthermore, students write in Arabic. The titles of the students' writings were generally almost the same, namely The Economy Around the Kereng Bangkirai Pier.

#### *Students' Experience*

This study revealed students' experiences in outdoor study activities. In this study, the lecturer asked students to conduct outdoor study activities as an effort to collect writing ideas and develop students' writing skills. After completing outdoor study, students presented their experiences during outdoor study. After finishing writing, students presented their essays to the class and students discussed their writing in terms of content and grammar. From the results of the discussion it can be concluded that the information described by students were valid and their writings were generally good, there were only a few sentences that need to be corrected according to grammar.

The presentation results found that outdoor study activities were interesting for students as it enabled them to collect data to enrich their writing. Students can see and directly observe the economy around the area, socialize with local people, and identify the livelihoods of local residents. It also makes it easier for students to get data and write essays about the local economy (see Excerpt 1-6).

"In my opinion, this activity is very good because I can immediately go into the field and experience real learning. I don't have to daydream or imagine how it is out there. I can collect observational data for written material. With this activity, I can also socialize with the community and also learn to enjoy nature." (Excerpt 1)

"This activity is very useful and interesting. In research related to the economy of the Kereng Bangkirai people, the various types of work they do, the most interesting thing is the boat which in addition to taking tours along the river also sells a variety of food and drinks." (Excerpt 2)

"The outdoor study activity makes it easy for me to write without having to imagine, this essay is in accordance with actual facts." (Excerpt 3)

"This activity is very good because it is not only direct to the field, but also feels good learning without having to dream or imagine how it is out there. With this activity we can also socialize with the community and also learn to enjoy nature." (Excerpt 4)

"Outdoor learning activities in this lesson are very fun, because they can eliminate boredom in continuous learning in class, can also see and feel directly what is learned in real life without having to imagine what the lecturer said verbally or through pictures." (Excerpt 5)

"The outdoor study activity in this learning is very fun, because besides learning it is also refreshing, and it is not awkward to talk or ask questions with the lecturer." (Excerpt 6)

In addition, this activity was useful as a source of learning for students. This activity provided reality related to the theme students wrote. Students could socialize with the community when conducting observations and interviews with the community to obtain information about their livelihoods. Students felt the connection between learning experiences with social relations with the community, and this was very important for students.<sup>41</sup> Another benefit is enjoyable learning, where students learned while enjoying the tranquility and beauty of nature. Because of its tourist location, students could do fun recreational activities, and that is the essence of outdoor study where students are interested in learning in pleasant conditions.<sup>42</sup> This has a big impact on students where students can appreciate the local ecology, be responsible for the environment and memories with friends during the activity.<sup>43</sup>

One of the themes chosen by students was riverboat. This ship is beautiful and unique because it is decorated with colorful decorations. This ship has several functions such as a riverboat, a place to trade, and at the same time as a residence for

---

<sup>41</sup> Danny Towers and Jonathan Lynch, "What Kind of Outdoor Educator Do You Want to Become? Trying Something Different in Outdoor Studies in Higher Education", *Journal of Hospitality, Leisure, Sport & Tourism Education*, Vol. 21, 2017, 117–121.

<sup>42</sup> Barbara Humberstone and Ina Stan, "Outdoor Learning: Primary Pupils' Experiences and Teachers' Interaction in Outdoor Learning", 529-540.

<sup>43</sup> Kendra R. Liddioat and Marianne E. Krasny, "Memories as Useful Outcomes of Residential Outdoor Environmental Education", 178–193.



its owner. In Kalimantan, there are many rivers that serve as transportation routes and means of livelihood for local residents to fish. In the past, river transportation was very dominant used so many docks existed. However, along with the times, river transportation has been underused so that its function is also reduced. Streams in Central Kalimantan have an important function in supporting economic development. Most of the areas in Central Kalimantan are connected by rivers, so they are used for transportation and distribution of goods (<https://studylibid.com/>).

The local government arranges the Kereng Bangkirai Pier to become one of the attractions of water, which is now visited by many tourists. This pier used to be a place for rowing athletes to practice, and was once a place for national rowing championships. The stands were renovated and gazebos were built around it for tourists (<https://jalanwisata.id/dermaga-kereng-bangkirai/>).

#### *Student Essays after Participating in Outdoor Study Activities*

This study also aimed to explore the results of students' essays after attending outdoor studies. The essays were assessed in term of content, organization of content, vocabulary and grammar in Arabic language. In fact, the lecturer gave freedom about their essays, only limiting topics about the economy of Kereng Bangkirai community, but students tended to choose the same topic, namely the current function of Bangkirai Kereng Pier and whatever was there that made their business a place. Even though the topic is almost the same, the titles they write are different, and their writings will be compared with each other.

From the aspect of content, students were able to tell the facts about community livelihoods, including tourism in Kereng Bangkirai Pier. They could provide descriptive information specifically in describing ornamental vessels. There are the content aspects of ten students' essays which contains topics, discussion, information and interpretation.

Student A wrote on the topic Kereng Bangkirai Pier. The essay has demonstrated a very good discussion. The contents show the preparation of the topic and the existence of a fairly detailed development sequence, arranged carefully, logically and in an orderly way, which tells the condition of the pier between past and present, its position and location. Furthermore, the essay mentions what tourist objects are there and one of them is a multi-purpose ornamental boat, as well as a picture of the atmosphere there. The information written is relevant and in accordance with reality such as information about the objects described, such as a motorboat complete with its size and function, the riverboat and its owner's residence and the cost of boarding the ship. The essay is written in accordance with the facts which describe a tourist spot that offers a place to relax and enjoy the natural scenery.

Student B wrote on the topic the potency of Kereng Bangkirai as a tourist attraction. Essay has shown good discussion. The contents show the preparation of the topic and the existence of a fairly detailed development sequence, arranged carefully, logically and regularly, namely mentioning the location of Bengkeng Kereng Pier, hospitality of the surrounding community, existing objects and the natural

atmosphere. The information written is relevant and precisely describes the object found in the spot. The essay is written based on facts that describe and enjoy natural attractions and hospitality of local residents.

Student C wrote on the topic Floating Café. This paper has demonstrated a good discussion. The contents show the preparation of the topic and the existence of a fairly detailed development sequence, arranged carefully, logically and in an orderly manner, which tells the attractions of Bengkeng Pier with all the objects in the place, which is one of the local people's livelihoods. The information written is relevant and appropriate as it describes the existing tourist attraction and the economic actors are the local community. Essays are written according to facts, namely the description of attractions and activities carried out there.

Student D wrote on the topic Community Economy Around Kereng Bangkirai Pier. The discussion is good. The content shows the arrangement of topics and the existence of a sequence of developments that is quite detailed, arranged carefully, logically and regularly, namely telling that in the village of Kereng Bangkirai there is a tourist attraction that helps the local economy from the large number of visitors. It also states what the economy of the community is there as a result of these tourist objects. It is relevant and appropriate, that is, in accordance with the facts such as information about beautiful natural scenery, and from the many visitors, stalls emerge, both stage stalls and floating stalls, water ducks, river boats. In accordance with the facts, namely describing a tourist spot that offers beautiful natural scenery.

Student E wrote on the topic tourism object of Kereng Bangkirai pier. The discussion is good. The content shows the arrangement of topics and the existence of a sequence of developments that is quite detailed, arranged carefully, logically and regularly, namely describing the Kereng Bangkirai Pier as a tourist spot equipped with a gazebo and water play facilities. Furthermore, it was stated that this pier was a stopover for the Sebangau River transportation. It is relevant and precise, that is, in accordance with facts such as information about the Kereng Bangkirai pier which is a tourist spot and river transportation. In accordance with the facts, namely describing a place that is multi-functional.

Student F wrote on the topic along the river. The essay is a Good discussion. The content shows the arrangement of topics and the existence of a sequence of developments that is quite detailed, arranged carefully, logically and regularly, which tells the story of river tourism activities in the Sebangau River, Palangka Raya, which helps the economy of the local community. It is relevant and appropriate, that is, in accordance with the facts, such as information about river tourism activities in the Sebangau River, which is centered in Kereng Bangkirai. This tourism activity helps the local community, so that the government has developed more supporting developments such as building many gazebos, traditional houses and rehab tribunes. In accordance with the facts, namely describing tourist activities that help and develop the economy of the local community.

Student G wrote on the topic tourism object of Kereng Bangkirai pier. The content shows the arrangement of topics and the existence of a sequence of

developments that is quite detailed, arranged carefully, logically and regularly, namely telling the Kereng Bangkirai Pier as a stopover for the Sebangau River transportation means. It is stated that there are natural tourist objects that are equipped with other facilities and entertainment facilities. It is relevant and precise, namely in accordance with the facts, such as information about the Kereng Bangkirai pier, which is a river transportation that goes to villages in the interior that cannot be reached by land transportation, to Sebangau National Park, to the Batu Ampar tourism object. Furthermore, information about the pier by the government is used as a tourist attraction in addition to the functions mentioned earlier. In accordance with the facts, namely describing a place that is multi-functional.

Student H wrote on the topic decorative ships. The content shows the arrangement of topics and the existence of a fairly detailed sequence of developments, arranged carefully, logically and regularly, namely telling a story about a decorated ship which functions as one of the people's income. The ornamental ship takes tourists along the Sebangau River. Furthermore, it is stated that while enjoying the beautiful natural scenery, tourists can also relax while enjoying a meal or soft drink on the ship. It is relevant and precise, that is, in accordance with facts such as information about tourist objects that help the community's economy in the form of decorated and multi-functional ships. In accordance with the facts, namely describing an effective traditional natural tourism facility.

Student I wrote on the topic attractions in Kereng Bangkirai. The content shows the arrangement of topics and the existence of a sequence of developments that is quite detailed, arranged carefully, logically and regularly, which tells of a beautiful natural charm in a place, where visitors can swim, fish, relax and enjoy the river. Furthermore, it is stated that this tourist attraction is very cheap and easy to access. . It is relevant and precise, that is, in accordance with the facts, such as what information and what refreshing activities can be enjoyed there. In accordance with the facts, namely describing the tourist objects and activities there.

Student J wrote on the topic Utilization of Tourism Objects as an Economic Facility for the Kereng Bangkirai Community. The content shows the arrangement of topics and the existence of a sequence of developments that is quite detailed, arranged carefully, logically and regularly, which tells of one of the tourist attractions in Palangka Raya, namely the Kereng Bangkirai Pier. Next, state what is there that the local community can develop and use as a means of their economy. With the presence of visitors, apart from selling food and drinks, visitors can also buy dried fish they produce from the river's wealth. It is relevant and precise, that is, in accordance with facts such as information about the place and the economy that can be utilized and sourced from rivers. In accordance with the facts, namely describing the economic type of river utilization.

Although in general the essays of the students told about the Kereng Bangkirai Pier as a stopover for river transportation as well as a tourist attraction, there were differences in the title of the essay and the flow of description. There are three different topics, namely: 1) Kereng Bangkirai Jetty. These essays described the Kereng

Bangkirai pier as a stopover for river transportation and tourism objects and facilities there. 2) Riverboat. These essays described the multi-functional riverboat at the Kereng Bangkirai pier. 3) Follow the river. These essays described river tracing activities to enjoy the natural scenery while eating the snack and drinking in the boat café.

In terms of content organization, in general all essays are good. Communication is quite effective, generally consistent with specific text forms, the organization and order of expressions are generally well-ordered and organized and the relationships between parts of the text are generally clear. One example is the essay of student A, which began with the history of the Kereng Bangkirai pier that once existed. This essay describes the condition of the pier as a training ground for rowing athletes and was even used as a national rowing competition venue. In addition, this pier is also a gateway to Sebangau National Park. Now, the jetty, which is located 10 km from the city, is a relaxing place to enjoy the natural scenery with a gazebo, and a river boat along a floating cafe and its owner's residence.

In terms of the use of vocabulary, in general all students used language in accordance with the given text form and context. One example was the use of the word *Markab* (in the essay of student A) which is *isim makân* which means a place to drive or a vehicle. Because the context of the sentence is a water vehicle, *Markab* here is meant to be a boat or boat, which is commonly used.

The use of other words, for example, the plural *maqasif* of *maqshaf* which means a public place to eat and drink and chat in spare time. This place can be meant as a *warung*. Here students did not write *math'am*, because *math'am* is synonymous with a luxurious and complete dining place, while the real situation is just a simple seat and table for eating and drinking. Another example is the use of the word *maqha* which means a public place where drinks like coffee are served. In this article, the students used the word *maqha* to describe that in the river boat there was a place like a shop to drink hot and cold drinks and snacks.

In terms of grammar, all essays were generally appropriate. They used sentence patterns in Arabic namely *jumlah fi'liyyah* and *jumlah ismiyyah*, adjusting *khobar* with *mubtada* or *isim kana*, *yakunu* and *inna* with the *khobar* in terms of the number and type, the correct use of *na'at*, *tamyiz*, *fi'il mabni li al-majbul* and others and so on as the student essay above.

## Conclusion

The outdoor study activity began with preparation to achieve the learning objectives, namely writing a descriptive essay in Arabic about the economy of the Kereng Bangkirai community through observations and interviews at a jointly designated place, which is easy to reach by means of transportation, cheap and fun, carried out by the student committee with regulations and according to schedule, namely briefing, observation, interview and consultation on written plans. Furthermore, students made observations and interviewed the economic actors, then consulted to the lecturers. After completing the writing, students presented and

discussed their experiences and essays in front of the class. They found this learning fun, got information and knowledge from the source. It's easy and good at writing and at the same time can socialize with the community. Students' essays are seen from the aspects of content, content organization, vocabulary, grammar, generally in accordance with reality, good and precise. The topic was about the function of the Kereng Bangkirai Pier as a stopover for river transportation, business places and tourist objects, but there are differences in their essays and flow of descriptions which generally consist of three topics. The implication of this research is learning in an environment that matches the theme of the material helps students develop their competencies from the cognitive, affective and psychomotor domains.[]

## REFERENCES

- Ab. Halim, Zulazam., Mohd Shahrizal Nasir, Mohd Firdaus Yahaya, Wan Abdul Hayyi Wan Omar and Nur Salina Ismail. "Improving Arabic Writing Skills for Secondary School Students through *Jawlah Lughamiyyah* Activity", *Man in India*, Vol. 97, No. 16, 2017.
- Acar, Habibe. "Learning Environments for Children in Outdoor Spaces", *Procedia - Social and Behavioral Sciences*, Vol. 141, 2014.
- Anderson, Lorin W., and David R. Krathwohl. *Kerangka Landasan untuk Pembelajaran, Pengajaran, dan Asesmen*. Yogyakarta: Pustaka Pelajar, 2010.
- Andkjær, S., and J. Arvidsen. "Places for Active Outdoor Recreation - a Scoping Review", *Journal of Outdoor Recreation and Tourism*, Vol. 12, 2015.
- Audina, Noor Amalina, and Muassomah Muassomah. "Instagram: Alternatif Media dalam Pengembangan Maharah al-Kitabah", *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab*, Vol. 8, No. 1, 2020.
- Balci, Ahmet. "A Study on Correlation between Self-Efficacy Perceptions and Writing Skills of Students with Turkish Ancestry and Foreign Students", *The Anthropologist*, Vol. 16, No. 3, 2013.
- Bento, Gabriela., and Gisela Dias. "The Importance of Outdoor Play for Young Children's Healthy Development", *Porto Biomedical Journal*, Vol. 2, No. 5, 2017.
- Crismono, Prima Cristi. "Pengaruh *Outdoor Learning* terhadap Kemampuan Berpikir Kritis Matematis Siswa", *Jurnal Pendidikan Matematika dan Sains*, Vol. 5, No. 2, 2017.
- De Valck, Jeremy., Dries Landuyt, Steven Broekx, Inge Liekens, Leo De Nocker, and Liesbet Vranken. "Outdoor Recreation in Various Landscapes: Which Site Characteristics Really Matter?", *Land Use Policy*, Vol. 65, 2017.
- Eick, Charles J. "Use of the Outdoor Classroom and Nature-Study to Support Science and Literacy Learning: A Narrative Case Study of a Third-Grade Classroom", *Journal of Science Teacher Education*, Vol. 23, No. 7, 2012.

- Fidaoui, Diana., Rima Bahous, and Nahla N. Bacha. "CALL in Lebanese Elementary ESL Writing Classrooms", *Computer Assisted Language Learning*, Vol. 23, No. 2, 2010.
- Halim, Zulazhan Ab., Mohd Shahrizal Nasir, Mohd Firdaus Yahaya, Wan Abdul Hayyi Wan Omar, and Nur Salina Ismail. "Improving Arabic Writing Skills for Secondary School Students through *Jawlah Lughawiyah* Activity", *Man in India*, Vol. 97, No. 16, n.d.
- Hamalik, Oemar. *Proses Belajar Mengajar*. Jakarta: Bumi Aksara, 2011.
- Hidayah, Nikken Isnaini., Vina Dwi Riski, Lela Kumalasari, and Erika Laras Astutiningtyas. "Pengaruh Penggabungan Metode *Outdoor* dengan *Indoor Learning* Menggunakan Sistem Sepur Selam", *Jurnal Math Educator Nusantara: Wahana Publikasi Karya Tulis Ilmiah di Bidang Pendidikan Matematika*, Vol. 4, No. 2, 2018.
- Hidayat, Ryan. "Pengaruh Model Pembelajaran *Picture and Picture* terhadap Kemampuan Menulis Karangan Deskripsi Siswa Kelas VII SMP Nurul Azman Gunung Putri Bogor", *Deiksis*, Vol. 9, No. 3, 2017.
- Ho, Susanna. "The Purposes *Outdoor Education* Does, Could and Should Serve in Singapore", *Journal of Adventure Education and Outdoor Learning*, Vol. 14, No. 2, 2014.
- Humberstone, Barbara., and Ina Stan. "Outdoor Learning: Primary Pupils' Experiences and Teachers' Interaction in *Outdoor Learning*", *Education*, Vol. 39, No. 5, 2011.
- Keen, John. "Teaching the Writing Process", *Changing English*, Vol. 24, No. 4, 2017.
- Kervinen, Anttoni, Anna Uitto, and Kalle Juuti. "How *Fieldwork-Oriented Biology Teachers* Establish Formal *Outdoor Education Practices*", *Journal of Biological Education*, Vol. 54, No. 2, 2020.
- Kurnia, Ratna Mega, Elan Elan, and Rosarina Giyartini. "Pengaruh Metode *Outdoor Learning* terhadap Pembentukan Kreativitas siswa dalam pembelajaran SBdP", *Pedadidaktika: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, Vol. 5, No. 4, 2018.
- Liddicoat, Kendra R., and Marianne E. Krasny. "Memories as Useful Outcomes of Residential *Outdoor Environmental Education*", *The Journal of Environmental Education*, Vol. 45, No. 3, 2014.
- Linur, Rahmat., and Mahfuz Rizqi Mubarak. "Facebook Sebagai Alternatif Media Pengembangan Mahara Kitabah", *Jurnal Naskabi: Jurnal Kajian Pendidikan dan Bahasa Arab*, Vol. 2, No. 1, 2020.
- Mackenzie, Susan Houge., Julie S. Son, and Karla Eitel. "Using *Outdoor Adventure* to Enhance Intrinsic Motivation and Engagement in Science and Physical Activity: An Exploratory Study", *Journal of Outdoor Recreation and Tourism*, Vol. 21, 2018.
- Maryana, Rita., and Yeni Rachmawati. *Pengelolaan Lingkungan Belajar*. Jakarta: Prenada Media, 2013.

- Merryanty, Riski Ismawarni., Senny Nuraeni, and Via Nugraha. "Pembelajaran Menulis Puisi dengan Menggunakan Metode *Outdoor Study* pada Siswa Kelas X SMAN 1 Katapang", *Parole (Jurnal Pendidikan Bahasa dan Sastra Indonesia)*, Vol. 2, No. 5, 2019.
- Schwartz, Alexander., and Megan Robertson Corkery. "Barriers to Participation among Underrepresented Populations in Outdoor Programs", *Recreational Sports Journal*, Vol. 35, No. 2, 2011.
- Sejati, Andri Estining., Sumarmi Sumarmi, and I. Nyoman Ruja. "Pengaruh Metode Pembelajaran *Outdoor Study* terhadap Kemampuan Menulis Karya Ilmiah Geografi SMA", *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, Vol. 1, No. 2, 2016.
- Sugiyono, Tri., Sri Sulistyorini, and Ani Rusilowati. "Pengembangan Perangkat Pembelajaran IPA Bervisi SETS dengan Metode Outdoor Learning untuk Menanamkan Nilai Karakter Bangsa", *Journal of Primary Education*, Vol. 6, No. 1, 2017.
- Towers, Danny, and Jonathan Lynch. "What Kind of Outdoor Educator Do You Want to Become? Trying Something Different in Outdoor Studies in Higher Education", *Journal of Hospitality, Leisure, Sport & Tourism Education*, Vol. 21, 2017.
- Vera, Adelia. *Metode Mengajar Anak di Luar Kelas (Outdoor Study)*. Yogyakarta: Divapress, 2012.
- Wulandari, Dian Samsi. "Penerapan Strategi PLEASE (Pick, List, Evaluate, Activate, Supply, End) Berbantuan Metode Outdoor Activity Untuk Meningkatkan Kemampuan Menulis Teks Deskripsi", *Jurnal Penelitian dan Pengembangan Pendidikan*, Vol. 2, No. 1, 2018.
- Yates, Cliff. "Writing like Writers in the Classroom: Free Writing and Formal Constraint", *English in Education*, Vol. 41, No. 3, 2007.
- Zaenudin, Teguh. "Keefektifan Penggunaan Media Gambar dalam Pembelajaran Mengarang Deskripsi di Sekolah Dasar", *Metafora*, Vol. 1, No. 1, 2014.
- Zink, Robyn., and Lisette Burrows. "Is What You See What You Get? The Production of Knowledge in-between the Indoors and the Outdoors in Outdoor Education", *Physical Education and Sport Pedagogy*, Vol. 13, No. 3, 2008.