



## **THE EFFECT OUTDOOR STUDY TO THE STUDENTS ACTIVENESS IN SENIOR HIGH SCHOOL**

### **AUTHORS INFO**

Andri Estining Sejati  
Study Programe Geography Education  
Universitas Sembilanbelas November Kolaka  
[andriest@usn.ac.id](mailto:andriest@usn.ac.id)  
+6208530856074

Nasarudin  
Study Programe Geography Education  
Universitas Sembilanbelas November Kolaka

Fahrudi Ahwan Ikhsan  
Department Geography Education  
Jember University

### **ARTICLE INFO**

ISSN: 0000-0000  
Vol. 1, No. 1, January 2020  
URL: <http://usnsj.com/index.php/Geographica>

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### ***Suggestion for the Citation and Bibliography***

#### *Citation in Text:*

Sejati, A.E., Nasarudin, Ikhsan, F.A., (2020)

*Bibliography:* Sejati, A.E., Nasarudin, dan Ikhsan, F.A., (2020). The Effect Outdoor Study to The Students Activeness in Senior High School. *Geographica: Science & Education Journal*, 1 (1, January), 7-12.

### **Abstract**

Problems in the class indicate students are less active in learning. Students are more dominant in receiving one-way material. The low desire of students in learning participation in the form of asking, answering, or presenting. The outdoor study is the chosen learning method to overcome these problems. The outdoor study is useful for student knowledge, learning, and student motivation. This study aims to determine the effect of outdoor study on the activeness of high school geography students. This research is included in a quantitative methodology with a type of quasi-experiment. The researcher determined purposely XI IIS 1 as the experimental class and XI IIS 2 as the control class. Research in Muhammadiyah 1 Babat High School, Lamongan Regency even semester 2015/2016 academic year. The data in this research were analyzed using descriptive quantitative with percentage. The results show that the application of outdoor study provides a change in student active; this can be seen from the category of the active per student in the experimental class, none of them get less active. The average overall active there is a difference of 12.43 from the control class. The average score of questions asked to answer, respond, and presentations of the experimental class are all higher than the control class

**Keywords:** active, outdoor study

### **A. Introduction**

Education makes students change in the cognitive, affective, and psychomotor domains. The domain that Bloom (1976) formulated can be achieved in various ways. One of the methods used to reach the realm is the outdoor study method.

In the outdoor study method, students observe geography objects directly; students are inspired to pour ideas or ideas to be conveyed in learning participation activities. The process of collecting data such as observation, interviews, and documentation makes students more understanding of the material and able to express the material in the learning. According to Arsyad (1997), direct observation gives many meaningful impressions about existing information and ideas. According to Sumarmi (2012), the outdoor study has the power to test hypotheses with empirical methods.

The outdoor study method can encourage student learning motivation. Dada and facts in the field combined with the material in the class, make students more active in learning. Students convey ideas, ideas, thoughts in accordance with the material they find. According to Sudjana & Rivai (2010), the benefits of studying the environment in learning are more interesting, so that students' learning motivation is higher.

Observation results indicate students are less active in learning. Students are more dominant in receiving one-way material. The low desire of students in learning participation in the form of asking, answering, or supporting. According to (Sanjaya, 2014) in conventional learning, the position of students as objects of learning with the role of recipients of information is passive.

The outdoor study is the chosen learning method to overcome these problems. The outdoor study is useful for student knowledge, learning, and student motivation. According to Sudjana & Rivai (2010), student learning activities with the outdoor study are more comprehensive and more active because they can be done in various ways such as observing, asking or interviewing, proving or demonstrating, testing facts, etc.

Harini, Kartika, Fatchan, Utaya, and Amirudin (2012) research found that outdoor study can improve students' reasoning in seeing and solving population problems. Population issues in this case in the context of the student environment. This reasoning is also reflected in active student presentation activities.

Setyasih's research (2010) was conducted in class X SMAN 7 Samarinda to determine the effect of learning with multimedia and field observations on responses and learning outcomes on weather material. The research findings show that the field experience method influences learning outcomes. Student responses in the form of active in teaching and learning activities.

Nurvita's research (2011) combines inquiry learning strategies with field observations of learning outcomes and compiles reports on scientific work. The subject of the research is VI semester students of Geography Education at Tadulako University in 2010/2011. The material chosen is the dynamics of the atmosphere. The results showed there were differences in inquiry learning strategies with field observations on learning outcomes and compiling reports on scientific work compared to group discussions. Discussion activities in the experimental class are more active than the control class.

Harsono (2011) applies the outdoor study method to the Kelud mountain slope object to increase active, learning outcomes, and the ability to compose geographic papers. Natural resource utilization material was chosen as the theme of outdoor study. Research subjects in class XI IPS 2 SMA 3 Blitar. The results showed better student active, seen from their active participation in learning.

The difference in this study compared with previous research seen from the material, application methods, and subjects. This study uses environmental material with the theme of environmental action to preserve karst hills in Baureno District and efforts to overcome damage to karst hills in Babat District. Previous research used population material, natural resources, and weather.

Preservation is more emphasized in this study than environmental damage. This is because students' mindset of the environment tends to damage. The environment is seen by students as something that has been damaged and left. Students should be given examples of environmental preservation in order to appreciate and imitate these behaviors in their homes. According to Sumarmi and Amiruddin (2014), one of the efforts to deal with humans whose environmental ethics is low by fostering the community (including students) through formal education.

This research applies to the outdoor study method. Previous studies using the outdoor study method were combined with group assignments, multimedia, TGT models, and inquiry. This study uses individual tasks such as environmental observation, data collection documentation, and writing scientific papers.

## B. Methodology

### 1. Research Design

This research is included in a quantitative methodology with a quasi-experimental type. This study is called quasi because the treatment given to research subjects is not fully controlled. According to John (2007), quasi-experiment is an experimental design that allows researchers to control as many variables as possible from the situation

The subjects in this study were students of class XI IIS Muhammadiyah 1 Babat Senior High School, Lamongan Regency even semester 2015/2015 academic year. Classes at Muhammadiyah 1 Babat High School are all regular (general), there are no special classes (international or superior) and or acceleration classes. Class XI IIS at Muhammadiyah 1 Babat High School consists of two classes, namely XI IIS 1 and XI IIS 2.

The researcher determined purposely XI IIS 1 as the experimental class and XI IIS 2 as the control class. Class XI IIS 1 (experimental) received treatment using outdoor study methods (observation, interviews, and media maps). Class XI IIS 2 (control) gets treatment using conventional methods (lectures, discussions, questions and answers, and media images and maps).

### 2. Instruments

The instrument of this research include in the teaching plan. The instrument in form of assessment table that focus on student active, there are asking, answer, and presentation. The data collection was carried out for six weeks, between January 4 to February 12, 2016. Student active data collection by the teacher gave a checkmark (√) in each part of the assessment by selecting one score (1, 2, 3, or 4) based on observations of the activities of each student during the presentation, the final score is known from: Average score x 100 divided by four. The score of asking 1 if you never asked, 2 if asking once, 3 if asking twice, and 4 if asking more than twice.

Score answers 1 if never answered, 2 if answered once, 3 if answered twice, and 4 if answered more than twice and or once but quality. The score responds 1 if it never responds, 2 if it responds once, 3 if it responds twice, and 4 if it responds more than twice. Presentation score 1 if you don't master the material and don't use the media, 2 don't master the material and use the media, 3 just master the material and use the media, and 4 if you master the material and use the media. The active criteria are as follows.

**Table 1.** Criteria for students active

Active Score	Criteria
N>80	Very active
60-79	Active
40-59	Average
20-39	Less Active
<20	Passive

Source: Aqib et al (2009)

### 3. The technique of Data Analysis

The data in this research were analyzed using descriptive quantitative with percentage. Data were compared between experimental and control classes without having to do a hypothesis test because the sample was chosen purposively. According to Sugiyono (2016), the research sample chosen purposively applies to the class and can be analyzed without having to test the hypothesis.

## C. Findings and Discussion

### 1. Findings

The application of learning methods in the experimental and control classes was carried out for 6 meetings with a total of 3 presentations to see their activeness. The presentation consists of three times. After the application of outdoor study and conventional methods, the following student activeness data were obtained.

**Table 2.** Active students in control and experiment class

Student ID	Average Score Control Class	Active Criteria	Average Score Experimental Class	Active Criteria
1	39.58	Less Active	63.19	Active
2	47.22	Average	58.33	Average
3	48.61	Average	47.92	Average
4	38.89	Less Active	70.83	Active
5	48.61	Average	55.56	Average
6	54.86	Average	53.47	Average
7	36.81	Less Active	59.72	Average
8	36.81	Less Active	50.69	Average
9	34.03	Less Active	57.64	Average
10	40.28	Average	50,00	Average
11	38.89	Less Active	56.25	Average
12	31.25	Less Active	54.86	Average
13	46.53	Average	56.94	Average
14	43.75	Average	43.75	Average
15	55.56	Average	47.22	Average
16	36.81	Less Active	41.67	Average
17	46.53	Average	45.14	Average
18	36.81	Less Active	52.08	Average
19	40.97	Average	60.42	Active
20	36.11	Less Active	50.69	Average
21	38.89	Less Active	54.86	Average
22	46.53	Average	66.67	Active
23	34.03	Less Active	47.92	Average
24	41.67	Average	52.78	Average
25	38.89	Less Active	62.5	Active
26	50.69	Average	45.37	Average
27	38.89	Less Active	52.78	Average
28	31.25	Less Active	62.5	Active
29	41.67	Average	45.83	Average
30	41.67	Average	52.78	Average
31	34.03	Average	45.83	Average
32	41.67	Average	50,00	Average
33	40.97	Average	47.92	Average
34	38.89	Less Active	47.22	Average
35	34.03	Less Active	56.25	Average
36	40.97	Average	-	
Rata-rata	40.93	Average	53.36	Average

Source: Aqib et al (2009), research result (2016)

Based on table 2 above, it can be seen that the activeness of the control class students is spread out, it is known that 53% belongs to the quite active category and 47% belongs to the less active category. The experimental class 17% included in the active category, and 83% entered the category quite active.

The experimental class shows better results than the control class because none of them get less active. The average overall active of both the experimental class and the control class in the same category is quite active. However, when viewed in more detail, the control class is approaching the lower limit of the less active criterion with a difference of 0.93 points, while the experimental class is at a difference of 13.36 from the lower limit.

The average score of the experimental class asked questions 1.76, answered 2.48, responded 1.73, and the presentation was 3.67. The average control class asked 1.49, answered 1.56, responded 1.41, and had a presentation of 3.46. On average, each active component of the experimental class is better than the control class. Based on the analysis of these data, it was concluded that the outdoor study method provides a change in student active.

## 2. Discussion

The results of the above study indicate that the outdoor study method provides a change in student active. This is because the outdoor study method makes students more aware of the material which is then used by students as material for activeness in class in the form of asking, answering, responding, and presenting. According to Harianto et al. (2019), outdoor study

makes students more active, enthusiastic, and motivated in the learning process. According to (Thomas, 2019) 28-day outdoor education programs in Australia can construct student naturalistic inquiry, the active students, enthusiasm, and experiential learning.

The ability to ask students is better because the questions asked by students are based on the results of the problems obtained from a mixture of inside and outside the classroom. Problems are well understood by students and asked at the time of presentation. According to Sukariasih et al. (2019), students' abilities in inquiry in which there are activities outside the classroom include students being able to understand and present the problems they have encountered.

The ability to answer students is better because of a lot of knowledge that they can and really understand because of the results found. Knowledge is also strengthened with the existing literature, so students get material to answer in full. Facts and data found on objects in the field are important to construct the dimensions of their knowledge (Harianto et al., 2019; Spillman, 2017).

The ability to respond in this case is not a lot of responses because at the stage of asking and answering many are appropriate. But some improvements or complete answers are still made by students who have more specific views on the results of the outdoor study. According to Harianto et al. (2019), in the outdoor study, students observe the benefits of individuals, in this case, students can understand the importance of knowledge to real-life after observing the phenomenon in the field.

The presentation skills are basically the same, but the experimental class is slightly superior in terms of variations in the media used in the form of photo and video media when in the field. The final report of the outdoor study of students in the form of scientific work that is presented nuanced data and facts they encounter in the field (Harini et al., 2012; Baidowi, 2015; Amirudin et al., 2009).

#### D. Conclusion

The application of outdoor study provides a change in student active, and this can be seen from the category of active per student in the experimental class; none of them get less active. The average overall active there is a difference of 12.43 from the control class. The average score of questions asked to answer, respond, and presentations of the experimental class are all higher than the control class.

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