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The Implementation of Outdoor Study to Enhance Students Comprehension in Geomorphology Subject

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***Abstract*— Geomorphology is one of the subjects for in undergraduate degree. The subject dealing with landscape and landform and its process. In Indonesian geomorphology is specific discuss how the landscape and landform in Indonesia were created. Actually, the material has a huge range, as well as to understand this material the students should have a skill to convey. The research design is Classroom Action Research (CAR). The learning activities consist of two cycles. Retrieval of data conducted by observation and a written test. The research was conducted on geomorphology course. The results of this study indicate that the ability of understanding of students increased from the first cycle to the second cycle. The ability to understand the students in the first cycle reaches 21.30 %, while on the second cycle increased to 71.45 %. Based on the results of this study suggested for geography lecturer, learning model Outdoor Study can be used as an alternative model of learning to improve student comprehension ability, especially in the subject of geomorphology.**

Keywords—Outdoor study to, students comprehension

I. INTRODUCTION

In essence, learning is an active process in which students build (construct) new knowledge based on experience/knowledge he already owns. In constructivism learning is not merely a transfer of knowledge that exists outside of it, but to learn more on how the brain processes and interprets a new experience with the knowledge he already has in a new format. The development process can be through assimilation or accommodation (Mahon in Trianto, 2009: 15-16).

Learning is also intended as a process directed to achieve a goal that is planned in advance. Basically, all the teachers wanted competency achieved in each of the learning process. During this time the result of geography learning only from the students' ability to memorize the material in the textbook only. Although many students have a good level of rote including material received, in fact, they often do not understand in depth the substance of the material.

Studying geography is not enough simply through reading and memorization matter alone, but requires more understanding. Students are not enough to listen to the information or material explanation of the lecturer only, and should give an opportunity students to apply the material for getting it in class by observing and learning in the outdoor class. Geomorphology is a subject which requires mastery of concepts for materials geomorphology contains concepts that are real and abstract. Therefore it must be held innovations in implementing learning on an ongoing basis. Alternatively, lecturers should use a teaching method that involves students actively in learning activities. This is done to train students to be able to think and understand the material studied in learning.

Based on a variety of issues about understanding the geomorphology of the material, it can be concluded that it is necessary to apply a learning method that is applied in the study. One of the methods suitably is outdoor study. Outdoor study method is a learning method developed to determine students understanding of the concept with the constructivist approach based environment. Besides being able to construct a more understanding of the material geomorphology that was taught. Outdoor methods study is also fun, because students can actively participate in every process skills in learning activities. Vera (2012) found through the method of outdoor study "The students can know the importance of life skills and life experience in environment and natural surroundings. Learning outside the classroom is more demanding students understand the real fact that occurred ".

Outdoor study methods have compatibility when applied to the study of geomorphology for outdoor learning is a learning technique that presses on one's experience gained through the action/activity in the outdoor class.

Vera (2012) argues that:

> "The method of teaching outside the classroom, in particular, are learning activities between teachers and students, but not done in the classroom, but it is done outside the classroom or outdoors, as the learning activities of students. For example, playing in the school environment, parks, village agriculture, fishing, camping and activities that are adventurous, as well as the development of the relevant aspects of knowledge".

Learning with outdoor study can improve the quality of learning for students study in more depth through the objects encountered than if learning in the classroom which has many limitations. Learning outside the classroom to apply the knowledge they have. In addition, learning outside the classroom is a bridge between theory in the books and the reality on the ground.

Implementation of outdoor study perhaps gives understanding ability of students can be increased and followed with increasing learning results. Implementation of outdoor study in learning is with learning activities outside the classroom by students, namely Lecture Courses conducted in South Malang.

A. Outdoor Study Learning Method

Outdoor study learning methods the learning activities conducted by inviting student learning beyond the classroom to see the events directly in the outdoor class with the aim of familiarizing students with the environment. Through the method of outdoor study outside environment can be used as a learning resource. In this method the teacher's role as a motivator, meaning that teachers as mentors/guides to get students active learning, creative and familiar with the environment.

Sumarmi (2012) explains that "outdoor learning study is a learning technique that presses on one's experience gained through the action/activity on the ground". It is also supported by the opinion Rasmilah (2012) stated, the application method of learning outdoor study geography in achieving the expected learning basic competencies is very appropriate because learn environment in learning activities have shown have shown the involvement of students in the real world. By making the natural environment as a learning resource has been dispelling the notion of verbal students towards learning geography.

Learning outdoor study is one method for enhancing the learning capacity of students. Students learn in more depth through the objects encountered than if learning in the classroom which has many limitations. Furthermore, learning outside the classroom can help students to apply their knowledge. In addition, learning outside the classroom is more challenging for students and bridge the gap between theory in the books and the reality on the ground. The quality of learning in this situation can be given increased capacity learning achievements through the object being learned and can build social skills and personal the better.

Based on the above it can be concluded that the advantages of outdoor study for students can understand and appreciate aspects of life in the environment so that it can form a personal familiar with the life around and be able to direct the respect for nature and sustainability. Meanwhile, according to Suyadi (2013) of outdoor study method has advantages as follows: 1) With the learning of varied student will be fresh thinking because the situation changed, 2) inquiry over production, 3) the ability to discover more coherently, 4) acceleration of a more integrated and spontaneous, 5) foster the strengthening of the concept.

Seeing the many benefits of outdoor study learning of the above opinion can be explained that it should use outside the classroom environment is optimized as a medium of learning and used as a source of student learning. But the thing that must be considered in the study are the methods of outdoor learning outside the classroom must be carried formally and teachers play a very important in controlling the reaction or response of students. That is, although the learning is done outside the classroom, the teacher is still responsible to read the situation and condition of students, awaken or build motivation of students to lessons learned, as well as a way to make motive behavior, directing, and strengthen behavior of students outside of class without reduce the seriousness of the study because of the wild.

B. Understanding Students

A student is said to understand something if he could provide an explanation or give explanation more details on what you learn by using their own language. Better yet, if a student can give examples or synergize what has been learned with the problems that exist in the vicinity. Sudaryono (2012) explains that "understanding is the ability to grasp the meaning and significance of the material being studied, expressed by outlining the basic contents of a reading or changing data presented in some form to another form". While Sudijono (2009) says that "understanding is the ability to understand or comprehend something after something that is known and remembered". In other words, to understand is understand something and be able to see it from different angles.

Based on Bloom's taxonomy aspect of understanding (C2) is higher than the aspect of knowledge (C1) which contains the ability to interpret the understanding of exactly what they have learned without having to apply it. While indicators of aspects of the understanding, among others: translating, interpreting, estimating, determining, for example in the materials describing the method, procedure, method, or steps; understand, for example on the material which describes the concepts, rules, principles, main contents, and the link between the facts; deciphering, interpreting for example in tables, graphs, and charts. To that end, students are expected to comprehend or understand what is being taught, to know what is being communicated, and can take advantage of its contents without having to hook up with other things.

Comprehension is one benchmark of competence achieved after student learning activities. In learning, each student has a different ability to understand what he learned. someone can understand the material thoroughly, and some are completely unable to extract meaning from what he has learned, thus achieved only limited know. To that required an evaluation at each end of the lesson.

The steps that can be used to enhance students' understanding of the repair process of teaching, the activities of tutoring, understanding learning time and making feedback (feedback in learning), providing motivation to learn, learning ability of students, remedial teaching (teaching improvement), and held a variety skills in delivering learning that teachers do. If such measures can be implemented with both the aspects of students' understanding will be achieved and can be increased at higher cognitive aspects.

II. METHOD

This type of research is the Classroom Action Research using descriptive methods. The learning activities consist of two cycles where each cycle has four stages: (1) Planning, (2) Implementation of activities, (3) Observation (Observation), and (4) Reflection. Retrieval of data conducted by observation and a written test.

This research was conducted at 2015 E Class Education Program Geography at the University Kanjuruhan. Locations of Outdoor Study the first cycle in District Bantur, while the location of the second cycle in Balekambang beach, Malang.

III. FINDING AND DISCUSSION

The results showed that an increase in the ability of understanding students. Understanding the ability students in the first cycle reached 50.4%, while on the second cycle increased to 71.45%. For more details can be seen in the picture below.

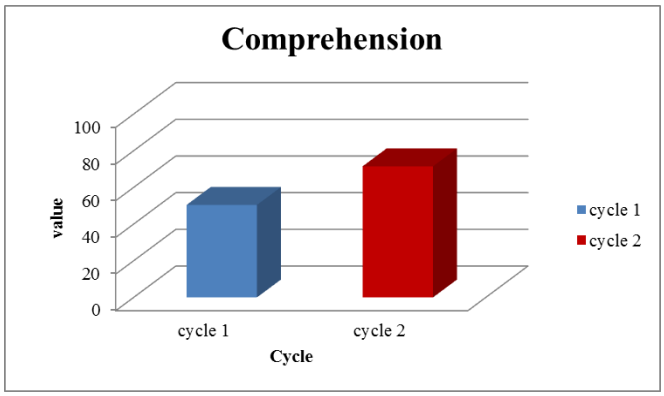

Fig.1. Understanding Students

Based on the research findings are generally found in this study that the application of methods outdoor study can improve understanding students particular competence that follow geomorphology subjects. Outdoor learning methods appointed researchers study aims to improve understanding of the material landform.

Learning by Trianto (2009) is an active process in which students build (construct) new knowledge based on experience/knowledge he already owns. In the view of constructivism learning is not merely a transfer of knowledge that exists outside of it, but to learn more on how the brain processes and interprets a new experience with the knowledge he already has in a new format. The development process can be through assimilation or accommodation.

Based on the results of research conducted in two cycles with the application of learning methods of outdoor studies, has shown an increase learning progress students especially the ability of understanding. Increasing the capability of understanding students caused by several things including:

First, students are more active in learning so that they better understanding. Liveliness makes diligent student discussion and debriefing activities towards a good understanding. It presented the same that is associated with the data results of field observations. Liveliness students study due to outdoor learning is student centered and answer their curiosity. Willingness to learn are higher when students can freely and active during learning. According to Tuula (2013) outdoor makes students actively participate in learning activities so that they better understand the activities and materials that previously only found in the classroom.

Second, students interested with application of outdoor study methods, making them more concentration and passion. According to Gulo (2002) one of the principles to create learning conditions in order to optimize student learning activities is to integrate physical and intellectual experience. According to Nugroho (2013) physical and mental emotional involvement to encourage the willingness, ability, curiosity is high, and as controllers for quality improvement and learning success.

Third, differences in study the phenomenon in an outdoor location, make students more understanding about the concept of locations including the physical phenomena and human activities in the places they visit. Outdoor study and Geography basic disciplines of mutual collaboration, especially on spatial. Geography learning outside the classroom through field observations need to strengthen the understanding of the essential concepts of Geography.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the application of research results can improve understanding students of outdoor study which can be seen in the first cycle and the second cycle. Understanding the ability students in the first cycle reaches 21.30%, while on the second cycle increased to 71.45%.

To increase the ability of understanding students caused by several things including: First, students are more active in learning so that they better understanding. Second, students interested in the use of outdoor study methods, making them more concentration and passion. Third, differences in study the phenomenon in an outdoor location, make students more understanding about the concept of locations including the

physical phenomena and human activities in the places they visit.

B. Suggestion

Suggestions can be submitted in this study are: Lecturers are advised to use alternative methods of outdoor study as to improve the understanding students. Use of outdoor study methods, particularly in the subject of geomorphology. The college advised providing support for the use of outdoor study methods while providing ease of permission for lecturer

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