

The Application of Outdoor Learning Method as a Means of Knowing the Environment

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Abstract— Outdoor learning is a learning method that can be used by teachers in teaching to students. With outdoor learning, students can get to know the environment and can also make learning more interesting because activities are usually done in the classroom. Outdoor learning helps students to get know more about the environment in school or outside school. The environment provides real lessons for students who need concepts in real terms so that they can be understood more deeply. The method used in this study is descriptive to find out how to introduce students to the environment using outdoor learning methods. Data collection techniques using interviews, observation, and documentation. The source of this study is students and teachers of grade IV at Serengan I Elementary School in Surakarta city. The conclusion of this study is that students can get know more, maintain and preserve about the environment.

Keywords— outdoor learning, learning methods, environment

I. INTRODUCTION

Outdoor Learning is a learning method that invites students to study outside the classroom by interacting directly with objects around them. With the concept of learning outside the classroom, students can get to know more about learning objects that are usually only found in textbooks, now participants do not see them directly. Outdoor Learning or learning outside the classroom also provides variations in the way of teaching which is usually only formal and monotonous in the classroom to be learning that provides real, active, and fun concepts. Learning can occur anywhere and in unplanned or indirect situations. This has a positive impact on students because it can provide important meaning in the developmental period of affective, cognitive and psychomotor. Learning methods outside the classroom also provide a direct, real, and concrete experience that can provide meaningful experiences for students [7].

Learning that involves the environment can also shape the character and knowledge of students, because they can directly interact with real life [2]. Knowledge that is not only limited to memorization, but which can be useful for the lives of students now and in the future. The character that can be grown with the Outdoor Learning method is in the form of caring and loving the environment. The main conditions and factors that can be at the core of learning outside the classroom are giving students the opportunity to get the

knowledge and attachments that exist in the classroom outside the environment [13]. The opportunities that these students have are the benefits that teachers can take in developing learning that can attract the attention and activeness of students while they are outside the classroom.

Outside the classroom can provide experiences, challenges, and risks that are important for students' learning [8]. Risks here have the intention that in every activity that is carried out outside the classroom has an effect on the development and mindset of children. Teacher guidance is needed in learning outside the classroom. Teachers should prepare various steps, strategies, media, tools, and materials that will be used in learning outside the classroom.

The environment that is used for learning activities can be parks, courtyards, zoos, orchards, rice fields, fields, and so on. Environment is a complex system that is outside the individual that affects the growth and development of the organism [16]. Indirectly the environment can have a good and bad impact on students, depending on where the students live. Human awareness and concern for the environment cannot exist and grow just like that, but it must be familiarized and learned its formation continuously from an early age, through various real activities that bring children closer to the environment and daily life [11]. How to learn children (students) can be through formal education conducted in schools and non-formal education conducted at home.

Teachers as parents in school play a very important role in efforts to foster an introduction to the environment for students. Furthermore, students can be more caring and be aware of the environment around them. One example of activities that can recognize the environment in formal education by applying the method of Outdoor Learning. The environment provides benefits for students in integrating traditional curricular standards [12]. This explains that by using environmental areas that are outside the classroom as a means and media in supporting learning when using the Outdoor Learning method.

Entering the era of globalization where activities carried out by humans are very felt and have an impact on the surrounding environment. Issues that must be known by students in order to help preserve the environment. These problems are for example population development, warming of the earth, depletion of the ozone layer, habitat destruction and disappearance of species, air pollution, water pollution, pollution and traversing of underground water, soil pollution,

risk of chemical damage, and so on [9]. Various issues regarding the environmental problems mentioned above can help students to provide solutions and maintain environmental balance so as not to lead to environmental damage. If this happens, it can endanger the lives of living things.

II. LITERATURE REVIEW

Outdoor Learning is an interdisciplinary process that utilizes activities out of the room in order to foster respect and care for the ecological life of all living things. The purpose of education and learning outside the classroom is to enrich, revive, and complete unfulfilled content while studying in the classroom by getting observations and experiences directly outside the classroom [4]. Students can also get to know more about the environment around them. Learning is also designed so that students focus in the scope taught by the teacher. Because there are so many things when teaching outside the classroom that can break the students' concentration. It is the duty of the teacher to design learning designs that attract the attention and focus of students.

The benefits of learning outside the classroom are 1) improving self-regulation; 2) improve physical fitness and motor development; 3) improve nutrition; 4) improve vision; 5) improve cognitive development; 6) improve academic performance; 7) reduce ADHD symptoms and concentration; 8) increase self-confidence; 9) build understanding and appreciation of ecosystems, food systems and environmental processes [1]. There are so many benefits for students that are obtained using the Outdoor Learning method. So not only learning, but also while knowing the environment and playing that can help the development of students' affective, cognitive, and psychomotor.

Research conducted by Humberstone and Stan [3] states that activities carried out in Outdoor Learning are made specifically in nature and the focus of learning is mostly living things. So that in this activity students can face, experience, and explore nature in various ways and traits. Indirectly can establish a relationship between formal education experience and non-formal education experience of students.

In Outdoor Learning, teachers are very instrumental in guiding each step of the activities in learning. Because not all students are happy if learning is done outside the classroom. This is in accordance with the research conducted by Fagerstam [6] saying that the experience that students have with nature can be described emotionally, rare and fragmented. Teachers' perceptions and observations are enthusiastic students when they are doing activities outside the classroom, while others report feelings of fear and discomfort while in nature. So before doing Outdoor Learning, the teacher must understand the characteristics of students. Furthermore, it provides reinforcement to students who experience discomfort and fear if learning is done outside the classroom.

Learning that is done outside the classroom that is directly related to the environment has an impact that affects the development of students. As in the research conducted by Ballantyne & Packer [17] explains that when students

learn in the natural environment has the potential as a medium to develop students' sensitivity to the environment. provide a concrete understanding of environmental problems in involving students actively with ecological problems.

As teachers or educators, we must pay attention to the type or form of education outside the classroom in the teaching given (in the case of higher education). This can facilitate the beginning of emergence at the initial stage of students to imagine the education outside the class they want. In addition, the learning experience becomes the choice for students and the result is their high learning motivation which results in a valuable starting point towards the planned learning goals [5].

Outdoor learning has been applied in several preschool institutions in Indonesia called "School of Nature". This school has proven the success of non-classroom learning that uses five sensory and life experiences. The schools in question include: natural schools in Bogor, Bekasi, Ciganjur, Depok, Natur Islam. However, the education system used in the School of Nature is different from formal schools in general. In the School of Nature the learning process combines theory and adaptation, using the Spider Web method that connects education with the real life of students and can connect between one subject to another subject, not teaching from one chapter to another chapter of the textbook [15]. Although there are differences in the curriculum, ways of teaching, and the methods used, equality is at the core of teaching students to learn outside the classroom and interact with the environment.

The natural environment has benefits as a source of media for learning, personal and social development, learners can experience a variety of learning experiences such as sharing, communication, group work, self-awareness, self-confidence, self-regulation, self-discipline, improving problems in the classroom, inspiring learning, forming skills in social and significant global problem solving. Learners can also interact with the teacher, education, environment, current and future life [18]. Outdoor learning requires careful and supervision. Because in this learning, students are in an open environment. Teachers can also ask for help from other subject teachers who have no class to help. Participation from parents can also help the smoothness of Outdoor Learning. However, there are still restrictions on inviting parents, so they cannot invite all parents, just a few a representative.

III. MATERIAL AND METHOD

A. Data

Data collection techniques used are observation, interviews, and documentation. The first technique is observation when teaching and learning activities take place in class. The researcher observes the way the teacher teaches, what is the condition in the classroom when the teacher teaches, the attitudes of students when teaching and learning takes place. The second technique with interviews, researchers conducted interviews with teachers and students of fourth grade SDN Serengan 1 in Surakarta City.

During interviews with teachers, researchers questioned the methods, models, strategies, techniques, media, and

books used when teaching in class. For interviews with students, researchers asked several questions about the way the teacher taught in class, the conditions at which the teacher taught, the difficulties encountered during learning, the material that was felt difficult by students, and their activity in the classroom. The third technique with documentation. The researcher took several photos during teaching and learning activities in the classroom, then looked at the syllabus programme, planning of learning, list of students' grades.

B. Method

The research used is qualitative research. Qualitative research is a research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions of people's thinking individually or in groups [14]. In this study explains that researchers allow problems to arise from data or be left open to interpretation. The data is collected by careful observation, including descriptions in detailed contexts with notes from in-depth interviews, as well as results of analysis of documents and records. Qualitative research departs from the philosophy of Constructivism, which sees reality as plural, interactive, and requires interpretation based on social experience. The collected data is analyzed so that it becomes a description of the results of the study using interactive analysis

IV. RESULT AND DISCUSSION

A. Results

Obtained data from the Outdoor Learning method is the value contained in the learning being taught. The value of recognition of the natural environment around students, from the school, home, community, park, zoo, rice fields, forests, gardens, and so on. Characters that are formed by knowing the environment are students who can care more about the environment. So that they can maintain and preserve the environment so that it is not damaged by human activities that harm the environment. In addition, students can directly interact with real objects, objects that can only be seen from textbooks, now students can see and touch the object. Although not all objects described in textbooks can be found directly in their students.

Fun and exciting situations that are carried out when learning outside the classroom can make students learn while playing. The acquired knowledge can be taken by students while observing, enjoying, and dealing directly with their natural surroundings. Learning outside the classroom can also be a means of teachers to overcome the saturation of students while studying in the classroom. Learning outside the classroom is adjusted to the subject matter that will be taught by the teacher. The teacher develops various plans and steps that are right, effective, safe, comfortable, and fun for students so they can feel the difference between learning in class and outside the classroom.

So that the learning done outside the classroom remains focused on inviting students to learn but while enjoying the environment. In addition, it can bring out the curiosity and sensitivity of students to the conditions around them. Furthermore, the teacher can invite students together to explore information about things students want to know.

From there, they get new knowledge and information previously not found in the classroom.

Learning conducted at Serengan 1 Elementary School in the fourth grade according to the results of interviews, observations, and documentation has not met the needs of students to be familiar with the environment. Because by knowing the environment, indirectly arises curiosity, care for the environment, the ability to think critically, sensitivity to the conditions that occur at that time in the environment, and how to preserve the environment around them or outside their environment. Furthermore, interactions are carried out not only with animals and plants, but with society can foster ways of socializing fellow human beings. Not only adding knowledge, but the ability to behave and the skills of students will also appear simultaneously. Because in an outside class environment, students can do activities that have never been done in the classroom.

B. Discussion

Outdoor Learning in the use as a learning method to introduce students to the environment has several steps that must be understood properly and correctly by the teacher before the learning activities are carried out. Because learning is usually done in the classroom experiences a little variation, namely by inviting students to learn outside the classroom while knowing the natural environment. The simplest thing is done by introducing the nearest environment of the park, school yard, highway, home environment, social environment such as community, river, field, zoo, rice fields, gardens, rural environment, urban environment, and many more.

Character values of the natural environment, fellow human beings, fellow living beings can be directly given because the experiences and conditions that occur directly experienced by students. This can bring benefits to the stock of the experience of students who can be used in the future to deal with the problems that occur to them. Outdoor learning can provide an inspiring experience for students, because of the learning experience that is outside the classroom that has never been done before. Memory about this experience will be remembered by students as an exciting and exciting adventure. So the concept of learning is not just sitting, being quiet, listening to the teacher's explanation, taking notes, doing questions, and going home. However, students are invited to develop their potential and creativity. Not only in terms of cognitive, but in terms of affective (attitude) and psychomotor (skills) they are also developed, so that there is a balance in the growth and development of students in a direction that is more beneficial and mutually independent of each other.

In Outdoor Learning also has some weaknesses, including: 1) students lack concentration; 2) management of students will be more difficult; 3) Time will feel faster or feel longer; 4) the strengthening of concepts is interrupted by activities carried out by students or other groups; 5) Teachers will be less intensive in guiding; 6) Unreal or apparent interest arises [10]. To minimize a number of conditions as mentioned earlier, the teacher must really master the Outdoor Learning method. Next, the teacher looks at several steps that are carried out to find out the

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design that will be formed and combined according to the material to be taught. The stages according to Hendriani include: the first stage is the preparation stage, the teacher formulates the objectives to be achieved from the use of the environment as a learning resource. The teacher conducts a survey to the place to be used. Make observations and surveys carefully. Record several things contained in the environment such as objects, living things, or events that interest students. The second stage is the implementation phase, the teacher guides students to do the worksheets or instruments made. The last stage is the stage after the field activities, in this stage the teacher guides students to make reports about activities carried out outside the classroom. Reports made by students contain data that can be used by teachers to help students in understanding the concept. Students are asked to present the results of their report in front of the class. Furthermore, students paste the results of the report made as a display of work results in class [7].

Learning to use Outdoor Learning is made and adapted to the conditions and material to be given. Not just to make activities that are outside the classroom. Teachers also need to understand the characteristics of students. So that some obstacles or constraints faced when implementing Outdoor Learning can be reduced. The introduction of the environment using the method of Outdoor Learning in accordance with the meaning of the method. Because students are invited to leave the room or class and observe the environment around them carefully.

V. CONCLUSION

Outdoor Learning is a learning method that invites students to learn outside the classroom while observing the environment. Learners are invited to interact directly with objects, other living things, phenomena directly so that they can provide real and meaningful experiences for them. With Outdoor Learning, students can get to understand the environment, to the efforts that can be done to protect the environment from human damage or natural phenomena. The learning done by the teacher and fourth grade students in Serengan 1 Elementary School has so far never invited students to study together outside the classroom with nature.

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