

INFLUENCE OF OUTDOOR LEARNING APPROACHES TO STUDENT'S BIOLOGY LEARNING RESULT

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Abstract

This study aims to determine the effect of the outdoor learning approach on students' biology learning outcomes. This research was conducted in February - March 2023. The research location was carried out to class VII students of SMPN 14 Bengkulu City by giving test questions. This type of research is quantitative research using a quasi-experimental research design. The implementation used 2 research groups, namely the experimental class group and the control class group. The population in this study were all students of class VII SMPN 14 Bengkulu City as many as 231 people consisting of 8 classes for random sampling obtained class 7.2 which totaled 32 consisting of 18 boys. 14 girls and class 7.1 which totaled 32 consisting of 16 boys 16 girls. The data collection method was in the form of tests taken directly from the pretest and posttest scores of student learning outcomes in both the experimental class and the control class. The results of the study show that: There is an effect of Outdoor Learning on biology learning outcomes for class VII students. This can be seen from the results of the average pretest score of the experimental class and the average pretest score of the control class, the average posttest score of the experimental class is greater than the average posttest score of the experimental class. control class. So it can be concluded that H0 is rejected and H1 is accepted, meaning that there is an influence of the outdoor learning approach on the learning outcomes of class VII students. So it can be concluded that H0 is rejected and H1 is accepted, meaning that there is an influence of the outdoor learning approach on the learning outcomes of class VII students of SMPN 14 Bengkulu City.

Keywords: Influence, *Outdoor Learning*, Learning outcomes,

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pendekatan outdoor learning terhadap hasil belajar biologi siswa. Penelitian ini dilaksanakan pada bulan Februari – Maret 2023. Lokasi penelitian dilaksanakan kepada siswa kelas VII SMPN 14 Kota Bengkulu dengan pemberian soal tes. Jenis penelitian ini adalah penelitian kuantitatif dengan menggunakan desain penelitian eksperimen semu. Pelaksanaannya menggunakan 2 kelompok penelitian yaitu kelompok kelas eksperimen dan kelompok kelas kontrol. Populasi dalam penelitian ini adalah seluruh siswa kelas VII SMPN 14 Kota Bengkulu sebanyak 231 orang yang terdiri dari 8 kelas untuk random sampling diperoleh kelas 7.2 yang berjumlah 32 yang terdiri dari 18 anak laki-laki. 14 perempuan dan kelas 7.1 yang berjumlah 32 terdiri dari 16 laki-laki 16 perempuan. Metode pengumpulan data berupa tes yang diambil langsung dari nilai pretest dan posttest hasil belajar siswa baik kelas eksperimen maupun kelas kontrol. Hasil penelitian menunjukkan bahwa: Terdapat pengaruh Outdoor Learning terhadap hasil belajar biologi siswa kelas VII. Hal ini terlihat dari hasil rata-rata skor pretest kelas eksperimen dan rata-rata skor pretest kelas kontrol, rata-rata skor posttest kelas eksperimen lebih besar dari rata-rata skor posttest kelas eksperimen. Kelas kontrol. Sehingga dapat disimpulkan bahwa H0 ditolak dan H1 diterima, artinya terdapat pengaruh pendekatan outdoor learning terhadap hasil belajar siswa kelas VII. Sehingga dapat disimpulkan bahwa H0 ditolak dan H1 diterima, artinya terdapat pengaruh pendekatan outdoor learning terhadap hasil belajar siswa kelas VII SMPN 14 Kota Bengkulu.

Kata kunci: pengaruh, outdoor learning, hasil belajar,

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Introduction

Education is an attitude to pass on intelligence or ideas, skills, and procedures that are expected to make humans become good citizens, so that they can develop their personality and even their thoughts (Agustina, 2019). Law Number 20 of 2003 concerning the National Education System article 1 Article (1) Paragraph (1) that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have emotional and spiritual religion. strength, self-control, personality, intelligence, noble character and skills needed by himself, society, nation and state (MacQuarrie, 2018).

From the statement above it can be concluded that education is a process of a person's attitude in formulating an idea, skill, ordinance to guide humans to be better that is useful for the nation and state. The process of its activities goes through several institutions such as Kindergarten, Elementary School, Middle School, High School and so on. This institution contains a process of change which is better known as the school (Mann et al., 2021).

School is an official educational institution that aims to develop student abilities, skills, and achievements that benefit the nation and state (Amalia et al., 2019). Schools here are also institutions or organizations that provide educational services for citizens in order to improve one's quality of life (Astari, 2020). From this statement it can be concluded that schools are organizational institutions that are able to make a person improve skills, achievements that are useful for individuals and their environment, in schools there are teachers who are useful for educating and guiding students in the teaching and learning process (Sando, 2019).

Learning is a change in attitude as a result of learning with the environment, this change is in the form of behavior that leads to improvement. Learning is also a process that a person goes through in forming a better personality than before, this good personal form will later lead to behavior that is considered as a result of learning (Darmansyah et al., 2022). From this statement it can be concluded that learning is a person's activity for produce changes in behavior that lead to being better than before through the stages of the learning process (Sjöblom et al., 2023).

Learning is a process of activity that is useful for determining the success of student learning, so that in this case it appears between teachers, students and learning resources in the learning environment according to the characteristics of the subjects . Natural Sciences or abbreviated IPA is a group of science or knowledge, Science education is expected to be an arena for students to explore themselves and their surroundings, learning activities lead to direct learning to develop creativity in order to be able to explore and understand the natural surroundings as a whole. regulated (Darmansyah et al., 2021).

The scientific approach is a process that shows a thought, approach, vision and explanation of an actuality. In other words, the approach is to provide opportunities to improve students' ideas in assessments, discussions, which are obtained from the learning process, through stages or rules in learning with a scientific approach, students are directed regularly to sort in each assessment (Egok et al., 2021). From the theory above, it can be concluded that the approach is a view or benchmark for achieving learning activities (Sjöblom & Svens, 2019).

Outdoor learning is education that takes place outside the classroom which involves experiences and improves students' learning abilities (Thalib & Ahmad, 2020). The use of contextual learning models with an outdoor learning approach aims to improve students' problem solving abilities in class such as learning outcomes. Outdoor learning can provide positive learning opportunities. Not only that, outdoor learning can also help reduce the level of boredom or boredom of students and even teachers in learning . Outdoor learning is able to hone students' creativity in learning and can direct students in solving various problems, fostering a scientific attitude and of course has an impact on the effectiveness of more optimal learning outcomes (Febbriana et al., 2019).

Outdoor learning is learning that is done outdoors or in the classroom and this outdoor learning can make a person or we call it a student to be active, innovative, creative in a more meaningful and contextual learning process by getting learning resources directly. The actual pattern of field study learning is through direct observation of objects with learning that can increase student creativity and activity contextually. It can be concluded that learning that is carried out outside the outdoor learning class can take advantage of the environmental conditions around students as structured and planned learning, where learning can activate student creativity (Ijie, 2019). From the above understanding it

can be concluded that the outdoor learning approach is a learning activity carried out by inviting students to achieve educational goals (Tokan & Imakulata, 2019). This is because the outdoor learning approach is associated with learning the natural surroundings in the form of explanations and observations (Widada et al., 2019).

These results are in accordance with the results of research on the outdoor learning approach conducted by with the title "The Influence of Outdoor Learning Outdoor Learning on the Problem-Solving Ability of Class VII Students of SMP Negeri 05 Seluma" Based on the scores that have been analyzed, the results of problem-solving abilities students showed that the experimental class had a higher average of 78.79 compared to the control class, which was 73.86, outdoor learning made students more active and diligent. in learning, this affects the learning outcomes of students who have higher problem-solving abilities, based on the results of the analysis tests that have been carried out with the SPSS program, it is obtained that the sig value (0.000) < 0.05 in the test table between subjects effects (Tuuling et al., 2019).

Based on observations made by researchers on January 30, 2023 in class VII, it is known that the average value of the daily test results for class VII students in science subjects is not optimal because it has only reached 61 which is still below the KKM. (KKM) or also called the criteria for achieving learning objectives (KKTP) in the Merdeka curriculum, namely 65, if detailed, there are 111 students (48%) who have completed and 120 students (52%) have not completed with a total of 231 students, with value problems in schools that are not in accordance with government policies that encourage high student learning outcomes and encourage students to be more active, these problems require teachers to be more able to improve the quality of learning. can be said to be a very important learning resource and has a very significant value in the student learning process, environment can enrich learning materials and activities, as well as add insight and knowledge to students because learning is not only limited by the four walls of the class, besides that the truth is more accurate, because students can experience it directly and can optimize the potential of their five senses to communicate with the surrounding natural environment, by taking learning material from the environment, students' skills and intelligence can also be improved. practiced in social life, lessons or field work are also inseparable from good science lessons, because field activities are useful for standardizing perceptions, generating interest, and gaining knowledge in a meaningful way (Hayani & Santoso, 2015). as well as add to students' insight and knowledge because learning is not only limited by the four walls of the classroom, besides that the truth is more accurate, because students can experience directly and can optimize the potential of their five senses to communicate with the surrounding natural environment, by taking learning material from the environment, skills and Student intelligence can also be improved (Veen et al., 2023). practiced in social life, lessons or field work are also inseparable from good science lessons, because field activities are useful for standardizing perceptions, generating interest, and gaining knowledge in a meaningful way (Kurniawati & Mardiana, 2021). as well as broadening students' insight and knowledge because learning is not only limited by the four walls of the classroom, besides that the truth is more accurate, because students can experience directly and can optimize the potential of their five senses to communicate with the surrounding natural environment, by taking learning material from the environment, skills and Student intelligence can also be improved. practiced in social life, lessons or field work are also inseparable from good science lessons, because field activities are useful for standardizing perceptions, generating interest, and gaining knowledge in a meaningful way. because students can experience directly and can optimize the potential of their five senses to communicate with the surrounding natural environment, by taking learning material from the environment, students' skills and intelligence can also be improved. practiced in social life, lessons or field work are also inseparable from good science lessons, because field activities are useful for standardizing perceptions, generating interest, and gaining knowledge in a meaningful way (Mudzakir & Mubarak, 2020). because students can experience directly and can optimize the potential of their five senses to communicate with the surrounding natural environment, by taking learning material from the environment, students' skills and intelligence can also be improved. practiced in social life, lessons or field work are also inseparable from good science lessons, because field activities are useful for standardizing perceptions, generating interest, and gaining knowledge in a meaningful way (van Dijk et al., 2020).

Based on the background presented, the researcher was encouraged to use the outdoor learning method with the title "The Effect of an Outdoor Learning Approach on Learning Outcomes of Class VII Students of SMP Negeri 14 Bengkulu City"

Method

This type of research is quantitative research using a quasi-experimental research design. The implementation uses 2 research groups, namely the experimental class group and the control class group. The population in this study is all class VII students of SMPN 14 Bengkulu City in the 2022/2023 academic year as many as 231 people consisting of 8 class.



Figure 1. quantitative research design

Quasi-experimental or quasi-experimental which in its implementation uses two research groups, namely the group with the experimental class and the group with the control class. The control class is used as a comparison (Nurhartina & Torobi, 2021).

The design of this study uses an experimental design that is used in the form of a control group pre-test – post-test design. In this study there was a sample group, namely the experimental group that was given the outdoor learning approach and the control group that was treated with the discussion method. The initial test (pre-test) was given before treatment (treatment), then a final test (post-test) was held in the experimental class and control class. The research design in this study can be seen in table 1 below.

Table 1. Research design			
Class	Pre-test	treatment	Post-test
e	T 1	X 1	T 2
K	T 1	-	T 2

Information:

- E : Experiment Class.
- K : Control class.
- T 1 : Initial test
- X 1 : Treatment by applying an outdoor learning approach.
- T 2 : Post-test

Result and Discussion

Before testing the hypothesis, the researcher first conducted a prerequisite test, namely the normality test using the Kolmogorov-Smirnov test, and the homogeneity test using the Levene test. After the prerequisite test is fulfilled, then the hypothesis test is carried out. The statistical method used to test the hypothesis in this study is to use the Independent Sample T-Test. This test is used to make a decision whether the hypothesis is accepted or rejected (Lloyd et al., 2018).

Decision making in hypothesis testing is as follows:

When sig. > 0.05 then H_0 is accepted or in other words there is no effect between the approaches used on the variable being measured, whereas if sig. < 0.05, then H_0 is rejected, which means that there is an influence between the approaches used on the variable being measured. Calculation of the Independent T-Test can be seen in table 2 below:

Table 2.Independent T-Test test

			Levene's test of Variance Equality		t-test for male equality		
			F	Sig	Q	Df	Sig. (2-tails)
Learning outcomes	Equal variances are assumed	are	1,236	0.270	3,965	62	0.000
	Equal variances are assumed	are			3,965	61,739	0.000

Post test data on student learning outcomes that have been implemented are known to have a significance value of less than 0.05 ($0.000 < 0.05$) which indicates that H_0 is rejected and H_1 is accepted. Thus it can be seen that there is an influence of the outdoor learning approach on student learning outcomes in Ecology and Biodiversity subjects at SMPN 14 Bengkulu City. Discussion of the Effect of the Outdoor Learning Approach on Learning Outcomes:

Pretest learning in the experimental class and control class on ecology and biodiversity material for class VII students of SMPN 14 Bengkulu City can be said to be still low. The consequences that can be generated are student learning outcomes that are less than optimal. After doing the pre-test, then the researcher gave the treatment (Ameli, 2022).

After being given treatment in the experimental class and conventional learning in the control class, the researchers then conducted a final test (post test) in the experimental and control classes. The results of tests on ecology and biodiversity, after being given learning with an outdoor learning approach in the post-test in the experimental class, increased more than the results of tests with conventional learning in the control class (Braun et al., 2018). This is because learning with an outdoor learning approach requires students to go directly into the surrounding environment so that students have experience because the environment is a definite source of learning, and outdoor learning can also improve learning abilities and play a role in training children's development. liveliness, more understanding of something from the environment (Bilous et al., 2018).

Outdoor learning increases curiosity and provides opportunities for students to work together, outdoor learning provides opportunities for students to think and understand on their own so that the knowledge students acquire lasts a long time, is easier to remember and can influence mastery of concepts about ecology and biodiversity so that learning outcomes maximum. This theory is supported by Chien (2019) which states that outdoor learning can maximize student learning outcomes, because students are required to discover the concepts they have. self-study, so that the understanding gained by students is higher and has a good effect on learning outcomes, inspires enthusiasm, and the learning process outside students are directly involved in learning that is more real and active so that students are trained in solving as well as making decisions (Fägerstam & Grothérus, 2018). The research results obtained by researchers are relevant to research Roliyah & Irwandi (2018) which states that outdoor learning can maximize student learning outcomes.

Based on the results of the study it was stated that in the experimental class using the outdoor learning approach, contextual models, the question and answer discussion method, student learning outcomes increased because by using the outdoor learning approach students were enthusiastic and active in learning. complete the tasks given in the learning process because students are directly involved with the surrounding environment (Dyment et al., 2018). This concurs with (Hastutiningsih,

et al., 2016), (Rahyuni, et al., 2018) outdoor learning can improve student learning outcomes, students' cognitive learning outcomes achieve KKM scores and there are significant differences between the experimental class and the control class and can increase student curiosity, student activeness in learning and solving problems (Harris, 2018). Whereas in the control class with the problem-based learning model, the discussion method of question and answer students is less active because during the learning process students find it more difficult to understand learning due to limited knowledge so that learning is carried out in class regardless of background. real environment for themselves (Khan et al., 2020).

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