

IPS Learning Implementation Using Outdoor Study Methods to Improve Student Activity

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Abstract: The purpose of this research is to know: 1) Characteristics of outdoor study method on learning IPS material economic activity in class VII MTs Miftahussalam 1 Demak, 2) Implementation of outdoor studies method on the learning of IPS materials economic activity, 3) Knowing learning access implementation of outdoors study method to economic activity material. This research is field research with a qualitative descriptive approach, with data obtained from observations, interviews, documentation, as well as rafting. Subsequently, all data is collected analyzed, and concluded through data reduction, data presentation, and data verification. The results of the research obtained: 1) the characteristics in the method of outdoor study is learning outside the classroom using the canteen as an adequate school facility so that it can be a strategic location on the material of economic activities, 2) the implementation of the outdoor study activities in the learning IPS is going smoothly due to the preparation of mature in terms of the place, material and tasks that have been prepared by the teacher, with the environment around the madrasah that supports very beneficial in the process of learning using the method outdoor study, this method is used by the IPS teacher on the materials of economic activity consisting of the production of consumption and distribution, because the environment of the Madrasah besides there are also the grobak merchants carefully arranged by madrasa, so it becomes compatible with the material, in addition there is an inhibitory factor, i.e. management of time in the presentation as well as interaction of students with traders who pass the specified time limit, 3) learning access in the application of outdoor studies activities i. e. can work together well, communicate widely, have a sense of behavior well, are able to solve the problems that are observed economically, while the economic activity is expected to be understood by the highest percentage of the outdoorship of the activity, and the study is demonstrated by a high degree of the ability to understand the environment.

Keywords: IPS; student activity; outdoor study.

Introduction

Education is one of the investments for future generations of nations so that living human beings are entitled to an education that is a process of adaptation for students in adapting to the environment as well as their lives in society. It is by the Regulation of the Minister of National Education No. 20 of 2003 on the National Education System chapter 1. 20 that learning is the process of interaction between students and teachers and the learning resource in one learning environment. Teachers play an important role in education and must be able to adapt to specific

goals, and in particular develop the skills and abilities that students possess (Tiara Ratna Sari, 2017).

The teaching style of the teacher should be adapted to the student's learning style so that the student feels happy when studying (Zarkasi et al., 2024). The learning process that meets the needs of the student is a facility that the teacher must continue to try to nurture, Husamah explains that a formal school education process, facing saturation, routine activity of a rigid and frozen learning process, no longer prioritizing the idea of creativity of each student because of all the linear patterns in the classroom (Revina Novanti, 2015). The

upgrades could be in terms of learning methods like using mind maps (Zarkasi Zarkasi, 2022), educational materials that are integrated with the Internet (Zarkasi Zarkasi, 2023), teaching materials based on the student's developmental stages (Mustafid et al., 2023), or using an Android-based learning medium (Mu'minatin & Zarkasi, 2023), or use interactive multimedia (Zarkasi & Taufik, 2019). In addition, in terms of learning resources that will be able to change all kinds of learning activities that will take place to be more effective, by the preparation of teachers in transforming their knowledge in students. so that teachers are required to have knowledge and skills of excellence, prepare the learning well, evaluate the learning outcome of students well, choose the appropriate learning interaction strategy, as well as process the classroom, and guide pupils carefully.

Piaget explains the cognitive development, that students have certain steps in interpreting and adapting to their environment. Each student has a schemata that is understood as a concept system in his mind towards objects so that it requires a combination of concepts in mind with real objects (assimilation) as well as accommodation of concept utilization in mind can interpret objects (Ni'mah Lailatul Mas'adah, 2015).

Vygotsky said that the students' mental activity could not be separated from the socio-cultural activities they experienced, the role of parents and the environment around students had a great influence on the scheme (Tita Tanjung Sari, 2017). Further learning should direct mankind to develop himself by involving himself in his knowledge and his social environment (Eldi Mulyana, 2019).

The level of learning of students with a situation that applies to their zone, i.e. competence in social life, becomes the main point in one of the compulsory subjects that exist in the upper middle madrasah, the subject of IPS. IPS learning is not independent of the environment, environmental aspects increasingly influence the formation of the activity of routine, personality, attitude, values, honesty, skills, happiness, and others that are affected by the learning stage (Ni'mah Lailatul Mas'adah, 2015). Based on this, there are two kinds of ways to use the environment for learning resources, the first is to bring students into the

environment and the community for learning needs (outdoor study, tourism, service projects, school camping, interview, survey). Second, to bring some resources from the community into the classroom for learning requirements namely resource persons, some objects such as perpetrators or collections (Husamah, 2013).

Outdoor studies have been conducted at various schools and madrasas in various regions one of them is MTs Miftahussalam 1 Demak with some practical material subjects. Learning is based on student experience in a variety of skills, understanding aims, and classifying and interpreting previously learned factual information (Megawati, 2018). The implementation of outdoor study learning directs students to be able to apply the theory, skills, and techniques learned to solve problems that are close to the student, this effectively enables students to engage directly in the process of concepts owned by the teacher in the fulfillment of learning availability (Arisona & Utsman, 2016). Learning achievement is the internalization of knowledge, attitudes, skills, competencies, and the accumulation of learning experience (Nurul, 2019).

As one way to enhance the students' learning activity in the learning process, teachers should use appropriate media to support the methods in their learning, to better clarify the material to be delivered, and to attract students' interest in the ongoing re-education (Zarkasi & Taufik, 2019).

Materials and Methods

This study uses qualitative field research methods used in the study of phenomena of behavior, perception, motivation, actions, etc. using descriptions in the form of words as well as language to a specific context that is natural (Yusanto, 2019). This research through observations, interviews, documentation, and rackets collection to find out how outdoor study methods in improving student activity in IPS learning in class VII MTs Miftahussalam 1 Wonosalam district of Demak. Researchers use data analysis methods that include data reduction,

data presentation, and conclusion drawings (Sugiyono, 2021).

Results and Discussion

The majority of learning activities are indoor activities in the classroom, besides the ability of students to memorize, remember, and collect information (Fatmawati et al., 2018). Outdoor study learning methods have been implemented in various countries including the United Kingdom, the United States, Australia, Germany, and Indonesia. The United Kingdom's development of outdoor study methods began in 1986 and later in its development adopted the Jankins concept from Germany. The United States of America (USA) was the first country to develop outdoor study using the outward board, so the program was adopted by Indonesia in 1990 under the Indonesian outward bond (Zahro, 2018). The outdoor study activities are in line with the classification that Edgar Dale has made in the nozzle of experience, which is the highest place, that is, well used in teaching learning directly in the field, because education is becoming easier understood by students when they see the objects they learn in the open and use the environment as their goal (Revina Novanti, 2015).

Characteristics of Outdoor Study Method to Cultivate Student Activity in IPS Learning in MTs Miftahussalam 1 Demak

Learning is designed to provide knowledge and to provide an understanding of the realities of life in the surrounding environment to facilitate the understanding of students. The proper environment plays an important role in the development of students' knowledge. The learning implemented in the environment will be extensive and real, students can see large laboratories that are not yet recognized by students as is the case in the learning of IPS in the material of economic activities (Faizun Ni'am, 2023).

The material of economic activities covered in the teacher's learning implementation plan includes actors in their language named

distributors, producers, and consumers. While the behavior carried out includes distribution, production, and consumption, these are the actual activities that have been done by students every day, so this activity is in line with the experience of students and is no longer alien to a series of outdoor study activities that have been designed by teachers and applied to students in the implementation of observations that have taken place in the cantina of MTs Miftahussalam 1 district of Demak Province of Central Java, Indonesia.

The characteristic of the first method of outdoor study activities is activities performed outdoors and using the surrounding environment, such as the natural environment, the social environment, and the economic environment. Second, the environment of activities that are used as a resource for learning by adapting the materials that are being studied. Third, the experience gained by students after exercising outdoor study activities is to be able to understand and remember learning for a long period. The characteristics of the outdoor study activity are acquired by researchers in the observation of the implementation of outdoor study learning activities of IPS on the material of economic activities that have been organized by class VII MTs Miftahussalam 1. The uniqueness of his teaching was carried out in the Madrasah neighborhood canteen. The existence of learning outside the classroom creates new nuances and knowledge in the student so that the student can express the material he has previously learned into the reality of coercion that exists in the canteen merchant.

The characteristic of the outdoor study method conducted by the teacher of IPS class VII is by forming groups, each group practices economic activities that include production, consumption, and distribution. The outdoor study method also gives students the freedom to communicate with the merchants around the school such as the food and beverage dealers in the canteen, so the outdoor studies method can improve the student's learning activity (Faizun, 2023).

Implementation of Outdoor Study Activities to Grow Student Activity in IPS Learning at MTs Miftahussalam 1 Demak

a. Preparation

The preparation for doing the method of outdoor study learning IPS in the material of economic activities in class VII MTs Miftahussalam 1 is that the teacher has created the RPP (Plan of Implementation of Learning) as well as the creation of sheets of students as a guide of observation of students when doing outdoor study activities:

1) Material Supply

Outside the classroom or outdoor study is a practical activity of the implementation of the material of economic activities, therefore students need to understand each material of the economic activities that corresponds to the description of the teacher, when seen according to the plan of implementation, the teacher displays a PowerPoint containing material and images related to the economic activity, then the teacher gives an understanding of the materials studied and associated with the environment of the student. The teacher also gives examples through a matching test between the material and examples that the student has by writing them with examples written by the teacher on the board, as well as the teacher also shows the product or goods that exist around the teacher to the student with the material that is being discussed.

2) Create Groups

Outdoor study activities can be done individually or in groups, but in IPS learning that often creates values of gotong royong activities and interacts well with each other students, teachers make groups in each class divided into 5 to 6 groups with each member of 5-6 students, making groups can facilitate the division of tasks in the field and can efficiently time.

3) Task Giving

The tasks given by the teacher are used as guidance in the outdoor study activities of students of grade VII, so that students have insights that will be sought and studied in the field, tasks that have been determined by the IPS subject teacher in class VII, among them are:

students can observe the economy in the school cantina, students can conduct interviews and analyze the results, as well as students can make reports of outdoor study activity subsequently presenting the results.

b. Implementation

Execution of learning activities outdoor study in MTs Miftahussalam 1 is carried out through three stages of learning that refer to the implementation plan of learning among them

1) Opening

The teacher begins with a prayer with the students in the classroom and continues with an explanation of the material for economic activities, preparing the group that will undertake outdoor study activities, the teacher mentions the tasks that should be sought by the students at the place of previously agreed activities so that the students are not confused in the search for the truth called realization in the material they have learned, and the last in the opening the teacher gives examples of the picture or cycle that has been given to each group and exemplifies it in front of the students, in this case the student will get a glimpse before plunging into the outdoor study activity that was previously planned.

2) Core

The core activity, often referred to as the most important part of an event is the execution, which is the same as the implementation in the outdoor study activities carried out by the class VII MTs Miftahussalam 1 located in the school cafeteria, their activities are that each group of students can observe and choose one type of food to be bought as a sample, students also conduct interviews with traders according to the material cycle of economic activities that includes production, consumption, as well as distribution and continued back in the classroom, this will greatly exhaust the students and their accompanying teachers.

3) Cover

The final phase of the study is a perfect closing phase for the students. It is intended to recall the material submitted by previous teachers, as well as the closing of the outdoor study

activities in the economic activities carried out by the 7th grade MTs Miftahussalam 1, after returning to the class, the teacher and the students examined each other's observations of the students, continued with the teacher informing the students to process the results of the observations and then presented at the next meeting.

c. Proceed

Evaluation of the learning activities is necessary as part of the follow-up that the teacher does, it is done to see the pupils after performing observations directly in the study of the material of economic activities in class VII. In this follow-up activity, the teacher guides the presentation that will be carried out by each group that has done the outdoor study activities before and explains the results of the observations that they have obtained in front of the class with the variety of types of food that exist in the school cantina and have they selected as a sample, the presentation the student is also continued with discussion or question answer between students to add insight to the students who have not understood it, therefore evaluation is an effective way in increasing the understanding of students in class VII.

The implementation of outdoor study activities can change the system of in-room learning habits that are attached to the board, spindle, and remover. The researchers saw that there are some learning activities acquired outside the room that are not present in a closed classroom and make students tired of thinking with a saturated reason, therefore the execution of outdoor studies activities can be one of the methods that teachers can do as a variation in delivering the learning material against the many IPS materials in class VII MTs Miftahussalam 1. It is seen from the enthusiasm of students who are happy and better understand the material than just with the method of lectures which can be used as a simple method that is often used by teachers in communicating its material to students.

The environmental conditions also play an important role in the selection of learning methods, the presence of environments around the madrasah that support can used in the learning process,

especially the outdoor study method, this method is used in learning IPS on the material "Economic Activities" that includes production, consumption and distribution because in the environment around the Madrasah besides there are canteens also the merchants, so this is compatible with the material.

In addition to supporting factors, there are inhibitory factors in learning using outdoor study methods. IPS learning with the outdoor study method also takes a lot of time in preparing group forms and so on, when the students communicate with traders sometimes some pass the time limit, besides that when each group presents the result the atmosphere turns into uncondusive.

Learning Access in Learning Implementation IPS Outdoor Study Activities to Grow Student Activity in MTs Miftahussalam 1 Demak

Outdoor study is one of the learning methods of students who have been chosen by teachers to add knowledge of students with the economic environment around them and can show real learning resources in the field. Such economic activities have been performed by students every day but students have not realized the occurrence of economic activities in them so these teachers need to have an understanding related to material and real realities on the field, the way students in obtaining maximum results in this material is by doing observations and discussions as well as working on the tasks given by the teacher, this is revealed by Sinta, Najwa, and Nova one of class VII-C students at MTs Miftahussalam 1, through the learning process outside the room that is by performing the task given to the teacher and completing the assigned tasks, and understanding the materials given to teachers, and completed the task assigned to a teacher with a group of friends in carrying out the observation of economic activity against the lonely and interrogated school canteen merchant.

Student sensitivity to the economic environment is not understood so there is a need for knowledge and material that can support students to better understand economic activities and can be an experience for students in communicating, thinking logically, cooperating, as well as solving

problems of economic activities that can be applied in the socio-economic reality in the environment around outdoor study activities can be perceived by students as a new learning experience, students mentioned "understand that learning should not continue in the classroom, but it turns out the environment is also a place of learning and a learning resource that is understandable and understandable". This was demonstrated in research interviews with some students in classes VII-C, student understanding is not dependent on the text in the book alone but can be through discussion between friends and evaluation described by the teacher after learning outdoor study.

The learning process using the method of outdoor study activities that has constructed the student's understanding of the environment of economic reality in the surrounding environment is demonstrated by the learning process through several stages, including observation, interviews, observations, discussions, and presentations. This has been proved by the dissemination of lifts and interviews by the researchers to students of grade VII-C MTs Miftahussalam 1 as a sample of research, among the 7 indicators of the statement given to 33 students with the presentation of access learning results of outdoor studies students stated, 80,3% can cooperate well, 77,27% can communicate widely, 84,85% have a consciousness of good behavior, 66,67% can solve the economic problems that have been observed, 67,42% are critical in viewing the economic activities that are observed, 78,79% understand the activities in the school canteen economy, while in the presentation most of the highest access to outdoor study activity was 89,39% i.e. in the concept of approach to the economic environment around them.

The achievement of students in the study of IPS subjects of economic activities using outdoor study methods has been broken up into several aspects of student understanding, so it is proved by the distribution of elevation of researchers obtained an average percentage of students answers as well as an average percent of questions given to students is 77.81%.

Conclusion

Characteristics of the outdoor study method are activities that are performed outdoors using the environment, natural environment, social environment, and economic environment. Second, the environment is used as a learning resource by adapting the materials being studied. Third, the experience that students gain after performing outdoor study activities is being able to understand and remember learning over a long period.

Implementation of outdoor study activities in the learning of IPS on the material economic activities are carried out by the teacher in several stages among them is the teacher giving the material to become an introduction of the student to the material, then the teacher forms 5-6 groups in one class to facilitate students in cooperation on the observation of the activities of the outdoor study, last student discusses with friends of one group with the accompaniment of the teacher and present the results in front of the class and teacher. This is by the RPP that has been made by previous teachers so that the implementation of outdoor study activities can be one of the methods that teachers can do as a variation in delivering learning material against the many IPS materials.

Students' achievements in the study of IPS subjects on the subject matter of economic activities using the outdoor study method that has been broken down into 7 aspects of the statement and interview addressed to students, obtained results: students can cooperate well, 77.27% can communicate widely, 84.85% have a consciousness of good behavior, 66.67% can solve the economic problems that have been observed, 67.42% are critical in viewing the economic activities observed, 78.79% understand economic activities in the school cafeteria, while in the largest percentage of access to outdoor study activities the highest is 89.39% i.e. in terms of the concept of approach to the economic environment around them. So the highest percentage obtained is from 65% < x > 84% and is a classification of the resulting percentages of the score.

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