

## INCREASING STUDENT'S LEARNING INTEREST IN GEOGRAPHY THROUGH OUT DOOR STUDY METHOD

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### ABSTRACT

There are still many students who are less motivated to do the assignments given when studying theory and practicum, both those given in class and those that are used as homework. The learning process will be more optimal if we can take advantage of the media around us. The purpose of this research is the use of outdoor study methods or methods outside the lecture room can increase student interest in attending lectures so that the objectives of the lecture can be achieved. The method in this study using classroom action research was carried out in 3 (two) cycles, each cycle consisting of 2 meetings, each meeting time of 3 x 55 minutes. The population in the study of the Senior High School 1 Tanjung Jabung Barat. The research sample was in classes XII IPS 3 and XI IPS 4. The results showed that the outdoor study method was successful in increasing interest in learning, as seen by students being more enthusiastic in learning, more efficient, and effective, especially in geography.

*Keywords: Interest in Learning, Geography, Outdoor Study Method*



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## INTRODUCTION

The purpose of National Education has been clearly stated in Law No. 20/2003 which states that national education aims to develop the potential of students to become human beings who believe and fear God Almighty, have character, are knowledgeable, and creative, and become responsible citizens. Responsive likes to respond to the demands of changing times. Changes and developments in the world of education must always lead to improving the quality of education.

This goal can be achieved through education, education is a determining factor in improving the quality of human resources. Improving the quality of education needs attention from all parties, both from the teacher and from parents and education administrators. The teacher is the main factor that creates a more meaningful teaching and learning process as stated by Amin & Yusuf (1990); Svendsen (2021) "Teachers are the main key that plays a role in developing individual qualities towards citizens who understand science and technology".

The teaching and learning process is a process of reciprocal interaction between students and teachers and between students to achieve learning objectives. From the learning process, there will be changes in behavior caused by practice and experience. Many education experts provide a definition of learning which in essence states that learning refers to changes in a person's self for the better, such as the notion of learning proposed by Slameto (1998) "Learning is a process of effort by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his

environment".

Then in Curriculum Development 2013, it is implied that the desired learning process is learning that prioritizes personal experience through observation (listening, seeing, reading, listening), association, asking, concluding, and communicating. It was also stated that the desired learning process was a student-centered active learning process with contextual learning characteristics.

Geography is a subject that covers all aspects of the earth and everything in it, including its physical and chemical properties, its origin and geological framework, and the forms of life that inhabit the marine environment. If the teacher dominates the learning activities in the classroom by conveying and imparting knowledge to students, the chances of students acquiring and constructing Geography concepts are very small.

Based on experience during teaching, it was found that there were still many students who were less motivated to do the assignments given during theoretical and practical learning, both those given in class and as homework assignments. Through observation of some students who did not do the assignment, information was obtained that it was difficult for them to understand theories to be applied to society, and nature and to treat nature properly.

Various efforts have been made but the results have not been satisfactory and have not reached the desired target. The learning process is a series of several interrelated systems. If one system cannot function, the other system cannot work optimally. The learning process will be more optimal if we can take advantage of the media around us. Therefore, it is necessary to find a solution to solve this problem. The use of the outdoor study method or the method outside the lecture room is expected to increase student interest in attending lectures so that the lecture objectives can be achieved.

Karjawati (1995) stated that the outdoor study method is a method where the teacher/lecturer invites students to study outside the classroom to see events directly in the field to familiarize students with their environment. Through the outdoor study method, the environment outside the campus can be used as a learning resource.

The teacher's role here is as a motivator, the outdoor study method in teaching geography is a means of fostering creativity, initiative, independence, cooperation or cooperation, and increasing interest in geography (Sumaatmadja, 1996). Thus, it is hoped that the outdoor study method can increase interest in learning. The selection of an environment outside of school as a learning resource is adjusted to the lecture material.

## METHODS

This research was conducted on geography subjects in classes XII IPS 3 and XI IPS 4. The place chosen as the location for the outdoor study was the School Surrounding Environment. In this study, the instrument used was a list of observations for subject teachers, questionnaires, and field notes, and observation sheets were used by students to observe the object being studied. This classroom action research was carried out in 3 (two) cycles, each cycle consisting of 2 meetings. Each meeting is 3 x 55 minutes. This was done due to time constraints and this research was adjusted to the lecture material. Each cycle is carried out equipped with an instrument/observation tool. The first cycle is designed based on initial reflection, then the second cycle is based on the reflection of the first cycle. And the third cycle is based on the reflection of the second cycle.

## RESULTS AND DISCUSSION

### A. Results

#### The first cycle:

1. The teacher has determined a location outside the classroom to carry out research, namely the location around the school.
2. Then the teacher has divided 6 groups, each group consisting of 5 students.
3. The teacher has prepared a guide for observing objects in the field which will be distributed to students for each group.
4. The teacher has determined the observation material.

#### Initial activity:

1. The teacher invites students to a location outside the classroom.
2. The teacher invites students to gather according to their groups.
3. The teacher greets.
4. The teacher takes student attendance absent
5. The teacher provides a study guide to each group
6. The teacher explains how the group works

#### Core activity:

1. Each group split up into locations to make observations and was given  $\pm$  30 minutes.
2. The teacher guides students during field observations.
3. After observing the students, they were asked to gather again to discuss the results of their observations.
4. The teacher guides the discussion and the students are allowed to give feedback within  $\pm$  25 minutes.

#### Final activity:

1. The teacher provides opportunities for students to express the obstacles/difficulties experienced during the learning process.
2. The teacher concludes with the students.

Reflection: Reflection is carried out to observe the implementation of students' actions and work results in cycle I, it is necessary to make improvements including in the grouping of students, inappropriate locations, time constraints (because a lot of time is wasted), and students' concentration/attention changes easily. Many students do activities outside of this activity such as: taking selfies, playing games

**The second cycle:** Action planning in the second cycle is carried out by taking into account the results of the reflection in the first cycle, including:

1. Determining the location that is more appropriate/according to the theme.
2. Create a student study guide that is easily understood by students.
3. Prepare the right time so that not much time is wasted.
4. Setting up loudspeakers to better focus students' concentration.
5. Groups of students are arranged in various ways so that they are evenly distributed between the abilities of each student.
6. Define a more interesting subject/theme.

Initial activity :

1. The teacher immediately invites students to the location.
2. The teacher asks students to gather according to their groups.
3. The teacher opens the lesson and greets.
4. The teacher takes student attendance absent
5. The teacher gives motivation which further increases the enthusiasm of the students.

Core activities :

1. Each group dispersed in a predetermined location and was given  $\pm$  30 minutes.
2. The teacher guides the students during the observation.
3. After the allotted time, the teacher invites students to gather again to discuss the results of their observations.
4. The teacher guides the discussion and students are allowed to respond in the allotted time  $\pm$  25 minutes.

End activities:

1. The teacher provides opportunities for students to express the obstacles/difficulties experienced during the learning process.
2. The teacher concludes with the students.

Observation/observation activities In this second cycle, there were several changes experienced by students, namely enthusiasm, students' understanding of the lesson, students' courage to express opinions and students' creativity/activity experienced an increase in student enthusiasm from 60% to 77.%; The students' understanding which was originally 70% became 80.5%, the courage of opinion which was originally 70% became 84.5%, and the activeness of the students which was originally 70.5% became 87.5%.

Reflection: In this 2nd cycle, several things need to be improved, namely group work tends to be done by certain students only, students' concentration is easy to switch because outside the classroom there are often many disturbances such as noise, people going back and forth, the weather outside the classroom is not good. such as rain or wind and others. In this second cycle, several things need to be improved, namely group work tends to be done only by certain students, and students' concentration is easy to switch because outside the classroom there are often many distractions such as noise. noisy, people going back and forth, the weather outside the classroom is erratic, for example, rain or wind and others. This requires the teacher's intelligence to create a more pleasant learning atmosphere.

**The third cycle:** Action planning in the second cycle is carried out by taking into account the results of the reflection in the first cycle, including:

1. Determine the location that is more appropriate/according to the theme.
2. Create a student study guide that is easily understood by students.
3. Prepare at the right time so that not a lot of time is wasted.
4. Setting up loudspeakers to better focus students' concentration.
5. Groups of students are arranged in various ways so that they are evenly distributed between the abilities of each student.
6. Define a more interesting subject/theme

Initial activity :

1. The teacher immediately invites students to the location.

2. The teacher asks students to gather according to their groups.
3. The teacher opens the lesson and greets.
4. The teacher takes student attendance absent
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Core activities :

1. Each group dispersed in a predetermined location and was given  $\pm$  30 minutes.
2. The teacher guides the students during the observation.
3. After the allotted time, the teacher invites students to gather again to discuss the results of their observations.
4. The teacher guides the discussion and students are allowed to respond in the allotted time  $\pm$  25 minutes.

End activities:

1. The teacher provides opportunities for students to express the obstacles/difficulties experienced during the learning process.
2. The teacher concludes with the students.

Observation/observation activities In this third cycle, there were many changes experienced by students, namely enthusiasm, student understanding of the lesson, students' courage to express opinions and student creativity/activity experienced an increase in student enthusiasm from 77% to 87.5%; students' understanding which was originally 80.5% to 90.5%, the courage of opinion which was originally 84.70% to 87.5%, and the activeness of students from 87.5% to 98.5%.

Reflection: In this 3rd cycle, several things need to be improved, namely, the concentration of students easily shifts because outside the classroom there are often many disturbances such as noise, erratic weather outside classrooms such as rain or wind, and others. This requires the teacher's intelligence and student discipline in following all the activities that have been explained by the teacher

## **B. Discussion**

From the three cycles that have been carried out, it turns out that outdoor study activities on subjects are very useful in fostering student interest in understanding the material more effectively and fun so that they can see directly the object described by the teacher to help students improve understanding in capturing the material. lessons that can ultimately improve student learning outcomes themselves.

This is by what was stated by Sardiman (2000) that the function of the motivation born of outdoor study activities are: 1) Encouraging people to do; 2) Determining the direction of action, namely towards the goal to be achieved; 3) Selecting the actions that must be done to achieve the goal; and 4) As a business driver in achieving achievements.

## **CONCLUSION**

Based on research conducted that the outdoor study method is successful in increasing interest in learning. This can be seen from the results of research conducted in 3 cycles, including 1) The outdoor study method makes students more enthusiastic about learning,

concentrates more on the material, makes students' thinking power more developed, the learning atmosphere is more comfortable, students are more daring to express opinions and make students more active; and 2) The outdoor study method is more efficient and effective if it is applied properly, especially in geography subjects which are the wild nature with unique characteristics.

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