Implementation of Outdoor Learning Methods in Improving Student Learning Outcomes in Islamic Religious Education Subjects at MAN 1 Medan

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ABSTRACT

Formal education systems often face challenges associated with monotonous and rigid learning processes, which prioritize standardization over individual creativity. This research aims to address these issues by exploring the implementation of outdoor learning methods as a means to enhance student learning outcomes. Focusing specifically on Islamic Religious Education subjects at MAN 1 Medan, the study seeks to investigate the planning, execution, monitoring, and evaluation of outdoor learning methodologies. By adopting an outdoor learning approach, this research endeavors to introduce a more dynamic and experiential learning environment, breaking away from the constraints of traditional indoor pedagogy. Through observation, interviews, and documentation, the study assesses the effectiveness of outdoor learning methods in stimulating student engagement, fostering critical thinking skills, and enhancing overall learning outcomes. The findings of this research contribute valuable insights into the potential benefits of outdoor learning approaches in formal education settings. By offering an alternative to conventional classroom-based instruction, outdoor learning methodologies have the potential to promote creativity, curiosity, and active participation among students, thereby enriching their educational experiences and improving academic performance.

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1. INTRODUCTION

Islamic religious education is a conscious and planned effort to prepare students to know, understand, believe in, be devout, have noble morals, practice the teachings of the Islamic religion from its main sources, the holy books of the Koran and al-Hadith, through guidance, teaching, training and use of experience (Ramayulis, 2005). So, PAI learning is an interactive process that takes place between educators and students to gain knowledge and believe, appreciate and practice the teachings of the Islamic religion.

In implementing learning activities, educators are not only required to master subject matter, strategies and teaching methods, use media or learning tools. But educators must also create situations and conditions for teaching and learning to run well according to plan and achieve the desired goals.
In the learning process, educators have a very important role in determining the quality of the learning carried out. Educators must always create a conducive atmosphere in the educational environment and carry out their duties in the classroom to the maximum so that effective learning can be achieved.

An effective learning process allows for optimal learning outcomes. However, in reality there are still many who think that the learning process, especially Islamic religious education subjects, is considered a less interesting subject and many people even take it for granted. This can be influenced by several factors, for example from an education system that lacks material on adab and divine attributes, educators' lack of precision in choosing strategies and use of methods, educators' monotonous teaching style, and educators' lack of scientific mastery in terms of religious theory and practice. Educators with their knowledge are not only able to provide a broad religious picture and understanding to their students, but can also practice the knowledge they have mastered in their daily behavior.

The teaching process in formal schools is experiencing saturation. Learning process routines tend to be rigid and standard, no longer prioritizing the creative ideas of each student because everything must have a linear pattern in the classroom (Indoor Learning Pedagogy). The method applied is as close as possible to what is written in the book if you can memorize it down to the commas and periods, if it is not the same in the book it is considered wrong. That's what the education system we are currently living in looks like.

The education system above continues to receive criticism, with the assumption that every human being has talent and knowledge, this is what must be honed in the world of education (Husamah 2013). Gradually, Pedagogy-style education experiences a process of learning saturation, giving rise to a new approach which we know as outdoor learning (Outdoor Learning) which further promotes the element of playing while learning (Andragogy). The learning process tends to be flexible, prioritizing creativity and initiative based on students' reasoning power by using nature as a medium.

The school environment, often overlooked, harbors a wealth of learning resources for students, offering both formal curriculum-based education and informal learning opportunities. Furthermore, the myriad of daily activities within schools presents an excellent avenue for student learning and growth.

In addressing student boredom, educators frequently employ outdoor learning methods as a practical solution. By taking learning outside the confines of the classroom, such as in MAN 1 school, educators effectively combat learner apathy and foster renewed enthusiasm among students. Educational regulations, as stipulated in Law No. 20 of 2003 concerning the National Education System, emphasize the importance of education as a deliberate and structured endeavor aimed at creating an environment conducive to active student development. This development encompasses various facets, including religious and spiritual fortitude, self-discipline, personality refinement, intellectual growth, moral uprightness, and the acquisition of essential skills crucial for personal, societal, and national advancement. In Law Number 20 article 3 states that: national education aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. 

With the above article, what we can underline is that the sentence conscious and planned effort to create an active learning atmosphere means that educators are allowed to use any method to create an active and enjoyable learning atmosphere.

2. METHODS

This research employs a descriptive qualitative research method, which entails a comprehensive examination of phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts. Through the analysis of observational data, interviews, and documentation, the researcher aims to provide a holistic depiction of the research subject.

The study focuses on investigating the implementation of outdoor learning methods in enhancing student learning outcomes in Islamic religious subjects at MAN 1 Medan. By gathering descriptive data, the researcher seeks to identify underlying principles and patterns that contribute
to the effectiveness of outdoor learning approaches in achieving educational objectives.

The research methodology involves systematic data collection, organization, and analysis. Observational data are gathered through direct observation of outdoor learning activities, while interviews with educators and students provide insights into their perspectives and experiences. Additionally, documentation such as lesson plans, student work samples, and school policies are examined to supplement the qualitative analysis.

Through a rigorous qualitative analysis process, the researcher aims to uncover key findings and insights that contribute to a deeper understanding of the impact of outdoor learning methods on student learning outcomes in Islamic religious education at MAN 1 Medan.

3. RESULTS AND DISCUSSION

Data analysis

According to Miles and Huberman, this interactive model data analysis has 3 components, namely (1) data reduction, (2) data presentation, and (3) conclusion drawing/verification. The three main components contained in qualitative data analysis must be present in qualitative data analysis. Because the relationship between these three must continue to be compared to determine the direction of the content of the conclusion as the final result of the research.

The interactive analysis pattern proposed by Miles and Huberman can be seen in the following graph.

**Figure 1.** Interactive model data analysis

The description of the image above is as follows:

1. Data collection
   Data collection is a collection of information that gives researchers the possibility to draw conclusions and take action. Data presentation is an explanation of information in the form of complete descriptions and narratives, arranged based on the main findings contained in data reduction, and presented using the researcher's language in a logical and systematic manner, so that it is much easier to understand. So that all the data that has been obtained in the field, whether in the form of interviews, observations or analysis, can provide a description of the implementation of outdoor learning methods in improving student learning outcomes at MAN 1 Medan.

2. Data reduction
   Data reduction is the process of selection, concentration or focusing and simplifying all types of information that support research data obtained and recorded during the data research process in the field. Basically, the data reduction process is a qualitative data analysis step which aims to sharpen, classify, direct, clarify and create a focus by removing things that are less important and simplifying things that are less important. So that the narrative of the presentation can be understood well, and leads to conclusions that can be accounted for.

3. Data Presentation
   Data presentation is the process of compiling information that provides the possibility of conclusions in qualitative research. Presentation of this data can be done in the form of short descriptions, charts and the like.

4. By presenting this data, it will make it easier for researchers to understand the problems that occur and plan further actions according to what has been understood.
5. Drawing Conclusions and Verification

Drawing conclusions is the final process of the steps carried out above. Conclusions are drawn from data that has been analyzed and data that has been checked based on evidence obtained at the research location. In this step the researcher drew conclusions regarding the implementation of outdoor learning methods in improving student learning outcomes at MAN 1 Medan.

In this chapter, the research results will be presented and a discussion of the data obtained in carrying out qualitative descriptive research will be presented. This research was carried out in the 2022 academic year. Namely in the subjects of Fiqh and Arabic at MAN 1 Medan. In accordance with the problem described in this thesis, the researcher describes the results of interviews from several sources including the deputy principal, subject teachers and several students regarding the implementation of outdoor learning methods in improving student learning outcomes in Islamic religious education subjects at MAN 1 Medan

Planning for Outdoor Learning Methods in Improving Student Learning Outcomes at MAN 1 Medan

Planning Learning Activities, All learning begins with planning, where planning learning activities is an effort to achieve the goals of the learning process. So, it's in process

The outdoor learning method program is a program that aims to overcome student boredom in learning carried out in the classroom.

Based on the results of interviews, observations and documentation that have been carried out, the outdoor learning method is a conducive activity if it is deemed necessary to do so, such as when children are bored and tend to be passive in class, this method is very necessary to activate enthusiasm and improve their learning outcomes.

The following is an explanation of the planning of outdoor learning methods,

1. Before entering the classroom, educators first ensure that the place where the outdoor learning method is implemented is no longer used by other school residents.

2. Educators prepare lessons that will be taught to students according to the RPP for that week, when the researchers research the lesson carried out is fiqh in class X Science 5 with the title Fardhu Kifayah lesson.

Implementation of Outdoor Learning Methods in Improving Student Learning Outcomes at MAN 1 Medan

The implementation of the outdoor learning method is carried out according to the condition of students who feel bored so that the outdoor learning method is a solution to overcome student boredom. The following is an explanation of the application of the outdoor learning method:

1. The teacher enters the class and instructs the students to carry out learning outside the classroom (time is given for 5 minutes starting from preparing the learning book and arriving at the location where the outdoor learning method is implemented).

2. Learning is carried out according to the RPP and learning targets, starting from greetings until closing 5 minutes before the lesson is finished.

3. Within 5 minutes, the educator also directs students to get ready to enter the class, so that students can be orderly before the next subject teacher enters.

Supervision of Outdoor Learning Methods in Improving Student Learning Outcomes at MAN 1 Medan

Supervision of outdoor learning methods on student learning outcomes at MAN 1 Medan is not too heavy. Supervision is only carried out by one teacher who carries out outdoor learning method activities, supervision which is intended only so that students do not roam around the school area and take advantage of students' misbehavior to not study and direct the students to study.

In my interview with Mr. Reza Faisal, S.Pd, M.Pmat, he said: supervision of outdoor learning methods in our schools is only supervised by teachers who use this method, students easily get bored in class so they are taken outside (still in the school environment) supervision aims so that students do not go in other directions other than the outdoor learning location that has
been prepared by the subject teacher.

**Evaluation of Outdoor Learning Methods in Improving Student Learning Outcomes at MAN 1 Medan**

After planning and implementation, of course there is an evaluation, the following is an evaluation of the outdoor learning method in improving student learning outcomes at MAN 1 Medan:

1. Evaluation is carried out after the lesson is finished, namely until the bell rings to signal the end of class time, then the educator evaluates the learning results.

2. Student learning outcomes are usually after using the outdoor learning method, next week there will be additional evaluation.

According to an interview I conducted with Mr. Khoiri Pusanto S.Pd.I as a teacher who teaches Fiqh lessons, he said: I usually do the evaluation the following week, there will be a retest of oral questions for some students who I think have doubts regarding previous learning.

From the results of the interview I conducted with Mr. Khoiri Pusanto S.Pd.I as a fiqh teacher at MAN 1 Medan: my assessment of students is from a discipline perspective, but if they study outside the classroom then I assess them based on their activity, that activity is the basis for my assessment.

Then from the results of an interview with Mr. M. Choiruddin, MA as an Arabic teacher, he said: My assessment is that when a student asks about a new mufrodat and immediately applies it, so usually after leaving I ask them to memorize the 5 mufrodats that we just saw outside for the requirements. get inside.

Research conducted by researchers some time ago showed that teachers' teaching and learning activities not only supervise and teach, but also direct students to achieve learning goals. Learning Fiqh and Arabic is also fun because they have more freedom to remember vocabulary when they are faced with the objects directly when remembering.

Activities like this can make the learning atmosphere less boring for students and active during the learning process, whereas conventional methods or lectures require more teacher activity than students. Students become more passive in learning and teachers will have difficulty in concluding that students understand or do not understand the material being taught.

The results show that the delivery of fiqh and Arabic material using the outdoor learning method is digested more quickly than conventional methods and this method can develop students' thinking. Teaching and learning activities outside the classroom aim to provide a meaningful setting for the formation of students' attitudes and mentality, increase students' awareness, appreciation and understanding of the surrounding environment, as well as ways they can build good relationships with nature, helping to develop all of each's potential. students to become perfect human beings, namely having perfect development of soul, body and spirit, providing context in the process of introducing social life at a practical level (reality in the field), introducing various activities outside the classroom that can make learning more creative, make an important contribution in order to help develop relationships between teachers and students, utilizing resources from the environment and surrounding communities for education. Apart from that, the Outdoor learning method emphasizes students to work together with each other in the group so that each group member understands the results of the work their group and are responsible for the results of the work, so that students naturally feel that they have to be actively involved in the learning process. In this way, students will feel motivated to learn and learning activities can increase, which in the end can increase students' learning motivation in fiqh and Arabic subjects. utilizing resources originating from the environment and surrounding communities for education. Apart from that, the Outdoor learning method emphasizes students to work together with each other in groups so that each group member understands the results of
their group’s work and is responsible for the results of that work, so that they themselves Students feel they have to be actively involved in the learning process. In this way, students will feel motivated to learn and learning activities can increase, which in the end can increase students’ learning motivation in fiqh and Arabic subjects.

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4. CONCLUSION

In conclusion, the implementation of the outdoor learning method has proven to be effective in enhancing student learning outcomes in Islamic religious education subjects, particularly observed in class X Science 5. Students have become more active and confident, engaging in independent exploration of knowledge through observation and interaction with peers and teachers. The culmination of outdoor learning activities involves evaluation and comprehension of the material learned, often facilitated through group discussions and presentations. Several factors contribute to the success of outdoor learning, including collaborative efforts from all stakeholders within the school community and the availability of adequate facilities and infrastructure. These factors collectively support the smooth implementation of outdoor learning, benefiting not only specific subjects like fiqh and Arabic but also enhancing learning experiences across various disciplines.

Furthermore, the outdoor learning method has had a positive impact on student motivation, evident in increased enthusiasm for learning and improved academic achievement. Student responses affirm the effectiveness and favorability of outdoor learning, particularly in fiqh and Arabic language subjects.

Overall, the findings highlight the value of outdoor learning as a dynamic and engaging educational approach that fosters active participation, confidence, and motivation among students, ultimately contributing to enhanced learning outcomes in Islamic religious education.

BIBLIOGRAPHY