APPLICATIONS AND IMPLICATIONS OF OUTDOOR STUDY METHODS ON GEOGRAPHY LEARNING (LITERATURE REVIEW)

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ABSTRACT

The aim of this study were (1) to provide guidance on the application of the otudoor learning method in geography learning and (2) to describe the application of the outdoor study method in geography learning. The research method used is a descriptive type of research with a qualitative approach. The research data is used using literature review. The things that are excluded in the article to be reviewed include (1) the amount of information, (2) quality of information, (3) accuracy of data and facts, (4) source of writing, and (5) citations. Meanwhile, the data that will be presented include (1) the application of outdoor studies, (2) implications of outdoor studies, and (3) updating of information. The results obtained are (1) outdoor learning applications in geography learning can be done with steps of planning, preparation, , field observations, preparation of reports, and presentation of results. (2) the implications of outdoor learning in geography learning include improving learning outcomes, writing scientific papers, spatial intelligence, and learning for students.

Tujuan dari penelitian ini adalah (1) memberikan panduan aplikasi metode otudoor study pada pembelajaran geografi dan (2) mendeskripsikan implikasi penggunaan metode outdoor study pada pembelajaran geografi. Adapun metode penelitian yang dipakai merupakan jenis penelitian deskriptif dengan pendekatan kualitatif. Data penelitian digunakan menggunakan kajian literatur. Adapun hal-hal yang dipertimbangkan dalam artikel yang akan direview meliputi (1) jumlah informasi, (2) kualitas informasi, (3) keakuratan data dan fakta, (4) sumber tulisan, dan (5) sitasi. Sementara data yang akan di paparkan meliputi (1) prosedur penerapan outdoor study, (2) implikasi outdoor study, dan (3) keterbaharuan informasi. Hasil penelitian yang diperoleh adalah (1) aplikasi outdoor study dalam pembelajaran geografi dapat dilakukan dengan langkah perencanaan, persiapan, observasi lapangan, penyusunan laporan, dan presentasi hasil. (2) implikasi outdoor study dalam pembelajaran geografi meliputi meningkatkan hasil belajar, kemampuan menulis karya ilmiah, kecerdasan spasial, dan pembelajaran bermakna bagi siswa.

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Introduction

Studying geography, means studying the earth and the phenomena that occur in it, both natural and social phenomena. Geography also studies human activities and their interactions with the environment both on a local and global scale (Yli-Panula et al., 2020). Some of these activities and activities can be found easily in our surroundings. Although there are many phenomena that are unreachable due to the very wide or even very limited scope.

It'sunfortunate if learning geography isdone in the classroom only. In fact, the delivery of information is not only limited to the classroom, but can be done anywhere (Salam et al., 2019). Learning geography in the classroom is not a bad thing, but occasionally students need to be invited to study outside the classroom with new learning experiences and atmospheres. Bylearning geography outside of class, students can learn geography phenomena and objects directly, so that they are easy to understand and imprint in their memory.

But in reality, geography learning in developing countries such as Indonesia is more often carried out in the classroom. In contrast to developed countries that pay great attention to learning outside the classroom in their curriculum (Amaluddin et al., 2019). The main cause of geography learning often carried out in the classroom is the problem of time constraints. So teachers prefer to study in the classroom on the grounds of time efficiency. Therefore, it is necessary to have learning methods and models that can direct students to learn outside the classroom that can be used as a reference for geography teachers. One method that is suitable for learning outside the classroom is the outdoor study method.

In outdoor study learning, students are directed to observe geographical objects directly (Amaluddin et al., 2019). Through outdoor study, students can enjoy learning more and their retention or ability to remember is much better when compared to learning in the classroom (Yli-Panula et al., 2020). Outdoor study learning can also make students more active, innovative, and creative because they get direct learning resources (Seran et al., 2020).

So that geography teachers can have a guide in applying outdoor study methods well, the author is interested in raising a research topic entitled "Applications and Implications of Outdoor Study Methods in Geography Learning". The objectives of this study are (1) to provide guidance on the application of the otudoor study method in geography learning and (2) to describe the implications of using the outdoor study method in geography learning.

Method

This research is a descriptive research with a qualitative approach. Through a qualitative approach, it can be clearly explained about the implications and application of the outdoor study method. But the downside is, the qualitative approach cannot be used as a generalizing material. To overcome this, this study is not intended to generalize the application and implications of outdoor study methods in geography learning , but the purpose of this study is only to provide overview of the applications and implications of the o tdoor study method on geography learning.

As forthe eknik of data collection and collection used with literature review. Researchers will collect data on the application and implications of outdoor studies from several article sources within 1 week and then analyze and compile them into articles in 1 week. There are 6 articles used as a comparison in analyzing the applications and implications of outdoor study in geography learning. Then the data from the various articles is recapitulated in the form of a table and will be analyzed and then interpreted, so as to produce writings in accordance with the research objectives. The thingsconsidered in the article to be reviewed include (1) the amount of information, (2) the quality of the information, (3) the accuracy of the data and facts, (4) the source of the writing, and (5) the citation. Meanwhile, the data that will be presented include (1) procedures for implementing outdoor studies, (2) implications of outdoor studies, and updated information.

Results and Discussion

Based on the literature studies that the author has conducted, the following authors describe the summary of the results of their studies in the following table.

		Indicators		
No	Writer	Application Procedure	Implication	Update of
		Outdoor Study	Outdor Study	Information
1	Dede Sugandi	Preparation, interpretation, field observation, and reporting	Improving learning outcomes of kognitive, p sicomotoric, and emosi learners	Integrating GIS, Environmental Damage, Flood Disasters with <i>outdoor study</i>
2	La Ode Amaluddin, et al.	Location determination, selection of types of practices, determination of materials and types of practices, provision of modules, design of activities	Increasespatial intelligence	Applying <i>outdoor</i> <i>studies</i> to improve students' spatial intelligence
3	Eko Harianto, et al.	None	Improvestudent intelligence and meaningful learning	Confirms the suitability of <i>outdoor studies</i> with teori intelligence (Piaget) and meaningful learning (Ausubel)
4	Helder Nababan	None	Improves cognitive learning outcomes	None
5	Wolfgang Asindo Seran, et al.	observing, classifying results, communicating, measuring, predicting, inferring, reporting, and presenting	Improving the ability to write scientific papers	Combining outdoor study with video conferencing and the ability to write scientific papers
6	Retno Salaras Mahati and Tjaturahono Budi Sanjoto	None	Improving learners' cognitive, psychomotor, and emotional learning outcomes	None

Table 1. Results of Literature Review of Various Articles

Source: Research Results 2021

Outdoor Study Application

The application of outdoor studies to learning can vary according to the needs and conditions of students as well as the carrying capacity and ability of teachers to utilize resources outside the classroom for learning. Of the six review articles that the author chose, there are 3 articles that provide guidelines for

outdoor study applications on geography learning. When the article provides a guide to outdoor study applications with different characteristics.

First, based on an article written by (Sugandi, 2018), there are four steps to the application of outdoor studies on geography learning to observe flood disasters in the Bandung basin due to environmental damage. The steps are:

- 1. Preparation. At this stage, students are introduced to tools and materials that will be used in observing flood disasters in the Bandung basin due to environmental damage. These tools and materials are in the form of Landsat imagery, rainfall data, and RBI (Rupa Bumi Indonesia) maps. This activity is carried out indoors. This step can affect learners' cognitive learning outcomes.
- 2. Interpretation. Students were asked to interpret Landsa t imagery to map land changes, built-up land, and slopes. From these activities, students can analyze the impact of land change on the volume of surface flow, as well as find out the concentration of surface water movement in the area. This langkh can affect the psychomotor learning outcomes of learners.
- 3. Field observation. Students make field observations in the flood basin area according to the points that have been found at the interpretation stage. They can see firsthand the factors as well as the impact of environmental damage on flooding. Thus, the emotions of students will appear in living the phenomenon. This step can affect learners' emotions or affective learning outcomes.
- 4. Reporting. Students will report their findings from the learning process that has been carried out by discussing groups, then concluding.

Secondly, another discussion about outdoor study applications was also put forward by (Amaluddin et al., 2019), which divided the steps of outdoor study applications into 5 stages. However, the five stages are the planning stages of the outdoor study, not the implementation stages. The details of these stages are as follows.

- 1. Take into account the exact location between matter and the object. The teacher must adapt the learning material to the availability of objects or geographical phenomena that exist in a designated location.
- 2. Consider the type of outdoor study learning activities. The teacher must design what kind of activities students perform while studying outside the classroom with materials and objects of geography in the location that has been chosen.
- 3. Determine the material and type of outdoor study activities. After going through the consideration stages, the next step is to determine the material to be used and the steps of the learning activities to be carried out.
- 5. Create a learning guide module.
- 6. Carry out outdoor study activities according to the guidelines that have been made.

Third, the implementation of outdoor setudy according to (Seran et al., 2020) is divided into eight stages as follows.

- 1. Observing objects and subjects. Students are asked to observe phenomena or objects of geography around them.
- 2. Classify. The learner collects and classifies the results of his observations in the form of statements or questions. So that students are able toknow various geographical problems from the environment being observed.
- 3. Communicate. Studentscommunicate their findings to a group of friends and teachers or lecturers.
- 4. Measure. Students carry out a series of measurement and data collection activities to answer the problems that have been found.
- 5. Predict. Learners describe, interpret and predict the results of their findings.
- 7. Conclude. The learner concludes his findings.
- 8. Writing results laporan.
- 9. Present.

Based on some of these presentations, it can be concluded that the application of outdoor studies in geography learning can be done with five steps, namely planning, preparation, field observation, preparation of reports, and presentation of results.

- 1. Planning. At this stage, the teacher plans and prepares materials, outdoor study locations, as well as a series of activities and supporting materials that will be used in outdoor learning. Planning is needed so that learning is more planned and mature.
- 2. Preparatory. At this stage, students prepare everything needed in outdoor study learning according to the teacher's instructions. The teacher also gives direction to the next activities that will be carried out in the field. The hope is that students are ready materially and morally to conduct outdoor studies.
- 3. Observasi. Students carry out learning activities outside the classroom with tools and materials as well as a series of practice activities that have been designed and prepared in advance. The teacher always guides and guides this observation activity.
- 4. Preparation of reports. Students compile the results of observations that have been made before in the form of papers.
- 5. Presentation of results. The student presents the results of his observations in class.

Implication of Outdoor Study

Based on the six articles reviewed, several implications or influences of outdoor study in geography learning were found. Based on the results of the study (Sugandi, 2018) it is statedthat the implications of outdoor study are the cognitive, psychomotor, and emotional learning outcomes of students. Meanwhile, based on the results of the study (Amaluddin et al., 2019), outdoor studies have implications for the spatial intelligence of students. Then according to the results of the study (Harianto et al., 2019), the implication of outdoor study is to increase the intelligence of students and increase meaningful learning. According to the results of the study (Nababan, 2019), outdoor studies affect the cognitive intelligence of students. Then according to (Seran et al., 2020), outdoor studies affect the ability of students' scientific writing. Meanwhile, according to (Mahati & Sanjoto, 2020), outdoor studies affect the cognitive, psychomotor, and affective learning outcomes of students.

Based on these findings, it can be concluded that outdoor studies have implications for increasing learning outcomes (cognitive, affective, and psychomotor), the ability to write scientific papers, spatial intelligence, and meaningful learning.

Conclusion

Based on the results and discussion, it can be concluded that (1) the application of outdoor study in geography learning can be done by preparatory steps, interpretation, field observation, preparation of reports, and presentation of results. (2) the implications of outdoor study in geography learning include improving learning outcomes, the ability to write scientific papers, spatial intelligence, and meaningful learning for students.

Provided the results of this study, guru geography can use it as a guide in applying outdoor study methods in geography learning. In addition, researchers can also make it a foothold in developing outdoor study methods and varying with other teaching methods and materials, so that the applications and implications of outdoor study are richer and wider.

Therefore, I provide recommendations for geography teachers to be brave to get out of the habit of studying in the classroom and occasionally do learning outside the classroom with the outdoor study method.

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