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The Effect of Collaborative Game-Based Outdoor Learning Model on Students' Learning Outcomes Social Studies

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Abstract: The current curriculum requires teachers not only to master subject matter but also to implement learning models that suit students' needs. One model considered enjoyable and effective in promoting student engagement is *outdoor learning* based on collaborative games. This study aims to examine the effect of this model on the learning outcomes of eighth-grade students at SMPN 6 Pamekasan. Using a quantitative approach with a quasi-experimental method and a pretest-posttest nonequivalent control group design, the sample was selected through purposive sampling. The findings indicate that the *outdoor learning* model based on collaborative games has a significant effect on students' learning outcomes in Social Studies, as shown by a significance value below 0.05. Additionally, the improvement in learning outcomes was greater in the experimental class than in the control class.

Keywords: Collaborative; Learning Outcomes; Outdoor Learning.

INTRODUCTION

Education is a pillar of human civilization. Through education, students can actively improve their abilities to achieve spiritual strength, religion, self-control, character, intelligence, and noble morals as well as the abilities needed for themselves and society (Pristiwanti, Badariah, Hidayat, & Dewi, 2022). In addition, education also holds a very important meaning for the growth and development of children. Education is a means through which children can demonstrate their full potential, enabling students as individuals and members of society to attain a sense of security and happiness optimal (Sambo, 2016). One of the key factors that determine the success of every educational effort in schools is the teacher, as teachers are at the forefront of implementing the learning process and directly influence students' learning outcomes. Therefore, any changes in education, including curriculum changes, always center on the role and quality of educators (Cahya & Kuntari, 2022).

The current Independent Curriculum in Indonesia has been adjusted to the development of technology and science, so that it is determined as the standard of education in Indonesia. The Independent Curriculum has many differences from the previous curriculum. The independent curriculum gives students the freedom to organize their own learning. One of the characteristics of the independent curriculum so that it can make learning more interactive and

collaborative is by implementing learning that is student-centered and differentiated (Lestari et al., 2023).

The demands of students' needs and current curriculum changes are challenges for teachers in determining appropriate learning strategies in schools. The teacher's job is not limited to teaching material to students. The teacher's job is also to educate them and strive for the material taught to be able to attract students' interest, because not a few children consider learning in class to be always boring so that the material taught by the teacher is considered useless (Alpian, Anggraeni, Wiharti, & Soleha, 2019). Therefore, to achieve learning goals effectively, teachers are not only required to be able to master learning materials, but must also be able to apply learning models that are appropriate to the needs of students (Suprihatiningrum, 2017) .

Based on the results of observations in SMP Negeri 6 Pamekasan, it was stated that social studies teachers sometimes have difficulty in determining a learning model that suits students' needs so that the model used in the classroom does not vary with the lecture method. This makes learning in social studies classes more monotonous, students get bored easily and often cannot absorb the material that has been taught by the teacher. The results of interviews that were similar to students in class VIII B, there were several problems in the classroom caused by the monotonous learning model. In interviews with students, they admitted that they often did not pay much attention to the learning material in class so that the results obtained were never consistent. The cognitive learning outcomes of students in social studies subjects in class VIII B averaged a score of 66.47 with a KKTP of 75, and only 30% of students were said to have completed the social studies subject.

Based on the problems above, teachers must be able to choose a more innovative learning model and in accordance with the needs of students because students need a friendly, warm, and praise-filled learning atmosphere (Wahab, 2017) . One of the learning models that is considered fun and able to make students active in the learning process is by using a collaborative game-based outdoor learning model. The outdoor learning model invites students to learn outside the classroom. Meanwhile, collaborative games are assignments where children are divided into groups to work on assignments and work together to complete them (Isjoni, 2013) . So this collaborative game-based outdoor learning model can invite students to play games in groups outside the classroom. This outdoor learning model is able to make students active and create a more meaningful learning process and is also able to improve students' mastery of the material and learning outcomes. Playing games in learning in the natural environment can also create joy, and students can socialize with their surroundings (Rosyid et al., 2019).

Previous research by Himayatul Izzati et al with the research title *"Implementation of Outdoor Learning Model on Learning Outcomes"* showed that the *outdoor learning model* was declared effective in achieving student learning outcomes and this model is still relevant to be applied to Social Sciences (IPS) subjects (Izzati et al., 2023). Therefore, researchers are interested in conducting research on " The Effect of Implementing the *Collaborative Game*-Based *Outdoor Learning* Model in Improving Student Learning Outcomes in Class VIII IPS Subjects at SMPN 6 Pamekasan".

This study is important because Social Studies learning at the junior high school level is still largely teacher-centered and focused on memorization, which limits students' active

involvement and hinders deep understanding of the material. This condition contributes to low learning outcomes and a lack of interest in the subject. In line with the demands of the *Merdeka Curriculum*, which emphasizes contextual, active, and experience-based learning, the *outdoor learning* model combined with collaborative games offers a relevant and innovative alternative teaching strategy.

The novelty of this research lies in the integration of *outdoor learning* methods with collaborative game-based approaches in the context of Social Studies learning at the junior high school level—a topic that has rarely been systematically explored, especially in the Pamekasan region. This study not only evaluates the effectiveness of the model on students' learning outcomes but also contributes to the development of learning models that align with 21st-century student characteristics, which require collaborative, creative, and contextual activities.

The purpose of this study was to determine the effect of implementing a collaborative game-based *outdoor learning model* on student learning outcomes in social stadies. In addition, this study also aims to determine the average *pre-test* and *post-test scores* of classes that use collaborative game-based *outdoor learning models* and those that do not use collaborative game-based *outdoor learning models* in social studies subjects for class VIII of SMPN 6 Pamekasan in the 2024/2025 academic year.

RESEARCH METHODOLOGY

This study uses a quantitative approach. According to Sugiyono, a quantitative approach is a study in the form of numbers and analysis using statistics (Sugiyono, 2018). The type used in this study is *Quasi Experimental* with a *pretest-posttest nonequivalent control group design.* Observations were carried out 2 times, namely before and after the experiment, observations made before the experiment were called *pre-test* and observations after the experiment were called *post-test* (Arikunto, 2014). *The research design consists of two groups, namely the control group and the experimental group. The control group is the group that receives conventional learning treatment. While the experimental group is the group that receives* collaborative game-based *outdoor learning* model treatment .

This study uses a *sampling technique* with a *purposive sampling type* that selects samples based on certain considerations. Based on previous observations on Monday, January 18, 2024, the learning outcomes at SMPN 6 Pamekasan are still considered low, particularly in Grade VIII, with an average score of 41.4 in the Social Studies subject. Therefore, the population taken in this study was class VIII of SMPN 6 Pamekasan which consists of 2 classes, where class VIII A consists of 18 students and class VIII B consists of 17 students. The samples used in this study were class VIII B as the experimental class and class VIII A as the Control Class. The selection of this experimental class was based on the learning outcomes in class VIII B which were still relatively lower than class VIII A.

The data collection instrument used is only on the cognitive aspect, namely using a learning outcome test. The learning outcome test used is an objective written test in the form of 25 multiple-choice questions. The research data were processed and analyzed using the T-test. The T-test is a statistical test used to test the truth or falsity of the null hypothesis. The T-test is a statistical technique used for experimental research (Sutton, 2019). The T-test used in

this study is *the Independent-Samples T*- Test to test the difference in the average value of 2 samples. Decision making uses a significance level of 0.05.

RESULTS AND DISCUSSION

Pretest-Posttest Values of Experimental Class and Control Class

In this study, the effect of the Collaborative Game-based *Outdoor Learning model* on student learning outcomes in social studies subjects in class VIII of SMPN 6 Pamekasan was tested. This learning model is designed to increase student involvement through out-of-class learning experiences combined with collaborative games, so that it is expected to be able to improve students' understanding of concepts and learning outcomes more effectively than conventional methods. The *outdoor learning model* can also create a more meaningful, easy-to-understand learning process, and involve students directly in the learning process, so that this model can improve student learning outcomes (Rosyid et al., 2019). In addition, the use of collaborative games can be a means of socialization and provide opportunities for students to explore, create, and learn in a fun way (Mujib & Rahmawati, 2011).

This section will discuss the research results that have been obtained, including the analysis of student learning outcomes data before and after the implementation of the Collaborative Game-based Outdoor Learning model. In addition, the differences in learning outcomes between the experimental group and the control group will also be compared to see the effectiveness of the learning model applied. Thus, this discussion aims to provide a clearer picture of the impact of this learning model on improving student learning outcomes.

The results of the experimental class can be analyzed through the following diagram, which presents a visual depiction of the development of student learning outcomes after the implementation of the **Collaborative Game-based Outdoor Learning model** . This diagram shows the distribution of student scores, both before and after the implementation of the learning model, so that its effectiveness in improving learning outcomes can be compared.

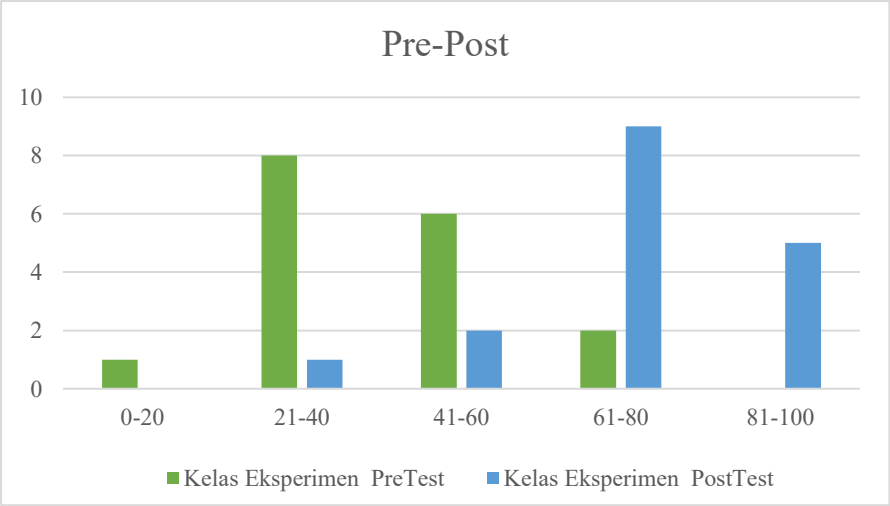

Figure 1. Pre-Post Values of Experimental Class

Figure 1 shows the comparison of pre-test and post-test scores in the experimental class in a certain range of scores. This graph consists of two bars in green and blue, which represent the pre-test and post-test scores respectively. In the range of scores 0-20, the number of students who obtained this score was very small in the pre-test, and no students were in this range after the post-test. This indicates that all students managed to improve their scores to a higher range.

In the range of 21-40, most students were in this range during the pre-test, but the number decreased drastically in the post-test, indicating an increase in learning outcomes. Furthermore, in the range of 41-60, the graph shows that the number of students was quite significant in the pre-test, but the number decreased after the post-test because many students moved to a higher range of scores.

The most striking improvement was seen in the range of 61-80, where the number of students who obtained this score increased sharply from pre-test to post-test. This indicates that most students managed to achieve better learning outcomes after the intervention or treatment was carried out. In addition, in the range of 81-100, no students obtained this score during the pre-test, but there were a number of students who managed to achieve it after the post-test. This indicates a significant increase in student ability.

Overall, this graph illustrates positive changes in student learning outcomes in the experimental class. Most students moved from the low to the high range after the post-test. This shows the effectiveness of the learning method or intervention applied in the experimental class. Thus, this graph provides a visual depiction of the success of the learning process in improving the quality of student learning outcomes (Oktafiana, 2021).

Meanwhile, the results of the pretest and posttest in the control class are presented in the following diagram, which illustrates the development of student learning outcomes following conventional learning methods. The pretest reflects the level of student understanding before learning takes place, while the posttest shows changes in learning outcomes after learning is complete. By comparing these two results, it can be analyzed to what extent the students' understanding in the control class has increased and how effective the learning methods used are compared to the experimental class.

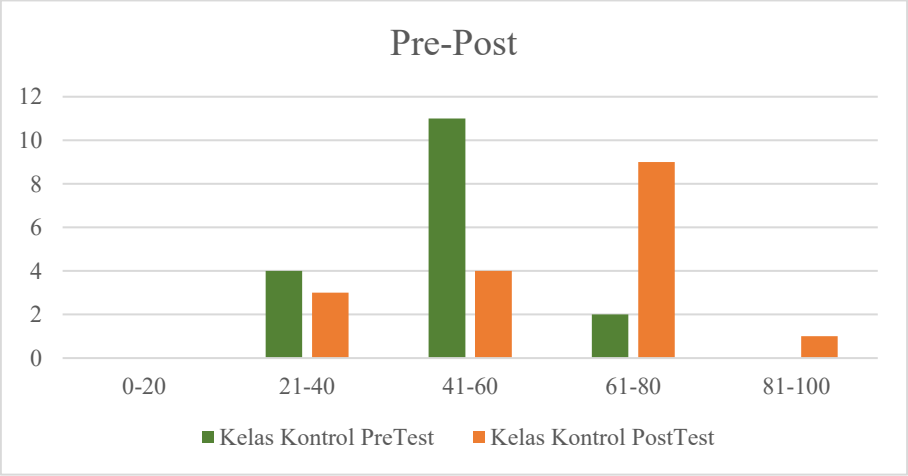

Figure 2. Pre-Post Values of Control Class

Figure 2 shows a comparison of the pre-test and post-test results in the control class, which did not receive treatment in the form of the Collaborative Game-based Outdoor Learning model. In the graph, the green bar represents the pre-test results, while the orange bar shows the post-test results after learning took place using the conventional method. From this diagram, it can be seen that there was a change in the distribution of student scores after learning,

although the increase that occurred was not very significant compared to the experimental class.

In the pre-test stage, the majority of control class students scored in the range of 41-60, which is indicated by the high green bar in that category. This indicates that before the learning began, most students had a moderate initial understanding of the social studies material given. In addition, there were several students who scored in the range of 21-40, indicating that there were still students with a fairly low understanding of the material before the learning began.

After the learning process with conventional methods, the post-test results showed a shift in the distribution of student scores. It can be seen that the number of students who scored in the range of 41-60 decreased, while students who scored in the range of 61-80 increased quite significantly. In addition, there were a few students who managed to achieve scores of 81-100, although the number was still relatively small. This indicates that conventional learning still has a positive impact on student learning outcomes, although not too large.

The increase in value in the control class can be caused by several factors. One of them is the effectiveness of conventional methods that are still able to provide understanding to students so that students who pay attention and listen can easily understand the material also affect the increase in learning outcomes (Susanti, 2015), although not as interactive as the experimental learning model. In addition, this increase can also be influenced by external factors such as independent learning, guidance from parents, or additional learning experiences obtained from other sources outside the classroom. Environmental factors and student learning motivation can also contribute to improving their learning outcomes (Munzilin et al., 2021).

From these results, it can be concluded that although the control class experienced an improvement in learning outcomes after the learning process took place, the conventional learning model still has limitations in maximizing students' understanding. The observed improvement in the control class may be attributed to several supporting factors, including the teacher's competence in managing the classroom and instructional media effectively, students' relatively high learning motivation, and the teacher's ability to adapt conventional methods to classroom conditions. A study by Pingge & Wangid (2016) in the *JPSD: Jurnal Pendidikan Sekolah Dasar Sekolah Dasar* shows that teachers' skills in utilizing simple media and conducting classical learning can still lead to improved student outcomes (Pingge & Wangid, 2016). Furthermore, research by Abidin et al. (2024) in the *Jurnal Ilmiah Pembelajaran Sekolah Dasar* reveals that students' intrinsic learning motivation significantly contributes to their academic achievement, even under traditional methods. Nevertheless, the conventional approach remains limited in promoting active student engagement and deep conceptual understanding (Abidin et al., 2024). Therefore, although conventional methods can provide positive results, more interactive and contextual learning models are needed to fully optimize students' learning outcomes and comprehension.

The Effect of Collaborative Game-Based Outdoor Learning Model on Student Learning Outcomes in Social Studies Subjects for Grade VIII at SMPN 6 Pamekasan

In conventional learning, students tend to experience boredom due to less interactive material delivery methods. Therefore, innovative learning models such as Collaborative Game-based Outdoor Learning are expected to increase student involvement in the learning process and significantly improve their learning outcomes with more interesting and less boring learning activities for students (Husamah, 2013). The use of games in learning is also useful

for training children to become more open, fused, unified, and learn together with other children (Sya'ban Jamil, 2016).

The results of this study will compare the performance of students in the experimental class using Collaborative Game-based Outdoor Learning with the control class using conventional methods. Data collected through pre-test and post-test will be analyzed to see the differences in learning outcomes of the two groups. In addition, the results of the study will also reveal how much students' understanding has increased after the implementation of this outdoor activity-based learning model and teamwork. The results of the independent sample T-test calculation can be seen in the following table.

Table 1. T-test Results

Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig.	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Postest	Equal variances assumed	2,216	32	,034	12,941	5,840	1,046	24,837
	Equal variances not assumed	2,216	31,505	,034	12,941	5,840	1,038	24,844

In a study entitled "The Effect of Collaborative Game-Based Outdoor Learning Model on Student Learning Outcomes in Social Studies Subjects of Class VIII at SMPN 6 Pamekasan", the results of statistical tests showed very interesting and significant findings. The T-value of 2.216 with a significance level of 0.034 which is below 0.05 indicates that there is a real influence of the collaborative game-based outdoor learning model on student learning outcomes in Social Sciences (IPS) subjects.

The significance figure of 0.034 which is smaller than 0.05 statistically proves that the research hypothesis is accepted. This means that there is a significant difference between the group of students who use the collaborative game-based outdoor learning model and the group of students who use conventional learning methods. This difference does not occur by chance, but has a strong empirical basis in the context of the teaching and learning process.

The T-value of 2.216 indicates the magnitude of the difference in the average learning outcomes between the two groups. The greater the T-value , the more significant the difference that occurs. In the context of this study, the number 2.216 indicates that the collaborative game-based outdoor learning model has a fairly substantial influence in improving student learning outcomes compared to conventional methods.

The collaborative game-based outdoor learning model tested in this study provides a different learning experience from traditional methods. By combining outdoor activities and

collaborative game elements, students not only receive information, but also actively interact, collaborate, and explore social studies concepts directly. In addition, students' thinking power can develop further because they will get a more relaxed and comfortable learning atmosphere but can still get learning materials (Widiasworo, 2017). This provides a more complex and in-depth stimulus in the process of understanding the subject matter.

The statistical significance obtained underlines that innovative approaches to learning, such as collaborative game-based outdoor learning, have great potential to improve the quality of education. This method not only focuses on knowledge transfer, but also develops students' social skills, cooperation, and problem-solving abilities. Thus, improved learning outcomes are not just about achieving grades, but also developing holistic competencies.

The implications of this study are very important for educators and policy makers in the field of education. These findings encourage to be more open and innovative in designing learning methods that are not only effective, but also fun and meaningful for students. Outdoor learning based on collaborative games can be a promising alternative to overcome the boredom and limitations of conventional methods in the teaching and learning process (Rohim & Asmana, 2018).

In conclusion, the study at SMPN 6 Pamekasan provides strong empirical evidence on the effectiveness of collaborative game-based outdoor learning models in improving student learning outcomes in social studies. With a Tcount of 2.216 and a significance of 0.034, this study not only provides statistical findings, but also opens up new insights into the potential of innovative learning methods that can change the educational paradigm to be more dynamic, interactive, and meaningful.

The Effectiveness of the Influence of the Collaborative Game-Based Outdoor Learning Model on Student Learning Outcomes in Social Studies Subjects for Grade VIII at SMPN 6 Pamekasan

Effective learning does not only depend on the delivery of material in the classroom, but also on methods that can increase student engagement and understanding. One innovative approach that is starting to be applied in the world of education is Collaborative Game-based Outdoor Learning . This learning model combines outdoor activities with elements of play and teamwork, so that it not only strengthens understanding of the material, but also develops students' social and critical thinking skills. The effectiveness of the collaborative game-based outdoor learning model on student learning outcomes can be seen in the following table.

Table 2. Results of N.Gain Calculation in percent

Descriptives

Kelompok				Statistic	Std. Error
N_Gain_Persen	Eksperimen	Mean		57,7681	5,45232
		95% Confidence Interval for Mean	Lower Bound	46,2097	
			Upper Bound	69,3265	
		Std. Deviation		22,48050	

	Minimum		-5,88	
	Maximum		88,89	
Kontrol	Mean		26,0486	7,65907
	95% Confidence Interval for Mean	Lower Bound	9,8121	
		Upper Bound	42,2851	
	Std. Deviation		31,57914	
	Minimum		-50,00	
	Maximum		64,29	

From the table above, it shows that the experimental class with the Outdoor Learning model experienced an increase in learning outcomes of 57%, while the control class with the conventional model only achieved an increase of 26%. This quite striking percentage difference provides a clear picture of the superiority of the outdoor learning approach in the context of the teaching and learning process. The categorization of effectiveness given in this study shows that the Outdoor Learning model with an increase of 57% is categorized as quite effective. This indicates that the outdoor learning method based on collaborative games has significant potential in improving students' academic achievement. This approach has succeeded in creating a more dynamic, interactive, and meaningful learning environment compared to conventional methods which tend to be static and monotonous.

In contrast, the conventional learning model with an increase of only 26% is categorized as ineffective. This finding emphasizes the weaknesses of the traditional approach which still relies on lecture methods and one-way knowledge transfer. Students in the conventional model tend to be passive, less actively involved, and have limitations in exploring the concepts learned in depth and contextually. The advantage of the Outdoor Learning model lies in its ability to integrate various aspects of learning. Through this approach, students not only receive information, but also experience, interact, and construct knowledge through direct experience (Harris & Bilton, 2019). The collaborative game elements included in this method further enrich the learning process, make students more motivated, and create a fun but serious learning atmosphere.

The context of Social Sciences (IPS) subjects is indeed very suitable for the Outdoor Learning model. Complex and abstract social materials can be more easily understood through direct experience outdoors. Students can see, feel, and analyze social phenomena in real terms, not just reading or listening to lectures. This helps them develop a more comprehensive and critical understanding of the material being studied.

The implications of the findings of this study are very important for the world of education. The increase in learning outcomes by 57% in the experimental class provides strong empirical evidence of the effectiveness of the Outdoor Learning model. This encourages educators to be more innovative in designing learning strategies, not just fixated on outdated conventional methods because in learning, developing potential and a pleasant learning atmosphere are more important in improving learning outcomes than cramming learning

materials or forcing children to memorize learning materials (Sanjaya, 2014). Outdoor Learning is not just a method, but an educational philosophy that places students at the center of learning, recognizes the diversity of learning styles, and emphasizes the importance of direct experience in constructing knowledge.

The outdoor learning model based on collaborative games has several advantages, including enabling all students to participate well in the learning process, fostering cooperation among students as well as between groups, and improving the students' learning outcomes. However, this model also has a drawback, namely that it requires more thorough preparation from the teacher before the learning implementation. To overcome this weakness, teachers can conduct structured planning by developing detailed lesson plans, preparing media and game tools properly, and conducting simulations or rehearsals beforehand to ensure the learning process runs smoothly and effectively.

CONCLUSION

Based on the results and analysis of this study, it can be concluded that the *outdoor learning* model based on collaborative games is proven to be more effective in improving students' learning outcomes compared to the conventional learning model. This approach encourages active student engagement through enjoyable outdoor activities and collaborative interactions, which positively impact students' understanding of the subject matter, particularly in Social Studies. However, this study has several limitations, as it was conducted in only one school and one grade level, and did not thoroughly consider external factors such as students' backgrounds and learning environments. Therefore, future researchers are advised to conduct further studies with a broader scope and take into account various other variables that may influence learning outcomes, in order to gain a more comprehensive understanding of the effectiveness of this learning model.

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