

## Implementation of the Outdoor Learning Method in Social Science Subjects at Asa Cendekia Junior High School

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**Abstract:** *This study aims to describe the implementation of the outdoor learning method in Social Studies (IPS) at SMP Asa Cendekia, focusing on its planning, execution, and evaluation. A qualitative case study approach was employed, with data collected through semi-structured interviews and documentation. The research subjects included the principal, curriculum coordinator, IPS teachers, and students. The findings reveal that outdoor learning was implemented in three main stages: planning (developing teaching modules and selecting locations), execution (direct observation, group discussions, and presentations), and evaluation (student reflection and assessment of their work). The method effectively enhanced students' motivation, active participation, and contextual understanding of IPS topics. The main challenge was adapting to regulations limiting off-campus activities, but the school successfully utilized its immediate environment as an alternative. This study highlights outdoor learning as an innovative approach aligned with the principles of the Merdeka Curriculum.*

**Keywords:** Outdoor Learning; Social Studies; Contextual Learning

### INTRODUCTION

Education plays an important role in developing the potential of learners, both cognitively, affective, and psychomotor. The purpose of organizing social studies learning in the school environment is to form students who have understanding, thinking skills, ability to act, and social awareness in carrying out their roles as members of society, citizens, and part of a nation. Social studies play a strategic role in building a foundation for students in developing appropriate ways of thinking, behaving, and behaving when they interact in community life (Ahmad, Musyarofah, & Kusuma, 2021).

In the context of Social Studies learning, understanding social concepts requires a contextual and meaningful approach Priest (1986). However, conventional learning methods that are lecture and textbook-centered often fail to connect abstract social studies material with the reality of students' lives (Beames, Higgins, & Nicol, 2012). This phenomenon is exacerbated by low student engagement and high levels of boredom during classroom learning (Sulistyo, 2019). Initial observations at Asa Cendekia Junior High School showed that students' interest in social studies decreased dramatically when learning was only done indoors. This is a challenge for teachers to create learning innovations that are more effective and interesting.

Method is a way or a set of ways, paths, and techniques used by educators in the learning process so that students can achieve learning objectives or specific competencies formulated in the subject syllabus (Hamalik, 2009). The selection of the appropriate method

plays a crucial role in creating effective and meaningful learning, tailored to the characteristics of the material and the needs of students. Therefore, teachers are expected to be able to adapt learning methods to the school's environment, conditions, and policies.

*Outdoor learning* emerged as an alternative solution that combines the principles of contextual learning and experiential learning (Kolb, 1984). This method utilizes the surrounding environment as a direct learning source, allowing students to experience social studies concepts in real life (Husamah, 2013). Compared to conventional classroom-based learning, outdoor learning offers various advantages. It increases students' motivation, encourages active participation, fosters critical thinking, and makes the learning process more engaging and meaningful through direct interaction with real-life contexts. Additionally, it develops students' creativity, social skills, and character values such as responsibility and cooperation (Widiasworo, 2017, pp. 90–96). However, outdoor learning also presents several challenges, including limited preparation, time constraints, and the perception among some teachers that learning should only take place in the classroom. Distractions in open environments may also reduce student focus. Therefore, teachers need careful planning and appropriate strategies to overcome these limitations and implement outdoor learning effectively (Sudjana & Rival, 2011).

The purpose of outdoor learning is for students to directly observe activities that are relevant to the content being studied. Therefore, the learning process is centered on experience- and environment-based education, both of which have a significant impact on student learning outcomes (Rosyid et al., 2019).

Research by (Jannah, 2023) proved that outdoor learning is able to increase students' motivation and learning outcomes in learning Fiqh. Similar findings were also obtained by (Rohmi, 2022) which showed that outdoor learning makes students more actively involved in the learning process. However, the implementation of outdoor learning at Asa Cendekia Junior High School faces a unique challenge when the local Education Office issued a policy of limiting activities outside the school in 2024. This condition forces teachers to innovate by utilizing the school environment as an alternative learning space.

Theoretically, the application of *outdoor learning* is in line with the principle of constructivism which emphasizes experiential learning (Piaget, 1970). According to this theory, knowledge is actively constructed by students through interaction with the surrounding environment. This is reinforced by Vygotsky's (1978) opinion on the importance of social context in the learning process. In the context of social studies learning, this approach becomes very relevant because social studies material is closely related to real life in society. Previous research by (Sari et al.2023) showed that environment-based learning effectively improves students' understanding of social concepts. However, most of these studies were conducted in an out-of-school learning setting, while research on the adaptation of *outdoor learning* in a limited environment is still very limited.

Social studies learning in secondary schools often struggles to connect teaching materials with students' real-life contexts. This research focuses on implementing outdoor learning at Asa Cendekia Junior High School as a contextual alternative. Preliminary observations (2024) show that students are more engaged when learning takes place outside the classroom.

Theoretical foundations for this study draw on constructivist theory (Piaget, 1970) and experiential learning (Kolb, 1984), which emphasize knowledge construction through direct experience. Although previous studies (Jannah, 2023; Rohmi, 2022) confirm the benefits of

outdoor learning, few have explored its application within restricted environments due to educational regulations.

Asa Cendekia's approach provides a unique case: despite the 2024 policy restricting off-site activities, the school adapted by utilizing gardens, fields, and school-based outdoor spaces as alternative learning environments.

Outdoor learning, according to Vera (2012), involves teaching activities conducted outside the classroom, often using natural settings as learning resources. These activities aim to develop students' creativity, environmental awareness, and holistic growth—intellectually, physically, and spiritually.

Widayanti (2001) outlines key steps in outdoor learning, from preparation and group organization to observation, discussion, and reflection. This structured approach ensures learning remains goal-oriented even in outdoor settings.

In terms of subject content, Social Studies (IPS) is an integrated discipline that draws from social sciences and humanities, adapted for educational purposes (Somantri, 2001). The NCSS (2010) emphasizes its role in preparing students to become critical and responsible citizens. The curriculum covers themes such as human-environment interaction, time and change, social systems, and economic behavior (Sadun, 2006; Rasimin, 2010).

This study offers a new perspective in the development of research on *outdoor learning* by exploring the adaptation of the method in a limited environment. The findings complement previous research (Istiqomah, 2024) as well as provide a concrete example of the application of constructivism (Piaget, 1970) and *experiential learning* (Kolb, 1984) theories in conditions of regulatory constraints. This study aims to: (1) describe the planning of outdoor learning in social studies learning, (2) analyze its implementation in a limited environment, and (3) evaluate the effectiveness of this method in improving students' understanding. The results of the study are expected to be a reference for the development of creative and adaptive social studies learning models in the era of dynamic education policies.

## RESEARCH METHODOLOGY

This study uses a qualitative approach with a case study research type. This approach was chosen because it allows researchers to deeply understand the experiences, meanings, and perceptions of participants towards the application of outdoor learning methods in social studies learning. The case study type is used to describe in detail the learning practices at SMP Asa Cendekia, especially after the implementation of the policy of prohibiting activities outside school by the Sidoarjo Education Office in 2025. The focus of the research is directed at three main aspects, namely the planning program, implementation program, and evaluation program of outdoor learning activities carried out in the school environment.

The data in this study were collected through two main techniques, namely semi-structured interviews and documentation: 1. Interviews were conducted with the principal to obtain information on policies and background of the outdoor learning method implementation program, with the vice principal for student affairs to find out the regulations and technical implementation of the activity, and with the social studies subject teacher to explore aspects of planning, implementation, and evaluation of the activity. In addition, students were also interviewed to explore their responses to outdoor learning activities, including learning motivation, understanding of the material, and involvement during the learning process. 2.

Documentation was used to support and strengthen data from the interviews. The documents collected included school profiles, social studies teaching modules, activity documentation (photos), Student Worksheets (LKPD), student work, and student learning outcomes after participating in learning with the outdoor learning method.

Data analysis in this study uses a model from Miles and Huberman which consists of three main stages: 1. Data Condensation, which is the process of selecting, focusing, simplifying, and transforming raw data into meaningful data according to the focus of the research. 2. Data Presentation, carried out in the form of descriptive narratives to display findings systematically, so that researchers can understand the relationship between data and the phenomena studied. 3. Drawing Conclusions, carried out by reviewing the data thoroughly and verifying it with the findings in the field to obtain valid and credible conclusions related to the implementation of outdoor learning in schools.

To ensure the validity of the data, this study uses triangulation techniques, namely comparing data from various sources and collection techniques. Two forms of triangulation were used in this study: 1. Source Triangulation, conducted by comparing interview data from the principal, vice principal for curriculum, social studies teachers, and students. 2. Technique Triangulation, conducted by comparing interview results with relevant supporting documents, such as activity photos, teaching modules, and student learning outcomes.

## **RESULTS AND DISCUSSION**

In this data presentation and analysis section, the researcher presents the findings obtained from the data collection process regarding the planning, implementation, and evaluation of the outdoor learning program in Social Sciences subjects at SMP Asa Cendekia. Data were collected through in-depth interview techniques and documentation, which were then systematically arranged according to the focus of the research. The presentation of this data aims to provide a complete picture of how the outdoor learning program is designed, implemented, and evaluated by the school. The analysis also includes the dynamics of implementation from year to year, including the challenges and adjustments made, as well as the strengths and weaknesses of the program based on the experience of its implementation. Each finding is linked to relevant theories in order to provide a deep understanding of the outdoor learning method as a contextual learning strategy at the junior high school level.

### **Planning *outdoor learning* methods in social studies subjects at Asa Cendekia Junior High School in Sedati Sidoarjo.**

Planning is a very important initial stage in implementing the outdoor learning method, especially in Social Sciences (IPS) subjects at SMP Asa Cendekia. Based on the results of interviews with subject teachers and activity documentation, it is known that planning is carried out systematically and in a directed manner, with the aim of ensuring that activities run effectively, safely, and are able to achieve the learning objectives that have been set. The IPS teacher as the initiator of the program has a central role in designing activities, starting from compiling learning plans or modules, determining the theme and objectives of the activity, to preparing students through initial briefings in class. This

planning involves several parties, including the curriculum vice principal, homeroom teacher, and principal. The teacher compiles an outdoor learning activity module that is integrated with IPS material and contains various learning activities such as observation, interviews, and reflection. In practice, planning also involves determining the letter of request for permission to the Bung Karno Museum, which can be found at, the committee's decision letter can be seen at, the budget can be seen at. As stated by the Principal, Mr. Syahrul Khoir, S.Pd, S.Pd, Gr, namely:

"My role as the principal in planning and developing this outdoor learning program starts from the annual planning. Usually we compile it once a year, and after the activity is completed, we conduct an evaluation. In the planning, I formed a committee decree involving several teachers, adjusted to their respective main tasks and functions. After the committee was formed, the next stage was to compile an activity plan, including determining a location that is relevant to the social studies learning material. So it was designed systematically, from the beginning of the team formation to the selection of the location, so that the activity runs according to the learning objectives."

Also added from the statement of the Deputy Head of Curriculum, Mrs. Dina Amalia Perdana S.Pd.,M.Pg.,Gr as follows:

"The process of planning outdoor learning activities begins with scheduling that is planned to be implemented in the second semester. However, over time, the schedule has changed and activities are now more often carried out in the early semester. Although this year there were some obstacles, we are still trying to ensure that the planning can run smoothly. After the midterm exam (UTS), this outdoor learning activity was carried out, so that we could get more optimal results without rushing. The planning process includes selecting a location that is relevant to the material being taught, determining learning objectives, and dividing tasks for accompanying teachers and students. All of this is designed so that outdoor learning activities can be a fun learning experience that gives them direct experience."

In 2022 and 2023, activities were carried out outside of school, such as traditional markets, the Bung Karno Proclamation Museum, and Kampung Coklat, each of which was chosen because it was relevant to national economic and historical material. However, in 2025, due to the prohibition from the Sidoarjo Regency Education Office regarding learning outside of school, which can be seen in (Appendix 28), the planning was adjusted to these conditions. Teachers continue to design school-based activities as an alternative so that contextual learning can still be carried out even though it is limited.

### ***Teacher Readiness in Planning Outdoor Learning***

Teacher readiness is a fundamental aspect in planning outdoor learning activities at SMP Asa Cendekia. Social Sciences (IPS) subject teachers act as the main initiators of this activity and have great responsibility in designing the entire series of learning outside the classroom. Based on the results of interviews and documentation, it is known that teachers have prepared students from the early stages by providing introductory materials and briefings related to the themes that will be raised in the activity. Teachers also prepare outdoor learning modules that contain learning objectives, technical instructions for implementation, and evaluation

instruments such as observation sheets, interview assignments, and activity reflections can be seen in.

The module is adjusted to the basic competencies that students are studying so that activities remain focused and support curriculum achievement. In addition, teachers show high commitment by adjusting learning strategies if there are changes in government regulations, such as in 2025 when activities outside school were temporarily prohibited by the Sidoarjo Regency Education Office. In these conditions, teachers are still able to design contextual learning based on the school environment, which shows a high level of adaptation and creativity in maintaining the quality of learning. This was also conveyed by Mrs. Halimatus Sadiyah as an IPS teacher, namely:

"In preparing outdoor learning modules, teachers need to adjust the material and learning objectives to the surrounding environment. The module must emphasize learning based on direct experience. In addition, teachers also need to consider the allocation of time, activities, and appropriate evaluations, and prepare guidelines or worksheets so that activities remain focused and not just for fun."

### ***Organizing the Outdoor Learning Committee***

The preparation of the outdoor learning activity committee was carried out through deliberation and involved various parties in the school environment, such as the Deputy Curriculum Principal, homeroom teacher, and principal. The social studies teacher who designed the material coordinator activity, the principal as the person in charge and led a series of coordination meetings to prepare a solid and effective committee structure can be seen in. As expressed by the Principal Mr. Syahrul Khoir, S.Pd.I, S.Pd, namely:

"In the planning, I formed a committee decree involving several teachers, adjusted to the main tasks and functions of each. The committee was formed several months before the activity and there will be a committee meeting agenda for this outdoor learning program."

This committee has the task of designing all the technical aspects of implementing the activity, starting from preparing the schedule, dividing the students into groups, obtaining permission from parents, to arranging security and comfort during the activity. In order to support smooth coordination, the committee prepares an activity proposal. In addition, a letter of permission is also prepared for the students' parents, the committee also prepares a letter of request for an activity budget to the relevant parties and an official letter of permission to the destination location, such as the Bung Karno Museum and Kampung Coklat, to obtain approval for the visit. Each committee member has a specific role, such as supervising student groups, documenting activities, and facilitating field discussions. This collective work system shows the existence of a collaborative culture in the Asa Cendekia Middle School environment in making the innovation of learning based on direct experience a success. The committee also functions as a liaison between the school and external

parties, especially when activities are carried out at external locations, such as in 2023.

#### ***Location and Infrastructure Arrangements for Outdoor Learning Activities***

Arrangement of location and infrastructure is a vital component in supporting the smooth running of outdoor learning. Every year, the location selection is carried out in a planned manner by considering the relevance of the subject matter, distance, and aspects of student safety and comfort. In 2022, the location chosen was a traditional market near the school, with the aim of providing students with direct experience of the dynamics of community economic activities. In 2023, the scope of the location was expanded to the Bung Karno Proclamation Museum and Kampung Coklat. The museum was chosen to support the material on the history of the national struggle, while Kampung Coklat functions as a learning object regarding economic activities based on MSMEs. To support the success of the activity, the committee provides transportation, consumption, and learning equipment such as field modules and student worksheets. Companion teachers are assigned to supervise and accompany students in the field.

However, in 2025, the prohibition from the Education Office regarding learning outside of school has limited the location of activities to the school environment. As an alternative, school gardens are used as places for social observation, fields are used for economic activity simulations, and open spaces are used as group discussion areas. Although the location is limited, the management of facilities and infrastructure is still carried out carefully so that outdoor learning activities can continue to take place effectively and enjoyably. In this case, the school plays an active role in preparing the technical needs of the activity. The Principal, M. Syahrul Khoir, S.Pd, S.Pd, stated that:

"What is clear is that our school first prepares modules or guidebooks, which are used by the children before and after outdoor learning activities. So they know what to learn and do. In addition, we also help with transportation, location permits, and other equipment needed, so that activities can run smoothly."

#### **Implementation of *outdoor learning* methods in social studies subjects at SMP Asa Cendekia Sedati Sidoarjo.**

The implementation of Outdoor Learning at SMP Asa Cendekia is part of the implementation of the curriculum that emphasizes direct learning experiences outside the classroom. This activity aims to provide students with a deeper understanding of the material being studied by linking the theories that have been taught in class with real conditions in the field. Every year, outdoor learning activities are designed to support learning objectives that are relevant to the material being studied, as well as introduce students to various locations that can enrich their insights into social, economic, and cultural life.

In its implementation, outdoor learning is not only a visit to certain locations, but is also equipped with observation activities, group discussions, and assignments that hone students' analytical and social skills. Over time, the implementation of outdoor learning has undergone various adjustments according to applicable conditions and policies, such as those that occurred in 2022, 2023, and 2024. The details regarding the implementation of outdoor learning in each of these years are as follows:

### ***Outdoor Learning in 2022***

In 2022, Outdoor Learning activities were held at a traditional market located not far from SMP Asa Cendekia. This activity aims to provide students with direct experience regarding basic concepts in economics, such as buying and selling activities, the relationship between producers and consumers, and the social dynamics that occur in the market. This visit is an opportunity for students to directly observe the economic processes that occur in everyday life, which are closely related to the material they are studying in class. According to the Deputy Head of Curriculum, Mrs. Dina Amalia Perdana.S.Pd.,M.Pd,Gr said:

"outdoor learning activities with relevant material. For example, for economics material, we chose to take students to a traditional market. This activity helps students understand economic concepts more realistically, such as how the production and distribution processes take place."

This was reinforced by the Social Studies Teacher, Mrs. Halimatus Sadiyah.,S.E.,Gr stated:

"In preparing outdoor learning modules, teachers need to adjust the material and learning objectives to the surrounding environment or location of the visit. The module must emphasize learning based on direct experience, including preparing guides or worksheets so that activities remain focused and not just for fun."

#### **Preliminary Activities:**

Before starting the activities in the market, students were given directions by the Social Sciences (IPS) subject teacher regarding the objectives and rules during the outdoor learning activities. The teacher also distributed observation task sheets containing instructions for observing interactions between traders and buyers, as well as finding information about the types of goods being traded, prices, and transaction methods. Students were divided into several small groups to facilitate supervision and so that each group could focus on a different topic. Briefings regarding safety and order during the activities were also provided to ensure student comfort and safety.

With a clear schedule, teachers and students can prepare themselves better and keep the flow of activities in line with learning objectives. This thorough planning also reflects the school's commitment to integrating extracurricular activities as part of an active and enjoyable learning strategy for students.

#### **Core Activities:**

In the core activities, students together with accompanying teachers visit various traders in traditional markets. They conduct direct observations of the buying



and selling activities that occur. Each group has a different observation focus, such as observations on the types of products, prices, and payment methods used. Several students are also given the opportunity to interview traders and buyers to better understand the economic patterns that occur in the market. In addition, students are expected to identify economic problems in the market, such as price fluctuations or the role of MSMEs in the local economy. This activity lasts for several hours, and students are accompanied by teachers to ensure that observations are carried out seriously and in a focused manner.

#### Closing Activities:

After completing the observation in the market, students return to school to have a group discussion. This discussion aims to reflect on the results of the observations and discuss the findings they have obtained. Each group presents the results of their observations, including an explanation of the economic dynamics that occur in the market, as well as insights gained through interactions with traders and buyers. The teacher facilitates the discussion and provides feedback on the results of the students' observations. In closing, students are given the task of working on a short LKPD report, which includes an analysis of the economic activities they observe in the market, as well as conclusions that can be drawn from the outdoor learning activities and also evaluations through oral questions.

With the outdoor learning activities in this traditional market, students can better understand economic material directly, connecting the theories taught in class with practices in the community. In addition, this activity also helps students develop observation, analysis, and communication skills that are very important in social studies learning. As conveyed by Student Rizqy Rachmat, he said:

"Yes, I always participate, this outdoor learning activity is quite exciting, sis, there are many new experiences that I can gain, especially when I can chat with traders in the market, sis."

#### **Outdoor Learning in 2023**

In 2023, outdoor learning activities at SMP Asa Cendekia were carried out with visits to two educational locations, namely Kampung Coklat and the Bung Karno Proclamation Museum. This activity was designed to provide students with direct experience in understanding the concepts of lessons from the Social Sciences (IPS) subjects that are integrated into the curriculum for grades VII and VIII. According to Mrs. Dina Amalia Perdana.S.Pd.,M.Pd,Gr:

"For history material, we conducted a visit to the Bung Karno Museum so that students could learn directly about the struggle for independence and national figures. For economic material, we chose to take students to Kampung Coklat. This activity helps students understand economic concepts more realistically."

#### Introduction Activity

At the beginning of the activity, all students were gathered to receive a brief briefing from the principal and committee regarding the rules and objectives of the visit. The first visit was to Kampung Coklat, where students were directed to observe

the chocolate production process, business management systems, and conduct direct Q&A with MSME managers.

After the observation and field discussion activities were completed, students were given time to fill out the worksheets that each group received.

Next, the group continued their visit to the Bung Karno Proclamation Museum. Activities at the museum began with an exploration of the Soekarno Mini Library, continued with watching a documentary video of Bung Karno's struggle, and ended with an observation session in the memorabilia room which displays historical objects belonging to the proclaimer. Social Studies teacher, Halimatus Sya'diyah, S.E., Gr., explained:

"The most relevant social studies materials for learning outside the classroom include local history and community economic activities. Activities like this help students understand the material in real terms."

The entire series of activities follows the schedule stated in the rundown, which has been prepared and distributed to all students and accompanying teachers before departure. The rundown is an important reference for maintaining time, activity flow, and efficiency of outdoor learning implementation in the field.

The implementation of outdoor learning activities can take place systematically and in a focused manner. Each session is designed to provide a meaningful learning experience, starting from material reinforcement before departure, direct observation at the location, to discussion and reflection after the activity. This detailed planning shows the readiness of the committee and the commitment of teachers in presenting contextual learning that is not only fun, but also relevant to the curriculum objectives and needs of students.

#### Core Activities

Upon arrival at Kampung Coklat, students were divided into several small groups to facilitate observation and discussion. They were directed to observe the chocolate production process, starting from cocoa bean processing, packaging process, to product marketing strategies. Students also conducted direct interviews with MSME managers to gain information about the role of local economic actors, business challenges, and their contribution to the economy of the surrounding community. During the activity, students filled out observation sheets and recorded important information relevant to the 8th grade social studies material on economic actors and economic activities.

Next, the visit continued to the Bung Karno Proclamation Museum. At this location, students were invited to explore various rooms that store memorabilia of the independence struggle, such as proclamation documents, historical photos, and relics of Bung Karno. They also attended a documentary video screening session about the history of Indonesia's independence struggle to strengthen their understanding of important events in the nation's history. This activity supports 8th grade social studies learning on the Struggle to Defend Indonesia's Independence material.

In both locations, students were encouraged to actively discuss, ask questions, and analyze the information they obtained. Mentoring is carried out by social studies

teachers and homeroom teachers to ensure that activities run smoothly and students gain meaningful learning experiences.

#### Evaluation Activity

After the entire series of visits to Kampung Coklat and the Bung Karno Proclamation Museum were completed, students returned to school according to the predetermined schedule. Given the limited number of social studies teachers and the division of students into five buses, reflection activities were not carried out on the trip, but were scheduled for the next day when students returned to school. According to Karina Novelinda:

"In Kampung Coklat it was really fun, discussing economics that connected to the subjects. There were direct examples, in class it would be monotonous, sis."

Meanwhile, Sekar Arum said:

"The time at the Bung Karno Museum was the most memorable, we could see historical objects from the president directly."

The reflection was carried out in the school field with a group discussion format and short presentations. Each group presented the results of their observations related to economic activities in Kampung Coklat and the historical values of the Bung Karno Museum. The teacher provided an evaluation in the form of questions directly or verbally.

Students were then given a final assignment in the form of mind mapping and a vlog video that described the results of their learning during outdoor learning activities. This assignment is part of the project assessment in social studies learning based on the Merdeka Curriculum. With reflection in schools, outdoor learning activities continue to touch on students' cognitive, affective, and psychomotor aspects as a whole, as well as strengthening contextual understanding of field experiences.

#### **Outdoor Learning in 2024**

In the 2024/2025 academic year, outdoor learning activities at SMP Asa Cendekia will continue to be implemented as part of the contextual learning strategy for Social Sciences subjects. Initially, this activity was designed to be carried out outside the city like in previous years. However, due to the prohibition of out-of-town activities and the busy school agenda in the odd semester, this activity was finally scheduled for the even semester, precisely on February 25, 2025, and centered in the school hall. According to the Principal, M. Syahrul Khoir, S.Pd.I., S.Pd., namely:

"We have planned a visit to the bank so that students can learn the financial system directly, but due to the prohibition of out-of-town activities and slow confirmation from the bank, we finally moved it to the school hall."

#### Introduction Activity

The activity began with motivation and apperception by the social studies teacher. Students were invited to reflect on their experiences of conflicts that had occurred in the social environment, both in the family, school, and community. The teacher then conveyed the importance of understanding the dynamics of conflict and social integration as part of contextual social studies learning.

After that, the teacher explained the purpose and flow of the outdoor learning activity, although it was carried out in the hall. Students were then divided into several small heterogeneous groups, with each group provided with an observation sheet, discussion guide, and a list of reflective questions. The division of groups aims to foster collaboration, communication, and critical thinking skills between students. Then the rundown of this activity is as follows:

The rundown of activities that have been compiled into a technical guide in the implementation of outdoor learning in the school hall so that it runs orderly and in accordance with learning objectives. Although implemented in a school environment, this activity is still designed so that students can gain active, reflective, and contextual learning experiences. With efficient time management and a variety of activities, outdoor learning in the hall is still able to present an interesting and meaningful learning atmosphere for students.

#### Core Activities

After the opening, the activity continued with a documentary video screening session showing various forms of social conflict in society, such as conflicts between residents, ethnic conflicts, and student conflicts, as well as the process of resolving them through social integration.

After watching the video, each group was given time to discuss based on the guidelines that had been distributed. They identified the types of conflict, the actors involved, the causes of the conflict, and the forms of integration that occurred. Each group then wrote down the results of the discussion in the form of a mind map on a flipchart and presented them in turns.

#### Closing Activity (Evaluation)

The activity is closed with a reflection guided by the teacher, students convey their impressions, new understandings, and attitudes gained. The teacher will provide reinforcement of the material and relate it to real life. As an evaluation, students work on a post-test to measure understanding. The results are used as a formative assessment of competency achievement. As Rizqy Rachmat said:

"Mrs. Diyah gave us a lot of direction while re-explaining if we didn't understand."

### **Evaluation of *outdoor learning* methods in social studies subjects at SMP Asa Cendekia Sedati Sidoarjo.**

This evaluation in the implementation of the outdoor learning program at SMP Asa Cendekia from year to year shows quite significant dynamics and developments, both in terms of planning, technical implementation, and learning outcomes. This evaluation was carried out by comprehensively reviewing the outdoor learning activities in 2022, 2023, and 2024 to identify advantages, obstacles, and opportunities for future development.

In 2022, outdoor learning activities were still simple and carried out locally, namely by visiting traditional markets. This activity focused on learning economics for grade VII, especially material on distribution, consumption, and economic actors. The contextual approach used has begun to open students' insights into economic practices in the

surrounding environment. However, in terms of documentation, module preparation, and evaluation system, this activity has not been structured optimally. Coordination between teachers is still limited and there is no comprehensive written guide for students. According to the Social Studies Teacher, Mrs. Halimatus Sya'diyah, S.E., Gr., said:

"We survey the location to the market first, make sure the place is supportive. We make LKS and provide supplies so that activities are focused and students don't just play."

The year 2023 showed significant developments, both in terms of material coverage and implementation management. This outdoor learning activity targeted two different locations, namely Kampung Coklat (as a representation of MSMEs) and the Bung Karno Proclamation Museum (as a source of learning history). The material raised also integrated two fields of social studies, namely economics and history for class VIII. Deputy Head of Curriculum, Mrs. Dina Amalia Perdana, M.Pd., explained:

"This activity integrates two fields of social studies. The planning has been equipped with modules, student supplies, and visiting permits. This is much more systematic than the previous year."

In terms of planning, the committee has prepared complete modules, permits, and initial material supplies for students. However, challenges arose during implementation, especially in terms of supervision, considering that the number of accompanying teachers was not comparable to the number of students spread across five buses. This has an impact on disciplinary control and in-depth study of the material in several groups.

Unlike the previous two years, in 2024 outdoor learning activities were not carried out outside the city due to school policies prohibiting outdoor activities in odd semesters, as well as the busy academic agenda. As an alternative, the activities were transferred to the school hall and continued to carry the spirit of contextual learning with a simulative approach. The material discussed focused on social integration and conflict in society for class VIII. Although the scope was limited, this activity succeeded in creating an active discussion atmosphere through video screenings and group reflections. Teachers also had more freedom to guide all participants because the implementation was in a controlled room. As expressed by the Principal M. Syahrul Khoir, S.Pd.I., S.Pd., G.r, namely:

"This year we planned to go to one of the banks, but because the prohibition from the District Government and partners has not been confirmed, we decided to move the activity to the school hall. This is to maintain the continuity of the program."

Overall, when compared, the 2023 outdoor learning activities have advantages in terms of program completeness and location variations. However, 2024 is superior in terms of implementation control and the effectiveness of teacher assistance. Meanwhile, 2022 is an important initial foundation even though there is still minimal documentation and structure. These three years show that the implementation of outdoor learning always experiences adjustments to the existing context and challenges, but is still able to provide meaningful learning for students.

Thus, the evaluation of the implementation of outdoor learning shows that this program is worthy of continued development by strengthening aspects of planning, risk mapping, and cross-material integration. It is hoped that in the future, outdoor learning

activities can become a superior learning model that brings together real experiences with cognitive, affective, and psychomotor competency achievements in a balanced manner.

The results of the study on the implementation of the outdoor learning method in Social Sciences (IPS) learning at SMP Asa Cendekia show that the experiential learning approach can be implemented effectively even though it must be adjusted to school policies and space limitations. This finding is in line with David Kolb's experiential learning theory (1984), which emphasizes that the most effective learning occurs through direct experience, reflection, conceptualization, and active application. In this context, students are not only recipients of information, but are also actively involved in the process of observing, analyzing, and conveying the results of their observations in the real environment. The effectiveness of the application of experiential learning in these limited conditions can be seen from several criteria, namely: active involvement of students in observation and discussion, relevance of activities to IPS material, students' ability to reflect and relate experiences to concepts, and application of learning outcomes in other social contexts. In addition, effectiveness is also reflected in the optimization of the use of the school environment as an alternative learning medium, such as the school yard, which is still able to create a contextual and meaningful learning atmosphere.

#### **Planning *outdoor learning* methods in social studies subjects at Asa Cendekia Junior High School in Sedati Sidoarjo.**

The results of the study indicate that the planning of outdoor learning methods at SMP Asa Cendekia was carried out collaboratively and in a structured manner, involving social studies teachers, vice principals for curriculum, and principals. This process not only includes the preparation of semester programs and teaching modules, but also includes determining contextual activity locations such as traditional markets and museums, developing LKPD, location observations, and obtaining permits from external parties. A fairly prominent finding is that the teaching module documents used do not explicitly reflect the typical syntax of outdoor learning, such as the stages of field exploration, reflection, and concept reinforcement. However, teachers are able to translate these principles flexibly into practice in the field. This is the main novelty of this study, namely the gap between documents and practice, which is then bridged by the teacher's pedagogical improvisation. This has not been explained in previous studies. For example, Fina Nur Jannah's (2023) research does discuss the planning of Fiqh learning using outdoor learning, but is only limited to the preparation of modules and technical worship practices without criticizing the module structure in depth. Meanwhile, Rohmi's (2022) and Istiqomah's (2024) research did not review the planning aspect in detail, because it focused more on the implementation and impact of learning outcomes. Safitri's (2024) research was only a literature review, without showing empirical evidence in the form of real planning implemented in schools. Therefore, the researcher's findings not only emphasize the importance of planning, but also show the existence of innovation and concrete solutions from teachers when the module is not fully in accordance with the principles of outdoor learning.

#### **Implementation of *outdoor learning* methods in social studies subjects at SMP Asa Cendekia Sedati Sidoarjo.**

In the implementation stage, the outdoor learning method at SMP Asa Cendekia is implemented by combining social studies material directly with the surrounding environment. The learning process is carried out through briefings in class, dividing groups, distributing LKPD, field observations to markets, museums, or schoolyards, followed by discussions, recording findings, and presenting results. The teacher acts as a facilitator who guides students throughout the activity. The unique finding of this study is how the implementation continues despite being hampered by the Education Office's policy which limits out-of-school activities in the 2024/2025 academic year. In these conditions, teachers make creative adaptations by utilizing the school environment such as parks, fields, and halls to continue running outdoor-based learning. These findings show the resilience and creativity of teachers, who not only follow theory, but are able to adapt outdoor learning in limited spaces without losing its essence. This distinguishes this study from Istiqomah's (2024) study, which only describes the success of implementing outdoor learning in a pleasant atmosphere, without discussing challenges and adaptations. Likewise, Rohmi's (2022) study emphasizes more on fostering interest in the environment, but has not touched on tactical aspects in implementation when facing limitations. Fina Nur Jannah's (2023) research did conduct field practice, but in the context of Fiqh learning, and there were no notes on adaptation in limited conditions. Meanwhile, Safitri's (2024) research only reviewed the literature, without real implementation in schools. Thus, the novelty of this research lies in the flexible implementation strategy amidst policy limitations, as well as the strong link between social material such as conflict and integration and the direct activities designed.

#### **Evaluation of *outdoor learning* methods in social studies subjects at SMP Asa Cendekia Sedati Sidoarjo.**

Evaluation in the implementation of the outdoor learning method at SMP Asa Cendekia is carried out comprehensively, touching on all domains of learning: cognitive, affective, and psychomotor. Assessment is carried out in various forms, such as student reflection, assessment of group observation results, presentations, LKPD results, and post-tests. Not only that, evaluations are also carried out internally by the school namely the vice principal for curriculum and the principal to assess suitability with the curriculum and competency achievements. This finding shows that evaluation is not only aimed at measuring learning outcomes, but also as a basis for improving subsequent learning. The novelty in this finding is the existence of layered and reflective evaluations, not only evaluation of results, but also evaluation of the process, teacher roles, student involvement, and reinforcement of social achievements and 21st century skills such as collaboration and communication. Fina Nur Jannah's research (2023) only touches on the evaluation of learning outcomes without showing how the results are used to design further learning. Likewise, Rohmi's research (2022) and Istiqomah's (2024) which focus more on student learning outcomes, but have not described the evaluation from the teacher and school management perspective as a whole. Erlinasari's research (2024) also did not touch on the evaluation system, but rather emphasized the effectiveness of the method in general. Thus, this research provides a real contribution in developing outdoor learning evaluation that is not only oriented towards results, but also on process reflection, learning validation, and ongoing planning.

The results showed that the implementation of *outdoor learning* methods in social studies learning at SMP Asa Cendekia Sedati Sidoarjo is carried out through careful planning, varied implementation, and thorough evaluation. This strengthens Hamalik's theory which states that learning planning is a systematic process that includes determining goals, strategies, media, and evaluation in order to achieve optimal learning outcomes (Hamalik, 2003). In practice, social studies teachers together with the school team develop teaching modules, choose contextual locations such as markets and museums, and prepare LKPDs that are relevant to social learning materials.

This study has novelty compared to Fina Nur Jannah's (2023) study which focuses on Fiqh learning with the outdoor learning method in the context of worship practice material (Nur Jannah, 2023). The researcher emphasizes theoretical aspects through the application of Kolb's experiential learning theory and Piaget's constructivism, which are not discussed in the previous study. In terms of method, both use a qualitative case study approach, but this study highlights the adaptation of outdoor learning in limited spaces due to the restriction of outside-school activities by education authorities. The scope is also broader because it includes planning, implementation, and evaluation, not just implementation. Thus, this study fills a gap by offering a contextual and adaptive learning model that is relevant to schools with activity limitations.

This study presents novelty when compared to the study of Desy Safitri (2024), which only examines the role of outdoor study in increasing student motivation through a literature review approach (Safitri, 2024). While Desy's research focuses on motivational outcomes using secondary data, this study is grounded in field data through direct observation and interviews. The researcher offers theoretical advancement by applying experiential learning theory and constructivism to analyze students' involvement, which is not explored in Desy's work. Methodologically, this research employs a case study approach with real-time implementation, while Desy used a descriptive-qualitative library research. In terms of scope, this study covers planning, implementation, and evaluation processes in a regulated environment. Thus, it fills the gap by providing contextual evidence of how outdoor learning can still be adapted effectively despite institutional limitations.

The difference in this study lies in the focus of the material and the implementation approach. While Fina Nur Jannah (2023) and Choirunnisa' Erlinasari (2022) emphasize religious learning in the context of Fiqh and Islamic Education (PAI), and Siti Istiqomah (2024) examines outdoor learning in thematic learning in elementary school (Nur Jannah, 2023; Erlinasari, 2022; Istiqomah, 2024), this study focuses on complex Social Studies material namely social conflict and integration using a direct experience-based approach in the school environment. Meanwhile, Sullihatur Rohmi (2022) highlights the increase of learning interest through nature-based learning in madrasah, while this study shows that outdoor learning can remain optimal within the school environment under regulatory restrictions, as long as the planning, implementation, and evaluation are systematically designed (Rohmi, 2022).

The uniqueness of this study lies in its innovative adaptation of outdoor learning within a confined school setting, transforming limited space into a meaningful contextual learning environment. This adaptation is not only practical under post-pandemic restrictions or policy constraints but also demonstrates that outdoor learning can remain effective without access to public spaces. Unlike previous studies, this research provides a detailed, structured model from



committee formation, development of LKPD and teaching modules, to product-based student evaluation and reflection which can be replicated by other educators facing similar limitations. This makes the study a valuable contribution to the development of adaptive and scalable learning strategies in formal education.

Thus, this research not only corroborates the effectiveness of *outdoor learning* methods as found in previous studies, but also provides new contributions in the form of strategies for implementing adaptive outdoor learning activities that remain effective in building 21st century skills, such as critical thinking, collaboration, and communication in social studies learning.

## CONCLUSION

This study concludes that the implementation of the outdoor learning method in Social Science learning at Asa Cendekia Junior High School is successfully carried out through three key stages: systematic planning, contextual implementation within the school environment, and reflective evaluation. The most significant finding is the ability of teachers to adapt outdoor learning creatively in a limited space due to regulatory restrictions, without losing the essence of contextual and meaningful learning. This adaptation positively impacts students by increasing their motivation, engagement, and depth of understanding of social conflict and integration topics. A major strength of this study lies in its detailed documentation of the entire process from committee formation to student product-based evaluation which has not been thoroughly addressed in previous research. Moreover, the study contributes a new concept of adaptive outdoor learning, an experiential model that remains flexible to policy constraints while aligning with the values of the Merdeka Curriculum. However, this research is limited to one school and one subject area, which may affect the generalizability of the findings. Future studies could expand the scope to different schools, subjects, and levels to validate and enrich the applicability of this model.

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