

Outdoor Study Activity by Utilizing Wonosoco Tourism Village as A Learning Resource of Social Studies

Noor Fatmawati✉, Dewi Liesnoor Setyowati & Cahyo Budi Utomo

Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:
April 2018
Accepted:
May 2018
Published:
June 2018

Keywords:

*learning resource,
outdoor study activity,
tourism village*

DOI

<https://doi.org/10.15294/jess.v7i1.22533>

Abstract

The majority of learning activity process is indoor activity in the classroom, it tends for the ability of students that are memorizing, remembering, and collecting information. The aim of this research is to analyze outdoor study activity using Wonosoco Tourism Village as the learning resource and the obstacles. Qualitative research method is using by ethnography, phenomology, and study case approaches. The purpose of this research is to analyze the potential of Wonosoco Tourism Village as learning resource of social studies. The main informants are social studies teacher and 6 students in the State Junior High School 3 Satu Atap Undaan District Kudus Regency. Analyzing data is using Spradley Model by domain analysis step, taxonomy, componential, and cultural theme. The results show that in the preparation step, teacher prepares lesson plan, worksheet, outdoor study place, and time management. Than students prepare stationary, listen to the material, and receive worksheet. The implementation step, teacher explains the material, divides group and gives worksheet, also evaluates and keeps on eye for students, meanwhile students do observation, interview, and discussion. In evaluation step, teacher comes to each group to give the feedback and ask them to do presentation. The obstacle are during the use of teak tree forest, students can not go to forest area deeply so they can not get optimal result in exploring biotic environment, using of settlement and society life, teacher feels difficult in giving attention and evaluating students activity so because they are uncontrollable, also feel difficult in time management and preparation of the object for the learning resource which is relevant with the material, students are also feel difficult to be focus.

© 2018 Universitas Negeri Semarang

✉ Correspondence address:

Campus UNNES Kelud Utara III Semarang, 50237
E-mail: noor.fatmawati@gmail.com

[p-ISSN 2252-6390](https://doi.org/10.15294/jess.v7i1.22533)
[e-ISSN 2502-4442](https://doi.org/10.15294/jess.v7i1.22533)

INTRODUCTION

The majority of learning activity process is in-door activity in the classroom, it tends for the ability of students that are memorizing, remembering, and collecting information (Sanjaya, 2016). Pujatama (2014) explaining material in the classroom that do by majority of social teachers and don't give the concrete of study experience yet for students. Social learning is still conventional, teacher centered, and subject matter oriented, so the students are passive (Puspitasari, Wasino, & Utomo, 2012).

Teacher centered learning has to be changed with students centered, in order for students have the ability to find out the material by their selves (Handayani, Widodo, & Setyawati, 2015). Because of these, teacher has to create the effective environment for students to study (Andre, Durksen, & Volman, 2017), also create the environment of study that could serve the best information for students needed (Chan & Lai, 1995). The environment of study is positive evaluation for kind of aspects, such; content, pedagogic, and technique (Lam & Markenhof, 2002).

Auer in Eick (2011) states that teachers play the important role in learning activity through knowledge training about social and environmental issues. It can be happened by doing outdoor activity learning, so students potential can be developed. Same as Eaton statement in Dillon, J., et al. (2006) that outdoor study experience is more effective for developing cognitive skill than indoor study activity.

Outdoor study implemented by teachers using Wonosoco Tourism Village as the learning resource. The study sources are gotten directly from social environment that can be observed, written, and analyzed to help students to get actual learning (Mailina, Utomo, & Ahmad, 2017). Ross, Peter, & Nicol (2007) state that one of the aim of outdoor study is to push the students to observe, and respect their environment. Hasyim, Setyowati, & Prajanti (2018) added that someone needs to understand the importance of preserving the environment. But, teacher don't use the study source maximally.

The fact, outdoor study can establish self-confidence because they are free in the outside (Lloyd, Troung, & Gray, 2018), but usually it is considered as just play without getting knowledge because they are used to see Wonosoco Tourism Village which is the area that they live in, so they are getting bored.

The existence of Wonosoco Tourism Village really supports social studies learning which the aim is to improve students' potency because there are kinds of natural tourism and culture that is relevant with social studies source. Students will get knowledge and experience to be practiced in their social life, so they need close, factual, and actual learning material with their own life. Constructivism theory according to Vigotsky in (Sumarsih, 2009) states that will shape the knowledge based on what they get from observation that they are experienced in their environment. It means, individuals need to interact social environment (family, friends, society) to get cognitive development. Eick (2011) also states that human experience from their interaction with environment will impact their ethics to the surrounding environment. Sunarjan, Atmadja, & Romadi (2017) explains that someone's characteristics are the result of his experience in the environment.

Bandura's social cognitive theory in (Hergenhahn & Olson, 2008) claims that through observational study, students will learn information that cognitively process. Based on those both of theory observation process which is done by students in Wonosoco Tourism Village could develop students' potential in knowledge, attitude, and skill aspects to solve social problem.

The aim of this research is to analyze outdoor study activity utilizing Wonosoco Tourism Village as the source and the obstacles. Beach & Flavia in Sunarjan (2014) that "it is important that you chose one specific site, this will help to keep things simple and to focus on the issues and areas for improvement. It is important to go into a site with an open mind, and not assuming you already know the solutions for other people's problems". This research hopefully will give experience for students for the understanding of social and cultural norms in

their environment, so they can apply in their daily life. Agree with Setyowati, Juhadi, & Kiptida'iyah (2017) that the cultural values of society need to be inherited to future generations.

METHODS

This is qualitative research (Moleong, 2010) using ethnography, phenomology, and case study approaches. Ethnography approach (Sukmadinata, 2009) is used to describe and interpret the pattern of students and teacher in learning process. Phenomology approach according to Manen in Saevi (2017) is the way to do research in educational practice, which in this research is to find out students and teacher experience in outdoor study using utilization of Wonosoco Tourism Village as learning resource of social studies. Meanwhile, case study approach (Mailina, Utomo, & Ahmad, 2017) is to collect data, so we get understanding about the obstacles.

The focus of this research is the State Junior High School 3 Satu Atap Undaan District Kudus Regency as the learning resource of social studies, outdoor study activity using Wonosoco Tourism Village as study sources of social study and the obstacles. The main informants are social studies teacher and 6 students in the State Junior High School 3 Satu Atap Undaan District Kudus Regency. The students is chosen by purposive sampling technique to get students characteristic from each study group. The supporting informants are headmaster, natural science teacher, Wonosoco village head, society village, Pokdarwis members, and tourists.

Researcher uses observation and interview to collect data. Observation is directly done using observation rules and a camera to take some pictures when outdoor study activity. Researcher uses unstructured and open interviews for the main informants (social studies teacher and students) and supported informant. To test the validity of data, triangulation is used to compare and washback the validity degree of information that have gotten through different time and tool (Moleong, 2010). To analyze data, researcher uses Spradley Model because this research is

complex qualitative research based on ethnography, phenomology, and case study approaches.

RESULTS AND DISCUSSION

Teacher and students do the outdoor study activity through some steps, such; preparation, implementation, and evaluation. The steps of outdoor study activity can be seen on Table 1.

The preparation step that have done by teacher before outdoor study activity is create lesson plan as guidelines for learning activity. Creating the lesson plan, teacher always adjust learning purpose with the curriculum and basic competency that is learning, in order to count whether learning process achieve the goal or not. Besides, teacher prepares the place for learning sources object. Before outdoor study activity, time management by teacher is the most important thing, because if the learning were over of time, the effect is to the time of next subject.

Students prepare all of the needed tools for outdoor study, like; notebook, textbooks, module, worksheet from teacher, and also they have to listen material explanation from their teacher when they were in the classroom. Material explanation includes implementation step, whether getting material from teacher includes preparation step. So, before go out of class students are given general material based on learning process.

The implementation step, teacher explains the material for observation generally. Teacher doesn't explain specifically, because gives the chance to the students to find out by their self when they do the task. Teacher uses LCD/ projector to explain the material so the students can be focus. Then, teacher divides them into four groups with 3-4 members each group. The groups are classified by gender, so the boys and the girls are divided evenly in each group. The aim is to help them to be more focus, because specifically the boys are not focus even they play game with their group in the learning process. But, in the second and third outdoor study, teacher directly ask them to gather with their group that divided before. Next, teacher gives them the worksheet

and ask them to walk out orderly, not damage the plants, and not to disturb the activity of surrounding society. In the implementation step, teacher lets them explore their curiosity without too much intervention.

Teacher's roles are just keep on eye and evaluate the activity of each student. This learning is learning concept meant by Mr. Fais as social science teacher, teacher is just an facilitator, while students must be active to do the activity in the worksheet. Clark (1973) states the same, that teacher must give the opportunity to the students to be more active and to take their own responsibility. The implementation step that have done by students are collecting data from observation and interview in tourism village, and analyzing data by group discussion. To collect the data, they must observe directly in tourism village and interview the surrounding society and tourist on the third outdoor study. Like Bandura's opinion that attention requires students to see and observe material object or model in the environment that they observed (Syah, 1995).

Students and their own group walk out and observe the phenomenon, interview, and also write down that are instructed on the worksheet. This writing process is a retention in Bandura's theory (Syah, 1995), where students catch, process, and save the observed things in their memory to be written on their notebook or worksheet. For the interview, students state that they have confessed interviewed surrounding society and tourist related to economic agents in tourism village area. Collecting data activity needs compactness and tolerance each other, because Paisley, K. et al (2008) explains that outdoor learning can be achieved collectively to motivate and appreciate the aspirations from each member.

The next implementation step is students analyze the collecting data. In this step, teacher asks them to do group discussion in terrace of the art and culture building. They compare the collecting data with the concept in the book. Same as reproduction process in Bandura's social cognitive theory (Syah, 1995), in this occasion, students have opportunity to tell the information from observation through the analyzing data

discussion. This process is also relevant to Zone of Proximal Development (ZPD) concept in constructivism theory (Slavin, 1997), where students can measure their progress level through their work with the group in learning process.

The evaluation step, teacher gives opportunity for students to express their opinion, answer the questions, evaluate others, tell the knowledge, and response the surrounding. Besides, teacher also gives feedback, so students can get the clear information.

The opportunity is given for students when they do group discussion, teacher comes to each group giving some questions to each student. Teacher also gives the opportunity for them to express their opinion and show their progress after analyzing the observation result. Moreover, when students ask some questions, teacher responses well so students understand tourism village as the object observation. It is supported by Vigotsky in his constructivism theory (John and Thornton, 1993), that the discussion between teacher and students shows the social interaction which makes them can share and modify their thought, so students get the opportunity to improve their potency, the learning process is also optimal (Suryadi, 2010).

The next evaluation step is giving the opportunity to present their group discussion result. They are still doing the presentation because the time is managing well. Teacher ask a member of each group to do the presentation and discussion one by one. Teacher just observe and evaluate their progress in attitude, knowledge, and speaking skill. It is a good for teacher professional development to develop students' skill to be significant (Braund and Reiss, 2004). Sari, Raharjo, & Utomo (2017) suggest that a teacher is an important factor of the successful quality of social studies learning.

The evaluation step, students present observation and interview results. There is only a student to represent their group discussion for each group, while other students as the members, and a student write the main presentation material. Teacher uses the presentation activity to measure students' achievement in learning process. This step will

show the progress of students' potency in their task and appreciating their friends' opinion. cognitive, social, and skill aspects. Based on the explanation above, entirely they are good in social aspect because they are responsible with But, in cognitive and skill aspects they are not too good in present and understand their result.

Table 1. Outdoor Study Activity

Activities	Informants	Research results
Preparation	Teacher	Teacher prepares lesson plan Teacher makes worksheet that contain students' activity in observation, interview, discussion, and presentation. Teacher prepares the place for outdoor study activity that are teak tree forest, society settlement, traditional shop, and society life as observation and interview object, also using culture and art building for discussion place Teacher manages the time for each outdoor activity
	Students	Students prepare kind of needed tools that use for outdoor study Students listen to the material from teacher in the class Students get worksheet from teacher containing outdoor study instruction
Implementation	Teacher	Teacher explains material in the class Teacher makes group based on gender Teacher gives worksheet for students Teacher gives instruction to the students to walk orderly to study out of class Teacher asks students to use accommodation, attraction and natural beauty of teak tree forest, settlement area, traditional shop, society life as social studies learning sources through observation and interview Teacher keeps on eye and evaluates students activity while doing observation, interview, discussion, and presentation
	Students	Students collect data by observing the research object in Desa Wisata, such; biotic, abiotic, culture, society needed, economic agents like seller, buyer, and tourist of Desa Wisata Students interview to society, seller, buyer, Pokdarwis member and tourist Writing down observation and interviewing result to the worksheet or notebook Students analyze the collected data from observation and interview through group discussion
Evaluation	Teacher	Teacher comes to each group and asks them some questions, gives students chance to share their opinion and to do impromptu presentation A member of each group will present their group discussion result about the observation and interview that have done Teacher evaluate students development through feedback and presentation
	Students	A member of each group will present their group discussion result Students ask some questions and responses of other group presentation

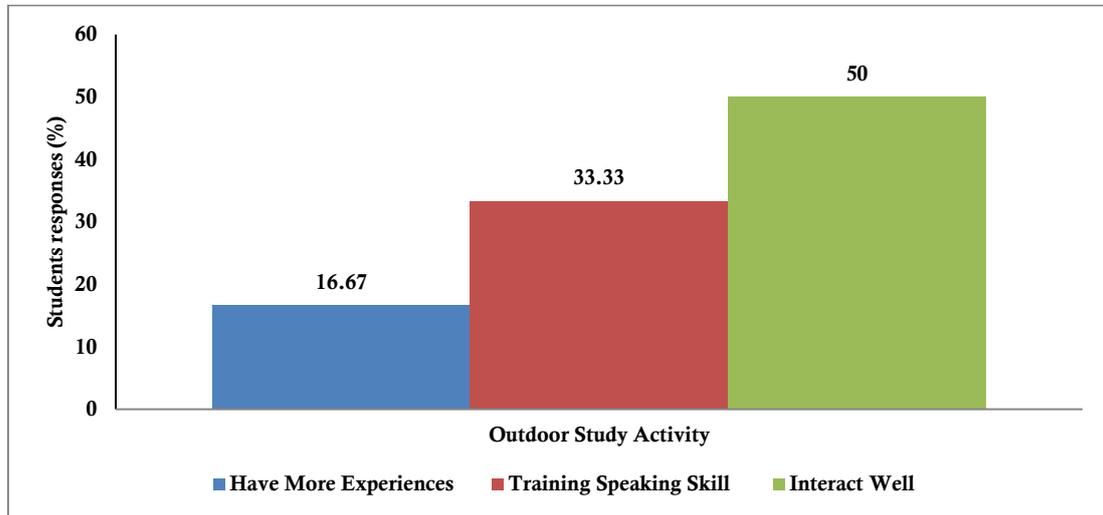
This step is actually same as motivation process in Bandura's social cognitive theory (Syah, 1995), claims that presentation is one of the way to strengthen students' memory from their learning process when they do observation and interview in tourism village. This motivation process is continuous with the evaluation, where teacher motivate them to understand the essence of learning process as a media to get a good attitude model, so they can apply in their daily life. The relevance of outdoor study and social cognitive theory in learning step according to Bandura can be seen on Table 2.

Table 2. The Relevance of Outdoor Study and Social Cognitive Theory in Learning Step

Outdoor study steps	Activity	Relevance with social cognitive theory
Preparation	Preparing the tools needed for outdoor activity	-
	Listening to the teacher explanation	-
	Receiving worksheet from the teacher	-
Implementation	Observing Desa Wisata	Attentional
	Interviewing based on the role on the worksheet	Attentional
	Writing observation result to the worksheet or notebook	Retention
	Discussing with their group	Reproduction
Evaluation	Presenting their discussion result	-
	Asking a question or responding the presentation	Motivation

All of the outdoor study activities that use tourism village as the learning resource of social studies like Table 2, actually have constructed students knowledge that influence their attitude to their surrounding environment. It is proven by students recognition about interesting

experiences from the process of observation, interview, discussion, and presentation. All of the processes give the positive impact for their attitude. The students' responses for outdoor study activity is in the graph Picture 1.



Picture 1. Graph Percentage of Students Responses to Outdoor Study Activity

Outdoor study activity using tourism village area, give positive implication to the students. According to the graph on Picture 1 above, the highest percentage of students' responses about outdoor study activity is interact well with 50%. 33.33% states could train speaking skill, and 16.67% is having more experiences.

The fact of Picture 1, shows constructivism and cognitive theories are true. Both of theories have relation, where students will get knowledge from the observation (constructivism theory) and the next is students cognitive process happen (social cognitive theory), it will influence their attitude. Behavior that visible is students participate maintain the cleanliness of the environment by not littering and damaging the environment.

The obstacles of utilizing Wonosoco Tourism Village as the learning resource of social studies in outdoor study activity can be understood through Table 3.

The obstacles during outdoor study activity generally are the time management, the difficulties of teacher to prepare object sources for learning that relevant with the material, and

mental preparation for students because they are lost concentration caused by the crowd of society activity. The general obstacles can be seen through Table 4.

Table 3. The Obstacles of Utilizing Wonosoco Tourism Village as The Learning Resource of Social Studies in Outdoor Study Activity

The learning resource of social studies	Obstacles
Teak tree forest area	Students feel difficult to observe biotic and abiotic environment, they are afraid to damage the tree so they don't go in.
Settlement area	The extent of settlement makes teacher difficult to keep on eye and evaluate students activity
Society life	Students are uncontrollable because they scattered during observation and interview
Traditional shop surrounding tourism village	Students are rowdy during interview to the economic agents

Table 4. The Obstacles During Outdoor Study Activity

The obstacles of outdoor study	Reasons
Time management	Teacher feels difficult in time management, because the reality is out of plan Teacher feels difficult to prepare the object as learning sources which is relevant with learning material, because the object must be adapted to the planned activity so they can be on time during outdoor activity
Preparation of place as the object of learning resource	Students claim that mental preparation becomes the obstacle during outdoor study, because they are lost concentration caused by the crowd of society activity.
Students mental	

CONCLUSION

There are three steps for outdoor study activity, there are: preparation, implementation, and evaluation. In preparation step, teacher prepare lesson plan, worksheet, the place for outdoor study, and time management. While students prepare stationary, listen to the teacher explanation, and receiving worksheet. In implementation step, teacher explains the material, dividing group, giving worksheet, and evaluating students. While students are doing observation, interview, and discussion. In evaluation step, teacher comes to each group giving feedback and asking them to present their discussion result. While students present the discussion result. The obstacles are the difficulties of students to observe biotic and abiotic environment in teak tree forest, so they don't get the optimal result, the difficulties of teacher to control and evaluate them, time management, preparation for the object of learning resource which is relevant to the material, and the difficulties of students to be focus.

REFERENCES

Andre, L., Durksen, T., & Volman, M. L. (2017). Museums as Avenue of Learning for Children:

- A Decade of Research. *Learning Environ Research Journal*, 20, 47-76. Retrieved from <https://link.springer.com/article/10.1007/s10984-016-9222-9>
- Braund, M. & Reiss, R. (2004). The Nature of Learning Science Outside The Classroom. *Routledge Falmer*, 29(35), 1-10. Retrieved from <https://www.taylorfrancis.com/books/9781134359141>
- Chan, T. & Lai, J. (1995). Contest Kid: A Competitive Distributed Social Learning Environment. in Tinsley et. al. (Ed), *World Conference on Computers in Education VI*. Bussines Media Dordrecht.
- Clark, L. H. (1973). *Teaching Social Studies in Secondary Schools*. New York: Macmillan Publishing.
- Dillon, J., Rickinson, M., Teamey, K., & Benefield, P. (2006). The Value of Outdoor Learning: Evidence from Research in The UK and Elsewhere. *School Science Review*, 87(320), 107-112. Retrieved from https://www.researchgate.net/publication/287621860_The_value_of_outdoor_learning_Evidence_from_research_in_the_UK_and_elsewhere
- Eick, C. J. (2011). Use of the Outdoor Classroom and Nature-Study to Support Science and Literacy Learning: A Narrative Case Study of a Third-Grade Classroom. *Journal Science Teacher Education*, 23(7), 789-803. Retrieved from <https://eric.ed.gov/?id=EJ985296>
- Handayani, L., Widodo, J., & Setyowati, D. L. (2015). Pengembangan Perangkat Pembelajaran IPS dengan Pendekatan Inquiry. *Journal of Educational Social Studies*, 4(1), 1-7. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jes/article/view/6863>
- Hasyim, M. A., Setyowati, D. L., & Prajanti, S. D. W. (2018). The Behavior of Society in Environmental Cleanliness Care on Gemar MTR Program in Makassar City. *Journal of Educational Social Studies*, 7(1), 17-23. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jes/article/view/21647>
- Hergenbahn, B. R. & Olson, M. H. (2008). *Theories of Learning*. Translate Tri Wibowo. Jakarta: Kencana Prenada Media Grup.
- Lam, I. & Markenhof, A. (2002). Student-centered Learning in A Telematic Learning Environment. *Utrecht University Journal*, 27-37. Retrieved from

- https://www.researchgate.net/publication/221017040_Student-centred_Learning_in_a_Telematic_Learning_Environment
- Lloyd, A. Troung, S. & Gray, T. (2018). Place-Based Outdoor Learning: More than A Drag and Drop Approach. *Journal of Outdoor and Environmental Education*, 21, 45-60. Retrieved from <http://www.jsedimensions.org/wordpress/wp-content/uploads/2014/10/AmandaLloydTonjaGrayPDFReady.pdf>
- Mailina, L., Utomo, C. B., & Ahmad, T. A. (2017). Identifikasi dan Pemanfaatan Potensi Sumber Belajar Berbasis Peninggalan Sejarah di Ambarawa Kabupaten Semarang. *Indonesian Journal of History Education*, 5(1), 32-39. Retrieved from <https://journal.unnes.ac.id/sju/index.php/ijhe/article/view/19905>
- Moleong, L. J. (2010). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosda Karya.
- Paisley, K., Nathan F., Jim S, & John, G. (2008). Student Learning in Outdoor Education: A Case Study from The National Outdoor Leadership School. *Journal of Experiential Education*, 30(3), 201-222. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/105382590703000302?journalCode=jeea>
- Pujatama, P. (2014). Implementasi Kurikulum 2013 pada Mata Pelajaran IPS di Sekolah Menengah Pertama (Studi pada Sekolah-sekolah di Kota Semarang). *Journal of Educational Social Studies*, 3(2), 38-43. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jes/article/view/6652>
- Puspitasari, N., Wasino., & Utomo, C. B. (2012). Pengembangan Model Pembelajaran IPS Berbasis Multikultural. *Journal of Educational Social Studies*, 1(2), 38-43. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jes/article/view/738>
- Ross, H., Nicol, R., & Higgins, P. (2007). Outdoor Study of Nature: Teachers Motivations and Contexts. *Scottish Educational Review*, 39(2), 160-172. Retrieved from [https://www.research.ed.ac.uk/portal/en/publications/outdoor-study-of-nature-teachers-motivations-and-contexts\(8aa47e4d-8fae-4333-a295-7a5a6fa1d940\).html](https://www.research.ed.ac.uk/portal/en/publications/outdoor-study-of-nature-teachers-motivations-and-contexts(8aa47e4d-8fae-4333-a295-7a5a6fa1d940).html)
- Saevi, T. (2017). Phenomenology in Education. *Encyclopedia of Educational Philosophy and Theory*, 1790-1795. Retrieved from https://link.springer.com/content/pdf/10.1007%2F978-981-287-588-4_98.pdf
- Sanjaya, W. (2016). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Prenamedia Group.
- Sari, A. M., Raharjo, T. J., & Utomo, C. B. (2017). Learning Relevance IPS against Student Social Interaction in Multicultural Scope on Junior High School Remaja Parakan. *Journal of Educational Social Studies*, 6(3), 135-142. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jes/article/view/18035>
- Setyowati, D. L., Juhadi., & Kiptida'iyah, U. (2017). Konservasi Mata Air Senjoyo Melalui Peran Serta Masyarakat dalam Melestarikan Nilai Kearifan Lokal. *Indonesian Journal of Conservation*, 6(1), 36-43. Retrieved from <https://journal.unnes.ac.id/nju/index.php/ijc/article/view/12529>
- Sukmadinata, N. S. (2009). *Metode Penelitian Pendidikan*. Bandung: PT. Remaja Rosdakarya.
- Sumarsih. (2009). Implementasi Teori Pembelajaran Konstruktivisme dalam Pembelajaran Mata Kuliah Dasar-dasar Bisnis. *Jurnal Pendidikan Akuntansi Indonesia*, 8(1), 54-62. Retrieved from <https://journal.uny.ac.id/index.php/jpakun/article/view/945>
- Sunarjan, Y. Y. F. R. (2014). Survival Strategy Komunitas Makam Gunung Brintik Semarang. *Dissertations*. Salatiga: Universitas Kristen Satya Wacana. Retrieved from <http://repository.uksw.edu/handle/123456789/9266>
- Sunarjan, Y. Y. F. R. & Atmadja, H. T., & Romadi. (2017). The Survival Strategy: Urban Poor Community to Live in The Brintik Hill Graveyard, Semarang, Indonesia. *International Journal of Economic Research*, 14(6), 147-157. Retrieved from https://www.researchgate.net/publication/317745859_The_survival_strategy_Urban_poor_community_to_live_in_the_Brintik_Hill_Graveyard_Semarang_Indonesia
- Suryadi, D. (2010). *Menciptakan Proses Belajar Aktif: Kajian dari Sudut Pandang Teori Belajar dan Teori Didaktik*. Makalah Seminar Nasional Pendidikan Matematika Universitas Negeri Padang, 9 Oktober 2010.
- Syah, M. (1995). *Psikologi Pendidikan: Suatu Pendekatan Baru*. Bandung: PT. Remaja Rosdakarya.