

Learning Strategy for Market Main Discussion Based Outdoor Learning in Increasing Conceptual Understanding of Social Studies

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Abstract

Lower students interest in social studies is influenced by learning strategies that have not been able to meet the demands of development and needs. The purpose of this study is to analyze social studies learning in market main discussion and market agree based on outdoor learning in improving conceptual understanding of social science knowledge. The research method used is qualitative research design with phenomenology. Informants in this study were teachers, students, traders in the market. Data collection techniques by observation, interviews, and documentation. The validity of the data in this study uses triangulation techniques. The results showed that the students of Public Junior High School 1 Bodeh, Pemalang Regency, in the process of outdoor learning in the market could increase conceptual knowledge with an achievement level classically 87.5%. This learning strategy can be used for innovation in the learning process that is appropriate to the development and needs of students.

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INTRODUCTION

Social Sciences is the application of social sciences. Hardati (2010) social science is the study of, and review of human behavior with various aspects of life in society. Social studies at junior high school level is an integration of four subjects, namely geography, economics, sociology, and history. The four issues are integrated by the concept of space and interaction between areas and their influence on human life in economic, social, cultural, and educational aspects.

Social studies subject which is an integration of social sciences (integrated) makes subjects in schools whose scope of material expands along with increasingly complex, and complex social problems that require integrated study of various disciplines of social sciences, natural sciences, technology, humanities, environment and even belief systems (Sapriya, 2017).

Extensive and complex social studies material makes subjects less desirable by students. This situation causes IPS as a less exciting subject and quickly makes it saturated. Hasan (2016) stated that students who experience boredom in social studies learning are also caused by the method used by some teachers only in the classroom. Students during the process of learning from the beginning of learning until after it is carried out in the classroom.

Social studies learning, which emphasizes lecture strategies, and expository or transfer of knowledge that makes teachers the center of teaching and learning activities, also become weaknesses in social studies learning, one of which is emphasizing. Substantially the learning process is dominated by the teacher. As a result, the students are less given the opportunity to access active, creative, and innovative involvement in the learning process (Soemantri, 2001).

Poedjiadi (2005) argues that by using the environment as a source of learning, it is hoped that students will have a concern for their environment, and starting with understanding the concepts and interests, students can find

solutions, make decisions, and take concrete actions when facing problems in their environment.

Renewal of social studies learning that can touch the learning needs of learners, so that social studies learning becomes more meaningful to the lives of students in the community. Teachers should always strive to bring social studies to study materials closer to the daily lives of students. Because the environment, both the physical, social, and cultural context is a medium, and a precious learning resource with a variety of concepts, and characters that can develop students' social care attitudes, and implement them in social life.

The application of the environmental approach model as a source of social studies learning is expected to be one of the choices for teachers in learning social studies material. Utilization of the environment as a medium and source of education is very relevant to the characteristics of the development of students. A contextual approach by utilizing the environment as a media and source of social studies learning is expected to be a motivation, activity, creativity, and enthusiasm for students to learn to increase, and in the end, a new attitude that is like learning social studies.

Market main discussion and market agree can be used the environment as a source of learning in social studies. Because every region has a market as well as traditional market or modern market this area near with to schools. Learners can immediately learn. With the existence of other methods, students are expected to be more active and motivated in the learning process.

Learning innovations developed with social learning strategies based on outdoor learning to reduce the saturation of students in the learning process, and by learning outdoors can create a direct experience in the surrounding environment to improve conceptual understanding based on factual knowledge and can foster caring characters in participants students.

The purpose of this study is to analyze social studies learning in market material, and

market prices based on outdoor learning in improving the conceptual understanding of social science knowledge in students. The theory used in this research is the constructivism learning theory.

METHODS

This research uses a qualitative approach. Descriptive qualitative research is a series of activities to obtain data as it is without specific conditions, so the results are following facts. Also, this study is inductive, from concrete to general concepts, so the results emphasize more on meaning. The design of this study uses a phenomenological model that emphasizes the focus on subjective experiences in students in the social learning process based on outdoor learning that is sourced in the market.

The focus of the study includes three elements, namely places, actors, and activities that interact synergistically. Determination of the place of research is based on Sunarjan, Atmadja, and Romadi (2014) the selection of a research area is essential to be able to help simplify, and focus issues, especially when entering into the area we are open-minded, and do not have the idea of solving the problems of others, or find out before entering the field. The research sites are at Public Junior High School 1 Bodeh, Pematang ReGENCY, and Kesesi traditional market, which is located close to the school. The focus of research in class VII-A student is 32 students consisting of 12 male students and 20 female students. Class VII-B consisted of 19 men, and 13 women, teacher informants, and several traders in the market.

Data collection techniques carried out by interview, observation, and documentation. Interviews were conducted with 27 informants, consisting of 12 students, 3 social studies teachers, and 12 traders. Observations are made by observing the learning process in the market, and discussion and role-playing in class. Documentation in this study includes data of students, photographs, and documents that are considered essential.

Data analysis techniques using triangulation, namely source triangulation, and technique triangulation. Data analysis, researchers used qualitative analysis techniques with interactive models of data collection, data reduction, data presentation, and finally concluding.

RESULTS AND DISCUSSION

The learning process are learning activities more interesting, and not dull students. Because students do not sit in class for hours and even days so that students' motivation to learn will be higher, the nature of learning will be more meaningful because students are expected to the situation, and the actual circumstances or environment can obtain knowledge directly. Materials that can be studied are more productive, or more complex and factual so that the truth is more accurate (Sudjana, and Rivai, 2013) .

Relevant research results that outdoor learning can improve understanding of knowledge, improve learning outcomes, increase student activity and creativity and make learning fun (Fitroh, and Widiastuti, 2016; Nurhartina, 2017; Maisaroh, Haryanto, and Banowati, 2017; Sugiyono, Sulistyorini, and Rusilowati, 2017; Hasan, 2016; James, and Williams, 2016; Wahyuningsih, Hardati, and Indrayati, 2017)

Development of learning models that are directed to add insight and knowledge about the excellence of the existing area of the school environment. The learning process carried out outside of the school adds to the creativity of students. The outdoor learning model becomes fun learning because it is done outside the classroom, thereby reducing the boredom that students usually experience when learning in class.

This research was implemented at Public Junior High School 1 Bodeh located on Kembangan Village, Bodeh District, Pematang ReGENCY. Implementation of the learning process based on outdoor learning with market materials and market prices in Kesesi traditional markets. The location of the Kesesi traditional market is

located in Kesesi village, Kesesi District, Pekalongan Regency.

Social learning strategy based on outdoor learning with market material and market prices, implemented through four stages, namely the preparation phase, the implementation phase, the data analysis stage, and the presentation of results that are complemented by role-playing.

The preparation phase of learning activities is carried out by the teacher, and also the students. In the learning process, the teacher will begin by preparing learning tools to create teaching and learning activities that are conducive and fun.

Researchers experimented using the Project-Based Learning (PjBL) lesson plan, which is a learning model that uses projects or activities as a learning process to achieve competency in knowledge, attitudes, and skills. The emphasis of learning lies in the process of students to get aspects of conceptual knowledge directly and produce products by applying the skills of researching, analyzing, making to present learning outcomes based on real experience. It also emphasizes the aspect of caring attitude or

character in students obtained from direct interaction with sellers in the market.

The preparation that must be done by students is to prepare material from the sourcebook, both relevant student books and if needed, can find references on the internet. Tools and materials required in outdoor learning include folio paper or block notes, ballpoint pens, recording equipment, and cameras (mobile phones) as well as money for buying and selling transactions. And also student worksheets (LKS) as a guide for students in conducting learning.

The implementation of outdoor learning in the Kesesi Market includes three stages, namely the preliminary stage, the core stage, and the closing stage. The preliminary stage of the teacher opens learning activities by giving greetings, asking for attendance, and checking the neatness of clothes. Teachers motivate the importance of interacting in social life, especially markets where to meet the needs of life. The teacher also does apperception by asking what is on the market, continued to convey the objectives, and evaluation techniques.

Table 1. Stage of Outdoor Learning Implementation

Activity step	Sub-activity	Research result
Preparation phase	Lesson plan	The teacher prepares to learn tools from the syllabus, lesson plans, and worksheets
	Equipment	Students prepare to learn materials that are suitable for outdoor learning. Learners know the location of outdoor learning well Students use sourcebooks (student books) and relevant companion books. Students, tools (Bolpoit, camera recording equipment) and materials (paper) needed for outdoor learning
Implementation phase	Preliminary activities	Learners prepare student worksheets for student work guidelines in the field
	Core activities	The teacher starts learning with greetings, provides motivation, apperception, directing outdoor learning steps, and presenting the material in outline Students do outdoor learning in the Kesesi market according to their group and collect data based on worksheets
Data analysis stage	Classifying data	Students process data based on observations and interviews
Presentation of report results	losing activities	At the second meeting held in class, the group presented the results of the report, and played the role of the buying and selling transaction to reach a price agreement

The core activities in the implementation of learning are more focused on the activities of students, and the teacher provides the opportunity for students to explore their curiosity through observation. Students search for and find their knowledge following the material based on student worksheets. The teacher's task is to supervise and assess the activities carried out by students, so that the teacher is only as a

facilitator, while students must be active in the learning process.

The theory of constructivism is the basis in this study where the teacher is not just giving knowledge to students but students who must build their expertise in their minds. Teachers can provide convenience for the learning process by allowing students to find or implement their

ideas, and direct students to become aware, and consciously use their strategies for learning.

Piaget learning theory which focuses on children's thinking or mental processes so that it is not just on the results, outdoor learning by students in the Kesesi Market encourages children to discover their knowledge through interactions with the physical and social environment. In addition to the knowledge or cognitive aspects of students also acquire aspects of attitude with the existence of social interaction, as well as issues of social skills. Piaget's theory of cognitive development that cognitive development is primarily determined by the child's active interaction with the environment.

The purpose of education based on Bloom is divided into three domains or domains, namely cognitive aspects (knowledge), affective aspects (attitude), and psychomotor (skills). So learning outdoor social studies based on market material and market prices, includes three aspects, namely aspects of knowledge, aspects of attitude, and aspects of skills. These three aspects are listed from the work of students from the student worksheet (LKS).

The process of outdoor learning activities in the market Kesesi with market material and market prices to improve conceptual understanding of social science knowledge can be seen from the results of the recapitulation of student worksheets (LKS) in table 2.

Table 2. Results of Achieving Knowledge of Market Material and Market Prices

Learning material	Accomplished (%)
Understanding of the market	83.3
Market function	75
Types of markets	91.7
Marketprice agreement	100
Classical achievement	87.5

The results of the study from two classes, namely class VII-A, and class VII-B each consisting of 6 groups, a total of 12 groups. Of the four learning objectives of market material, and market price reached 87.5% with the following details in the material explaining the understanding of the market reached 83.3%, the material analyzed the market function reached 75%, the material implements the types of markets contextually with factual 91.7%, and in the matter of applying an agreement the market price reaches 100%.

Social studies learning is integrated knowledge from the disciplines of geography, sociology, economics, and history. So in discussing a material must be integrated into the concept of space, and interaction between space and its influence on human life. Social studies learning is based on outdoor learning market material, and the market price in terms of the subject of economics is the distribution of economic activities, namely the market place to distribute goods from producers to consumers. Whereas in terms of geography, it means that there is an interaction between spaces in the fulfillment of goods sold in the Kesesi Market.

Table 3. Balance Bargain and Demand

Group	Price		Balance (Rp)	Decrease (Rp)
	Bargain (Rp)	Demand (Rp)		
1 (7A)	20.000	15.000	16.000	4.000
2	21.000	19.000	20.000	1.000
3	20.000	18.000	19.000	1.000
4	20.000	17.000	18.000	2.000
5	18.000	14.000	15.000	3.000
6	20.000	16.000	18.000	2.000
1 (7B)	20.000	16.000	17.000	3.000
2	22.000	18.000	20.000	2.000
3	20.000	15.000	17.000	3.000
4	20.000	16.000	17.000	3.000
5	17.000	15.000	15.000	2.000
6	20.000	16.000	17.000	3.000

The group success applied an understanding of knowledge about bargain and demand in compose market agree price Rp. 1,000, four groups managed to bid Rp. 2,000,

five groups managed to bid Rp. 3,000, one group managed to bid Rp. 4,000. The higher or decrease reduction so the higher to application of knowledge understanding in price formation.

Traders buy products from the wholesale market and sell them again in the Kesesi market, so they do social mobility. From sociology, then in the market, social interaction occurs between various individuals who have different cultural backgrounds, different social statuses, and different values and norms. In these markets, there is a relationship of mutual need.

Closing activities in outdoor-based learning activities in the Kesesi Market are followed by group discussions to process data and answer student worksheets based on observations, direct interviews, and experiences gained by students. Discussions were held in the external Kesesi market area with consideration so that they would not forget what they had obtained while interacting with sellers in a sale and purchase transaction to reach a price agreement.

The presentation of results at the second meeting in the classroom is part of the teacher's evaluation of the observations and interviews made by students in the Kesesi market. Outdoor social studies learning where students can experience directly in the field make students actively ask questions because many things are encountered directly in the market. Following the results of Rokhim, Banowati, and Setyowati research (2017) students become more active in learning activities that are from discussion activities, and students become more critical that can be seen from questions raised during site visit activities, and class discussions. The ability to think critically is also seen when in history learning students are faced with issues related to the results of observations.

Two groups who advanced the presentation represented the discussion, and also played roles, while the other groups responded, and asked questions. The method applied is advanced represented by two groups with the reason 2x40 minutes is not enough six groups if all go forward. The other group must ask questions or respond so that the discussion can

proceed. Because the condition of students who are still in class VII to actively communicate is always tricky, so teachers need to explain the assessment of skills in the discussion process which includes activeness, cooperation, asking or answering, and respecting the opinions of other students. The goal is that students are active because the ability and willingness of children to actively ask questions are still low or less, especially they are still in class VII.

Students in this learning activity acquire social skills in interacting, which include the skills of asking, listening, collaborating, communicating, and the powers of giving advice and accepting criticism from other groups. The discussion was represented by two groups who advanced and also played roles, while the other groups responded and asked questions. Furthermore, the group plays a role (role-playing) in the buying and selling process, and interacts to bargain, until reaching an agreement on price. xxx

CONCLUSION

Conceptual understanding of social science knowledge of market material and market prices by implementing learning strategies based on Outdoor Learning succeeded in improving students' contextual knowledge in classical attaining completeness.

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