Heritage: Journal Of Social Studies, Vol. 7, No. 1 (2026)
DOI: 10.35719/hrtg.v7i1.219

The Effect of the Outdoor Learning Method on Students' Learning Outcomes in Social Studies at SMP Negeri 1 Mangaran, Situbondo Regency

Alif Nuril Hikmah[1] *, Abdurrahman Ahmad*[2]*, Wiwin Hartanto*[3]
[1]*SMP Negeri 1 Mangaran, Situbondo, Indonesia*
[2]*Tadris IPS, FTIK, Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia*
[3]*Department of Asia-Pacific Regional Studies, College of Humanities and Social Sciences, National Dong Hwa University, Taiwan*

**Corresponding Author (e-mail: omansaputra77@gmail.com)*

Article History: Submitted: April 29, 2026; Revised: June 29, 2026; Published online: June 30, 2026

Abstract

Educational innovation in Indonesia increasingly emphasizes learner-centered approaches to improve academic outcomes. In Social Studies, effective instruction requires active engagement through experiential learning rather than solely theoretical delivery. This study examined the effect of the outdoor learning method on Social Studies learning outcomes at SMP Negeri 1 Mangaran, Situbondo Regency, during the 2024/2025 academic year. Using a quantitative quasi-experimental nonequivalent group design, the study involved 61 eighth-grade students from two intact classes: an experimental group (n = 31) and a control group (n = 30). Data were collected through standardized tests. The outdoor learning intervention consisted of a single 80-minute session, including a 20-minute field observation at the school canteen, preparatory instruction, and classroom discussion. Participants were selected through purposive sampling based on comparable baseline characteristics and the school's suitability for outdoor learning. Instrument reliability was confirmed using Cronbach's Alpha, and data were analyzed through normality, homogeneity, and Independent Sample t-tests. The results showed a significant positive effect of outdoor learning on student achievement in topics related to the use of the local environment to meet economic needs, $t(59) = 3.026$, $p = 0.004$, with a large effect size (Cohen's $d = 0.79$). The findings indicate that outdoor learning is an effective strategy for improving Social Studies learning outcomes while demonstrating the value of local ecological and economic contexts as authentic learning resources. However, because the study was limited to a single school, one instructional topic, and a short intervention, the findings should be generalized cautiously.

Keywords: Outdoor Learning, Social Studies Education, Student Learning Outcomes, Contextual Learning, Environment-Based Learning.

Abstrak

Inovasi pendidikan di Indonesia semakin menekankan pendekatan yang berpusat pada peserta didik untuk meningkatkan hasil belajar. Dalam pembelajaran Ilmu Pengetahuan Sosial (IPS), pembelajaran yang efektif memerlukan keterlibatan aktif peserta didik melalui pembelajaran berbasis pengalaman, bukan hanya penyampaian materi secara teoretis. Penelitian ini bertujuan untuk menguji pengaruh metode outdoor learning terhadap hasil belajar IPS di SMP Negeri 1 Mangaran, Kabupaten Situbondo, pada tahun ajaran 2024/2025. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi eksperimen nonequivalent group yang melibatkan 61 siswa kelas VIII dari dua kelas utuh, yaitu kelompok eksperimen (n = 31) dan kelompok kontrol (n = 30). Data dikumpulkan menggunakan tes terstandar. Intervensi outdoor learning dilaksanakan dalam satu kali pertemuan selama 80 menit yang mencakup observasi lapangan selama 20 menit di kantin sekolah, pemberian penjelasan awal, dan diskusi di kelas. Sampel dipilih menggunakan teknik purposive sampling berdasarkan kesamaan karakteristik awal serta kesesuaian kondisi sekolah untuk penerapan outdoor learning. Reliabilitas instrumen diuji menggunakan Cronbach's Alpha, sedangkan analisis data dilakukan melalui uji normalitas, uji homogenitas, dan Independent Sample t-test. Hasil penelitian menunjukkan bahwa metode outdoor learning berpengaruh positif dan signifikan terhadap hasil belajar siswa pada materi pemanfaatan lingkungan sekitar untuk memenuhi kebutuhan ekonomi, dengan nilai $t(59) = 3{,}026$, $p = 0{,}004$, serta ukuran efek yang besar (Cohen's $d = 0{,}79$). Temuan ini menunjukkan bahwa outdoor learning merupakan strategi yang efektif untuk meningkatkan hasil belajar IPS sekaligus memperlihatkan nilai konteks ekologi dan ekonomi lokal sebagai sumber belajar yang autentik. Namun, karena penelitian ini hanya dilakukan pada satu sekolah, satu topik pembelajaran, dan dalam durasi intervensi yang singkat, hasil penelitian perlu digeneralisasikan secara hati-hati.

Kata kunci: Outdoor Learning, Pendidikan Ilmu Pengetahuan Sosial, Hasil Belajar Siswa, Pembelajaran Kontekstual, Pembelajaran Berbasis Lingkungan.

The work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)

Introduction

In general, education can be understood as a lifelong process aimed at developing the potential of individuals and groups so that they are able to live meaningful lives. Education prepares human beings to become useful individuals, not only for themselves but also for society, the nation, the state, and their religion (Wells, 2001); (Ritchie, J. S., & Wilson, 2000). From another perspective, education is viewed as a conscious and continuous effort to guide, direct, and develop students through the learning process (Rust, F., & Meyers, 2003). Properly designed and systematically implemented education is believed to produce high-quality human resources who are adaptive to the dynamics of the times. Through the learning process, students are expected to grow toward maturity—intellectually, emotionally, and socially (Walberg, 2006); (Nasongkhla, J. & Sujiva, 2015).

The legal definition of education is stated in the National Education System Law, which emphasizes that education is a conscious and planned effort to create a learning environment and learning process in which students can actively develop their potential (Silander, 2013). This potential includes religious spirituality, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state. Thus, education is not limited to the mastery of subject matter but also serves as a process of humanization that cultivates, enlightens, and develops the full potential of learners from generation to generation (Ryan & Deci, 2000); (Gagné et al., 2015).

In the context of learning, the methods used by teachers play a crucial role in determining the success of the learning process. Learning methods refer to the strategies or approaches employed to facilitate students in achieving learning objectives. If teachers rely only on monotonous and conventional methods, such as one-way lectures, students tend to lose motivation, experience boredom, and struggle to understand the material deeply (Nousiainen, T., Kangas, M., Rikala, J., & Vesisenaho, 2018); (Aeni, 2015). Conversely, well-structured, varied, and engaging learning activities can foster active student participation, making it easier for them to understand the material while simultaneously developing critical thinking skills (Nousiainen, T., Kangas, M., Rikala, J., & Vesisenaho, 2018).

Learning at the junior high school (SMP) level is a strategic stage in shaping students' basic knowledge, attitudes, and skills. However, challenges often arise, such as low learning motivation, limited variety of teaching methods, and a lack of integration between material and real-life experiences. Learning objectives must therefore be systematically designed, as they serve as a guideline for teachers in developing teaching strategies (Senese, 2001); (Musfah, 2012); (Alawiyah, 2013). A teacher's role extends beyond being a transmitter of knowledge to that of a facilitator who guides students through exploration and meaning-making. Successful learning outcomes are not determined solely by teacher quality but also by supporting facilities, curriculum, teaching methods, and the learning environment.

In relation to learning outcomes, Desmulyani asserts that student achievement reflects the extent to which learners master the material, as measured through specific assessments. At SMPN 1 Mangaran, the Minimum Mastery Criteria (KKM) for Social Studies (IPS) is set at 75. This standard is established by considering the complexity of the subject matter, the average abilities of students, and the school's supporting capacity. In practice, however, Social Studies learning still relies heavily on conventional lecture-based approaches. As a result, students often show low motivation, face difficulties in understanding abstract concepts, and find little connection between classroom material and their daily lives. These conditions contribute to suboptimal learning outcomes.

The low interest of SMPN 1 Mangaran students in Social Studies highlights the need for more innovative, participatory, and contextual teaching methods. One approach aligned with the Merdeka Curriculum is the outdoor learning method. This method places the surrounding environment as a learning resource, allowing students to gain knowledge not only from teachers but also from direct learning experiences through observation, discussion, and field exploration. Outdoor learning enables students to connect theory with real-life practice, understand subject matter in a more contextual manner, and develop both critical and social skills.

In the context of Social Studies, outdoor learning activities—such as exploring the school environment—can help students transform abstract concepts into concrete experiences. The social, geographical, and economic conditions surrounding the school can serve as a living laboratory to support the learning process. Given that SMPN 1 Mangaran is situated in an environment rich with potential, this becomes an essential asset for implementing outdoor learning effectively. Consequently, the application of this method is expected to significantly enhance student motivation, engagement, and academic achievement.

The persistent challenge of low Social Studies achievement in Indonesian junior secondary schools, compounded by students' difficulty in connecting abstract concepts to lived experience, underscores the urgent need for contextual, environment-based learning approaches. Several previous studies have examined outdoor learning as a potential solution, yet their findings vary considerably in scope, context, and measured outcomes. A comparative review of these studies reveals important patterns and limitations. Setiawati et al. (2023) and Pratiwi and Ratnawati (2025), for instance, both reported significant gains in learning outcomes through outdoor learning interventions, though their focus remained primarily on science and critical thinking in Social Studies respectively,

without examining content understanding related to local economic activities. Prasetya et al. (2020) similarly demonstrated effectiveness of outdoor learning in a Social Studies context but focused on general learning optimization rather than specific topic mastery. Febriana et al. (2023) found that outdoor learning combined with motivation variables improved Social Studies outcomes, yet did not isolate the contribution of environmental context. In contrast to these studies, which largely report positive outcomes in isolation, a synthesized view reveals that no existing study has directly compared outdoor learning outcomes across rural and urban socio-environmental settings, nor examined how the alignment between learning content and the immediate local environment mediates achievement gains. For instance, research conducted by (Setiawati, E., Wijayanti, P. S., Rianto, R., & Sukasih, 2023); (Pratiwi & Ratnawati, 2025) demonstrated that outdoor learning improved students' science learning outcomes. Other studies have similarly highlighted that learning activities conducted outside the classroom can increase motivation, participation, and experiential understanding (Prasetya et al., 2020); (Febriana et al., 2023). However, most of these studies have been concentrated on science education, environmental education, or general learning contexts. Empirical evidence regarding the effectiveness of outdoor learning in Social Studies (IPS), particularly at the junior secondary school level in Indonesia, remains relatively limited.

In addition, previous studies have generally emphasized the improvement of students' motivation, participation, or general achievement without specifically examining how outdoor learning can support the understanding of contextual Social Studies topics related to local economic activities and the utilization of surrounding environmental resources. Critically, several limitations constrain the generalizability of prior work: Setiawati et al. (2023) acknowledged that their study was limited to elementary school contexts and did not address secondary-level curriculum demands; Prasetya et al. (2020) noted that their sample was drawn from urban schools with well-resourced environments, limiting applicability to rural settings; and Febriana et al. (2023) identified the absence of control over student motivation as a confounding variable, which may have inflated observed learning gains. Furthermore, many studies were conducted in urban schools or institutions with different socio-environmental characteristics, making it difficult to generalize their findings to schools located in rural or semi-rural areas such as SMP Negeri 1 Mangaran. Therefore, there is still a significant research gap concerning the implementation and effectiveness of outdoor learning in Social Studies education within local environmental contexts at the junior secondary level in Indonesia.

Academically, this study is important because Social Studies learning is expected not only to develop cognitive achievement but also to foster contextual understanding, critical thinking, and students' awareness of social and economic realities within their communities. The Merdeka Curriculum encourages learning experiences that are meaningful, student-centered, and closely connected to real-life situations. Consequently, investigating the effectiveness of outdoor learning in Social Studies provides empirical evidence regarding instructional strategies that support these educational objectives.

This study contributes to the development of Social Studies education in several ways that distinguish it from prior research. First, unlike previous outdoor learning studies that focused predominantly on science or general Social Studies achievement, this study targets a specific and contextually grounded topic—the utilization of the surrounding environment to meet economic needs—directly mapping outdoor activities onto curriculum content. Second, whereas most prior studies were conducted in urban or well-resourced school environments, this study situates outdoor learning in a semi-rural context, providing evidence of its feasibility and effectiveness under different socio-environmental conditions. Third, by employing a quasi-experimental nonequivalent control group design, this study offers more robust causal inference than the action research or descriptive approaches common in earlier work. Fourth, the measurement of effect size (Cohen's $d = 0.79$) provides a practically interpretable metric of intervention impact that is absent from most comparable studies. Collectively, these features position this research as a meaningful advance in understanding how outdoor, environment-based learning can be applied in Social Studies education beyond the contexts explored in prior literature.

Moreover, environment-based contextual learning aligns with the objectives of Social Studies education, which emphasize the development of social awareness, environmental responsibility, and informed citizenship (Clayton (Missouri) Research Review Team: Beck, C., Dupont, L, Geismar-Ryan, L, Henke, L, Pierce, K. M., & Von Hatten, 2001). Through direct engagement with real-life situations within the school and its surrounding community, students are encouraged to analyze local issues, evaluate alternative solutions, and make connections between classroom knowledge and societal realities (Borko & Whitcomb, 2008); (Hattie, 2009). Such learning experiences foster not only cognitive achievement but also affective and social competencies, enabling students to become more responsive to the challenges and opportunities present in their local environment (Hiebert, J., Gallimore, R., & Stigler, 2002); (Farjon, D., Smits, A., & Voogt, 2019). Therefore, integrating environmental contexts into Social Studies instruction represents an effective strategy for promoting meaningful learning and sustainable educational practices in accordance with the principles of the Merdeka Curriculum.

Therefore, selecting appropriate teaching methods—particularly outdoor learning—is considered a strategic solution to address the challenges of low interest in Social Studies learning at SMPN 1 Mangaran. Through this

approach, students are encouraged to learn in a more enjoyable, interactive, and practical way, making it easier to achieve Social Studies learning objectives effectively. Moreover, experiential learning contributes to developing environmental awareness, social skills, and sensitivity to societal issues. In other words, outdoor learning not only improves learning outcomes but also fosters holistic competencies that align closely with the goals of national education.

Among the existing body of work, the studies that come closest to the specific focus of this research—outdoor learning within Social Studies (IPS) instruction—remain those of Setiawati et al. (2023), Prasetya et al. (2020), Febriana et al. (2023), and Pratiwi and Ratnawati (2025). These IPS-focused studies, however, concentrated on cooperation, motivation, general learning optimization, or critical thinking, rather than on content mastery tied to a specific economic topic situated in a defined local environment, and none of them reported an effect-size estimate alongside statistical significance. This concentration of recent, directly relevant literature on broader motivational and process outcomes—rather than on topic-specific content mastery measured with both significance and effect-size indicators—constitutes the immediate point of departure for the present study.

Based on the background presented above, the central problem investigated in this study is that Social Studies learning outcomes among eighth-grade students at SMP Negeri 1 Mangaran remain below the Minimum Mastery Criteria (KKM = 75), a condition attributed to the predominance of conventional, lecture-based instruction that does not connect classroom content with students' lived environmental and economic context. It remains unclear whether an environment-based instructional alternative, namely outdoor learning, can address this gap and produce a measurable improvement in learning outcomes on the specific topic of utilizing the surrounding environment to meet economic needs.

In line with this problem, the study addresses the following research question: Does the outdoor learning method have a significant effect on the Social Studies learning outcomes of eighth-grade students at SMP Negeri 1 Mangaran, Situbondo Regency, on the topic of utilizing the surrounding environment to meet economic needs?

Based on the research question, the following hypotheses were formulated: H_0 (null hypothesis): There is no significant difference in Social Studies learning outcomes between students taught using the outdoor learning method and those taught using conventional instruction. H_a (alternative hypothesis): There is a significant difference in Social Studies learning outcomes between students taught using the outdoor learning method and those taught using conventional instruction, with students in the outdoor learning group achieving higher outcomes.

Literature Review

Outdoor Learning

Outdoor learning is an instructional approach that deliberately moves the locus of teaching and learning outside the conventional classroom, using the surrounding natural, social, and economic environment as a direct learning resource. Rather than transmitting knowledge solely through verbal explanation, outdoor learning engages students in observation, exploration, discussion, and field-based inquiry, allowing them to encounter the subject matter as it is naturally embedded in their everyday surroundings. Within the Merdeka Curriculum, outdoor learning is positioned as a strategy that supports student agency, contextual relevance, and the use of diverse learning resources beyond textbooks, and is considered particularly suited to Social Studies content that deals with social, geographical, and economic phenomena occurring in students' immediate environment.

Learning Outcomes

Learning outcomes refer to the changes in knowledge, skills, and attitudes that result from a learning process, and are commonly measured through assessments aligned with predetermined competency standards. In the context of Social Studies, learning outcomes encompass not only the recall of factual content but also the capacity to explain relationships between social, geographical, and economic phenomena, and to apply this understanding to real-life situations. Desmulyani asserts that student achievement reflects the extent to which learners master instructional material, as evidenced through specific assessments; at SMPN 1 Mangaran this mastery is benchmarked against the Minimum Mastery Criteria (KKM) of 75. Learning outcomes are influenced by multiple interacting factors, including instructional methods, the learning environment, curriculum design, and the degree to which content is presented in a manner relevant to students' lived experience—factors that motivate the present study's focus on outdoor, environment-based instruction.

Experiential Learning Theory

Experiential learning theory, most closely associated with Kolb (1984), holds that knowledge is generated through a cyclical process consisting of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Within this framework, direct experience is not merely an illustration of theory but the primary source from which understanding is constructed. Applied to outdoor learning in Social Studies, the cycle is realized when students engage in direct field observation (concrete experience), discuss and interpret their findings in groups (reflective observation), connect these findings to economic concepts taught in class (abstract conceptualization), and present and defend their conclusions before peers (active experimentation). This theoretical

lens provides the procedural rationale for why structured field-based activity, rather than passive reception of information, is expected to strengthen learning outcomes.

Constructivist Theory

Constructivist theory, as articulated by Vygotsky (1978), proposes that learners actively construct knowledge through interaction with their environment and with more knowledgeable others, rather than passively absorbing information transmitted by a teacher. Social interaction, scaffolding, and authentic problem contexts are central to this process. In the present study, constructivist principles are reflected in the structured group work during the canteen observation, the peer interviews conducted with the canteen operator, and the class-wide synthesis discussion, through which students co-constructed their understanding of how local resources contribute to community economic activity. Constructivism thus complements experiential learning theory by explaining the social and dialogic mechanisms through which experience is transformed into shared understanding.

Conceptual Framework

Drawing on the theoretical foundations above, this study's conceptual framework positions outdoor learning as the independent variable and Social Studies learning outcomes as the dependent variable, with experiential learning theory and constructivist theory jointly explaining the mechanism that links the two. Outdoor learning provides the structured field-based experience (the canteen observation); experiential learning theory explains how this experience is processed into understanding through the experience–reflection–conceptualization–experimentation cycle; and constructivist theory explains how this processing is socially mediated through group work and class discussion. The framework predicts that students exposed to this combined experiential and constructivist process (the experimental group) will achieve significantly higher posttest learning outcomes than students receiving conventional, lecture-based instruction (the control group), and that this difference can be quantified through both statistical significance (p-value) and practical magnitude (effect size).

Method

This research employed a quantitative research approach, which emphasizes the systematic analysis of numerical data to test predetermined hypotheses (Creswell, J. W., & Creswell, 2018). Quantitative methods are particularly suitable for examining causal relationships, as they allow researchers to identify the influence of independent variables on dependent variables in a structured and measurable way (Sugiyono, 2023).

The research utilized a Quasi-Experimental Design, specifically the Nonequivalent Control Group Design. This design was selected because it was not possible to conduct full randomization of participants, yet it remains effective for examining the causal effects of a given treatment on learning outcomes. The design involves two groups: an experimental group that received the treatment and a control group that was taught using conventional methods.

The population of this study comprised all eighth-grade students at SMPN 1 Mangaran, Situbondo, Indonesia. From this population, two intact classes were purposively selected as the research sample, with one designated as the experimental group and the other as the control group. The purposive selection of these classes was based on three criteria: (1) both classes exhibited comparable pretest mean scores and similar prior academic performance, indicating baseline equivalence; (2) both classes were taught by the same Social Studies teacher, thereby controlling for teacher variability; and (3) the school environment surrounding both classes offered equally accessible outdoor learning resources relevant to the study's economic topic. These criteria ensured that observed differences in posttest outcomes could be more confidently attributed to the instructional treatment rather than to pre-existing group differences. Specifically, Class VIII A was designated as the experimental class, comprising 31 students, and Class VIII B was designated as the control class, comprising 30 students, yielding a total research sample of 61 students.

Two main instruments were employed in this study:

Pretest and Posttest: A set of multiple-choice and short-answer questions covering Social Studies concepts was developed to measure students' learning outcomes before and after the treatment. The learning outcome indicators measured in this instrument were aligned with the relevant competency standards and encompassed the following dimensions: (1) identifying types of local natural resources and their economic functions; (2) explaining the relationship between environmental resources and community livelihood activities; (3) analyzing how local food and agricultural products contribute to meeting economic needs; (4) evaluating the positive and negative impacts of natural resource utilization on the local economy; and (5) connecting theoretical concepts of economic resource management with observable practices in the school's surrounding community. These indicators were derived from the applicable curriculum learning objectives for eighth-grade Social Studies and validated by subject matter specialists prior to instrument administration.

Observation Checklist: Used to monitor the implementation of the treatment and ensure that the procedures for both groups were conducted consistently.

The test instruments were subjected to validity and reliability testing prior to data collection. Content validity was established through expert judgment by Social Studies education specialists, while reliability was assessed using Cronbach's Alpha to ensure internal consistency.

Table 1. Validity Test Results

No.	*r*-hitung	*r*-tabel	Note
1.	0,487	0,373	Valid
2.	0,471	0,373	Valid
3.	0,777	0,373	Valid
4.	0,793	0,373	Valid
5.	0,739	0,373	Valid
6.	0,417	0,373	Valid
7.	0,691	0,373	Valid
8.	0,681	0,373	Valid
9.	0,729	0,373	Valid
10.	0,802	0,373	Valid
11.	0,529	0,373	Valid
12.	0,602	0,373	Valid
13.	0,585	0,373	Valid
14.	0,787	0,373	Valid
15.	0,551	0,373	Valid
16.	0,714	0,373	Valid
17.	0,811	0,373	Valid
18.	0,732	0,373	Valid
19.	0,658	0,373	Valid
20.	0,495	0,373	Valid
21.	0,848	0,373	Valid
22.	0,948	0,373	Valid
23.	0,335	0,373	Invalid
24.	0,714	0,373	Valid
25.	0,831	0,373	Valid
26.	0,308	0,373	Invalid
27.	0,724	0,373	Valid
28.	0,212	0,373	Invalid
29.	0,741	0,373	Valid
30.	0,515	0,373	Valid
31.	0,660	0,373	Valid
32.	0,061	0,373	Invalid
33.	0,559	0,373	Valid
34.	0,551	0,373	Valid
35.	0,338	0,373	Invalid

Based on the validity testing results, items 23, 26, 28, 32, and 35 did not meet the validity criteria. Consequently, these items were discarded and excluded from subsequent data collection and analysis.

The validity test was conducted on a trial sample of 35 students outside the research sample, drawn from a parallel eighth-grade class at SMPN 1 Mangaran with characteristics comparable to the experimental and control classes. Item validity was determined using the Pearson product-moment correlation technique, in which the calculated correlation coefficient (r-hitung) for each item was compared against the critical value (r-tabel) at a significance level of 0.05 for the corresponding degrees of freedom (r-tabel = 0.373). An item was considered valid if r-hitung > r-tabel. Content validity was additionally established through expert judgment provided by two Social Studies education lecturers and one senior Social Studies teacher with at least five years of teaching experience at the junior secondary level, who reviewed the instrument for construct relevance, item clarity, and alignment with the curriculum's competency standards prior to the trial administration.

Table 2. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.952	30

The reliability analysis was conducted using Cronbach's Alpha to evaluate the internal consistency of the research instrument. Following the removal of the five invalid items identified in the validity test, reliability was computed on the responses of the same 35-student trial sample to the remaining 30 valid items, using the Reliability Analysis procedure in SPSS for Windows Version 25 (Analyze > Scale > Reliability Analysis, Alpha model). The results indicated a Cronbach's Alpha coefficient of 0.952 for the 30-item instrument. This value exceeds the commonly accepted threshold of 0.70, demonstrating an excellent level of reliability. The high coefficient suggests that the items are highly consistent in measuring the intended construct and exhibit strong internal coherence. Therefore, the instrument can be considered reliable and suitable for data collection purposes.

The research procedure was conducted in three stages:

Pretest: Both groups completed a pretest to determine baseline knowledge.

Treatment: The experimental group was taught using outdoor learning strategies across several instructional sessions, while the control group received conventional classroom instruction.

Posttest: Both groups completed the same test after the intervention to measure improvement in learning outcomes.

Data were analyzed using descriptive statistics (mean, standard deviation, and percentage) and inferential statistics. An independent samples t-test was conducted to compare the posttest scores of the experimental and control groups, in order to determine whether the outdoor learning method had a statistically significant effect on students' Social Studies learning outcomes. Additionally, paired samples t-tests were applied to measure within-group improvements from pretest to posttest. All analyses were performed using the Statistical Package for the Social Sciences (SPSS).

Results & Discussion

Result

Based on the results of the analysis, it can be concluded that there is a significant difference in students' learning outcomes between those taught using the outdoor learning method and those taught through conventional instructional methods. This finding indicates that the research hypothesis is accepted, namely that the application of outdoor learning has a positive effect on students' achievement in Social Studies, particularly in the topic of utilizing the surrounding environment to meet economic needs at SMPN 1 Mangaran, Situbondo Regency.

The hypothesis testing, conducted through an Independent Samples t-test, showed a significance value of 0.004 ($p < 0.05$). Accordingly, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. This means that the outdoor learning method has a statistically significant effect on students' learning outcomes in Grade VIII Social Studies at SMPN 1 Mangaran.

Furthermore, data obtained from Social Studies teachers revealed that students' daily test scores in this subject were generally low. The teaching process was still dominated by a teacher-centered approach, in which the teacher played the main role in the learning process while students' active involvement remained limited. This highlights the need for more innovative and interactive learning strategies to enhance both students' comprehension and academic performance. From a practical standpoint, the mean score difference of 9.44 points between the experimental group (78.68) and the control group (69.33) is educationally meaningful: it represents the gap between students achieving below the school's Minimum Mastery Criteria (KKM = 75) and those meeting it. In concrete terms, outdoor learning helped the majority of students in the experimental group cross the mastery threshold, whereas the control group's average remained below the KKM. This suggests that the intervention had direct, real-world consequences for students' academic standing and their readiness to engage with subsequent curriculum content. The large effect size (Cohen's d = 0.79) further confirms that this difference is not merely statistically significant but represents a substantive improvement in learning quality that teachers and school administrators should consider when designing instructional programs.

The data collected in this study were represented through posttest scores administered to both the experimental and control groups. These findings are presented in the following section for further analysis.

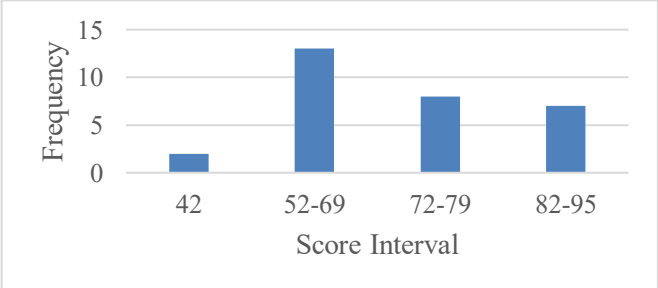


Figure 1. *Mean Posttest Score of Grade VIII B (Control Group)*

The posttest mean score for the control group, as presented in the diagram above, indicates an average achievement of 69.33.

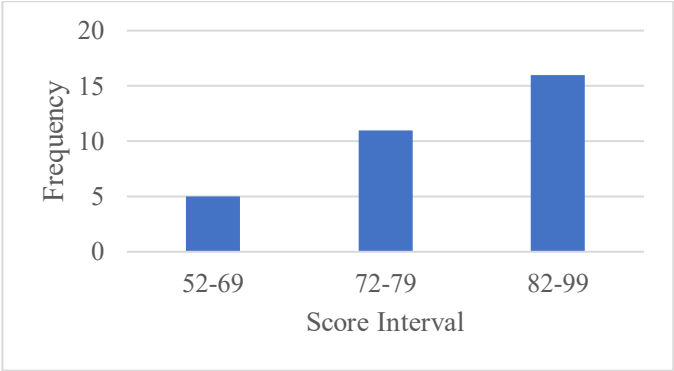


Figure 2. *Mean Posttest Score of Grade VIII A (Experimental Group)*

Based on the diagram, the experimental class obtained a mean posttest score of 78.68. The results further indicate a clear difference in the mean scores between the control and experimental groups. Specifically, the control group achieved a mean score of 69.33, while the experimental group achieved a higher mean score of 78.68.
Data analysis and hypothesis testing in this study were conducted using SPSS for Windows Version 25. Prior to hypothesis testing, prerequisite tests were carried out, including tests of normality and homogeneity, to ensure that the dataset met the assumptions of a normal distribution and equal variances. The procedures are outlined as follows:

1. Prerequisite Tests for Data Analysis

a. **Normality Test**

The normality test was conducted as part of the prerequisite analysis before performing hypothesis testing. The data were analyzed using the Kolmogorov–Smirnov test with the assistance of SPSS for Windows Version 25. The decision rule applied was that if the significance value (sig.) > 0.05, the data are considered normally distributed; conversely, if the significance value (sig.) < 0.05, the data are considered not normally distributed. The results of the normality test are presented in Table 3.

Table 3. Tests of Normality

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Output	Preeksperimen	.143	31	.107	.953	31	.191
	Poseksperimen	.150	31	.074	.953	31	.183
	Prekontrol	.123	30	.200*	.957	30	.263
	Poskontrol	.120	30	.200*	.967	30	.473

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

b. Homogeneity Test Results

Once the assumption of data normality was confirmed, the next step was to conduct a homogeneity test to examine whether the variance of the populations between the control group and the experimental group was equal or different. The decision-making criteria were as follows: if the significance value (Sig.) > 0.05, the variances of the two groups are considered equal (homogeneous); whereas if the significance value (Sig.) < 0.05, the variances are considered unequal (non-homogeneous).

In this study, the homogeneity test was carried out using SPSS for Windows. The results of the homogeneity test are presented in Table 4.

Table 4. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Learning outcomes	Based on Mean	1.280	1	59	.262
	Based on Median	1.270	1	59	.264
	Based on Median and with adjusted df	1.270	1	53.351	.265
	Based on trimmed mean	1.285	1	59	.262

c. Independent Sample T-Test Analysis

Based on the table above, the significance value based on mean was obtained at 0.262, which is greater than 0.05. This indicates that the variances of the pretest and posttest data for both the experimental and control groups are equal, or in other words, homogeneous.

The data analysis in this study employed a t-test using the Independent Sample T-test. The t-test was performed after both prerequisite conditions were met, namely that the data were normally distributed and homogeneous. The criteria for the Independent Sample T-test were as follows: if the significance value (Sig. 2-tailed) > 0.05, then H0 is accepted and Ha is rejected; conversely, if the significance value (Sig. 2-tailed) < 0.05, then H0 is rejected and Ha is accepted.

The results of the Independent Sample T-test conducted with the aid of SPSS for Windows on students' learning outcomes (posttest) for both the control and experimental classes are presented in Table 5 below.

Table 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning outcomes	Equal variances assumed	1.280	.262	3.026	59	.004	9.444	3.121	3.200	15.689
	Equal variances not assumed			3.013	54.319	.004	9.444	3.134	3.161	15.727

Based on the table above, the significance value (Sig. 2-tailed) was obtained at 0.004 < 0.05. This result indicates a significant difference in the average learning outcomes of students taught using the outdoor learning model compared to those taught through conventional lecture-based methods.

The independent samples t-test revealed a statistically significant difference in Social Studies learning outcomes between the two groups, t(59) = 3.026, p = .004, with a mean difference of 9.444 points. The pooled standard deviation (SD_{pooled}) for the sample was 12.02, reflecting the average variability of students' scores around their respective group means.

To evaluate the practical significance and the magnitude of the impact of the instructional treatment on students' learning outcomes, Cohen's d was calculated from the independent samples t-test results. The Levene's test indicated that variances were equal (F = 1.280, p = .262), justifying the use of the standard pooled variances (t(59) = 3.026, p = .004).

The calculated effect size yielded a Cohen's d value of 0.79 (with a mean difference of 9.444). According to Cohen's (1988) benchmarks, where d = 0.2 represents a small effect, d = 0.5 a medium effect, and d = 0.8 a large effect, the obtained value of 0.79 falls on the upper threshold of a large effect size.

This indicates that the educational intervention (i.e., outdoor learning) not only produced a statistically significant difference but also exerted a robust, highly meaningful practical impact on students' academic achievement. Specifically, the average student in the experimental group scored approximately 0.79 standard deviations higher than the average student in the control group.

Discussion

This study aimed to examine whether the outdoor learning method influences students' learning outcomes after its implementation. The findings revealed that outdoor learning had a significant impact on the learning outcomes of eighth-grade students in social studies at SMP Negeri 1 Mangaran, Situbondo Regency, during the 2024/2025 academic year. When the significance value (Sig. 2-tailed) is less than 0.05 (p < 0.05), it indicates that the difference is statistically significant, meaning that the variances between the two groups differ. Conversely, if the significance value is greater than 0.05 (p > 0.05), the variances are considered equal.

The results of the hypothesis testing using the Independent Sample T-test showed a significance value (Sig. 2-tailed) of 0.004, which is lower than 0.05. This result indicates that the null hypothesis (H0) was rejected, while the alternative hypothesis (Ha) was accepted. In other words, the outdoor learning method had a measurable effect on students' achievement in social studies.

The difference in outcomes between the control and experimental groups was evident through posttest results, where the control class achieved an average score of 69.23, while the experimental class scored 78.68. This finding demonstrates that the experimental group outperformed the control group, suggesting that outdoor learning enhanced students' comprehension and engagement with the material.

During the research process, class VIII A was designated as the experimental group and class VIII B as the control group. The control group received conventional instruction, where students primarily listened to the teacher's explanations and completed assignments, resulting in a monotonous and less engaging learning atmosphere. In contrast, the experimental group was taught using outdoor learning, specifically on the theme of "Utilizing the Surrounding Environment to Fulfill Economic Needs" under the broader topic of "The Diversity of Indonesian Society."

In the experimental group, the teacher began by clearly outlining the learning objectives, which were directly related to the use of local resources in meeting economic needs. Next, the teacher provided a brief explanation of the topic, highlighting the essential points on the board. Students were then introduced to the importance of natural resources in daily life and how they contribute to meeting societal economic demands. The teacher encouraged critical thinking by prompting students to consider both the positive and negative impacts of natural resource utilization. Students were further guided to analyze examples of local resources that could support economic activities. Active participation was evident during the Q&A session, as students enthusiastically posed questions and engaged in discussion.

Subsequently, students were divided into five groups of six members each and were provided with student worksheets (LKPD) that required them to observe the use of local food ingredients. The teacher explained that they would conduct direct observations at the school canteen, analyzing whether the food items originated from local resources and how they contributed to the local economy. Before leaving the classroom, the teacher outlined the structure of the outdoor learning activity, emphasized collaborative teamwork, and reminded students to record relevant findings.

During the 20-minute field observation, students showed high enthusiasm. They actively explored the canteen, noting food items such as fresh vegetables and fruits sourced from local farmers. Some groups conducted interviews with the canteen operator to learn more about the origins of these ingredients, the processing methods, and their economic implications for the community.

Upon returning to the classroom, each group presented their findings confidently. Several groups reported that food items such as corn and vegetables were directly supplied by local farmers, which contributed to supporting their livelihoods. Students also observed how the canteen operator balanced affordability and quality in selecting local ingredients to meet consumer needs.

At the final stage, the teacher facilitated a class-wide discussion, allowing students to synthesize what they had learned. The session was highly interactive, as students were able to connect theoretical concepts with real-world practices. This approach enabled them to better understand the relationship between the utilization of local natural resources and community economic growth.

Overall, the outdoor learning method successfully engaged students in interactive, enjoyable learning activities. Students not only gained knowledge through direct observation but also developed critical thinking, collaboration, and communication skills. Their enthusiasm and curiosity increased significantly, as they had the opportunity to learn outside the classroom and interact directly with their environment.

These findings align with the study by (Pratiwi & Ratnawati, 2025), which reported that the application of outdoor learning significantly improved science learning outcomes, as evidenced by an increase in average student scores from 76.67 in cycle I to 83.06 in cycle II. This evidence reinforces that outdoor learning can effectively enhance student achievement compared to conventional methods, while also fostering a more dynamic and participatory classroom environment.

Thus, it can be concluded that there is a significant difference in learning outcomes between students taught through outdoor learning and those taught using conventional methods. Outdoor learning not only improves students' academic performance but also creates a more engaging and meaningful learning experience by directly involving learners in analyzing their immediate environment.

The effectiveness of outdoor learning in improving students' learning outcomes can be explained by the fact that students are directly involved in the learning process through observation, exploration, and interaction with real-world phenomena. Unlike conventional teacher-centered instruction, outdoor learning provides authentic learning experiences that enable students to connect abstract concepts with concrete situations. As a result, students are able to construct a deeper understanding of the subject matter, which contributes to improved academic achievement.

The findings of this study are closely related to the principles of experiential learning, which emphasize learning through direct experience. According to experiential learning theory, knowledge is created through the transformation of experience into understanding and action. In this study, students did not merely receive

information from the teacher; they actively observed economic activities within their school environment, collected information, discussed their findings, and reflected on their observations. These experiences allowed students to develop meaningful understanding because learning occurred through direct engagement with authentic contexts rather than through passive reception of information.

Another factor contributing to the effectiveness of outdoor learning is the enhancement of student engagement (Karababa, Z. C. & Caliskan, 2013); (Cochran-Smith, M., & Lytle, 2009). During the implementation of the learning activities, students demonstrated greater enthusiasm, curiosity, and participation compared to those in the conventional classroom setting. Outdoor learning encourages students to become active participants in the learning process by asking questions, conducting observations, collaborating with peers, and communicating their findings. Higher levels of engagement are associated with increased motivation and attention, which ultimately support better learning outcomes.

The results of this study can also be interpreted through the lens of constructivist learning theory. Constructivism argues that learners actively construct knowledge through interactions with their environment and prior experiences. In outdoor learning activities, students were provided with opportunities to investigate real situations, interpret information, and develop their own understanding of how environmental resources contribute to economic activities. Rather than receiving knowledge as fixed information from the teacher, students actively built their understanding through inquiry and social interaction (Kapuscinski, 1997); (Kim, M. K., Xie, K., & Cheng, 2017). This process aligns with the constructivist view that meaningful learning occurs when learners actively construct knowledge based on authentic experiences.

Furthermore, the findings support the principles of contextual learning, which emphasize connecting academic content with real-life situations. Social Studies concepts often become difficult for students to understand when presented solely through textbooks and lectures (Cheruvu, 2014); (Hammer, D., & Schifter, 2001). Through outdoor learning, students were able to observe directly how local resources are utilized to fulfill economic needs within their community. This contextualization made learning more relevant and meaningful because students could see the practical application of concepts discussed in class. Consequently, learning became more memorable and easier to understand, leading to improved academic performance.

Overall, the combination of experiential learning, increased student engagement, constructivist knowledge construction, and contextual learning experiences provides a strong theoretical explanation for why outdoor learning significantly enhanced students' Social Studies learning outcomes. These findings reinforce the importance of designing learning environments that extend beyond the classroom and encourage students to engage directly with their surrounding social and environmental contexts.

A comparative review with international research further contextualizes and strengthens these findings. Dettweiler et al. (2017), in a large-scale Norwegian study, found that outdoor science education produced significantly higher intrinsic motivation and perceived competence compared to indoor instruction, with effect sizes comparable to those observed in the present study ($d = 0.76–0.85$). Similarly, Barfod et al. (2020), examining Danish primary schools, reported that sustained outdoor learning across multiple subjects yielded measurable gains in academic achievement and social skills, emphasizing that the effectiveness of outdoor learning is amplified when content is tightly coupled with the physical environment. Rickinson et al. (2004), in a widely cited synthesis of 150 studies on outdoor learning internationally, concluded that fieldwork and place-based experiences consistently improve learning outcomes, retention, and transferability of knowledge—particularly when learners have prior conceptual scaffolding in the classroom before the outdoor activity. Notably, these international studies also identify conditions under which outdoor learning is less effective: when activities are poorly structured, when the connection between outdoor experience and curriculum content is unclear, or when students lack adequate preparatory knowledge. In the present study, the teacher's deliberate practice of explaining content and objectives before the outdoor observation, combined with the structured use of student worksheets (LKPD), appears to have addressed these known limiting factors. This alignment with international best practices helps explain the large effect size obtained and suggests that the effectiveness observed is not merely a product of novelty or student excitement, but of pedagogically sound implementation. The current study's findings thus resonate with—and contribute to—a growing international evidence base demonstrating that environment-based, contextually grounded outdoor learning is a robust instructional strategy across diverse educational settings.

A critical synthesis of the theoretical frameworks employed in this study—experiential learning theory, constructivism, and contextual learning—reveals that these perspectives are not merely parallel explanations but mutually reinforcing and hierarchically ordered. Kolb's (1984) experiential learning cycle provides the procedural architecture: students moved through concrete experience (canteen observation), reflective observation (group discussion), abstract conceptualization (connecting findings to economic theory), and active experimentation (presenting and evaluating conclusions). Constructivism, as articulated by Vygotsky (1978), deepens this explanation by emphasizing that knowledge is not individually constructed in isolation but co-constructed through social interaction and scaffolded by the teacher and peers—a process clearly visible during the structured group

work and class-wide synthesis discussion. Contextual learning theory then situates this construction within an authentic, problem-embedded environment, explaining why the canteen observation of local food sourcing activated and extended students' prior economic schema more effectively than textbook examples could. Together, these theories suggest that the power of outdoor learning in Social Studies lies not in any single mechanism but in the simultaneous activation of experiential engagement, social knowledge construction, and real-world contextualization—conditions that conventional classroom instruction rarely fulfills concurrently. This integrated theoretical perspective represents a more nuanced account of outdoor learning effectiveness than the single-theory explanations commonly found in prior Social Studies education research.

Conclusion

This study demonstrates that the outdoor learning method significantly improves students' Social Studies learning outcomes at SMP Negeri 1 Mangaran, Situbondo Regency. The statistical analysis revealed a significant difference between students who participated in outdoor learning activities and those who received conventional classroom instruction, $t(59) = 3.026$, $p = 0.004$ (< 0.05), with a large effect size (Cohen's $d = 0.79$). These findings indicate that outdoor learning serves as an effective instructional approach for enhancing students' understanding of Social Studies concepts, particularly those related to the utilization of environmental resources to fulfill economic needs, although—given the single-school, single-topic scope of the study described in the Limitations below—this conclusion should be generalized with appropriate caution.

From a practical perspective, the findings provide important implications specifically for Social Studies education. In the context of Social Studies, outdoor learning enables students to move beyond rote memorization of geographic, economic, and social concepts toward genuine comprehension grounded in direct observation of local realities. For Social Studies teachers at the junior secondary level, this study suggests that integrating field-based activities into curriculum units—particularly those addressing local resources, community economic activities, and environmental interdependence—can significantly enhance students' mastery of competency standards while developing civic awareness and environmental sensitivity. Moreover, the structured use of student worksheets (LKPD) during outdoor activities serves as an effective scaffolding tool that keeps learners focused on curriculum-relevant indicators while navigating open-ended exploratory environments. School administrators and curriculum developers in Social Studies education should therefore consider formalizing outdoor learning as a recommended pedagogical strategy within school-level curriculum planning (KTSP/Kurikulum Merdeka), particularly for topics where local environment provides authentic illustrations of abstract social and economic concepts.

This study also contributes to the development of environment-based learning by demonstrating that the local environment can function as an authentic and accessible learning resource. The integration of environmental contexts into Social Studies instruction enables students to connect theoretical knowledge with real-world social and economic issues, thereby promoting contextual and experiential learning. Such an approach supports the broader goal of developing environmentally and socially responsible citizens.

Furthermore, the implementation of outdoor learning is highly relevant to the principles of the Merdeka Curriculum, which emphasizes student agency, active participation, contextual learning, and the utilization of diverse learning resources beyond the classroom. Through outdoor learning activities, students are encouraged to explore, investigate, and construct knowledge independently while engaging with their local environment and community.

Based on these findings, schools are encouraged to support the implementation of outdoor learning by providing flexible learning opportunities, facilitating the use of local environmental resources, and encouraging teachers to design contextual learning activities that align with curriculum objectives. As detailed in the Limitations section below, this conclusion is bounded by the single-school sample, the purposive (non-random) assignment, the single curriculum topic, and the short, single-session treatment period. Accordingly, future research is recommended to replicate this design across multiple schools and topics, employ randomized or larger-scale samples, extend the duration of outdoor learning implementation across several sessions, and incorporate additional variables such as critical thinking skills, environmental awareness, and student engagement to further enrich the understanding of outdoor learning effectiveness in Social Studies education.

Limitations

Despite its contributions, this study has several limitations that should be considered when interpreting the findings. First, the sample was drawn from a single school (SMP Negeri 1 Mangaran, Situbondo Regency), which restricts the generalizability of the results to other institutional or regional contexts, particularly urban schools or those with different socio-environmental characteristics. Second, purposive sampling rather than random sampling was employed; although the two classes demonstrated comparable baseline scores, uncontrolled variables such as students' intrinsic motivation, prior exposure to outdoor activities, and home learning environments may have

influenced the outcomes. Third, the study measured learning outcomes through cognitive test scores alone and did not assess affective outcomes such as environmental attitudes, social responsibility, or long-term knowledge retention, which are important dimensions of Social Studies competency. Fourth, the treatment was limited to a single curriculum topic ("Utilizing the Surrounding Environment to Fulfill Economic Needs") over a brief intervention period, and it remains unclear whether the observed effects would be sustained across different topics or extended timeframes. Fifth, the outdoor learning activities were conducted exclusively within the school canteen environment; the findings may differ in schools situated in contexts with fewer accessible and relevant outdoor resources. These limitations suggest that future studies should employ larger, more diverse samples, incorporate mixed-methods data collection, and investigate the long-term retention and transferability of outdoor learning gains in Social Studies education.

Reference

Aeni, A. N. (2015). *Menjadi guru SD yang memiliki kompetensi personal-religius melalui program one day one juz (ODOJ)*. *2*(2), 212–223. https://doi.org/https://doi.org/10.17509/mimbar-sd.v2i2.1331

Alawiyah, F. (2013). Peran guru dalam kurikulum 2013. *Aspirasi: Jurnal Masalah-Masalah Sosial*, *4*(1), 65–74. https://doi.org/https://doi.org/10.46807/aspirasi.v4i1.480

Borko, H., & Whitcomb, J. A. (2008). Teachers, teaching, and teacher education: Comments on the National Mathematics Advisory Panel's report. *Educational Researcher*, *37*((9)), 565–572. https://doi.org/https://doi.org/10.3102/0013189X08328877

Cheruvu, R. (2014). Focus on teacher as researcher: Teacher educators as teacher researchers: Practicing what we teach. *Childhood Education*, *3*(90), 225–228. https://doi.org/http://doi.org/10.1080/00094056.2014.911636

Clayton (Missouri) Research Review Team: Beck, C., Dupont, L, Geismar-Ryan, L, Henke, L, Pierce, K. M., & Von Hatten, C. (2001). *Who owns the story? Ethical issues in the conduct of practitioner research. In J. Zeni (Ed.), Ethical issues in practitioner research*. Teachers College Press.

Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance: Practitioner research for the next generation*. Teachers College Press.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Farjon, D., Smits, A., & Voogt, J. (2019). Technology integration of pre-service teachers explained by attitudes and beliefs, competency, access, and experience. *Computer & Education*, *130*, 81-93. https://doi.org/https://doi.org/10.1016/j.compedu.2018.11.010

Febriana, A. P., Amin, S., Kurniawan, M. A., & Maulidiah, L. (2023). The Influence of Outdoor Study Model And Learning Motivation on Social Sciences Learning Outcomes. *Dinamika Sosial: Jurnal Pendidikan Ilmu Pengetahuan Sosial*, *2*(3), 342–352. https://doi.org/https://doi.org/10.18860/dsjpips.v2i3.3067

Gagné, M., Forest, J., Vansteenkiste, M., Crevier-, L., Broeck, A. Van Den, Aspeli, A. K., Bellerose, J., Chemolli, E., Güntert, S. T., Halvari, H., Indiyastuti, D. L., Johnson, P. A., Molstad, M. H., Naudin, M., Ndao, A., Olafsen, A. H., Roussel, P., Westbye, C., Gagné, M., … Motivation, W. (2015). *The Multidimensional Work Motivation Scale : Validation evidence in seven languages and nine countries The Multidimensional Work Motivation Scale : Validation evidence in*. *0643*(January 2016). https://doi.org/10.1080/1359432X.2013.877892

Hammer, D., & Schifter, D. (2001). Practices of inquiry in teaching and research. *Cognition and Instruction*, *4*(19), 441–478. https://doi.org/https://doi.org/10.1207/S1532690XCI1904_2

Hattie, J. A. C. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Rutledge.

Hiebert, J., Gallimore, R., & Stigler, J. W. (2002). A knowledge base for the teaching profession: What would it look like and how can we get one? *Educational Researcher*, *5*(31), 3–15. https://doi.org/https://doi.org/10.3102/0013189X031005003

Kapuscinski, P. (1997). *). The collaborative lens: A new look at an old research study. In H. Christiansen, L. Goulet, C. Krentz, & H. Maeers (Eds.), Recreating relationships: Collaboration and educational reform*. State University of New York Press.

Karababa, Z. C. & Caliskan, G. (2013). Teacher competencies in teaching Turkish as a foreign language. *Procedia Social and Behavioral Sciences*, *70*, 1545–1551. https://doi.org/https://doi.org/10.1016/j.sbspro.2013.01.222

Kim, M. K., Xie, K., & Cheng, S. L. (2017). Building teacher competency for digital content evaluation. *Teaching and Teacher Education*, *66*, 309–324. https://doi.org/https://doi.org/10.1016/j.tate.2017.05.006

Musfah. (2012). *Peningkatan Kompetensi Guru*. Kencana.

Nasongkhla, J. & Sujiva, S. (2015). Teacher competency development: Teaching with tablet technology through Classroom Innovative Action Research (CIAR) coaching process. *Procedia Social and Behavioral Sciences*, *174*, 992–999. https://doi.org/https://doi.org/10.1016/j.sbspro.2015.01.723

Nousiainen, T., Kangas, M., Rikala, J., & Vesisenaho, M. (2018). Teacher competencies in game-based pedagogy. *Teaching and Teacher Education*, *74*, 85–97. https://doi.org/https://doi.org/10.1016/j.tate.2018.04.012

Prasetya, S. P., Bayu, N., & Ali, S. (2020). Effectiveness Of Outdoor Learning Optimization Program In Learning Social Studies. *Jurnal Pendidikan Indonesia*, *9*(2), 314–327. https://doi.org/10.23887/jpi-undiksha.v9i2.19160

Pratiwi, L. Z., & Ratnawati, N. (2025). Implementation of Outdoor Learning with Qr Code-Based Treasure Map Thinking Media to Improve Critical Thinking of Students in Social Studies Lessons. *Jurnal Pendidikan IPS*, *15*(1), 145–156. https://doi.org/https://doi.org/10.37630/jpi.v15i1.2723

Ritchie, J. S., & Wilson, D. E. (2000). *Teacher narrative as critical inquiry: Rewriting the script*. Teachers College Press.

Rust, F., & Meyers, E. (2003). *Introduction. In E. Meyers & F. Rust (Eds.), Taking action with teacher research*. Heinemann.

Ryan, R. M., & Deci, E. L. (2000). *Intrinsic and Extrinsic Motivations : Classic Definitions and New Directions*. *67*, 54–67. https://doi.org/10.1006/ceps.1999.1020

Senese, J. C. (2001). *The action research laboratory as a vehicle for school change. In G. Burnaford, J. Fischer, & D. Hobson (Eds.), Teachers doing research: The power of action through inquiry*. Lawrence Erlbaum Associates.

Setiawati, E., Wijayanti, P. S., Rianto, R., & Sukasih, S. (2023). Efektivitas pembelajaran outdoor learning process terhadap peningkatan kerja sama, motivasi belajar, dan hasil belajar IPS siswa sekolah dasar. *Jurnal Paedagogy*, *10*(1), 115–125. https://doi.org/https://doi.org/10.33394/jp.v10i1.6477

Silander, T. (2013). Pedagogical environments – Case Finland. *Formazione & Insegnamento*, *11*(4), 51–62. https://doi.org/http://doi.org/10746/-fei-XI-03-13_02

Sugiyono. (2023). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Walberg, H. J. (2006). *Improving educational productivity: An assessment of extant research. In R. F Subotnik & H. J. Walberg (Eds.), The scientific basis of educational productivity*. IAP.

Wells, G. (2001). *The development of a community of inquirers. In G. Wells (Ed.), Action, talk, & text: Learning and teaching through inquiry*. Teachers College Press.