

APPLICATION OF THE OUTDOOR STUDY METHOD TO IMPROVE SOCIAL SKILLS AND UNDERSTANDING OF THE CONCEPT OF NUTRITIONAL SUBJECTS

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Abstract

This study aims to determine efforts to improve process skills and understanding of the concept of nutrition science courses using the Outdoor Study method, as well as improving process skills and understanding of nutrition science concepts using the Outdoor Study method. This type of research is CAR (Classroom Action Research) model of Kemmis and Taggart whose steps consist of planning, implementing and observing, reflecting. Data collection techniques using observation, questionnaires, interviews, concept understanding tests and documentation. The data analysis technique used qualitative analysis. The research subjects were students of the fifth semester of the Biology Education study program at the Islamic University of Balitar, Blitar. The results showed that the increase in learning social skills and understanding of the concept of Nutrition Science was shown from the observations of learning social skills in the first cycle of 67.78%, increasing to 78.89% in the second cycle. The results of the learning social skills questionnaire in the first cycle were 71.46%, increasing to 77.40% in the second cycle. The average result of the percentage of social skills in the first cycle was 69.62% and 78.14% in the second cycle. The results of the assessment to determine the understanding of the concept, namely the post-test results in the first cycle obtained an average value of 74.33 with 21 students (70%) completed and 9 students (30%) incomplete. Cycle II obtained an average grade of 79.83 with 25 students (83.33%) completed and 5 students (16.67%) incomplete.

Keywords: Outdoor Study, process skills, and Understanding of Nutrition Science Concepts

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1. INTRODUCTION

Outdoor Study is an activity in the wild or activities outside the classroom and has a fun nature, because it can see, enjoy, admire and learn about the creation of God Almighty that unfolds in nature, which can be presented in the form of games, observations or observations, simulations, discussion, and adventure as a medium for delivering material (Prihantoro, 2010:87).

The outdoor study method is an effort to get closer to the real learning resources, namely nature and society (Vera, 2012: 17). This method involves students directly with the surrounding environment according to the material being taught. This learning method is almost all of its activities carried out outside the classroom as expressed by Widja (1989: 52) the method of learning outside the classroom is known as the "study tour", or "widyawisata" or "sinawisata" method, so that learning outside the classroom is more effective. refers to direct experience with the environment. Through the Outdoor Study method, the environment outside the campus can be used as a learning resource and can provide opportunities for students to express their potential, interact with nature and fellow humans outside the room so that they can increase student teaching and learning activities. This activity will make students know more about real evidence in the environment according to the material being taught.

Social skills as a complex ability to show good behavior are judged positively or negatively by the environment, and if the behavior is not good, it will be punished by the environment. Kelly in (Maryani, 2011:28) provides social skills as learned behaviors, which are used by individuals in interpersonal situations in the environment. Matson in (Maryani, 2011:30) says that social skills, either directly or indirectly help a child to be able to adjust to the standards of society's expectations in the norms that apply around him. These social skills include the ability to communicate, establish relationships with others. other people, respecting oneself and others, listening to opinions or complaints from others, giving or receiving feedback, giving or receiving criticism, acting according to applicable norms and rules, and so on.

The low level of student social skills and understanding of student concepts in the Nutrition Science course that researchers or lecturers also observe is that they still use the lecture method, only group discussions and the material taught is verbal/memorized. The scientific approach and authentic assessment are also limited to theory but the application in the classroom has not been seen. So it is necessary to apply a scientific approach considering the

low social skills of students. Likewise, authentic assessment, which is one of the weaknesses of the lecture method and large group discussion in class in large groups, if applied purely is that it does not involve students actively in the learning process as a result the material becomes less interesting.

Efforts that are expected to improve social skills in nutrition science courses and understanding concepts are to apply the Outdoor Study method or learning methods outside the classroom by conducting an Analysis of the Nutritional Status of the Community in the Campus environment. The role of the lecturer here is as a motivator, meaning that the lecturer is a guide so that students learn actively, creatively and familiar with the environment

2. RESEARCH METHODS

a. Research design

This research is a Classroom Action Research (CAR). CAR is an act of looking for problems that take place in the classroom and requires efforts to overcome these problems so as to produce better quality learning (Kusuma & Dwitagama, 2010: 19). This classroom action research aims to improve social skills and improve students' understanding of concepts in nutrition science courses.

This classroom action research uses the research design of Kemmis & Mc. Taggart consists of a series of four components with repeated cycles, namely: planning (planning), action and observing (action and observing), and reflection (reflecting).

Arikunto (2010: 132) states that the cycle will be repeated if the research results have not been achieved. The flow that is carried out in classroom action research is as follows:

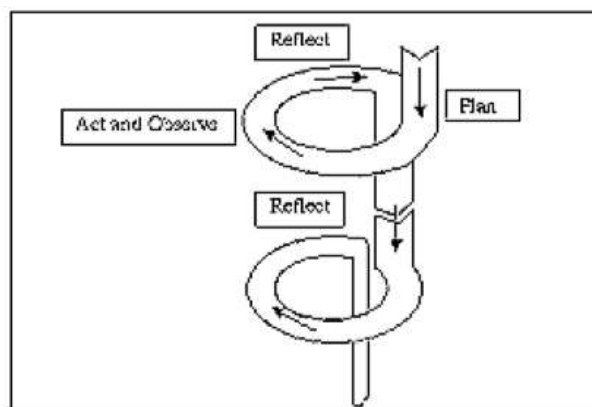


Figure 1. Classroom Action

Research FlowSource: Kusuma and

Dwitagama (2010:20)

a. Data collection technique

The data collection used in this study was by means of observation, questionnaires, interviews, comprehension tests, and documentation.

b. Research Instruments

The data collection instruments used were observation sheets, questionnaire sheets, interview guidelines, student understanding test questions and documentation.

c. Data analysis technique

Data analysis in this study is a qualitative analysis. Sugiyono (2012: 286) explains that qualitative research data analysis is carried out by organizing data, describing it into units, synthesizing, arranging in a pattern to choose which ones are important and which will be studied so that conclusions can be made to convey to others. The stages of the data analysis process in this research are data reduction, data presentation, and drawing conclusions.

3. RESULTS AND DISCUSSION

Research result

This classroom action research was carried out in two cycles where each cycle consisted of 3 meetings.

1. Cycle I

a. Planning (Cycle I)

b. Researchers or lecturers prepare learning tools, determine learning locations outside the classroom, prepare student worksheets, research or lecturer instruments, learning evaluation questions.

b. Implementation and Observation

1) Implementation of Cycle I

This first cycle of action research was conducted for three meetings. The first meeting was held on Tuesday, March 24, 2020, the second meeting was held on Tuesday, March 31, 2020 and the third meeting was held on Tuesday, April 7, 2020.

In the first cycle, the learning atmosphere was not conducive because the outdoor location had not been determined properly.

2) Observation of Cycle I Action (towards students)

Learning that occurred in the first cycle did not show social skills in accordance with the success criteria, namely 75. The results of the student social skills observation sheet, had not yet reached the success criteria, which only had a percentage of 67.78%. The results obtained from the questionnaire sheet were 71.46%. Based on the Quiz scores, there were 7 students who completed with a percentage of 23.33% and 23 students did not complete with a percentage of 76.66%.

At the end of the lesson students are given an evaluation question as a post-test. The results of the assessment showed 21 students completed with a percentage of 70% and 9 students did not complete with a percentage of 30%. The average score before the action taken from the Quiz score was 66.33 and increased after the action from the post-test average value of 74.33. The percentage increase in student scores is 46.67% and the average value increase is 8.00.

3) Reflection

The learning process of Nutrition Science in cycle I went quite well, but there were still shortcomings in the learning process.

The disadvantages of learning Nutrition in cycle I using the outdoor study method are as follows:

- a) Learning conditions are not conducive because the outdoor location is far away and through the highway causing researchers or lecturers and observers to find it difficult to condition students.
- b) Some students did not pay attention to the researcher or lecturer when explaining the learning material.
- c) The data from the observation of social skills and student learning social skills questionnaires have not yet reached the indicators of success.
- d) Students' understanding of concepts has not increased as evidenced by the value of learning outcomes that have not reached the success indicator of 75.

Based on the results of reflection in cycle I, aspects that need improvement carried out in cycle II, these improvements include:

- a) Researchers or lecturers choose an outdoor location that is not passed by vehicles so that it is not noisy and the learning process is not disturbed.
- b) Choosing an outdoor location close to the campus environment so that supervision of students is more optimal.
- c) Researchers or lecturers give a small reward in the form of a notebook to students who are enthusiastic about participating in learning.
- d) Researchers or lecturers notify learning outcomes and give praise to students with the highest scores.

2. Cycle II

The Nutrition Science learning conducted in the second cycle was an improvement from the first cycle by using the same learning method, namely the Outdoor Study method.

a. Planning

Based on the results of the reflection in the first cycle, the researcher or lecturer and the researcher or lecturer discuss to plan the actions to be taken in the second cycle. Researchers or lecturers and researchers or lecturers prepare learning tools and outdoor study locations that are closer to the campus environment.

a. Implementation and Observation of Cycle II Actions

1) Implementation of Cycle II Action

Implementation of actions in cycle II for 3 meetings. The first meeting was held on Tuesday, April 14, 2020. Cycle II, the second meeting was held on Tuesday, April 21, 2020 and the third meeting was held on Tuesday, April 28, 2020. In the second cycle, the meeting of researchers or lecturers chose an outdoor learning location that was closer to the campus. This is done so that students are more focused and concentrated.

Researchers or lecturers too notify the learning outcomes obtained in the first cycle, and give praise to students who get the highest score. During the learning process in cycle II, researchers or lecturers provide rewards in the form of notebooks for students who are enthusiastic about asking and responding during learning.

Students' social skills increased in cycle II, as indicated by the enthusiasm of student groups calling for each other's yells, students becoming more enthusiastic about students taking lessons and students paying attention to the material presented by researchers or lecturers.

2) Observation of Cycle II

Observation of Students During the second cycle of action, it was seen that the student's social learning skills had increased. The results of the social skills observation sheet show that of all indicators, the criteria for the success of the action are > 75% with an average percentage of 78.89%. The increase was also seen from the results of the student social skills questionnaire which had an average of 77.40%. The understanding of the concept of Nutrition Science of students has increased, based on the average learning outcomes taken before the action from the Mid-

Semester Test score has an average of 68.50 then increased to 79.83 in the second cycle. From the evaluation scores of the second cycle, as many as 25 students have reached the KKM with a percentage of 83.33%, and 5 students have not reached the KKM with a percentage of 16.67%. The average value in the second cycle evaluation was 79.83 with this having an increase of 11.33.

3) Reflection

Researchers or lecturers have carried out learning well during the second cycle of action. Researchers or lecturers can coordinate and manage the class well. This can be seen in the enthusiasm of students to pay attention to participating in outdoor learning.

DISCUSSION

Efforts to improve social skills and understanding of science concepts in the fifth semester students of Biology Education at the Islamic University of Balitar FY 2020/2021 were carried out using the Outdoor Study method in two cycles. The use of the Outdoor Study method in the first cycle has not been said to be successful. This is because the results of the observation of social skills, the results of the social skills questionnaire, and the results of the fifth semester student understanding test of Biology Education at the Islamic University of Balitar FY 2020/2021 have not reached the criteria for the success of the action.

1. Student learning social skills in learning Nutrition Science with the Outdoor Study method.

The results of the research on student learning social skills in the first cycle have not been successful because the outdoor location is not conducive so that researchers or lecturers find it difficult to condition students, students look tired on the way because the weather is very hot, time allocation is still lacking, student concentration/attention is easy to change because the outdoor location is close with a noisy highway.

The above conditions cause students not to be enthusiastic about participating in learning, students do not pay attention when the resource person explains the material, students are not yet tenacious and diligent in doing assignments, some students are noisy and disturb their friends who are studying. Low student learning social skills is also evidenced by the results of learning observations in the first cycle of only 67.78% and the results of the questionnaire only 71.46%, this figure has not reached the success criteria value of 75%.

Based on the results of the reflection in the first cycle, the researcher or lecturer made improvements which were carried out in the second cycle. The improvements include; researchers or lecturers choose an outdoor location that is closer to the school environment so that students are easily conditioned, researchers or lecturers carry out more optimal

supervision, provide more social skills to students by asking students to make group yells, prepare rewards/gifts, give praise and show student grades after learning is complete.

Improvements carried out in cycle II succeeded in increasing students' social learning skills. Students are diligent and tenacious in doing their respective tasks, students show interest in learning, students pay attention to explanations from resource persons, students look happy and excited and the desire and desire to succeed also appears as evidenced by students daring to defend answers with their groups. The results of the second cycle of observations have reached the success criteria value of 75%, the value reaches 78.89%. The results of student questionnaires also increased in the second cycle by 77.40%.

2. Understanding student concepts in learning Nutrition with the Outdoor Study method The results of the research in the first cycle showed that students' understanding of concepts was low. This is due to several obstacles, among others; 1) noisy outdoor locations cause the learning process to be less conducive so that students' concentration is divided and it is difficult to understand the material, 2) the condition of students who look tired causes students to be lazy to do evaluation questions, 3) some students forget the explanations of the speakers because there are still many students who do not take notes. so that it is difficult to solve evaluation questions, 4) the allocation of time to work on evaluation questions is lacking so that students are in a hurry to choose answers without understanding the questions first.

The low student understanding is also evidenced by the results of the evaluation questions (post-test) in the first cycle which only reached an average value of 74.33. This figure is not in accordance with the KKM value of 75, so the improvement in cycle II is so that students' understanding of concepts in learning Nutrition can increase. The improvements made in the second cycle include; choosing a conducive outdoor location, namely a location close to the school so that students do not feel tired on the way, choosing an outdoor location that is comfortable and not noisy so that students can easily understand the explanation from the resource person, urges students to take notes when the resource person provides information about the material, adding time for students so that the evaluation questions can be done well.

Improvements carried out in cycle II turned out to improve student understanding. The results of the average value in the second cycle reached 79.83. This figure is much better than the first cycle value which only reached 74.33.

Learning Nutrition Science using the outdoor study method can be carried out in three meetings in one cycle, the first meeting is held in the classroom to discuss the material, the

second meeting is learning outside the classroom for direct observation related to the material and the third meeting is learning in class to conclude the material. Outdoor study learning can also be modified by giving assignments for observation, students visiting the work of learning outcomes, followed by presentations with their groups and at the end of learning students work on evaluation questions so that students are expected to understand the material being taught.

4. CONCLUSION

Based on the data, it can be concluded that learning using an outdoor study applied in the fifth semester of Biology Education at the Islamic University of Balitar FY 2020/2021 can improve learning social skills and understanding the concept of Nutrition.

The increase in learning social skills and understanding of the concept of Nutrition is shown from the observation of social skills learning in the first cycle of 67.78%, increasing to 78.89% in the second cycle. The results of the learning social skills questionnaire in the first cycle were 71.46%, increasing to 77.40% in the second cycle. The average result of the percentage of social skills in the first cycle was 69.62% and 78.14% in the second cycle.

The results of the assessment to determine the understanding of the concept, namely the post-test results in the first cycle obtained an average value of 74.33 with 21 students (70%) completed and 9 students (30%) incomplete. Cycle II obtained an average grade of 79.83 with 25 students (83.33%) completed and 5 students (16.67%) incomplete.

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