

Implementation of Outing Class Learning and Impact on Students in Mts Mamba'ul Ma'arif

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Abstract

Education plays an important role in a person's life and development because basically education is knowledge that can help humans to live life and keep up with the times. One way to provide creative and innovative education is through the outing class. Outing class is a popular method for implementing student-centred learning by taking them out of the traditional classroom environment. This paper aims to examine the application of outing classes in learning at MTs Mamba'ul Ma'arif. It also shows the impact on outing class's student learning there. It uses a qualitative descriptive approach involving MTs Mamba'ul Ma'arif teachers and students. The data was collected through observation, interviews and documentation. The result is the implementation of outing class in MTs. Mamba'ul Ma'arif contributes significantly to student learning. Outdoor classes offer the students opportunity to learn outside and experience hands-on real-world learning. In addition, it also increases their learning motivation and involvement. However, the challenge in implementing outing class is also not easy because there will be several obstacles, including limited time, costs, and preparation needed to organize outing class activities. Therefore, the support from the schools, teachers and parents is very important in ensuring the implementation of outing classes and maximizing their benefits.

Introduction

Law No. 20 of 2003 concerning SISDIKNAS explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. A school environment that challenges and stimulates students to learn, provide a sense of security and satisfaction and can achieve the expected goals needed in the learning process.

Learning can be considered as a change that is permanent in nature because the change is brought to the student by a teacher through techniques such as developing certain skills, changing some attitudes, or understanding certain scientific laws that operate behind

the learning environment. However, to be an active learner in higher education, every student is expected to be treated as an adult learner who has a right to the learning atmosphere in the form of asking questions and removing doubts. That is, students expect to have ownership over the learning session. In addition, students also want cooperative and humorous teachers who will teach clearly and usually use relevant examples so that the subject matter being taught becomes easy to understand, which I think is increasingly needed in today's classrooms.

In terms of resources, the research found that teachers need to use a variety of resources in the learning process which may include computers, books, smart boards, equipment, artifacts, whiteboards, loudspeakers, games, computer programs, etc. From the research it is evident that the more interactive the lesson, the more engaged/motivated learners are to enhance their learning experience. The research also recognizes that certain teaching methods may be very useful for certain learners which may be flawed for others. Therefore, it is recommended to use blended learning (a mixture of online and offline learning) along with experiential learning which has been very beneficial to enhance the learning experience and reduce disruptive issues in the classroom from the case study.

For this reason, the purpose of education is to educate and develop students' potential. With the growth of intelligence and potential, every child has the ability to have knowledge, creativity, physical and spiritual health, good personality, independence, and responsibility as a member of society. Educating and developing the potential of students through education, extracurricular activities, and programs that have been established by educational institutions in accordance with the objectives of education. one of them is by holding an outing class.

Outing class for schools is one of the programs in which there are skills activities and educational games that can be applied in everyday life. Outing class is a type of learning that aims to enhance learners' creativity with the aim of providing certain basic skills and expertise. In addition, outing class is a fun learning method, teaching learners to get closer to their surroundings and gain learning experiences that they have never had during classroom learning. Outing class refers to a form of learning that takes place outside the traditional classroom. Instead of sitting in a classroom and learning from a teacher, students are taken on field trips, outing, and other activities that provide hands-on learning experiences. Outing classes have become increasingly popular in recent years as educators recognize the benefits of experiential learning.

Experience is a series of processes and events experienced by a person in his or her life that occurs at a time. Learning experience is a series of processes and events experienced by individuals, especially students in a certain scope. Humasah argues that the purpose of Outing class learning is that children will be able to learn in a fun way so that students will continue to be motivated and excited to do all activities. Children will continue to explore all their potential to be able to complete the form of the game in a series of Outing class learning activities.

This Outing class program shows students that there are new things so that children are not bored because in everyday children are only told to think and learn monotonously in the classroom. Through this Outing class program, it turns out that it can channel students' boredom into positive things and provide new enthusiasm or motivation for students in learning. Motivation here is closely related to the emotions, interests, and needs of students and the processes that give spirit, direction, and persistence of behaviour. In the learning process motivation is one of the dynamic aspects that is very important. Often the occurrence of underachieving students is not because they have low abilities, but rather the absence of motivation to learn so that students do not try to direct their learning so that students do not try to direct all their abilities.

The outing class learning strategy is very appropriate to be applied to elementary school children because most of them like games related to the surrounding environment so as to make children enjoy the learning that is done because when children can enjoy the learning that is done of course they are easier and faster to absorb the material learning.

For this reason, the principal of MTs. Mamba'ul Ma'arif thought of implementing outing class activities at school. Although it is a newly established school, MTs. Mamba'ul Ma'arif wants to provide the best learning experience to students. And I will give a little description of this school profile. MTs. Mamba'ul Ma'arif was established in 2016. The beginning of this school was established because the founder wanted to make a school that was different from most schools around Banjarwati village. For this reason, the founder hopes that the principal will create new programs for students at the boarding school. One of them is the outing class activity which is one of the flagship programs of MTs. Mamba'ul Ma'arif. Many references have been used to create outing class activities that are good and useful for students.

In the thesis of Risky Indah Maretnawati with the title " Penerapan Metode Outing Class pada Pembelajaran Tematik di SD Al Firdaus Surakarta" that the implementation of

this method has been scheduled in the education calendar of SD Al Firdaus Surakarta itself with the process stage from planning, implementation, and evaluation. Outing class learning is applied to thematic learning in order to make students feel happy and plunge directly into the surrounding environment. So that students are able to carry out learning concretely, with the aim of being able to help improve the quality of student learning in the learning process and can affect student learning outcomes.

There is also a journal from Riska Ashar Luthfia Erva, Yuyun Yulia, Ana Fitrotun Nisa entitled "Implementasi Metode Outing Class Di Sentra Industri Kerajinan Bambu Ngampiran Sebagai Sarana Apresiasi Karya Seni Berbasis Kearifan Lokal" The results of this study show that: 1) Planning the Outing Class Method by asking permission from the principal, the party to be visited, determining the departure time as well as determining the fleet used to take students to the outing class location and making lesson plans that will be used during activities, 2) Implementation of Outing Class at the bamboo craft center, namely observing the process of making bamboo crafts, practicing directly, and asking questions with sources, 3) Evaluation of Outing class activities in the form of simple reports and presenting to the front of the class, 4) The benefits of activities include appreciating one type of local wisdom that exists in the vicinity, students are able to appreciate art craft items that it turns out that in the manufacturing process it takes patience, accuracy, persistent tenacity to produce works of art that are worth selling.

From the data that has been mentioned, several questions arise about outing class at MTs. Mamba'ul Ma'arif. Such as How is the implementation of outing class learning carried out at MTs Mamba'ul Ma'arif and How is the implementation of the outing class learning program in increasing student learning creativity at MTs Mamba'ul Ma'arif?

And the reason why we need to research about outing class at MTs. Mamba'ul Ma'arif because outing class as a method of learning outside the classroom can provide a more holistic and practical learning experience. This research can evaluate the extent to which outing class enhances students' learning experiences and how these experiences can be integrated into the curriculum. It can identify the concrete impact of outing class learning on students' academic progress. Whether this method is able to improve students' concept understanding, skills or interest in learning.

Method

This research uses a qualitative approach that is descriptive qualitative. The purpose of qualitative descriptive research is to describe the results of data processing in the form

of words and general descriptions found in the field. The approach and type of this research is descriptive qualitative research. Qualitative research is research that aims to understand what the subject is experiencing, such as behavior, perception, motivation, action, etc. Based on the description of the activities that have been briefly described, it can be concluded that this research will be carried out using a qualitative approach and using a case study type of research.

In qualitative research, both primary data and secondary data can be used. Primary data is data collected directly by researchers in qualitative research, while secondary data is data that has existed before and can be used as a source of data in qualitative research. These two types of data can complement each other and support the analysis in qualitative research.

In this study, the subject used by the researcher used primary data on 60 students at MTs Mamba'ul Ma'arif.

The propose several qualitative data analysis techniques that are often used in qualitative research. Following are some qualitative data analysis techniques according to Miles and Huberman:

1. Data reduction: This stage involves selecting, shrinking, and presenting relevant data for the research focus. Data is reduced by identifying themes, patterns or concepts that appear repeatedly in the data. This process also involves coding data to group information into appropriate categories.
2. Data Display: Data display is a stage in qualitative data analysis which involves visual presentation of reduced data. These can be tables, matrices, diagrams, or graphs that help researchers see patterns or relationships between data.
3. Verification: Verification is carried out to ensure the reliability and validity of the analysis performed. This involves steps such as triangulation (comparing data from different sources or methods).
4. Conclusion and Interpretation: This stage involves further analysis of the reduced and displayed data. Researchers try to make conclusions or draw a deeper interpretation of the phenomenon under study based on the data that has been analyzed.
5. Reporting: The final stage in qualitative data analysis is reporting of findings. This involves writing a research report that describes the context of the research, the methods used, the findings found, and the interpretations and conclusions resulting from the analysis of the qualitative data.

Findings and Discussion

In addition to the contributions previously mentioned, the implementation of outing classes in MTs. Mamba'ul Ma'arif also has other positive results for student learning. One of them is an increase in practical and applicable understanding. By experiencing direct learning outdoors, students can see the relationship between the theory learned in the classroom and its application in everyday life. They can associate abstract concepts with real situations they face, so that their understanding becomes more concrete and relevant.

In addition, outing classes also contribute to the development of students' attitudes and values. Through activities outside the classroom, students can broaden their horizons, develop a sense of responsibility towards the environment, and increase awareness about the importance of preserving nature and culture. This helps students to become individuals who are more caring, responsible and have sustainable values.

There are many different types of outing classes that can be implemented depending on the subject matter, grade level, and resources available. Here are some examples of outing classes:

1. Science class: Visit a museum, a zoo, a nature reserve, or a science center to learn about different scientific phenomena.
2. History class: Visit a historical site, a museum, or a monument to learn about a particular period in history.
3. Language class: Attend a cultural festival, a play, or a concert to immerse oneself in the language and culture.
4. Physical education class: Go on a hiking or camping trip to learn about outdoor activities and sports.
5. Math class: Visit a bank or a store to learn about budgeting, calculating discounts and taxes.

Furthermore, the application of outing classes can also improve inter-disciplinary learning. In field activities, students have the opportunity to combine knowledge and skills from various subjects. They can see how various aspects of science and real life interrelate and influence each other. This helps students broaden their understanding holistically and improve their ability to think systemically.

The choice of qualitative data collection techniques depends on the research context, research objectives, and the research questions to be answered. Researchers can choose one

or several techniques that are most suitable to gain a deep and comprehensive understanding of the phenomenon under study.

During the outing class activities, the researcher will observe the course of the activity. When finished, the researcher will see how to solve the problems of the participants by looking at the participants' answers to the problem solving questions that were given before the activity began. In addition, researchers will also collect data using in-depth interview techniques with participants regarding their enthusiasm for the outing class and the benefits they get from the activity. For this reason, we have interviewed 5 children as samples for this research material.

Here are the names of students and questions about the outing class:

Nama	Pertanyaan
Ahmad Qodarul	How was your experience in taking outing classes? What makes it memorable for you?
Dzati Aura Salsa	What are the main objectives or benefits of outing class activities in the educational context? How did the activity impact your learning?
Naula Ainir	What challenges might you face when taking outing classes? How did you overcome or deal with these challenges?
Keysa Aqluna	What types of activities are usually carried out in outing classes? How did the activity help in the development of your social or team skills?
Moh. Wahib Huda	Bagaimana outing class dapat mendukung pemahaman Anda tentang lingkungan sekitar atau dunia nyata di luar lingkungan sekolah? Apakah ada pelajaran atau pengalaman khusus yang Anda dapatkan dari outing class?

Although outing classes have significant benefits, it is important to recognize that conducting them requires good effort and preparation. Challenges such as transportation

arrangements, student safety, and coordination with related parties must be properly addressed to ensure the success of the outing class.

Overall, the implementation of outing classes in MTs. Mamba'ul Ma'arif has produced positive results which include increasing practical and applicable understanding, developing attitudes and values, and increasing interdisciplinary learning. In an effort to carry out outing classes, collaboration between schools, teachers, students and related parties is very important in order to overcome challenges that may arise and maximize the benefits of learning that can be obtained by students.

Conclusions

Based on research conducted at MTs. Mamba'ul Ma'arif, it can be concluded that the application of outing classes makes a significant contribution to student learning. Outing classes provide opportunities for students to study outdoors and experience hands-on learning in real contexts. Field activities help students gain a deeper understanding, increase student motivation and engagement, and develop creativity, social interaction, and interpersonal skills. Outing classes can also increase students' practical and applicable understanding, develop attitudes and values, and expand interdisciplinary learning.

Suggestion:

Based on the results of the research, there are several suggestions that can be given to readers regarding the implementation of outing classes in learning at MTs. Mamba'ul Ma'arif:

1. Full Support from Schools and Teachers: It is important for schools and teachers to provide full support in planning, organizing and implementing outing classes. Careful implementation plans, good transportation arrangements, and meeting students' needs and safety are key factors for the success of outing classes.
2. Involve Parents: Involving parents in planning and conducting outing classes can strengthen student support and participation. Parents can give consent, provide additional information, or even participate in outing class activities as a companion.
3. Evaluation and Reflection: After the outing class, it is important to carry out evaluations and reflections with students and teachers. Identification of strengths, weaknesses, and challenges that arise can be used as evaluation material for improvement and improvement in the future.
4. Development of Integrated Learning Plans: Teachers can develop lesson plans that are integrated with outing classes, so that activities outside the classroom can become a

structured part of the curriculum and are directly connected to the subject matter being studied.

5. Collaboration and Exchange of Experiences: Teachers and schools can work together with other educational institutions or institutions outside the school to collaborate in outing classes. Exchange of experiences and learning between institutions can enrich students' learning experiences.

By implementing these suggestions, it is hoped that outing classes will be implemented in MTs. Mamba'ul Ma'arif can be more effective and provide maximum benefits in student learning.

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