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Outdoor Study Methods to Enhance Students' Tolerance and Social Studies Learning Achievement

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Abstract

This study aims to analyze the implementation of outdoor study methods in strengthening students' tolerance and improving social studies learning outcomes. A qualitative descriptive approach was used, with data collected through observation, interviews, and documentation, and analyzed through reduction, presentation, and verification. The results showed that the teacher's strategy in applying outdoor study included structured visits to the Kudus Tower Complex, the Tomb of Sunan Kudus, and the Al Quds Mosque to provide direct experiential learning. Teachers have prepared teaching modules, learning materials, written tests, and assessment instruments. The implementation has run smoothly due to careful planning related to locations, materials, and assigned tasks. Learning outcomes increased significantly, shifting from an initial 71.05% of students not meeting completion standards to 100% achieving mastery after the outdoor activities. The best finding of this study is that outdoor study not only leads to full mastery of learning outcomes but also effectively strengthens students' tolerance through meaningful real-world engagement.

Keywords: : *Outdoor Study; Tolerance; Learning Outcomes.*

INTRODUCTION

Indonesia is currently experiencing a critical decline in cultural literacy and historical awareness among elementary students, despite being one of the world's richest nations in cultural diversity. A striking finding from the 2023 National Assessment Report revealed that 73% of Indonesian primary students cannot correctly identify cultural heritage sites in their own region (Kemendikbudristek, 2023). UNESCO (2023) further warns that young learners who lack exposure to real cultural environments tend to develop weaker national identity and lower civic responsibility. This phenomenon is alarming because social studies intended to shape civic knowledge, tolerance, and cultural understanding is increasingly reduced to textbook memorization and teacher monologues. The trend suggests a cultural emergency that requires

immediate pedagogical intervention.

Although Indonesia's curriculum emphasizes strengthening the Profil Pelajar Pancasila, field data indicate persistent weaknesses in the cultural and civic dimensions. The Indeks Karakter Peserta Didik Indonesia 2022 categorizes cultural awareness and global citizenship as "Needs Strengthening" (Kemendikbudristek, 2022). This gap is problematic in a pluralistic society, where ignorance of cultural heritage may escalate intolerance, social fragmentation, and resistance to diversity. Scholars such as Efendi (2019) and (Mas'dah, 2015) argued that cultural detachment among young learners can diminish empathy, ethical sensitivity, and social harmony. The controversy emerges as schools continue to prioritize cognitive achievement while neglecting experiential and value-based learning, an imbalance that contradicts national educational goals.

One of the main contributors to this problem is the persistent domination of lecture-based instruction (*ceramah*) in elementary classrooms. Studies show that teachers continue relying on verbal explanation because it is easier to implement and requires minimal planning (Novanti, 2015; Zahro, 2018). However, this approach is pedagogically incompatible with the developmental characteristics of elementary students. According to the cognitive development theory of Piaget, children aged 7-11 learn best through direct manipulation of concrete objects and real-life situations, not abstract verbal descriptions (Irawan et al., 2015). Thus, the mismatch between instructional method and learner development leads to low engagement, fragmented understanding, and declining learning outcomes in social studies.

Research in educational psychology consistently demonstrates that learning outside the classroom provides deeper conceptual understanding, stronger memory retention, and higher intrinsic motivation. Dale's Cone of Experience positions real-world experiences at the highest level of meaningful learning, surpassing audio-visual or verbal forms (Mulyana, 2014). Studies by Kurniangsih and Maryani (2015) and Milhani (2021) confirmed that outdoor study enhances students' critical thinking, cultural awareness, and social interaction. These findings align with global educational recommendations, where OECD (2022) identifies experiential learning as a core practice for developing 21st-century competencies. Therefore, outdoor study is theoretically sound and empirically validated as a solution for Indonesia's cultural literacy challenges.

Indonesia's cultural landscape provides an unparalleled opportunity for outdoor study, especially in areas with strong historical legacies such as Kudus. Learning



conducted in heritage areas such as the Menara Kudus Complex, Sunan Kudus Tomb, and Al-Quds Mosque offers immediate, tangible encounters with cultural acculturation, Islamic history, and values of tolerance (Rosyid, 2021); (Sulistyo, 2019). (Aprilia, 2021) emphasized that integrating local culture into social studies not only increases student interest but also strengthens their sense of identity and belonging. These sites function not merely as historical artifacts but as living classrooms where students can directly observe cultural diversity, social practices, and historical narratives.

Anchored in these theoretical and empirical foundations, this study proposed the following hypothesis: Improvement in social studies learning outcomes (Y) is caused by the implementation of outdoor study based on local cultural heritage (X). This hypothesis reflects Indonesian and global literature showing that experiential learning produces measurable academic gains and enhances socio-emotional competencies. As demonstrated by (Oktaviarini & Jadmiko, 2018) outdoor study promotes independent inquiry, collective problem-solving, and democratic participation. Thus, when systematically designed, outdoor study is expected to nurture tolerance, cultural literacy, and higher learning outcomes among elementary students.

Pre-intervention data showed that 71.05% of students at MI NU Raudlatus Shibyan 01 Pegunungan Bae Kudus had not achieved mastery learning, underscoring the severity of conceptual gaps in their social studies performance. This condition reflects the broader trend reported in national data, where social studies consistently ranks among subjects with low mastery levels (Kemendikbudristek, 2023). After implementing outdoor study activities at heritage sites, student mastery rose dramatically to 100%, demonstrating the effectiveness of culturally grounded experiential methods. These findings resonate with research by (Milhani, 2021) and (Kurniangsih & Maryani, 2015), reinforcing the claim that outdoor learning significantly improves conceptual understanding. Based on the urgency and theoretical justification above, this study aimed to (1) analyze teachers' strategies in implementing outdoor study in social studies learning; (2) describe the process of outdoor learning conducted at cultural heritage sites; and (3) evaluate the improvement in learning outcomes resulting from the intervention.

Through integrating Indonesian cultural contexts, experiential learning theory, and empirical evidence, this study aimed to contribute strengthening social studies pedagogy in Indonesian madrasah. It also aimed offering a practical and replicable model that aligns with the national agenda for strengthening tolerance, cultural literacy,



and character formation among young learners

METHODS

This study was conducted at MI NU Raudlatas Shibyan 01 Pegunungan, Bae Kudus, selected as the research site because it actively has implemented outdoor study approaches in Social Studies learning and represented a growing trend of experiential learning in Indonesian madrasah. The research employed a descriptive qualitative method to understand phenomena experienced by research subjects particularly behaviors, perceptions, and actions within their natural setting by describing findings in words (Sudaryono, 2016). This approach enables an in-depth exploration of events and realities that can only be understood through qualitative immersion, focusing on questions of who, what, where, and how phenomena occur, thereby identifying emerging patterns (Siyoto & Sodik, 2015). The data used consisted of both primary data (observations, interviews, documentation) and secondary data (institutional documents, learning reports, curriculum guidelines). Data were collected between March and June 2024, aligning with the implementation schedule of outdoor study activities in the madrasah. Information sources included institutional stakeholders, teachers, and students selected through purposive and snowball sampling techniques to ensure depth and relevance of the data.

The research process consisted of a systematic procedure involving observation, interviews, and documentation, following Iskandar's (Iskandar, 2009) guidance. Observations were conducted both participatively where the researcher directly joined outdoor learning activities and non-participatively, capturing natural student-teacher interactions. Interviews were carried out with Social Studies teachers and students using structured and unstructured formats to obtain comprehensive insights. Documentation included field notes, photographs, videos, and official school records to strengthen data triangulation. Data analysis followed classic qualitative steps; data collection, data reduction, data display, and verification as suggested by (Sugiyono, 2021). These steps were supported by analytic techniques such as content analysis, discourse analysis, restatement, description, and interpretation, enabling the identification of meaning patterns related to the implementation of outdoor study in IPAS learning. This multi-layered analytic process ensured that conclusions were valid, empirically grounded, and aligned with the research focus. Additional literature emphasizes that combining multiple qualitative techniques increases credibility and trustworthiness of findings in educational research (Creswell & Poth, 2018).



RESULTS AND DISCUSSION

The concept of strategy in education represents a systematic method designed to achieve specific learning objectives, originating from the Greek terms *strategos* (military leader) and *stratego* (to plan). In the context of teaching, strategy becomes an essential foundation because poorly designed learning procedures may result in ineffective and unstructured activities (Rachman, 2018). A learning strategy, therefore, requires teachers to prepare instruction that encourages active, meaningful, and enjoyable learning (Zain, 2012). Learning planning also involves rational decisions regarding behavioral goals and the series of actions needed to achieve them. Thus, at MI NU Raudlatus Shibyan 01 Pegunungan Bae Kudus, teachers were required to prepare thorough learning tools to ensure the learning process aligns with established standards and the desired outcomes.

In this school, IPAS teachers have already followed four essential stages outlined by (Kemendikbud, 2022), beginning with the preparation of teaching modules. These modules became a roadmap for organizing both indoor and outdoor learning and include objectives, media, steps, and assessments. Teachers also freely designed modules based on the needs of their students or adapt government-provided materials, a practice aligned with recommendations by Ulya, Akrom, and Muhammad Yunus emphasizing the importance of complete instructional tools (Akrom, 2022). The modules also integrated Pancasila Student Profile character values faith, piety, global diversity, cooperation, independence, critical thinking, and creativity which correspond to the national education mandate to produce noble, democratic, and knowledgeable students (Hidayat, 2017). The value of tolerance has become especially relevant to this study.

The preparation of learning materials constituted another essential step. IPAS teachers designed age-appropriate content related to the biography, contributions, and moral character of Sunan Kudus as part of the chapter on Indonesia's cultural richness. These materials aligned with learning outcomes emphasizing cultural diversity, local heritage, and historical environments. Outdoor study activities were conducted at the Kudus Tower complex, where students learned about architecture, cultural values, and the tolerant teachings of Sunan Kudus. This follows the learning preparation principles described by (Wardani, 2012) and the three-stage outdoor learning framework proposed by (Hidayati, 2004), which includes preparation, field implementation, and follow-up.



The third preparation stage involved constructing written tests pretests and posttests to assess student comprehension before and after the outdoor study session. The test instruments included 10 multiple-choice and 5 essay questions, consistent across both assessments to ensure direct comparison. According to (Arikunto, 1988), evaluation aims to determine program success, while Chittenden highlighted four stages of evaluation: Keeping track, Checking-up, Finding-out, and Summing-up. This structure ensured that student weaknesses, strengths, and levels of mastery were monitored systematically. Evaluation results also provided valuable feedback to teachers for improving learning methods.

In the final stage, teachers prepared assessments and evaluations aligned with (Supa'at & Nur, 2022), ensuring that feedback is provided and learning outcome reports are compiled effectively. These processes demonstrated that well-structured strategies helped develop not only students' academic performance but also their character, particularly the value of tolerance. This aligns with global recommendations emphasizing character education as part of quality learning environments. UNESCO (2023) stresses that learning experiences rich in cultural context significantly strengthen students' socio-emotional competencies and civic attitudes.

The implementation of outdoor study began with initial learning activities including greetings, prayers, attendance checks, apperception, and the distribution of pretests. These structured steps ensured that learning has run according to the teaching module. Outdoor learning at the Kudus Tower aimed to reduce classroom fatigue and increase student motivation. This is consistent with global findings that outdoor learning increases engagement and improves cognitive performance (UNESCO, 2021). Observations of these initial activities showed high student attentiveness and readiness to participate, reflecting the effectiveness of structured preparation.

The core learning activities formed the heart of the outdoor study process. Teachers guided students through a pilgrimage to the Tomb of Sunan Kudus, observation of the Kudus Tower, and discussions on architecture, symbolism, preservation, and cultural values. Students were encouraged to ask and answer questions, enhancing their critical thinking. A posttest was then administered to measure knowledge gained. This approach aligns with (Rahmatika et al., 2022) and (Nisa, 2015), who emphasized that outdoor learning increases interaction, contextual understanding, and cultural awareness. From a theoretical standpoint, the method has reflected constructivist principles from Vygotsky and Piaget students construct



knowledge through direct interaction with their environment (Fitroh, 2016).

End-of-learning activities included collecting posttests, reflecting on key lessons, clarifying important values, providing information about the next topic, and closing with prayer. Statistically, these activities produced measurable learning improvements: only 28.95% of students passed the pretest, but 100% achieved mastery in the posttest. This aligns with research showing that experiential learning significantly boosts retention compared to traditional instruction (UNESCO Global Education Monitoring Report, 2022). The proximity of the school to the Kudus Tower (2.9 km) also facilitated efficient implementation, and strong school support also ensured the availability of transportation, permissions, and funding.

The findings showed that outdoor study had a substantial positive effect on student learning outcomes in IPAS. Students not only gained academic knowledge but also internalized values such as tolerance, cooperation, and respect for cultural heritage. Exposure to the teachings of Sunan Kudus known for promoting interreligious harmony has supported the goals of religious moderation promoted nationally by Kemendikbud and internationally by UNESCO. This aligns with broader initiatives emphasizing the use of local culture and heritage sites as learning resources to strengthen identity and civic character (UNESCO, 2020).

Overall, outdoor study has proven to be an effective and relevant strategy for social studies learning. It has enhanced learning outcomes, increased student motivation, and enriched character development. The findings supported the conclusion that outdoor learning using the Kudus Tower as a cultural site has enabled students to gain meaningful and contextual understanding. This method aligned with national curriculum goals and global education frameworks advocating for experiential, culturally grounded, and character-based learning. Consequently, outdoor study emerged as a powerful pedagogical approach that significantly contributes to both academic mastery and holistic character formation at MI NU Raudlatus Shibyan 01 Pegunungan Bae Kudus.

CONCLUSION

Teachers were encouraged to integrate outdoor study into routine instructional planning, especially when teaching abstract or culturally relevant topics. Future research should incorporate larger sample sizes, multiple school sites, and longitudinal designs to explore long-term impacts on cognitive and character dimensions. Despite



limitations, this study has provided strong evidence that outdoor study was a viable and impactful pedagogical model for strengthening cultural literacy, scientific understanding, and student character. Surprisingly, the study revealed that the outdoor study approach was not only able to enhance students' conceptual understanding but also transformed their learning behavior in ways that exceeded initial expectations. The implementation of outdoor learning by IPAS teachers at MI NU Raudlatus Shibyan 01 Peganjuran Bae Kudus demonstrated that experiential interaction with the environment significantly strengthened students' mastery of the subject matter ultimately enabling all students to surpass the Minimum Mastery Criteria, a finding that aligns with the claims of Kolb's experiential learning theory (Kolb, 1984) and the principles of contextual learning (Johnson, 2017).

Theoretically, this research contributed to the growing body of evidence regarding the effectiveness of outdoor pedagogy in fostering deeper cognitive processing, motivation, and character development. This study reinforced the argument that learning in authentic environments promotes higher-order thinking and social-emotional competencies, especially tolerance and cooperative behavior, as also emphasized by Dillon et al. (2006) and Rickinson et al. (2004). Practically, the findings provided a replicable instructional model for teachers seeking to integrate outdoor learning into IPAS or similar subjects, particularly in primary schools where environmental immersion can produce powerful learning effects. This research also offered actionable recommendations, where teachers are encouraged to design structured outdoor learning cycles consisting of preparation, to guide exploration, and reflective evaluation to maximize learning gains. School administrators should support policies that integrate outdoor pedagogy into the curriculum, while future teacher training programs should include modules on field-based learning design and classroom management outside school grounds.

This study is not without limitations. It examined only a single school, within one grade level, and during one implementation period. These constraints limited the generalizability of the findings. Future studies should incorporate multi-school comparisons, longer observation periods, and mixed-method approaches to capture more diverse learning dynamics. Further research is also needed to explore how outdoor study impacts different learning styles and how digital tools might complement outdoor environments to enhance learning outcomes. In conclusion, the evidence from this study showed that the outdoor study method was able to answer the research objective effectively, proving its capacity to elevate both academic mastery and



character development. With more comprehensive future investigations, outdoor learning has strong potential to become a mainstream pedagogical innovation in primary education.

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