



The Effect of Ethnographic-Based Outdoor Learning Methods on Learning Activities Elementary School in Social Sciences

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ABSTRACT

The ethnographic-based Outdoor learning method is a learning method that conducts learning outside the classroom with a cultural approach in an area. The purpose of this study was to determine the effect of the Outdoor learning method on the activities of fifth grade students. The type of experimental method used is True-experimental through the Posttest Only Control Group Design procedure. The population used was class V at public elementary school Sidotopo Wetan V Surabaya. Trials of questionnaire validation tests for 32 respondents with the provisions of $t_{count} > t_{table}$ decided that 10 questionnaire were validated and reliable. The class prerequisite test uses the year-end assessment value using the homogeneity test through SPSS 25 with a value of $0.105 > 0.005$ so that it is homogeneous. Testing the hypothesis through the T-test on the analysis of learning activities using numbers obtained a value of $0.002 < 0.05$ so that H_a decision was accepted. Based on the results of the study, it can be interpreted that the Ethnographic-Based Outdoor learning method has a positive and significant effect on the activities learning of fifth grade students.



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INTRODUCTION

Teachers have tasks and responsibilities that are not easy, when they play a greater role in advancing education in Indonesia after the pandemic. Delivery of learning in the classroom must have a way to foster competency in accordance with future needs related to the era of society 5.0 (Rasmitadila et al., 2020). Learning conveyed by the teacher has an important role such as appropriate learning methods in the classroom to get harmony that has a high standard of value (Kurniangsih et al., 2016).

Learning has a lot of room for innovation when teachers find learning ideas that are oriented towards the environment with rules that are interesting, motivating, activating, and developing students' abilities. (Mariyani, 2019). The teacher's step in applying the learning method by developing material and attracting students' attention, is to take advantage of the surrounding environmental conditions which have the potential to be a source of learning (Nugraha et al., 2017). Through a curriculum designed to implement educational programs in the environment, a caring attitude can emerge through direct visits to the field (Sholahuddin et al., 2021).

Through observing learning activities in schools through the role of technology-based learning technology, the media in learning looks bored and bored when participating in learning series in class V (Jacky et al., 2021). In addition, students' social skills appear to play less of a role when interacting between genders or with students of various ethnicities

(Wulandari, 2016). In this case the teacher always provides learning resources through official thematic books from the ministry and is prohibited from using other auxiliary books to support learning.

Another step from the teacher's point of view in overcoming the above obstacles is to develop appropriate lesson plans by adjusting achievement indicators, basic competencies and learning objectives, especially social studies material that leads to innovative learning (Saputra et al., 2022). However, students consider that thematic learning, especially social science content, is explanatory, memorizing the terms and conditions of social conditions between communities. These problems are relevant to the thematic learning conditions that experience difficulties including often joking with friends, too much material, difficult reasoning, feeling confused, bored (Azzahra & Amaliyah, 2022)

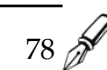
Learning activities that are less than optimal have an impact on student learning outcomes, which on average do not understand the learning context. Previous research explained that students' social studies learning outcomes increased activity and learning outcomes were well processed through appropriate learning methods (Firmansyah, 2019). What is expected is the ability of students to have environmentally friendly behavior and understand social issues (Suharwati & Rahman, 2018). Through an integrated social science approach between four scientific fields, namely Economics, Sociology, Geography and History with the school environment as a source of learning, students will later be actualized in society (Widiastuti, 2017).

The ethnographic-based outdoor learning method is applied to class V of elementary school. Outdoor learning is a learning method that has the potential to provide learning resources around its environment to provide more interesting and meaningful learning for students (Husamah, 2013). This learning method adheres to the view of social environmental conditions, that students can adapt to a place to be their own way of learning (Subroto, 2015). Ethnographic approach that emphasizes the environment outside the school with a broad scope. The potential of the environment to become a source of learning can be obtained from cultural results based on seven aspects that can be explored. The seven aspects are language, livelihoods, social systems, systems of tools and technology of life, religion, livelihood systems, and the arts (Koentjaraningrat, 2009).

Becoming an ethical society with an social science insight From the facts listed above, it is by implementing the outdoor learning method at Kenjeran Beach with the context that was built, among other things, the beach object is in a school area as a learning resource (Sulestiani et al., 2017). Furthermore, the potential of the coastal environment has natural and social elements. The beach environment is friendly for students to explore existing social knowledge and a culture of society. Teachers become excited to do outdoor learning methods. The teacher's learning tools are in accordance with social science material in implementing the outdoor learning method. Although, it can be seen that learning resources from culture can be applied in learning materials.

High learning activity will make someone happy and attention to something he learns is an element of motivation, a phenomenon related to social interaction and student involvement in learning activities (Fouryza et al., 2019). While the learning activity are the acquisition of learning processes that change behavior changes in students after going through the scope of knowledge, attitudes and skills. This becomes a reference for students who play a role in understanding the extent to which children's development in understanding the material presented (Sudjana, 2013).

Through innovative ethnographic-based outdoor learning methods in social studies learning, it will support the effectiveness of learning activities in elementary schools. Social science learning adapts the characteristics of the learning process to allow for deepening the development of learning in the classroom (Rahmi & Hijriati, 2021). Social studies learning which is supported by ethnographic-based outdoor learning methods invites students to be



totally active and provides an increased positive effect on student learning activities and outcomes.

RESEARCH METHOD

Experimental type quantitative research is a research method that aims to determine the effect of one independent variable on the dependent variable by controlling other influencing factors. The experimental method emphasizes the research design used is True Experiment (Creswell & Poth, 2016). Design controls for all external variables that affect the experimental treatment. has a control group but does not fully control the external variables in the implementation of the experiment (Sugiyono, 2013). The population of this study were 172 grade 5 students at SDN Sidotopo Wetan V and Sidotopo Wetan IV.

Table 1. Population distribution of research subjects

School	Class	Gender		Total
		Male	Female	
SDN Sidotopo Wetan IV	VA	18	14	32
	VB	19	15	34
	VC	20	10	30
SDN Sidotopo Wetan V	VA	20	18	38
	VB	15	23	38
Total populasi				172

Sampling using cluster random sampling technique. This sampling technique that does not come from individuals, but from groups with certain considerations in sampling. In this study, the researchers randomly selected populations from SDN Sidotopo Wetan IV and Sidotopo Wetan V, from two classes, namely VA and VB classes. The VA class was identified as the control class which consisted of 20 boys and 18 girls. While the VB class as the experimental class consisted of 15 boys and 23 girls. So that the total sample as a study was 76 children.

Table 2. Design posttest only control design

Subject	Treatment	Posttest
Experiment class	X	O ₁
Control class	-	O ₂

Note: X = The treatment uses an ethnographic-based outdoor learning method

O₁= Fill out the questionnaire and give the experimental class post-test

O₂= Filling out a questionnaire and giving a post-test for the control class

The identified research variables involve two variables, namely variable X outdoor learning methods, variable Y is learning activities. The research flow is applied by carrying out four stages which are to determine decisions from student learning activities. The research flow is shown in Figure 1.



Figure 1. Quantitative experimental research flow

The research instrument is a tool for measuring observed natural or social phenomena. Through these measuring instruments, objective results are obtained which are used as actual

conclusions (Sugiyono, 2016). There are 20 questions as research instruments distributed as activity questionnaires. Reliability is determined based on the interpretation of table 3.

Level	Categorization
<0,200	Very low
0,200 – 0,0399	Low
0,400 – 0,5999	Enough
0,600 – 0,7999	High
0,800 – 1,00	Very High

After carrying out the normality test and homogeneity test is to test the hypothesis. Based on the results of tests carried out by analyzing the data using the test-independent formula. then the results of the two groups were processed by comparing the two averages. Data analysis was carried out using the SPSS 25 Windows program.

$$T - test = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left[\frac{SD_1^2}{N_1 - 1} \right] + \left[\frac{N_2^2}{N_2 - 1} \right]}}$$

Test criteria set $\alpha = 0.05$ or 5% H_a is accepted if $t_{count} < t_{table}$, otherwise H_0 is rejected if $t_{count} > t_{table}$.

H_a : There is a significant influence of ethnographic-based outdoor learning methods on the learning activities of fifth grade elementary school students in Surabaya.

H_0 : There is no significant effect of ethnographic-based outdoor learning methods on the learning activities of fifth grade elementary school students in Surabaya.

RESULTS AND DISCUSSION

Trial test

Instruments for student learning activities which contain 20 questionnaires are tested through a validation test with the SPSS 25 program which provides decision making $t_{count} > t_{table}$. Through the T table it is stated that 0.435 there are 10 questions that are validated to be used as a questionnaire for learning activities for fifth grade students at the elementary school level. To determine the reliability of distributed data, the SPSS 25 program is used with the output results in Table 4.

Cronbach's Alpha	N of Items
,921	10

Based on the output table of the reliability test of the questionnaire items, it can be seen from the value of Cronbach's Alpha or $r_{count} \geq r_{table}$, with a value of $0.921 > 0.632$ where out of 10 questionnaire items were declared reliable and feasible to run. go out. use. The reliability coefficient of 0.921 is included in the very high category.

Researcher prerequisite test

The pre-research test was carried out using the class homogeneity test, the two classes that were to be sampled by the researcher before the research was carried out were first tested for their homogeneity to find out whether the two classes used were homogeneous or not. In the homogeneity test, the researcher used the End of Year Assessment value on social studies subjects. The year-end assessment scores for social studies subjects are shown in figure 2.

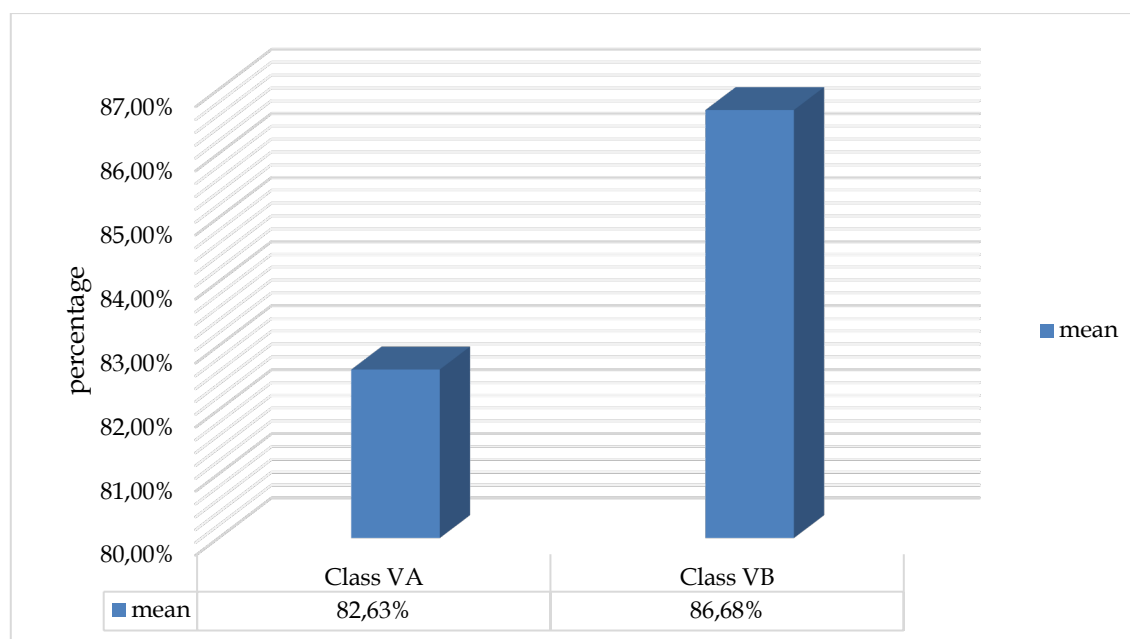


Figure 2. Recapitulation of the end of year assessment of social studies class V

Based on these data, the learning activity value of VA class as the control class was 82.63% and VB class as the experimental class was 86.68%. The results of the calculation of the homogeneity test for the two classes are used in the SPSS 25.0 table below.

Table 5. Test of homogeneity of variances

		Levene Statistic	df1	df2	Sig.
Year-end test	Based on mean	2,700	1	74	,105
	Based on median	3,051	1	74	,085
	Based on median and with adjusted df	3,051	1	72,831	,085
	Based on trimmed mean	2,907	1	74	,092

Homogeneity test is stated if the significance ≥ 0.05 . based on the class homogeneity test Output table, it has been determined that the significance value is 0.105. Therefore, the significance value is $0.105 > 0.05$, the data is declared homogeneous. class as a research subject is homogeneous. VA class as the control class and VB class as the experimental class. The normality test was carried out using the Kolmogorof-Smirnov test in the SPSS 25.0 program. The data collected was in the form of a student learning activity questionnaire in the form of a learning activity questionnaire.

Hypothesis prerequisite test

The prerequisite test for hypothesis testing is the normality test as a condition for the t-test. Data is normally distributed if the significance level is > 0.05 , otherwise if the significance level is < 0.05 then the data is not normally distributed. The value data of the fifth grade student learning activity questionnaire obtained is shown in Figure 3.



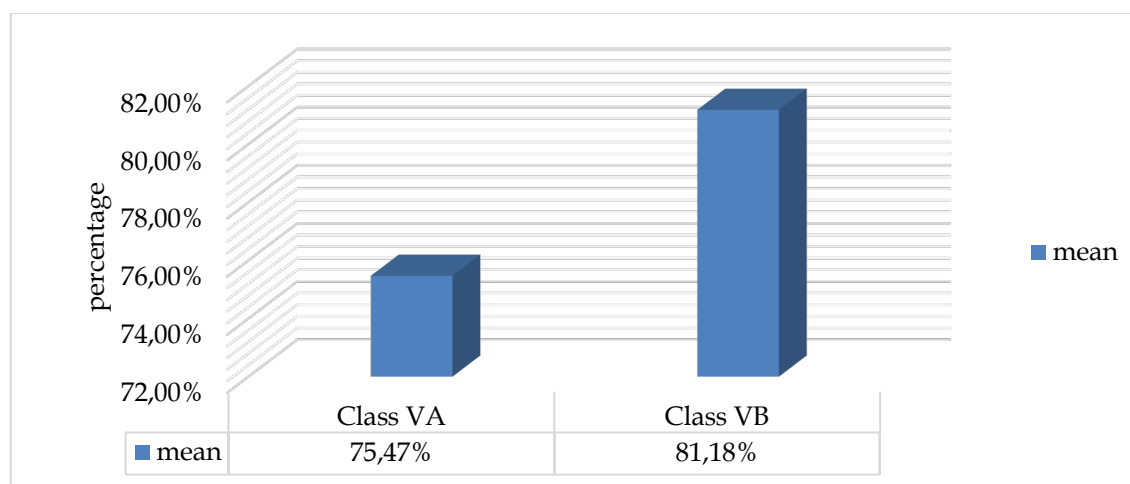


Figure 3. Recapitulation of student learning activity questionnaire scores

Based on these data, the learning activity value of VA class as the control class was 75.47% and VB class as the experimental class was 81.18%. The results of the calculation of the homogeneity test and normality test in both classes using the SPSS 25.0 program are shown in Table 6.

Table 6. One-sample Kolmogorov-Smirnov test

		Unstandardized Residual
N		38
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	8,30221815
Most Extreme Differences	Absolute	,117
	Positive	,117
	Negative	-,099
Test Statistic		,117
Asymp. Sig. (2-tailed)		,200 ^{c,d}

^aTest distribution is normal

^bCalculated from data

^cLilliefors significance correction

^dThis is a lower bound of the true significance

Hypothesis prerequisite test

Based on the output of the normality test posttest, it is known that Asymp. Sig. (2-tailed) from the processed data gives a value of 0.200. So that the value is $0.200 > 0.05$ which concludes that the posttest data from questionnaire otherwise normally distributed.

Table 7. Test of homogeneity of variances

		Levene Statistic	df1	df2	Sig.
Questionnaire	Based on Mean	,015	1	74	,904
	Based on Median	,047	1	74	,829
	Based on Median and with adjusted df	,047	1	72,029	,829
	Based on trimmed mean	,023	1	74	,881

Based on the questionnaire homogeneity test table can be seen in sig. is 0.904. Determined the value of $0.904 > 0.05$ which states that the questionnaire is homogeneous. Decision making as a basis for determination is carried out as follows. If the value of Sig. (2-Tailed) > 0.05 then H_0 is accepted and H_a is rejected. If the value of (2-Tailed) < 0.05 then H_0 is accepted and H_a is rejected. The results of data analysis using an independent sample test to find out the research hypothesis variables were tested through an independent simple t-test. The results of the independent simple t-test analysis are shown in the Table 8.

Table 8. Independent samples test

		Levene's Test for				T-test for Equality of Means				
		Equality of								
		Variances								
						95% Confidence				
						Interval of the				
						Difference				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning activities	Equal variances assumed	,015	,904	-3,254	74	,002	-5,711	1,755	-9,207	-2,214
	Equal variances not assumed			-3,254	73,949	,002	-5,711	1,755	-9,207	-2,214

Decision making by conducting an independent t-test on social science learning activities of students is stated as a Sig. (2-tailed) is 0.002. The basic criterion in making a decision was that $0.002 < 0.005$ stated that H_a was accepted and H_0 was rejected. So it was concluded that there was a positive influence on the implementation of social studies learning activities for fifth grade students.

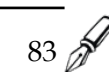
Discussion

The implementation of cultural elements as a learning method is something that can be explored more deeply through ethnographic studies as a source of learning within the scope of education in elementary schools (Hammersley, 2021). Through this research, social studies as the core of social studies learning brings a new paradigm in diverse learning. So that the potential of the surrounding environment becomes more meaningful to be taught to students (Ordov et al., 2019). The curriculum that is applied in exploring multicultural aspects in teaching materials brings teachers to subjects to instill cultural values (Mariana, 2017)

Having a theme based on cultural development does not mean that this study is irrelevant for future learning. Multicultural education based on cultural development consists of several ethnographic aspects that need to be understood. There are seven cultural values that are believed to strengthen multicultural education, namely language, technology systems, livelihood systems, social organizations, knowledge systems, religious systems, and arts (Koentjaraningrat, 2009). The matters discussed are used as guidelines for quality improvement in curriculum development strategies and student culture in carrying out the moderating role of globalization (Setyowati et al., 2022). This reinforces that the uniqueness of a community group can be developed by teachers or researchers so that it can become an innovation in cultural development-based learning (Primaniarta & Subrata, 2022).

The Outdoor learning method applied to an Social Studies lesson has an influence on learning activities. Viewed from the aspect of student learning activities and outcomes, this method can be a reference or guideline in giving treatment to class groups that are seen as lacking in terms of activity and learning outcomes (Mustika et al., 2021). Relevant to the curriculum which is currently undergoing a transition from a thematic curriculum to an independent curriculum, the social studies concept and cultural development are expected to be able to create local wisdom-oriented learning designs (Wiryanto et al., 2022).

The questionnaire instrument whose validity was tested empirically was carried out on 32 respondents from the VA class at SDN Sidotopo Wetan IV. As a result, of the 20 questions in the learning activity questionnaire, 10 questions were declared valid with a Pearson correlation value > 0.435 and a reliability of 0.921 which was included in the very high category. Through



the observations made, it can be seen that learning activities emerge through evaluations given through questionnaires to students both individually and in groups during the learning process. There are 6 activities assessed namely visual activities, oral activities, listening activities, writing activities, emotional activities, mental activities (Macniven et al., 2019). The six learning activities are contained in the ethnographic-based outdoor learning method in social studies subject matter theme 9 sub-theme 1 concerning the geographical location of Indonesia (Chusna et al., 2019). The application of learning methods emphasizes patterns of behavior and the social environment as reinforcement of behavioristic learning theory to become an evaluation in learning (Mytra et al., 2022)

Based on the groups related to student learning activities, the average score of student learning activities in the control class was 75.47% and that of the experimental class was 81.88%. The data obtained is then processed through SPSS 25 to interpret the application of ethnographic-based outdoor learning methods to have a significant effect. Relevant to this type of classroom action research regarding learning methods for learning activities shows a significant increase in each cycle in the use of learning methods that have an impact on elementary school students' learning activities. (Suwaib et al., 2020).

Hypothesis prerequisite test, on the normality test and homogeneity test on the data. Both hypothesis prerequisite tests are seen through Asymp. Sig > 0.05. So that the data given is normally distributed and homogeneous. The normality test used is the Kolmogorov-Smirnov test. The normality test produces a questionnaire for the control class and the experimental class with a value of 0.200 > 0.05. Thus, declared normally distributed for test the homogeneity of the questionnaire. The results of the questionnaire homogeneity obtained a value of 0.904 > 0.05 so that the learning activity questionnaire data was declared homogeneous and normal.

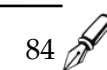
Data that after the normality test and homogeneity test have been declared eligible, then it is then carried out by analysis of the independent sample T-Test. This test was conducted to calculate the number of comparisons of the effect of chance only on differences. Doing this would address differences between groups representing true differences in the study or simply differences in uncertain data outcomes. Then it was decided to test the hypothesis that H_a was rejected and H_0 was accepted (Fariana et al., 2021). Based on the results of the T-test, it was decided that the ethnographic-based outdoor learning method had an impact on the learning activities of students with a sig (2 tailed) value of 0.002 < 0.05.

CONCLUSION

The Effect of Ethnographic-Based Outdoor Learning Methods on Learning Activities of Fifth Grade Students Data that has been tested for normality and homogeneity tests are declared eligible. With a learning activity score in the control class in the VA class of 75.47% while for the experimental class in the VB class it was 81.18%. The next stage is to perform an independent test analysis of the T-Test samples. Data analysis the t-test carried out in learning activities produces calculations with a value of 0.002. So it can be concluded that sig. (2 tailed) 0.002 < 0.05. Then it was decided to test the hypothesis that H_0 was rejected and H_a was accepted. So it can be concluded that there is a positive and significant influence of ethnographic-based outdoor learning methods on the learning activities of fifth grade students. This study examines learning methods through cultural environmental learning resources that can be implemented in schools that implement the national curriculum. This recommends strengthening innovation learning so that it has an impact on the activities and learning outcomes of fifth grade students.

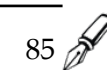
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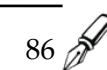


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