Application of the method of outdoor study to improve environment care attitude class IV elementary school

U Yampap, D P Rahayu and R Ruma

Elementary School Teacher Education, Faculty of Teacher Training Education, Musamus University, Merauke, Indonesia.

E-mail: yampap_fkip@unmus.ac.id

Abstract. The purpose of this research is to improve the environmental care attitude through an outdoor study method in the implementation of Grade IV Learning Elementary School. This type of research is a collaborative class action (PTK) research. This research carried out in several cycles. The cycle discontinued if the class condition has been able to improve the environmental attitude of students and has become accustomed to the use of outdoor study method. Based on cycle Results 1 during the learning process takes place, in cycle I meeting 1 after the action is given using the method of outdoor study, only as much as 43% of the amount in the category either. In Cycle I meeting 2 after given Action by using Outdoor study method, only as much as 57% only amount in good category. Then it can be concluded that still not in accordance with the planned success criteria of 70%. In cycle II meeting 1 after given action using outdoor study method, only as much as 43% the only amount in good category, in cycle II meeting 2 after given action using outdoor study method, only as much as 57% Course the amount on the category is very good. Based on these results, it can be concluded that the results of cycle II is already in accordance with the planned success criteria of 70%. The results of the study can be concluded that the method of outdoor study can improve the environmental care attitude Class IV SD Negeri 2 Merauke.

1. Introduction

Education can be interpreted as a conscious effort carried out by someone in order to foster physical and spiritual students in order to form the main personality [1]. The Republic of Indonesia Law Number 20 of 2003 concerning the National Education System states 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 the skills needed by him, the community, the nation and the State [2]. National education functions to develop capabilities and form a dignified character and national civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and fear the Almighty God, have noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

Nowadays environmental issues are a warm conversation in the midst of human life, both locally, regionally and globally in general. Humans understand the environment as a place of living where humans move in order to carry out social activities that involve all aspects of the place according to the instincts of human needs themselves.
In general, the environment is a space with all objects, power, conditions and living things intended by humans and their behaviour that affects the continuity of life and welfare of humans and other living things. Environmental sustainability must be maintained so that the environmental carrying capacity is adequate for the sustainability of sustainable life [3].

According to the outdoor study method is an activity to deliver lessons outside the classroom so that teaching-learning activities or activities take place outside the classroom or in the wild [4]. The reason the researchers chose the outdoor study method as an action to improve environmental awareness. Outdoor learning aims to increase student awareness of 1) yourself through everyday problems encountered, 2) other people through group problems and in decision making, 3) environment through direct observation. Through outdoor-based learning, teachers can foster environmental literacy for students and equip students with the knowledge, skills, and caring attitudes towards the environment. Therefore, the researcher chose the outdoor study method as an action that researchers will use to improve environmental awareness.

Based on observations in Merauke Elementary School 2, there is a discrepancy in students' awareness of their environment, especially in class IV, which amounts to 23 students. Paying attention to students' concern for the environment as long as researchers carry out observations in SD 2, students' concern for the environment is still low. This fact is characterized by students not throwing garbage in its place and are reluctant to dispose of garbage around it both in the classroom and outside the classroom. Based on the data obtained in class 4 which numbered 23 people, 50% of students in the class want to clean up the garbage around it. Students like to dispose of garbage in a collector's table no matter how they throw garbage everywhere.

These facts require the need to overcome the problem of student care in learning, because one of the goals of learning is the formation of behaviour. The attitude of caring for the environment can be integrated in learning either through strategies, models, methods or learning techniques. Based on this, the researchers will try to solve the problem by choosing the Outdoor Study method to increase students' awareness of the environment.

1.1. Method outdoor study

The Outdoor Study method, also known as Outdoor Learning, Outdoor Activity or the method of teaching in other classes is a learning method that uses the atmosphere outside the classroom as a learning situation and is a media for transforming concepts conveyed in learning activities. Some people refer to Outing Class, which is an activity that involves nature directly to be used as a learning resource. On the other hand, the method of teaching outside the classroom is an attempt to direct students to activities that can lead them to changes in behaviour towards the surrounding environment. Komarudin [5] states that Outdoor Study is an outside-class activity such as a park, a fisherman/farmer's village, or just outside the classroom within the school to develop relevant aspects of knowledge. The Outdoor Study method is a method of learning science by doing adventures in the surrounding environment accompanied by careful observations whose results are contained in the Student Worksheet or observation sheet, Amin (6). So, the Outdoor Study method is an experimental method by learning by doing it directly, where learning takes place outside the classroom as an atmosphere of learning and the environment as a source of learning. This is in line with opinion Karjawati [5], "Outdoor study method is a method where the teacher invites students to study outside the classroom to see events directly in the field with the aim of familiarizing students with their environment. Through the outdoor study method, the environment outside the school can be used as a learning resource. The role of the teacher here is as a motivator, meaning the teacher as a guide/guide so students learn actively, creatively, and are familiar with the environment Sudjana and Rivai [5].

According to Hamalik [6], argues that the procedure for preparing to learn with Outdoor Study is as follows:
1) Pre-activity
2) Development
3) Application
4) Caver
So, the outdoor study method is a learning activity outside the classroom that has a pleasant nature, through learning activities outside of this class is given the opportunity to develop self-potential while also channeling human desire to interact with nature and fellow humans in an outdoor atmosphere, and can give rise to gratitude for God's creation.

The outdoor study method is able to hone the physical activity and creativity of students. This is because this activity uses a learning strategy while doing or practicing according to the assignment. That is, when students learn outside the classroom, they can involve all senses in learning. The outdoor study method is included in humanistic learning theory, in this theory new learning will occur if there is an interaction between individuals and their environment. The learning environment in question is the natural environment and social environment because the two can not be separated.

1.2. Environmental care attitude
According to Harlen [7] “attitude is readiness or tendency of a person to act in the face of an object or situation. Care is to heed, pay attention and ignore. The concern is about caring and caring about or concern for a particular object. The environment is something that exists in the environment that has certain meanings or influences to individuals [8]. According to [9] “Environmental care is an attitude and action that seeks to prevent the destruction of the natural environment around it, and develop efforts to repair the damage to nature that has occurred. The attitude of caring for the students' environment can arise when students are invited to learn to care about how to act caring [10]. In other words, inviting students to jump directly into the environment will foster an attitude of caring for students towards the environment. Students will understand that all human behaviour that is destructive to nature, will have a bad impact felt by humans themselves, thus students will have a caring and aware attitude towards the surrounding environment. The attitude of caring for the environment is one of the attitudes of the 18 attitudes that must be developed in character education. Caring attitude is also reflected in the graduates' standards of attitude domains that must be met by students in the 2013 curriculum.

1.3. Attitude caring for the school environment
The school environment is one of the learning environments for elementary school students. The learning environment is a place of learning activities that have an outside influence on the sustainability of the activity. An environment that is a learning resource has an influence in the learning process. The environment in a narrow sense is the surrounding nature outside the individual or human. The learning environment is a means for students to devote themselves to activity, create until they get a number of new behaviours from their activities [11]. The learning environment is also instrumental in creating a fun learning atmosphere. Therefore, the learning environment needs to be properly. The learning process leads to the efforts of the behaviour of students who care about the environment through an applicative learning model and touching everyday life. Meanwhile, the school environment is used as an attraction for everyday environmental behaviour. The establishment of awareness of the existing condition can be pursued through education that is in the school. The school should play a role in shaping awareness of the environment. There needs to be a character-building on the student's self. This character is biased [12].

Started from trivial issues, such as the provision of adequate waste bins, to the formulation of ActionPlan about environmental awareness programs. Through the formation of this character is expected born generations who have environmental concern.

School culture can also help schools to embed environmental care characters through habituation-habituation behave to the environment. Schools should build character cultures with the following strategies [13]:
1) Develop a program of character education practice in the school as a familiar behaviour.
2) Provide space and opportunity to the school to express good character behaviour.
3) Teachers relentlessly give motivation to develop good character, motivation to love good character and motivation to do good character action
4) Strengthening the condition as the implementation of habituation practice acts as the character is expected by applying rewards and strict sanctions
5) To the school, teachers and all education personnel always give example as the Qibla students in acting on the character education rails

From the above opinion, the school culture is a school business to cultivate a behaviour that reflects the population through programs organized by schools, members of motivation in the form of praise and punishment, and by giving money and To implement the value of environmentally caring characters.

Early planting of characters can be a solid foundation for the planting of environmentally caring characters.

Environmental care can be based on school curriculum and programs that have been planned by the school. Planting efforts of environmentally caring characters through school curriculum and learning process [14].

This means that the school as an educational institution has the task of shaping the character of the environment in students. The character is formed from a continuous attitude so that the school has the obligation to instill the environmental attitude continuously. This is in accordance with the function of national education, namely developing skills and shaping students.

2. Methodology

Research to be implemented is the research of class action (Classroom Action Research). Class action research is a concern for activities that are deliberately raised, and occur in a class [15]. The intervention or cycle design in this research would apply Kemmis dan Mc Taggart design model using spiral system started from planning, acting, observing, reflecting and it would start again on re-planning learning strategy.

![Kemmis dan Mc Taggart classroom action research model design](image)

**Figure 1.** Kemmis dan Mc Taggart classroom action research model design

Action research process is firstly started with planning, but because those four activities covered into a cycle, so all of those activities play their roles continuously. This classroom action research
takes two months, from March to April 2019. The subjects of the research are 23 fourth grade students at Inpres Mangga Dua Elementary. They consisted of 14 female students and 9 male students. The researcher in this research is a class-teacher who would be helped by two other partners acting as the observers. The technique of data collection in this study is to use observation/observation of environmental care attitude. Observations conducted by researchers will be seen from students’ activities that are seen in several indicators of environmental care attitude. In this research researchers use instruments in the form of an observation sheet using a Likert scale 1-4.

Classroom action research data analysis techniques can be categorized as applied research using two approaches, namely quantitative and qualitative [16]. The qualitative analysis describes the data with sentences to obtain clear and detailed information. After the data, researchers analyze, reduce, and conclude the data. Data collection is performed on each class action research cycle. The collected Data is reviewed by researchers and teachers. The process of data study begins with the transcription of observation data then analyzes, describes, and concludes. The study of the data was done thoroughly from the beginning of the data collected until the entire research data was collected. After the data is studied, then the data is reduced. Data reduction conducted by researchers after accumulated data. Data reduction activities include categorizing and classifying data. Once classified and grouped continue in the conclusion. To make it easier to provide data, researchers simplify the data by creating summaries, coding, disposing of unnecessary data, and setting issues according to the issues present in this class action research. The data that has been classified is displayed according to the type of research problem. The results of this class action study conducted by interpreting the meaning of a phenomenon occurring during the action, noting positive, negative events, explaining causal relationships and ultimately researchers Conclude. The impulsive in this step is still temporary because it is new based on the phenomena that occur in action. Once the learning process is completed, the conclusions that are temporarily retested are based on newly collected data so that the conclude result will be more steady. This kind of process is done repeatedly according to its cycle action.

3. Results and discussion
1) In cycle I meeting 1 after being given an action using the method of outdoor study, only as much as 43% of the amount in the category of good is 10 students, in cycle I meeting 2 after the action is given using an outdoor study method, only 57% of the total in good category is 13 students. The teacher activity in cycle I of meeting 1 is 71.43%, During the I-cycle II meeting 80.95%.
2) On cycle II meeting 1 after the action is given using outdoor study method, only as much as 45% Number of categories either by the number of 10 students, on cycle II meeting 2 after given action using the method of outdoor study, only as much as 60% the number of categories is very good with the number of 13 students.

Based on these results, it can be concluded that the results of cycle II are already in accordance with the criteria of success is in good category and very good amounted to 96%, which has been planned for 70%. Then the cycle has been completed and students who do not comply with the compensation only 4%. Teacher activity on Cycle II meeting 1 is 92.54%, In cycle II of meeting II is 100%.

4. Conclusion
Based on these results, it can be concluded that the results of cycle II is already in accordance with the criteria of success is in good category and very good amounted to 96%, which has been planned for 70%. Then the cycle has been completed and students who do not comply with the submission are only 4%. Teacher activity on Cycle II meeting 1 is 92.54%, in cycle II of meeting II is 100%. By applying the method of outdoor study by utilizing the school environment can improve the environmental attitude in the implementation of learning class IV SD Negeri 2 Merauke.
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