An Improvement of Analysis Skills Through Outdoor Learning Method and Social Skills of Students in Basic Concepts of Social Studies Course

Kiky Chandra Silvia Anggraini[1*], Ana Fitri Agustin[2] iD

[1,2] Madrasah Ibtidaiyah Teacher Education, Universitas Islam Lamongan, Lamongan, Jawa Timur, Indonesia

ARTICLE INFO

ABSTRAK

Anggapan IPS sebagai pembelajaran yang membosankan, membuat banyak mahasiswa yang menyelepekan pembelajaran IPS yang akan berdampak kepada kemampuan analisis yang rendah. Metode outdoor learning dipilih karena mendorong siswa untuk aktif mencari dan membangun pengetahuan yang diperoleh melalui pembelajaran di luar kelas. Penerapan metode Outdoor Learning dan keterampilan sosial diharapkan mampu meningkatkan kemampuan analisis. Penelitian ini bertujuan untuk mengkaji peningkatan kemampuan analisis melalui metode outdoor learning dan keterampilan sosial pada mata pelajaran konsep dasar IPS. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre experimental design tipe one group pretest posttest. Subjek sejumlah 52 Mahasiswa. Data penelitian ini dikumpulkan melalui Angket keterampilan sosial dan tes kemampuan analisis. Analisis data menggunakan uji deskriptif, uji prasyarat dan uji hipotesis. Uji Hipotesis menggunakan uji ANOVA berbantuan SPSS. Berdasarkan tes yang dilakukan terdapat pengaruh yang signifikan terhadap kemampuan analisis mahasiswa memperoleh hasil bahwa terdapat perbedaan kemampuan analisis mahasiswa yang memiliki keterampilan sosial tinggi memperoleh keterampilan analisis yang lebih tinggi melalui metode outdoor learning dibanding mahasiswa dengan keterampilan sosial rendah. Hasil penelitian menyimpulkan bahwa terdapat peningkatan kemampuan analisis siswa setelah diberikan metode outdoor learning dan terdapat perbedaan kemampuan prestasi belajar pada siswa dengan keterampilan sosial tinggi dan keterampilan sosial rendah. Penelitian ini diharapkan dapat membantu guru, pengelola pendidikan, dan pembuat kebijakan dalam merancang strategi pembelajaran yang lebih efektif dan relevan dengan kebutuhan siswa di era pendidikan modern.

ABSTRACT

The assumption of social studies as boring learning makes many students underestimate social studies learning which will have an impact on low analytical skills. The outdoor learning method was chosen because it encourages students to actively seek and build knowledge gained through learning outside the classroom. The application of Outdoor Learning method and social skills is expected to improve the ability to analyze. This study aims to examine the improvement of analytical skills through outdoor learning methods and social skills in basic social studies concepts. This study used a quantitative approach with a pre experimental design type one group pretest posttest. The subjects were 52 students. The data of this study were collected through social skills questionnaire and analysis ability test. Data analysis uses descriptive tests, prerequisite tests and hypothesis tests. Hypothesis testing using ANOVA test assisted by SPSS. Based on the tests carried out, there is a significant effect on the analysis ability of students, obtaining the results that there are differences in the analysis ability of students who have high social skills to obtain higher analysis skills through outdoor learning methods than students with low social skills. The results concluded that there was an increase in students' analytical skills after being given the outdoor learning method and there were differences in learning achievement abilities in students with high social skills and low social skills. This research is expected to help teachers, education managers, and policy makers in designing learning strategies that are more effective and relevant to the needs of students in the modern education era.

*Corresponding author
Email address: qcandra.sa@unisla.ac.id (Kiky Chandra Silvia Anggraini)

1. INTRODUCTION

Based on socio-cultural and geographical conditions, Indonesia consists of various ethnicities, religions and cultures, therefore Indonesia is called a multicultural nation (Atira et al., 2021; Hadis et al., 2022). The existence of various languages and interests between ethnic groups makes Indonesia a range of conflicts between community groups (Atira et al., 2021; Azizah, 2021). In addition, globalization makes technological and human developments occur so quickly that will affect various aspects of human life prone to causing conflict (Atira et al., 2021; Hadis et al., 2022; Herlina, 2022). There are various examples of ethnic, tribal, religious conflicts in Indonesia, for example religious riots in Maluku, ethnic Lampung clashes with Balinese ethnics, Surakarta ethnic clashes and others. (Harahap, 2000; Perdana et al., 2019; M. A. D. Syahputra, 2020). Not to mention the moral decline of youth resulting in juvenile delinquency, drug use, anti-social and criminality make challenges that must be addressed immediately in the global era (Hadis et al., 2022; Harun et al., 2022; K. Syahputra et al., 2020). Social studies learning is very important because in addition to equipping social knowledge, social studies also aims to form students who are sensitive to their rights and obligations in becoming good citizens, establish good interactions between members of society and the environment know the various problems that exist in society (Adhitya et al., 2022; Atira et al., 2021; Jumriani et al., 2021). Through social studies learning, we prepare future members of society who are ready and skilled to face the challenges of the times (Ginanjar et al., 2019; Herlina, 2022). Therefore, social studies learning must be carried out at every level of education starting from elementary school, junior high school, senior high school and even college (Azizah, 2021; Jumriani et al., 2021; Meldina et al., 2020).

Based on the results of observations and interviews that have been conducted with lecturers and students that have been conducted by researchers on learning activities, learning outcomes, analysis skills in the learning of basic social studies concepts in 1st semester students of the PGMI UNISLA study program are still not optimal. Based on the results of field observations made by researchers, the number of students who achieved scores according to the minimum completeness criteria (KKM) averaged 60% and a total of 40% of students still had scores below KKM. The level of student activeness is still low, and the ability to discuss is not maximized. The low ability of students in analytical skills is due to a lack of understanding of the basic concepts of social studies itself. If in the early semesters students have not been able to have the ability to analyze the basic concepts of social studies lessons then students will have more difficulty analyzing lessons on social studies subjects MI / SD and social studies learning in the next semester.

One of the learning innovations to overcome the various problems above in order to make learning become interesting and fun, as well as achieving the learning objectives, can be applied or developed through the use of Outdoor Learning (learning outside the classroom) (Agusta et al., 2018; Aprila et al., 2022; Zulfirman, 2022). There have been many studies that discuss the outdoor learning method as being able to improve learning outcomes, shape experiences and interactions (Junaedah et al., 2020; Prasetya et al., 2020; Sajjad, 2022). Through the Outdoor Learning method, students are expected to be able to overcome boredom in the classroom and feel happy and interested in the material being taught so as to increase courage in action and thinking, increase emotional intelligence, and establish social interactions between friends and even with the teacher (Handini & Hasanah, 2017; Sajjad, 2022). If students are happy and interested, it will be easy for them to learn and understand the knowledge being delivered in the classroom. This method is also able to boost student collaboration and creativity (Agusta et al., 2018; Setiyorini, 2018; Widiasmara, 2017). Through learning that will be carried out outside the classroom, students will be able to form experiences and knowledge that will later affect student learning outcomes (Agusta et al., 2018; Melyanti et al., 2022). The Outdoor Learning method solves problems in learning by utilizing the surrounding environment and observe the surrounding environment according to the materials taught (Aprila et al., 2022; Setiyorini, 2018; Zulfirman, 2022). The Outdoor Learning method uses the surrounding environment as a source of student learning by utilizing learning activities outside the classroom, parks, villages, agricultural areas, markets, and other places according to the aspects of knowledge and characters to be built. Combining contextual learning with the Outdoor Learning method, it is expected to be able to see the material in real terms instead of being limited to textbooks, making it easier to analyze learning materials and student character building (Aprila et al., 2022; Setiyorini, 2018; Wonowidjoyo, 2022). Through learning that blends with local wisdom conditions is expected because it not only shapes students' experience, but students' understanding of the material which is expected to improve learning outcomes (Agusta et al., 2018; Murwati et al., 2022). With regard to learning outcomes, the knowledge domain is divided into five levels, namely knowledge, understanding, applying, analyzing, evaluating, and creating, for HOTS levels at the level of analyzing, evaluating, and creating (Büyükalan filiz & Baysal, 2019; Susilowati & Sumaji, 2020; Zorluoğlu et al., 2020). One of the important ones is analysis skills. analysis skills is the ability to identify, separate and allow components or elements of a fact, concept,

opinion, assumption, hypothesis or conclusion and examine the components and relationships between ideas (Hanik, 2020; Setiawati, 2018; Syafi'i et al., 2018; Wibowo, 2016). Students are said to be able to have analytical skills if they can break the material into main parts and describe how these parts are connected to each other or into an overall structure or goal (Fazilla, 2020; Jannah et al., 2018; Syafi'i et al., 2018) In fact, most students have low analytical skills. Students have difficulty identifying concepts and finding supporting information or data and identifying the components of a certain knowledge (Hanik, 2020; Nurmawati & Novita, 2022). In order to improve students' analisis skills with outdoor learning method, the researcher uses social skills as a moderator variable. During the outdoor learning process, students will use their social skills such as understanding emotions, regulating their emotions, behaving well, making decisions, and establishing good interactions with friends and the environment as a learning resource (Agusta et al., 2018; Melyanti et al., 2022; Rahmanuddin et al., 2021) Social skills are skills that have been possessed since birth, but in their development are still influenced by several aspects, such as genetic factors, school learning, experience, play environment, and habits, so that social skills become a necessity that a person needs to have as a provision for the continuation of life and useful in daily life in the family and surrounding environment (Amin, 2022; Goliah et al., 2022; Ritiauw & Salamor, 2017). Social skills are a process of learning behavior that is socially acceptable, so that a person can interact with other people in ways that evoke positive responses and help avoid negative responses. Social skills can be divided into five things, namely: (1) Cooperation (cooperation): behaviors such as helping others, sharing and obeying rules; (2) Assertiveness: asking for help when in need of one and thanking; (3) Responsibility: behavior to comply with rules, telling the truth, social acceptance; (4) Empathy: behavior that shows concern, shares feelings, asks for help with problems encountered; and (5) Self-control: behavior to restrain anger, avoid conflict, control emotions (Chandra et al., 2020; C. Gresham, 2018; F. Gresham et al., 2022). Social skills help students to establish curiosity, responsibility, empathy, communication and self-control during the investigative process. Students must have social skills in order to have a good attitude and character (Amin, 2022; Goliah et al., 2022).

Based on previous research, many have used outdoor learning methods to improve learning outcomes, but so far there has been nothing specific to improve analysis skills. There is no integration of outdoor learning method with social skills to improve analysis skills. In fact, it is necessary to integrate outdoor learning methods with social skills in order to improve students' analysis skills. The absence of combining methods with social skills makes social skills less honed (Dewi, 2021; Melyanti et al., 2022; Zulfirman, 2022). It is unfortunate as fun learning methods are added with attention to the social skills possessed, students will certainly be able to improve their analytical skills. Teachers need to answer the challenges of the 21st century where learning needs to be integrated with students' social skills, so lecturers need to focus on the use of outdoor learning methods and social skills to improve students' analysis skills (Hanik, 2020; Kunt & Tortop, 2017; Purnomo et al., 2022; Simanjuntak et al., 2022). Teachers and parents need to facilitate the use of learning methods and social skills to improve achievement, especially analytical skills (Agusta et al., 2018; Rahmanuddin et al., 2021; Sajjad, 2022). This research focuses on the application of outdoor learning methods and social skills to improve students' analysis skills. in basic social studies subjects. It is expected that the use of outdoor learning methods and social skills can help students understand the basic concepts of social studies, convey knowledge of basic social studies concepts, be able to absorb and internalize the values contained in the objectives of social studies in everyday life and be sensitive to the social realities that occur in society in order to avoid various conflicts and be ready to face the demands of the times. This study aims to improve students' analysis skills, through outdoor learning methods and social skills, as well as analyzing the analytical skills of different social skills in the basic concepts of social studies course.This study focuses on the application of outdoor learning methods and social skills to improve students' analytical skills in the basic concepts of social studies course. It is expected that the use of outdoor learning methods and social skills can help students understand the basic concepts of social studies, convey knowledge of basic concepts of social studies, be able to absorb and internalize the values contained in the objectives of social studies in everyday life and be sensitive to the social realities that occur in society in order to avoid various conflicts and be ready to face the demands of the times. This study aims to improve the analysis skills. of students through outdoor learning methods and social skills, as well as analyzing the analysis skills. of different social skills in the basic concepts of social studies course.

2. METHOD

The research entitled "Improving Analysis Ability and Social Skills of Students through Outdoor Learning Method in Basic Concepts of Social Studies Course" is a quantitative type of research. Quantitative research is research by revealing a problem with the use of data in the form of systematic numbers. This research is a pre-experimental with a one group pretest posttest design, which means that before being

given treatment or learning methods in the experimental class, the subject is given a pretest question to measure the initial condition. After the experimental class is given treatment, a posttest question will be given to measure the final condition. But before being given a pretest, the researcher gave a social skills questionnaire to divide the social social skills of the research subject. The indicators of the social skills questionnaire are presented in Table 1 and analysis skills question indicator presented in Table 2.

Tabel 1. Social Skills Questionnaire Indicators

No	Aspek	Indicators
1	Collaboration	a. Joining different friends
		b. Maintain cleanliness and tidiness
		c. Utilizing free time..
		d. Following directions and instructions
		e. Ignoring distractions
2	Affirmation	a. Ask for help when in need
		b. Confident in interactions.
		c. Participates in some activities
		d. Giving compliments
		e. Inviting others to join in an activity
		f. Volunteering to help
		g. Defending a friend who is mistreated.
3	Responsibility	a. Saying good things
		b. Accepting punishment from adults
		c. Following directions and rules
		d. Reporting things appropriately
		e. Presenting a task well
4	Empathy	a. Understand the feelings of others
		b. Accepting the physical shortcomings of friends
		c. Feeling sorry for the bad things that happen to others
		d. Listening to friends who tell about their problems
		e. Expressing according to the situation
		f. Defending friends who do not get fair treatment.
		g. Ignoring temptations or distractions
5	Self-Control	a. Expressing disagreement without anger
		b. Avoiding things that cause problems
		c. Compromise with others' opinions
		d. Controlling emotions
		e. Accepting criticism without getting angry
		f. Responding appropriately to others' behavior.
		g. Refuse something politely

Table 2. Analysis Skills Question Indicator

	NO	Indicator	Sub ndicator
Analysis Skills	1	Ability to break down the whole into its constituent component parts	1. Understand the meaning of its constituent components 2. Able to know the function of the constituent Able to know the function of the constituen 3. Able to know the origin of the constituent component parts
	2	Ability to Form relationship between its constituent components	1. Able to connect between its constituent components 2. Able to identify relationship between components and the problem 3. Able to analyze the relationship between components

The research subjects were PGMI UNISLA totaling 52 students. Data collection is done by giving a social skills questionnaire, analysis ability test in the form of pretest and posttest. Data testing techniques will be carried out descriptive tests, prerequisite tests and hypothesis tests. To test the hypothesis using the ANOVA test using SPSS. To clarify the research, the research framework are presented in Figure 1.
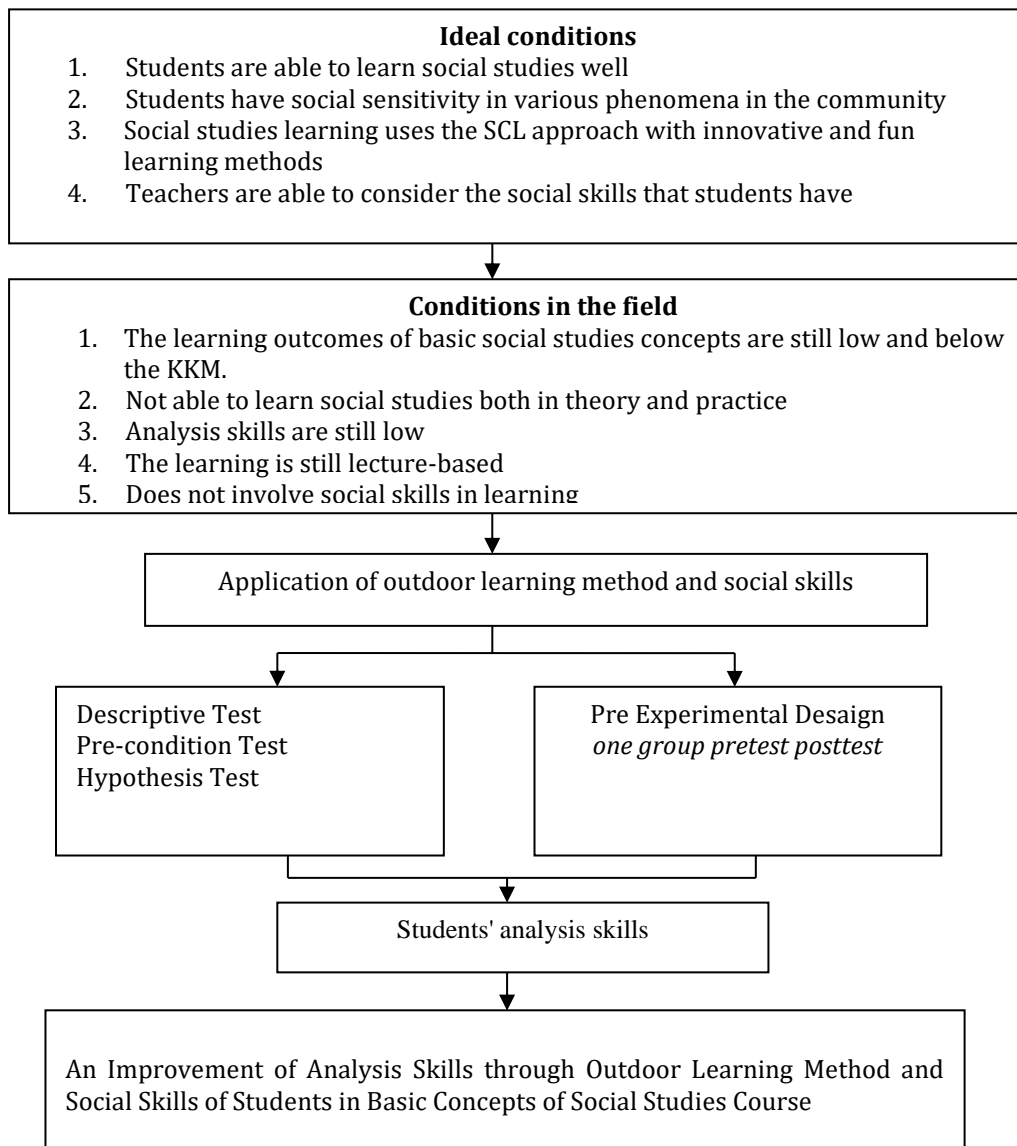
Ideal conditions
1. Students are able to learn social studies well
2. Students have social sensitivity in various phenomena in the community
3. Social studies learning uses the SCL approach with innovative and fun learning methods
4. Teachers are able to consider the social skills that students have

Conditions in the field
1. The learning outcomes of basic social studies concepts are still low and below the KKM.
2. Not able to learn social studies both in theory and practice
3. Analysis skills are still low
4. The learning is still lecture-based
5. Does not involve social skills in learning

Application of outdoor learning method and social skills

Descriptive Test
Pre-condition Test
Hypothesis Test

Pre Experimental Desaign
one group pretest posttest

Students' analysis skills

An Improvement of Analysis Skills through Outdoor Learning Method and Social Skills of Students in Basic Concepts of Social Studies Course

Figure 1. Framework Reseacrh

3. RESULT AND DISCUSSION

Result

This research was conducted on freshman PGMI UNISLA. The research meeting was conducted five times. In the first meeting, students were distributed a pretest to find out their initial condition. The test is given in the form of a written test which must be done in groups. The second to fourth meetings were carried out by implementing outdoor learning for research subjects and the fifth meeting was carried out by posttest. At the first meeting, the researcher also conducted tests on student social skills. Social skills are classified into two, namely high skills and low skills. The classification of social skills is based on the median score of the social skills questionnaire. The median score of social skills is 74. Thus, those who scored above 74 are classified into high social skills and those below 74 are categorized into low social skills. The results of PGMI students' social skills are presented in Figure 2.
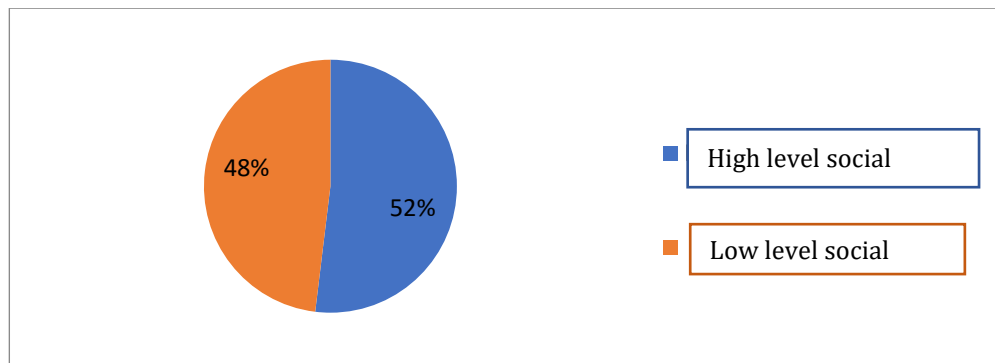
Figure 2. Social Skills of PGMI UNISLA Students

Based on Figure 2, it is known that the 52 PGMI UNISLA students were divided into two groups, namely the group with high social skills of 27 students or 52%, whereas the group with low social skills consisted of 25 students or 48%. This test is needed to determine differences in students' analytical abilities for students with high social skills and low social skills. In order to measure students' analysis skills, the researcher conducted two tests, namely the pretest and posttest. Pretests are used to determine students' initial abilities before being given the treatment, the Outdoor Learning method, while the second test is given after the implementation of Outdoor Learning is given. A recap of the pretest posttest scores for the analysis skills of the first semester PGMI UNISLA students are presented in Table 3.

Table 3. Recapitulation of Students' Pretest and Posttest Analysis Skills

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	52	30	70	48.65	9.347
Posttest	52	75	100	86.35	7.148
Valid N (listwise)	52				

Based on Table 3, it is known that the pretest score reached an average of 48.68 with a minimum score of 30 and a maximum score of 70. Meanwhile, the posttest score has an average score of 86.35 with a minimum score of 75 and a maximum score of 100. Based on the scores of analysis skills, the posttest score is higher compared to pretest score or before the Outdoor Learning treatment. Furthermore, the researcher examined the differences in the analysis skills of students with high social skills and low social skills. The results of differences in the analysis skills of students who have high social skills and low social skills are displayed on Table 4.

Table 4. Differences in the Average Score of Student Analysis Skills Associated with Social Skills

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
High Social Skills	27	90.19	6.720	1.293	87.53	92.84	75	100
Low Social Skills	25	82.20	5.017	1.003	80.13	84.27	75	95
Total	52	86.35	7.148	0.991	84.36	88.34	75	100

Based on Table 4 , it is discovered that the group with high social skills has an average analysis skills score of 90.19 with a standard deviation of 6.720 with a minimum score of 75 and a maximum score of 100. On the other hand, the group with low social skills has an average analysis skills of 82.20 with a standard deviation of 5,071 with a minimum score of 75 and a maximum score of 95. It can be seen if the analytical ability score on the posttest has a higher score than the score obtained in the pretest. There is a difference in the average score of the analysis skills of students with low and high social skills, where students with high social skills obtained a higher average analysis skills score. This is shown in Figure 3 below.
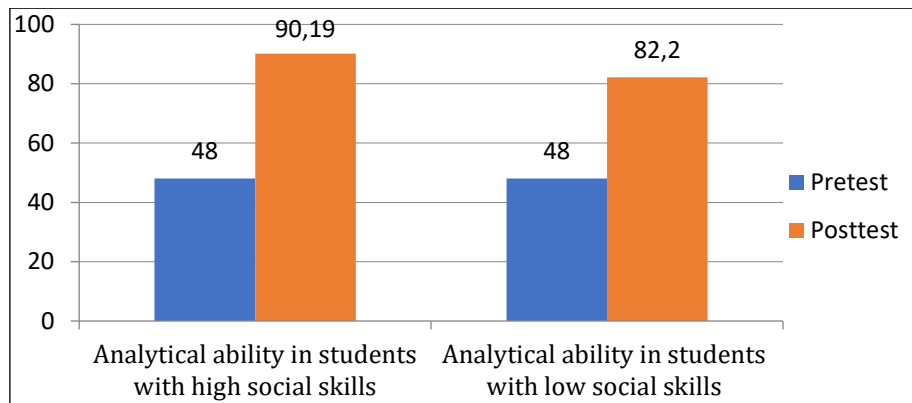
Figure 3. Analytical abilities based on the Social Skills in First Semester Students of PGMI UNISLA

To test the average difference through the ANOVA test, pre-condition tests must be carried out, namely the normality test and homogeneity test. The prerequisite test are presented in Table 5.

Table 5. Normality Test Results

	Social Skills	**Kolmogorov-Smirnov[a]**			**Shapiro-Wilk**		
		Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Analytical	High Social Skills	0.193	27	0.011	0.931	27	0.072
Abilities	Low Social Skills	0.232	25	0.001	0.874	25	0.005
a. Lilliefors Significance Correction							

Based on Table 2, it is obtained that the value of good analysis skills from the high social skills group is 0.011 < Sig 0.05 and the low social skills group is 0.001 < sig 0.05. Based on the Kolmogrov Smirnov test, the value of analysis skills in both groups of social skills is smaller than 0.005, which means that the data has a normal distribution. The homogeneity of variance test is needed to examine whether the samples came from the same group. The variance homogeneity test are presented in Table 6 and the variance homogeneity test are presented in Table 7.

Table 6. Research Data Description

	N	**Mean**	**Std. Deviation**	**Std. Error**	**95% Confidence Interval for Mean**		**Minimum**	**Maximum**
					Lower Bound	**Upper Bound**		
High Skills	27	90.19	6.720	1.293	87.53	92.84	75	100
Low Skills	25	82.20	5.017	1.003	80.13	84.27	75	95
Total	**52**	**86.35**	**7.148**	**0.991**	**84.36**	**88.34**	**75**	**100**

Table 7. Variance Homogeneity Test

		Levene Statistic	**df1**	**df2**	**Sig.**
Analysis skills	Based on Mean	0.852	1	50	0.360
	Based on Median	0.721	1	50	0.400
	Based on Median and with adjusted df	0.721	1	49.748	0.400
	Based on trimmed mean	0.965	1	50	0.331

Based on the homogeneity variance test, it is explored that the analysis skills has a sig 0.360 > sig 0.05. Because the sig value is greater than 0.005, the analytical ability is a homogeneous group. As it has fulfilled the pre-condition hypothesis test, the research data is then processed using the ANOVA test. The hypothesis test using ANOVA are presented in Table 8.

Table 8. Hypothesis Test Using ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	827.695	1	827.695	23.275	0.000
Within Groups	1778.074	50	35.561		
Total	**2605.769**	**51**			

Based on Table 8, it is discovered that if the sig value is 0.00 which is smaller than (0.000 < sig 0.05), the hypothesis in this study is to accept Ha and reject Ho. Thus, the hypothesis in this study reads: There are differences in students' analysis skills through the Outdoor Learning method with different social skills in the social studies basic concept course in first semester students of *PGMI* UNISLA.

Discussion

Outdoor learning method is one of the student-centered learning innovations (Setyabudi et al., 2022; Tesalonika et al., 2022). The application of the outdoor learing method begins with the lecturer explaining the learning objectives and later the students will be divided into groups. By working in groups, students will be more trained in social skills (Amin, 2022; Purnomo et al., 2022). Lecturers invite students to go to a predetermined location and will be given tasks to do which will later be discussed among friends and presented. Students must observe the surroundings in order to be able to analyze according to the tasks that have been given. For this reason, the lecturer helps students guide and direct during the observation, this is so that students are able to improve their analysis skills (Prasetya et al., 2020; Setyabudi et al., 2022). The last step is sharing about obstacles or difficulties when conducting research and closed by drawing conclusions by students and lecturers. The steps of the Outdoor Learning method appear in the Table 9.

Table 9. Outdoor Learning Method Steps

Stages	Outdoor Learning Method Steps
Preliminary	Determine learning objectives
	Determine the location of learning outside the classroom
	Group Distribution
	Assigning group assignments and assessment distribution
Main	Make observations according to the material and assignments given
	Provide direction and guidance on ongoing observations
	Discussion with group members
	Presentation of discussion results and questions and answers
Conclusion	Sharing sessions of obstacles or difficulties during observations
	Drawing Conclusion

During the learning process, the application of the outdoor learning method ran smoothly. It begins with the lecturer determining learning objectives and the location that will be used as a place of learning. According to the courses that will be taught, the students' assignment aims to analyze the interdisciplinary social sciences and find out its constituent components. This research takes a different location at each meeting. The first location is in the campus environment while the second location is in the town square of Lamongan, East Java. The use of the surrounding environment plays a role as a source of student learning for example, the environment around the school, square, museum, market, etc (Dewi, 2021; Melyanti et al., 2022; Setyabudi et al., 2022; Suharwati & Rahman, 2018). Students are given problems or questions that must be worked on in groups, the answers to which must be made by making observations around the specified location. This is in accordance with the outdoor learning method which is useful for solving problems by utilizing the surrounding environment (Sajjad, 2022; Setiawan & Mulyati, 2020; Setiyorini, 2018). By working with groups when conducting research, discussing and answering questions raised by lecturers, students will be able to increase cooperation, creativity and shape their own knowledge and experience (Agusta et al., 2018; Melyanti et al., 2022; Rahmanuddin et al., 2021). The urgency in the ability to work together and communicate honed the social skills they have. One indicator of social skills is the ability to cooperate and communicate (Chandra et al., 2020; Simanjuntak et al., 2022). Based on Figure 1, it is known that the social skills of the research subjects were divided into two, namely as many as 27 students or 52% had high social skills and as many as 25 or 48% had low social skills. The division of this group is needed for further analytical ability testing. There are many factors that will affect students' analytical skills, namely student characteristics, experience, learning atmosphere and the environment around students (Amin, 2022; Murwati et al., 2022; Parwati et al., 2018; Widiana et al., 2017). One of the characteristics of

students is social skills. Groups of students who have social skills will find it easier to do the assignments given by the lecturer. Social skills in learning include the ability to work with friends to gather information, be able to follow directions from the lecturer, carry out assignments with full responsibility, listen to input from lecturers and friends, communicate well, and be able to adapt in using various learning resources (F. Gresham et al., 2020; Hutchins et al., 2020; Simanjuntak et al., 2022). All of this requires social skills, in which students with high social skills will find it much easier to improve their analysis skills. According to the stages to achieve analytical skills, students begin to build knowledge by finding out the meaning, the constituent components, the functions of the components and are able to connect causal relationships between components by seeing and observing conditions outside the classroom / outdoor according to the location and material specified. in which there were two stages in analytical ability, namely determining the concept and determining the theorem (Bezusova et al., 2017; Fazilla, 2020). Defining concepts is useful for decomposing the whole into its parts and forming relationships between the parts of the whole by distinguishing the general from the different, the essential from the unimportant. Students will analyze both its meaning, function, constituent components and functions between components. In the learning process, students are allowed to open all learning resources, but the lecturer still directs and guides during the information search process so that the information obtained is correct. This will build communication, cooperation and multi-directional interaction between lecturers and students (Amin, 2022; Parwati et al., 2018).

At the analysis stage, students will observe a phenomenon that will be studied according to the chosen social science discipline, for example, students who are part of the economics group observe the phenomenon of street vendor centers in the square. Students in groups carry out the stages of analysis, namely: 1) Finding out the meaning of street food centers 2). finding out the components that make up street food centers 3) knowing the function of each component that makes up street food centers 4). connecting the causes and effects of street food centers for people's lives. At the stage of developing analysis skills, students are required to develop knowledge in connection with the experiences they have had, so that learning will be more meaningful (Junaedah et al., 2020; Setyabudi et al., 2022). During the observation process, discussing according to the stages of analysis, students will use their social skills. Social skills will help individuals in their ability to speak, express ideas in accordance with feelings so as to be able to solve social problems in all aspects of life (Anggraini, 2022; Yusuf et al., 2018). Social skills as an ability or important capital for individuals to achieve emotional and behavioral readiness on campus. The function of social skills on campus is to develop social relationships with lecturers, how to speak, and students, and be able to adjust to learning activities and demands (Walker & Barry, 2018; Yun & Lee, 2017). So, students who have good social skills will have good learning achievement (Purnomo et al., 2022; Rahmanuddin et al., 2021; Sajjad, 2022). Based on the hypothesis testing that has been done, students who are given the outdoor learning method treatment have better analysis skills than before, this is appropriate because the outdoor learning method is able to improve critical thinking, help character building and student knowledge development (Tuuling et al., 2019; Wonowidjoyo, 2022)

Students' analytical abilities will not increase if there is no significant interaction with outdoor learning methods and social skills. Students must be able to carry out the instructions given by the lecturer properly and work together and establish good communication with fellow friends in answering questions from the lecturer. The outdoor learning method is suitable in combination with teamwork, discussion, and communication skills, which are components of social skills (Owen et al., 2022; Prince & Diggory, 2022). Social skills will also help students communicate well, express ideas according to feelings so that they are able to solve social problems in all aspects of life (Hutchins et al., 2020). which means that students with outstanding social skills will have good learning achievements outdoor learning methods and social skills impact greatly in increasing students' analysis skills, because during the learning process, the outdoor learning method occurs, students always use their social skills and students with high social skills will have higher analysis skills compared to students with low social skills. This is in accordance with constructive learning theory where through outdoor learning methods and fun social skills it will make it easier for students to understand concepts, broaden their horizons and experiences, interact with others so that learning motivation will be higher which will be followed by higher analysis skills and get significant scores (Andini & Miaz, 2022; Syahrul, 2017). In addition, if learning is done outside the classroom, it will make students remember the activities and knowledge contained therein so that the ability to analyze will increase (Prince & Diggory, 2022; Wonowidjoyo, 2022). Based on the results of this study can be concluded if the treatment of providing learning methods conducted by researchers to address the problem of low analytical skills in learning basic concepts is appropriate. This is evidenced if the value of analysis skills of students has increased. Lecturers should be able to overcome the stigma of social studies as a boring course learning outcomes are still not to the realm of HOTS, and learning does not integrate with students' social skills, therefore, outdoor learning method is expected to be a reference for educators to innovate in learning

so that learning takes place fun and effective. Moreover, in addition to students by learning the basic concepts of social studies with outdoor elarning will make students have the ability to analyze, plus if the PGMI Study Program students are prospective teachers, so it is expected that when graduating later able to provide innovative methods in learning social studies and pay attention to social skills to improve the ability to analysis. This study still has limitations, one of which is that it only uses four meetings of the Outdoor Learning method, so the results are not considered optimal. It is hoped that further research can deepen and broaden the scope of research, especially in the use of Outdoor Learning methods on other variables.

4. CONCLUSION

One of the problems in the *Madrasah Ibtidaiyah* Education study program is the lack of students' analytical skills, especially in learning the basic concepts of social studies. Students were brought to a certain location make observations on the material to be taught. During the research, students were classified into two groups, namely students with high social skills and low social skills whose analytical skills would later be known. The implementation of learning with Outdoor Learning methods is expected to be able to overcome boring, less innovative learning and increase student participation and improve learning outcomes. The results of the study concluded that there was an increase in students' analytical abilities after being given outdoor learning methods and there were differences in learning achievement abilities for students with high social skills and low social skills.

5. ACKNOWLEDGEMENT

6. REFERENCES

Adhitya, M., Putra, H., Rezky, M., Handy, N., & Mangkurat, U. L. (2022). Identifikasi Nilai Budaya Masyarakat Sungai Jelai Basirih Selatan Sebagai Sumber Belajar IPS. *Pakis: Publikasi Berkala Pendidikan Ilmu Sosial*, *2*(September), 31–41. https://doi.org/10.20527/pakis.v2i2.6221.

Agusta, A. R., Setyosari, P., & C, Sa'dijah. (2018). Implementasi Strategi Outdoor Learning Variasi Outbound Untuk Meningkatkan Kreativitas dan Kerjasama Siswa Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *3*(4), 453–459. https://doi.org/http://dx.doi.org/10.17977/jptpp.v3i4.10745.

Amin, M. A. S. (2022). Peran Guru Dalam Pengembangan Keterampilan Sosial Siswa Di SDN 1 Jatipamor. *Jurnal Cakrawala Pendas*, *8*(1), 195–202. https://doi.org/https://doi.org/10.31949/jcp.v8i1.1930.

Andini, S. R., & Miaz, Y. (2022). The Effect of the Cooperative Course Review Hooray Learning Model on Students' Learning Outcomes. *Jurnal Pendidikan Indonesia*, *11*(4), 585–592. https://doi.org/https://doi.org/10.23887/jpiundiksha.v11i4.54423.

Anggraini, K. C. S. (2022). *Model Pembelajaran Inkuiri Terbimbing dan Keterampilan Sosial*. Nawa Litera Publisihing.

Aprila, kiki, Destiniar, & Mega prasrihamni. (2022). Pengaruh Model Outdoor Learning Terhadap Keterampilan Menulis Puisi Siswa SD Negeri 6 Rambang. *Jurnal Ilmu Pendidikan*, *2*(1), 22–30. https://doi.org/https://doi.org/10.31004/irje.v2i1.33.

Atira, Babo, R., & M, M. (2021). The Effect of Problem-Based Collaborative Learning Model on Motivation and Problem-Solving Ability In Social Studies Learning for 5th Grade Elementary School Students. *Indonesian Journal of Primary Education*, *5*(1), 23–31. https://doi.org/10.17509/ijpe.v6i1.44166.

Azizah, A. A. M. (2021). Analisis Pembelajaran IPS Di SD/MI Dalam Kurikulum 201. *JMIE (Journal of Madrasah Ibtidaiyah Education)*, *5*(1), 1. https://doi.org/10.32934/jmie.v5i1.266.

Bezusova, T. A., Richter, T. V., Sugrobova, N. Y., Chugainova, L. V., & Shestakova, L. G. (2017). Types of Work in Forming Analytic and Synthetic Activity Skills in Teaching the Algebra Course. *Eurasia: Journal of Mathematics, Science and Technology Education*, *13*(11), 7257–7267. https://doi.org/10.12973/ejmste/79443.

Büyükalan filiz, S., & Baysal, S. B. (2019). Analysis of Social Studies Curriculum Objectives According to Revised Bloom Taxonomy. *Inonu University Journal of the Faculty of Education*, *20*(2019), 234–253. https://doi.org/10.17679/inuefd.435796.

Chandra, K., Degeng, I. N. S., Kuswandi, D., & Setyosari, P. (2020). Effect of guided inquiry learning model and social skills to the improving of students' analysis skills in social studies learning. *Journal for*

the Education of Gifted Young Scientists, *8*(1), 603–622. https://doi.org/10.17478/JEGYS.654975.

Dewi, K. T. (2021). Pengaruh Pembelajaran Luar Kelas (Outdoor Learning) Berbentuk Jelajah Lingkungan Dan Motivasi Terhadap Hasil Belajar Biologi Siswa Kelas X SMA Negeri 1 Gianyar. *Wahana Matematika Dan Sains: Jurnal Matematika, Sains, Dan Pembelajarannya*, *15*(1), 110–120. https://doi.org/10.23887/wms.v15i1.31695.

Fazilla, S. (2020). Kemampuan Analisis Masalah Mahasiswa PGMI dalam Pembelajaran Daring (online) Pada Masa Covid 19. *Pionir*, *2*(2), 50–62. https://doi.org/10.22373/pjp.v9i2.8992.

Ginanjar, A., Putri, N. A., Nisa, A. N. S., Hermanto, F., & Mewangi, A. B. (2019). Implementasi Literasi Digital Dalam Proses Pembelajaran Ips Di SMP Al-Azhar 29 Semarang. *Harmony*, *4*(2), 99–105. https://doi.org/10.15294/harmony.v4i2.36136.

Goliah, M., Miftahul Jannah, & Ujang Jamaludin. (2022). Strategi Pengintegrasian Kearifan Lokal dalam Pembelajaran Sekolah Dasar untuk Mengembangkan Keterampilan Sosial Anak melalui Permainan Tradisional Petak Umpet. *Jurnal Pendidikan Dan Konseling*, *4*, 2556–2560. https://doi.org/10.31004/jpdk.v4i6.9490.

Gresham, C. (2018). *A teachers ' Perspective on Technologies Impacting on Socialisation Levels of Children with Imaginary Friends* (Issue March). Department of Psychology Dublin Business School.

Gresham, F., Elliott, S., & Altman, R. (2020). Psychometric Fundamentals of the Social Skills Improvement System: Social–Emotional Learning Edition Rating Forms. *Assessment for Effective Intervention*, *45*(3). https://doi.org/10.1177/1534508418808598.

Gresham, F., Elliott, S., Metallo, S., Byrd, S., Wilson, E., Erickson, M., & Altman, R. (2022). Psychometric Fundamentals of the Social Skills Improvement System: Social–Emotional Learning Edition Rating Forms. *Assessment for Effective Intervention*, *45*(3), 194–209. https://doi.org/10.1177/1534508418808598.

Hadis, H., Muslimin, A. A., & Idawati. (2022). Application of Multicultural Education in Social Science Learning in Class V Elementary School. *Indonesian Journal of Primary Education*, *6*(2), 115–122. https://doi.org/https://doi.org/10.17509/ijpe.v6i2.46212.

Handini, M. C., & Hasanah, L. N. (2017). The Enhancement Adversity Quotient Through Outbound Play Activities. *ASSEHR: Advances in Social Science, Education and Humanities Research*, *58*, 336–342. https://doi.org/10.2991/icece-16.2017.58.

Hanik, N. R. (2020). Implementasi Model Pembelajaran Komparasi yang Diintegrasikan dengan Pendekatan Kolaboratif Ditinjau dari Kemampuan Analisis Mahasiswa. *Jurnal Komunikasi Pendidikan*, *4*(2), 114–122. https://doi.org/https://doi.org/10.32585/jkp.v4i2.681.

Harahap, S. (2000). Konflik Etnis dan Agama di Indonesia. *Jisa: Jurnal Ilmiyah Sosiologi Agama*, *1*(2). https://doi.org/http://dx.doi.org/10.30829/jisa.v1i2.5096.

Harun, H., Muh. Yusuf, M. Y., & Darnawati, D. (2022). Pembinaan Budi Pekerti Dalam Pembelajaran PPKN Pada Siswa Di MTS Pesri UMMUSABRI Kendari. *Jurnal Wahana Kajian Pendidikan IPS*, *5*(2), 62. https://doi.org/10.33772/jwkp-ips.v5i2.27962.

Herlina. (2022). Pentingnya Peran Guru Dalam Inovasi Pendidikan Pada Proses Kegiatan Pembelajaran. *Inovasi Pendidikan*, *1*(1), 45–51. https://doi.org/10.20527/tmkm.v1i1.444.

Hutchins, N. S., Burke, M. D., Bowman-Perrott, L., Tarlow, K. R., & Hatton. (2020). The Effects of Social Skills Interventions for Students With EBD and ASD: A Single-Case Meta-Analysis. *Behavior Modification*, *44*(5), 773–793. https://doi.org/10.1177/0145445519846817.

Jannah, S. W., Saptono, S., & Lisdiana. (2018). Pengembangan Bahan Ajar Sistem Reproduksi Manusia Berwawasan Religi Sains Untuk Meningkatkan Kemampuan Analisis Siswa Ma. *Prosiding Seminar Nasional Pendidikan Biologi*, 186–190.

Jumriani, Syaharuddin, & Mutiani. (2021). Komponen Kurikulum IPS di Sekolah Dasar pada Kurikulum 2013. *Jurnal Basicedu*, *5*(3), 1120–1129. https://doi.org/10.31004/basicedu.v5i4.1111.

Junaedah, J., Thalib, S. B., & Ahmad, M. A. (2020). The Outdoor Learning Modules Based on Traditional Games in Improving Prosocial Behaviour of Early Childhood. *International Education Studies*, *13*(10), 88. https://doi.org/10.5539/ies.v13n10p88.

Kunt, K., & Tortop, H. S. (2017). Examination of science and technology teachers' attitude and opinions related giftedness and gifted education in Turkey. *Journal for the Education of Gifted Young Scientists*, *5*(1), 37–54. https://doi.org/10.17478/JEGYS.2017.53.

Meldina, T., Melinedri, M., Agustin, A., & Harahap, S. H. (2020). Integrasi Pembelajaran IPS pada Kurikulum 2013 di Sekolah Dasar. *Ar-Riayah : Jurnal Pendidikan Dasar*, *4*(1), 15. https://doi.org/10.29240/jpd.v4i1.1572.

Melyanti, E. D., Malihah, E., & Andari, R. (2022). Outdoor Learning Activity Terhadap Perkembangan Sosial Emosional Anak Usia Dini. *Jurnal Inovasi Penelitian*, *3*(2), 4751–4754. https://doi.org/https://doi.org/10.47492/jip.v3i2.1742.

Murwati, Y., Sumardjoko, B., & Prastiwi, Y. (2022). Thematic Learning Based on Local Wisdom in the New Normal Time in Elementary School. *JPI: Jurnal Pendidikan Indonesia*, *11*(3), 388–396. https://doi.org/https://doi.org/10.23887/jpiundiksha.v11i3.47039.

Nurmawati, L., & Novita, D. (2022). Application of a guided inquiry learning model assisted by a student worksheet to improve high school students analytical skills. *Jurnal Pijar Mipa*, *17*(1), 106–111. https://doi.org/10.29303/jpm.v17i1.3251.

Owen, R., Priest, S., & Kotze, A. (2022). Applying Behaviour Analysis to Team-Building in Outdoor Learning. *Journal of Adventure Education and Outdoor Learning*. https://doi.org/https://doi.org/10.1080/14729679.2022.2127113.

Parwati, N. N., Sudiarta, I. G. P., Mariawan, I. M., & Widiana, I. W. (2018). Local wisdom-oriented problem-solving learning model to improve mathematical problem-solving ability. *Journal of Technology and Science Education*, *8*(4), 310–320. https://doi.org/10.3926/jotse.401.

Perdana, Y., Sumargono, & Rachmedita, V. (2019). Integrasi Sosiokultural Siswa dalam Pendidikan Multikultural Melalui Pembelajaran Sejarah. *Jurnal Pendidikan Sejarah*, *8*(2), 79–98. https://doi.org/https://doi.org/10.21009/JPS.082.01.

Prasetya, S. P., Bayu, N., & Ali, S. (2020). Effectiveness Of Outdoor Learning Optimization Program In Learning Social Studies. *JPI: Jurnal Pendidikan Indonesiarnal Pendidikan Indonesia*, *9*(2), 314–327. https://doi.org/10.23887/jpi-undiksha.v9i2.19160.

Prince, H. E., & Diggory, O. (2022). Recognition and Reporting of Outdoor Learning in Primary Schools in England. *Journal of Adventure Education and Outdoor Learning*. https://doi.org/https://doi.org/10.1080/14729679.2023.2166544.

Purnomo, C., Heynoek, F. P., & Kurniawan, R. (2022). Pengembangan perangkat pembelajaran berbasis keterampilan sosial menggunakan teaching personal and social responsibility pada materi kebugaran jasmani. *Jurnal Pendidikan Jasmani Indonesia*, *18*(2), 128–143. https://doi.org/10.21831/jpji.v18i2.48447.

Rahmanuddin, F., Sudarmiatin, S., & Wahjoedi, W. (2021). Penerapan Model Pembelajaran Kooperatif tipeTwo Stay Two Stray dengan Outdoor Study terhadap Keterampilan Sosial dan Hasil Belajar IPA pada Kelas V. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *6*(8), 1269. https://doi.org/10.17977/jptpp.v6i8.14959.

Ritiauw, S. P., & Salamor, L. (2017). Mengembangkan Keterampilan Berpikir Kritis Siswa Sekolah Dasar Melalui Implementasi Model Pembelajaran Sosial Inkuiri. *Jurnal Pedagogika Dan Dinamika Pendidikan*, *6*(1), 1–11. https://doi.org/10.30598/pedagogikavol4issue1page42-56.

Sajjad, A. M. (2022). Implementasi strategi pembelajaran outdoor learning dalam mata pelajaran ips di mi sabilul muttaqin bungkal. *Jurnal Pendidikan Madrasah Ibtidaiyah*, *2*(2), 1–25. https://doi.org/https://doi.org/10.55380/ies.v2i2.367.

Setiawan, I., & Mulyati, S. (2020). Implementasi Nilai Kearifan Lokal Dalam Pembelajaran Ips. *Jurnal Ilmiah Pendidikan Dasar*, *7*(2), 121. https://doi.org/10.30659/pendas.7.2.121-133.

Setiawati, R. (2018). Peningkatan Kemampuan Analisis Transaksi Dalam Menyusun Jurnal Dengan Model Problem Based Learning Melalui Pengamatan BT/ BK. *Inopendas Jurnal Ilmiah Kependidikan.*, *1*(1). https://doi.org/https://doi.org/10.24176/jino.v1i1.2310.

Setiyorini, N. D. (2018). Pembelajaran Kontekstual Ipa Melalui Outdoor Learning Di Sd Alam Ar-Ridho Semarang. *Journal Al-Mudarris*, *1*(1), 30. https://doi.org/10.32478/al-mudarris.v1i1.97.

Setyabudi, I., Santoso, D. K., & Istikomayanti, Y. (2022). Perancangan Taman Edukasi Sebagai Upaya Mendukung Outdoor learing process di Sekolah. *AKSEN: Journal of Design and Creative Industry*, *7*(1), 60–71. https://doi.org/https://doi.org/10.37715/aksen.v7i1.3130.

Simanjuntak, W. F., Husein, R., & Sudrajat, A. (2022). Model Inkuiri Terbimbing dan Keterampilan Sosial terhadap Hasil Belajar IPS Siswa Kelas V Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, *4*(6), 7477–7490. https://doi.org/https://doi.org/10.31004/edukatif.v4i6.4076.

Suharwati, S. I., & Rahman, A. M. (2018). Menumbuhkan Karakter Cinta Lingkungan dalam Pembelajaran IPS di Sekolah Dasar Melalui Outdoor Study. *Seminar Musyawarah Nasional*.

Susilowati, Y., & Sumaji. (2020). Interseksi Berpikir Kritis Dengan High Order Thinking Skill (Hots) Berdasarkan Taksonomi Bloom. *Silogisme*, *5*(2), 62–71. https://doi.org/10.24269/silogisme.v5i2.2850.

Syafi'i, A., Marfiyanto, T., & Rodiyah, S. K. (2018). Studi Tentang Prestasi Belajar Siswa Dalam Berbagai Aspek Dan Faktor Yang Mempengaruhi. *Jurnal Komunikasi Pendidikan*, *2*(2), 115. https://doi.org/https://doi.org/10.32585/jkp.v2i2.114.

Syahputra, K., Romli, M. E., & Nurlela, N. (2020). Penerapan Layanan Bimbingan Kelompok dalam Mencegah Kenakalan Remaja. *Bulletin oF Counseling and Psychotherapy*, *2*(1), 5–8. https://doi.org/https://doi.org/10.51214/bocp.v2i1.27.

Syahputra, M. A. D. (2020). Peranan Pendidikan IPS dalam Pencegahan Konflik Melalui Pendidikan Perdamaian. *Jurnal Pendidikan IPS Indonesia*, *4*(1), 33–41. https://doi.org/https://doi.org/10.23887/pips.v4i1.3036.

Syahrul, S. (2017). Penerapan Metode Fun Learning Untuk Meningkatkan Hasil Belajar Bahasa Indonesia Siswa Kelas Vii Smp Negeri 1 Tompobulu Kabupaten Gowa. *Konfiks : Jurnal Bahasa Dan Sastra Indonesia*, *3*(1), 63. https://doi.org/10.26618/jk.v3i1.385.

Tesalonika, A., Dwikurnaningsih, Y., & Ismanto, B. (2022). A Training Module for Project-Based Learning with Google Workspace in the Merdeka Curriculum Management. *Jurnal Pendidikan Indonesia*, *11*(4), 610–617. https://doi.org/10.23887/jpiundiksha.v11i4.53879.

Tuuling, L., Tiia, Õ., & Ugaste, A. (2019). Teachers' opinions on utilizing outdoor learning in the preschools of Estonia. *Journal of Adventure Education and Outdoor Learning*, *19*(4), 358–370. https://doi.org/https://doi.org/10.1080/14729679.2018.1553722.

Walker, J. D., & Barry, C. (2018). Assessing and Supporting Social-Skill Needs for Students With High-Incidence Disabilities. *Teaching Exceptional Children*, *51*(1), 18–30. https://doi.org/10.1177/0040059918790219.

Wibowo, S. B. (2016). Benarkah Self Esteem Mempengaruhi Prestasi Akademik? *Humanitas*, *13*(1), 72. https://doi.org/10.26555/humanitas.v13i1.3846.

Widiana, I. W., Bayu, G. W., & Jayanta, I. N. L. (2017). Pembelajaran Berbasis Otak (Brain Based Learning), Gaya Kognitif Kemampuan Berpikir Kreatif Dan Hasil Belajar Mahasiswa. *JPI : Jurnal Pendidikan Indonesia*, *6*(1), 1–15. https://doi.org/10.23887/jpi-undiksha.v6i1.8562.

Widiasmara, N. (2017). Studi pendahuluan : Keterampilan sosial siswa sekolah dasar inklusi di kota yogyakarta. *Peran Keluarga Dan Sekolah Mengantar Anak Bahagia Dan Berprestasi*, *October*. https://doi.org/https://doi.org/10.23887/jpiundiksha.v11i2.41572.

Wonowidjoyo, M. (2022). Rethinking art education through integrating outdoor learning practices as sites of memory. *Journal of Adventure Education and Outdoor Learning*, *22*(4), 355–384. https://doi.org/https://doi.org/10.1080/14729679.2022.2054838.

Yun, Y. J., & Lee, K. J. (2017). Social skills as a moderator between R&D personnel's knowledge sharing and job performance. *Journal of Managerial Psychology*, *32*(5), 387–400. https://doi.org/10.1108/JMP-05-2016-0156.

Yusuf, M., Tarjiah, I., & Satibi, O. (2018). Penerapan Metode Simulasi Untuk Meningkatkan Keterampilan Sosial Siswa Dalam Pembelajaran Ips. *Jurnal Tunas Bangsa*, *5*(2), 124–132. https://doi.org/http://dx.doi.org/10.17977/jip.v23i1.10752.

Zorluoğlu, Levent, S., & Güven, Ç. (2020). Analysis of 5th Grade Science Learning Outcomes and Exam Questions According to Revised Bloom Taxonomy. *Journal of Educational Issues*, *6*(1), 58. https://doi.org/10.5296/jei.v6i1.16197.

Zulfirman, R. (2022). Implemetasi Metode Outdoor Learning Dalam Peningkatan Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam di MAN 1 Medan. *Jurnal Penelitian , Pendidikan Dan Pengajaran*, *3*(2), 147–153. https://doi.org/http://dx.doi.org/10.30596%2Fjppp.v3i2.11758.g7769.