

THE INFLUENCE OF OUTDOOR STUDY MODEL AND LEARNING MOTIVATION ON SOCIAL SCIENCES LEARNING OUTCOMES

Anindia Putri Febriana^{1*}, Saiful Amin¹, Muchammad Akbar Kurniawan¹ & Linda Maulidiah²

¹Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

²School of Geography, Nanjing Normal University, Nanjing, China

*19130054@student.uin-malang.ac.id, amin.ge087@pips.uin-malang.ac.id,
210102110072@student.uin-malang.ac.id, 31212003@njnu.edu.cn

ABSTRACT

This study aims to (1) determine the effect of the outdoor study learning model on student learning outcomes, (2) determine the effect of learning motivation on student learning outcomes, and (3) determine the effect of the interaction between the outdoor study learning model and learning motivation on student learning outcomes. This research method uses a quasi-experimental research design with a non-equivalent control group pretest-posttest design. The population in this study were all 141 students in class IX MTsN (Islamic State Junior High School) 6 Ponorogo, Indonesia and the samples in this study were 21 students in class IXA (experimental class) and 20 students in class IXC (control class). The research instrument in this study used questionnaires to measure the level of learning motivation and test to measure student learning outcomes. Data analysis used the classic assumption test in the form of a normality test and homogeneity test, as well as hypothesis testing with the t test (independent sample t-test), two-way ANOVA test, and a two-way follow-up test ANOVA test, namely the Tukey test (post hoc test). The results of this study are (1) the outdoor study learning model has a positive and significant effect on student learning outcomes, the calculation results are obtained through the Independent Sample T-Test with a significance value of Sig. (2-tailed) of 0.000 (2) learning motivation has a positive effect on results student learning, the calculation results obtained through the Independent Sample T-Test with a significance value of Sig. (2-tailed) of 0.000 and (3) there is a simultaneous interaction between the outdoor study learning model and learning motivation on student learning outcomes, the calculation results are obtained through analysis of variance both directions show a value of $F = 17.908$ with a significance value of 0.001.

Keywords: Outdoor Study; Learning Motivation; Social Sciences Learning Outcomes

ABSTRAK

Penelitian ini bertujuan untuk (1) mengetahui pengaruh model pembelajaran outdoor study terhadap hasil belajar siswa, (2) mengetahui pengaruh motivasi belajar terhadap hasil belajar siswa, dan (3) mengetahui pengaruh interaksi antara model pembelajaran outdoor study dan motivasi belajar terhadap hasil belajar siswa. Metode penelitian ini menggunakan desain penelitian kuasi eksperimen dengan rancangan penelitian non-equivalent control group pretest-posttest design. Populasi dalam penelitian ini adalah seluruh siswa kelas IX MTsN (Madrasah Tsanawiyah Negeri) 6 Ponorogo sebanyak 141 siswa dan sampel dalam penelitian ini adalah 21 siswa di kelas IXA (kelas eksperimen)

dan 20 siswa di kelas IXC (kelas kontrol). Instrumen penelitian dalam penelitian ini menggunakan angket untuk mengukur tingkat motivasi belajar dan tes untuk mengukur hasil belajar siswa. Analisis data menggunakan uji asumsi klasik berupa uji normalitas dan uji homogenitas, serta uji hipotesis dengan uji t (independent sample t-test), uji ANOVA dua arah, dan uji lanjutan uji ANOVA dua arah yaitu uji Tukey (post hoc test). Hasil dari penelitian ini adalah (1) model pembelajaran outdoor study berpengaruh positif dan signifikan terhadap hasil belajar siswa, hasil perhitungan diperoleh melalui Independent Sample T-Test dengan nilai signifikansi Sig. (2-tailed) sebesar 0,000 (2) motivasi belajar berpengaruh positif terhadap hasil belajar siswa, hasil perhitungan diperoleh melalui Independent Sample T-Test dengan nilai signifikansi Sig. (2-tailed) sebesar 0,000 dan (3) terdapat interaksi secara simultan antara model pembelajaran outdoor study dan motivasi belajar terhadap hasil belajar siswa, hasil perhitungan yang diperoleh melalui analisis variansi dua arah menunjukkan nilai $F = 17,908$ dengan nilai signifikansi sebesar 0,001.

Kata-Kata Kunci: Outdoor Study; Motivasi Belajar; Hasil Belajar IPS

INTRODUCTION

Social Science education has an important contribution to education, especially at the junior high school level. Through social science education, students can learn the characteristics of themselves and can learn about the surrounding environment. In addition, students can also apply their knowledge in social life. Social science is a subject that contains a combination of four social sciences, namely, economics, history, geography and sociology (Marleni, 2022). Social studies contains insights and in-depth understanding of knowledge, skills, behaviour, and thinking skills that can be useful for students in social life (Nasution, 2018).

Social science lessons at the junior high school level have the aim that 1) students are able to develop their expertise in solving a problem that occurs in society; 2) students can have the courage to correct all forms of inequality that occur; and 3) students are able to face all forms of problems that occur (Permana, 2017). In order for students to explore and interpret social life in the surrounding environment, the learning process emphasises using concrete learning resources by providing direct phenomena or experiences. In learning activities, cooperation between teachers and students is needed. As students must be active and teachers or educators as facilitators or containers must be able to build an interactive learning environment for students. Because interactive learning activities can basically foster student motivation to learn seriously.

Based on this explanation, it can be seen that social studies lessons are very meaningful and important for students as their provision in social life. Motivation is needed in learning as an effort to support the success of learning (Emda, 2018). However, in reality at the same time not all students can have high motivation. The level of motivation that students have will determine how they behave during learning activities. If the level of learning motivation is high then students tend to have a passion for learning, and vice versa if the level of motivation is low they will feel lazy and have no enthusiasm for learning.

Student understanding can be defined as the potential of students in capturing the meaning of the theory learned. Student understanding is classified as level 2 cognitive domain classification after knowledge. The low level of understanding of students in capturing and understanding the explanation of the teacher is due to the learning model applied by the teacher which tends to be uninteresting and boring. This can lead to low student motivation

to learn to understand and capture the material explained by the teacher. The low level of understanding of students can certainly also have an impact on the achievement of learning outcomes.

The low level of student learning outcomes, especially in social science subjects, is a problem experienced by students at MTsN 6 Ponorogo, Indonesia. Based on the results of observations made in class IX during social science learning activities, showing a low level of learning motivation. The lack of enthusiasm of students in participating in social science learning activities at MTsN 6 Ponorogo is evidenced by the results of researcher observations related to the attitude or behaviour reflected by students. According to the results of researcher observations conducted in class IXA, when the teacher explains only about 10 students (47.61%) who focus on paying attention to the explanation of the teacher and the remaining 11 students (52.39%) do not pay attention and listen to the explanation of the teacher. Furthermore, in class IXB, 12 students (46.15%) listened and paid attention to the teacher's explanation, the remaining 14 students (53.85%) did not listen and pay attention to the teacher's explanation. In the observation activity, the researcher also observed the attitude and behaviour of students in the classroom. Of all the students, there were some of them who did not pay attention to the teacher, they looked rowdy, talked to their friends, sleepy, and some even fell asleep in the classroom.

The low level of motivation of students in learning can not only hinder learning activities, but can also affect the achievement of learning outcomes (Romadhoni, 2019). Learning outcomes are the potential achieved by students after they obtain and understand learning experiences (Waryati, 2019). The low achievement of learning outcomes of ninth grade students at MTsN 6 Ponorogo is evidenced by students' cognitive scores on daily tests which are often still low, namely below the minimum completeness value. This is known through the results of students' daily tests on social science education which show an average score below the Minimum Completion Criteria (KKM) of 76.

Some of the factors that cause the low achievement of student learning outcomes in class IX MTsN 6 Ponorogo include, among others, learning activities are only carried out dynamically in the classroom, the learning method or model applied by the teacher is less interactive, and the learning material used is only limited to the LKS book without being balanced with the provision of material in real form. As a result, learning activities become less effective, monotonous and not interactive. From this it can trigger a decrease in passion in following learning. To achieve maximum social studies learning outcomes, it requires appropriate and interesting social studies learning innovations. Teachers as providers (facilitators) are required to be able to provide a comfortable learning environment, fun and of course must be adapted to the learning material.

MTsN 6 Ponorogo is a State Madrasah Tsanawiyah located in Sampung District, Ponorogo Regency, the location of this MTsN is easily accessible and very close to several natural environments such as rivers, forests, and hills. The existence of a strategic location close to the environment should allow teachers to innovate by applying interactive and fun learning methods, by inviting students to learn outside the room or classroom and utilising the environment as a learning resource. By making the environment a source of learning, students will be encouraged to increase their motivation to learn. In addition, they will also be faster in capturing the material, because the learning is associated with concrete learning resources, so that students can observe objects directly. In addition to students understanding the concept or material easily, students can also relate and implement the concepts understood in real life.

Based on the problems described above, it is necessary to solve and efforts to improve learning outcomes in social science subjects. Efforts that need to be made to solve these problems, namely the application of outdoor study learning models. The learning model was chosen because basically the learning process is an interaction that not only occurs in individuals with individuals, but also with the environment. Outdoor study learning is a challenging, interactive, and exhilarating learning activity (Fitroh, 2016). Through these activities, learning activities can run actively. The outdoor study learning model aims to introduce and foster learner interaction with the surrounding environment (Wara et al., 2015). In this learning activity, the surrounding environment can be used as a learning resource to support students' understanding of social studies material, because in essence, social studies learning really needs real or concrete learning materials related to community activities and the surrounding environment which are used as additional sources of learning. Outdoor study-based learning model has the potential to increase student learning motivation and which later from the increase in motivation can affect the improvement of student learning outcomes.

Empirically, the effect of outdoor learning models on learning outcomes is supported by the results of research conducted by previous researchers. First, according to the results of research conducted by Ijie & Istiqomah (2019), outdoor study learning model has a significant effect on social studies learning outcomes. Second, according to the results of research conducted Fitroh (2016), that the motivation and learning outcomes of social studies students grade VIII SMP Negeri 1 Srumbung higher than the learning that uses the method type Jigsaw. Third, according to the results of research conducted by Utami (2015), that there is a significant difference between the learning outcomes of students of SMP Negeri 3 Pajangan who learn using outdoor study learning models with conventional and learning outcomes in outdoor study groups are better than conventional groups. It is further explained in the research conducted by Ariesandy (2018) that outdoor learning-based learning models have the potential to increase student learning motivation and that later from the increase in motivation can affect the improvement of student learning outcomes.

The results of the study are relevant to the purpose of this study, that the outdoor study learning model and learning motivation affect the learning outcomes of social science. The results of the study were used by researchers as an empirical basis in applying outdoor study learning methods in social science subjects. This study aims to (1) determine the effect of outdoor study learning model on student learning outcomes, (2) determine the effect of learning motivation on student learning outcomes, and (3) determine the interaction effect between outdoor study learning model and learning motivation on student learning outcomes.

METHODS

This type of research is a quasi experiment. With a pretest-posttest non-equivalent control group design, namely giving a pretest and posttest to two groups (Paramita, 2021). The population in this study were all ninth grade students at MTsN 6 Ponorogo, Indonesia, totalling 141 students. In this study, the samples used were class IXA with 21 students used as the experimental class and class IXC with 20 students used as the control class. The sampling technique used was purposive sampling. Sampling in this study was based on consideration of the score of student learning outcomes from the average daily social studies test scores, and two classes were taken which had the lowest average scores and which had almost the same level of learning outcomes or abilities.

The instruments used in this study are (1) a questionnaire used to measure the level of student learning motivation, which consists of 24 questions and the score calculation is measured using a Likert scale, namely score 4 (always), score 3 (often), score 2 (rarely), and score 1 (never). (2) Test questions are used to measure learning outcomes, the form of questions used is in the form of multiple choice consisting of 20 questions, about the material of the potential natural resources of the Asian Continent. Based on the results of the validity test calculation using the product moment correlation formula from Pearson, the results of the validity test of the instrument question, all 20 questions were declared valid because they met the significance value <0.05 . While in the learning motivation questionnaire instrument test of 24 statement items, 18 items were declared valid because they met the provisions of $r_{count} > r_{table}$, and the remaining 6 items were declared invalid so they were not used in data collection. After the validity test is carried out, to measure the level of consistency of the instrument, namely the reliability test. Based on the results of the reliability test calculation using the Cronbach alpha formula, the reliability test results on the question instrument obtained a Cronbach's alpha value of $0.75 > 0.70$ (r_{table}), meaning that the question instrument is reliable or consistent. While the reliability test of the questionnaire instrument obtained a Cronbach's alpha value of $0.89 > 0.70$ (r_{table}), meaning that the question instrument is reliable or consistent.

The data analysis used in this study used two data test steps, namely (1) classical assumption test consisting of data normality test using Shapiro-Wilk test and data homogeneity test using Levene test. (2) Hypothesis testing using parametric statistical tests t-test (Independent Sample T-test), Two-Way Anova test, then the data that has been obtained is tabulated with a 2×2 factorial design and analysed using F test statistics (using 2-Way Anova Test). The form of 2×2 factorial design in this study can be seen in table 1.

Table 1. Factorial Design 2×2

Learning Model (A)	Learning Motivation (B)	
	High (B1)	Low (B2)
Outdoor study (A1)	A1.B1	A1.B2
Conventional (A2)	A2.B1	A2.B2

Information:

A1.B1 : Group treated with outdoor learning model and with high learning motivation.

A1.B2 : Group treated with outdoor learning model and with low learning motivation.

A2.B1 : Group treated with conventional learning model and with high learning motivation.

A2.B2 : Group treated with conventional learning model and with low learning motivation.

Furthermore, if there is an interaction between the independent and dependent variables, it is continued with the Tukey test. This test aims to further determine significant differences between cell groups. The Tukey HSD test results are a further test (Post Hoc Test) to determine the effect of the best interaction. All statistical tests used the SPSS 26.00 application programme.

RESULT

The Effect of Outdoor Study Learning Model on Student Learning Outcomes

To test the hypothesis that there is an effect of the Outdoor Study learning model on the learning outcomes of IX grade students in social studies subjects at MTsN 6 Ponorogo, using the t-test hypothesis test (independent sample t-test). Based on the results of the

calculation of the independent sample t-test analysis, the significance value or Sig. (2-tailed) of 0.000. Because the significance value of $0.000 < 0.05$ so it can be said that there is a significant influence of the use of outdoor study learning models on student learning outcomes in social science subjects. Based on the results of data analysis, it can be seen that there is a difference between the learning outcomes of students who use the outdoor study learning model and the learning outcomes of students who use conventional learning models, with a mean or average difference of 6.750.

The Effect of Learning Motivation on Student Learning Outcomes

To test the hypothesis that there is an effect of learning motivation on the learning outcomes of ninth grade students in social science subjects at MTsN 6 Ponorogo, using the t test hypothesis test (independent sample t-test). Based on the results of the calculation of the independent sample t-test analysis, the significance value or Sig. (2-tailed) is 0.000. Because the significance value of $0.000 < 0.05$ so it can be said that the level of learning motivation has a significant effect on the learning outcomes of IX grade students in social science subjects at MTsN 6 Ponorogo. Based on the results of data analysis, it can be seen that there is a difference between the learning outcomes of students who have high learning motivation and the learning outcomes of students who have low learning motivation, with a mean or average difference of 8.964.

The Effect of Interaction Between Outdoor Study Learning Model and Learning Motivation on Student Learning Outcomes

To test the hypothesis that there is an interaction effect between the outdoor study learning mode and learning motivation on the learning outcomes of IX grade students in social science subjects at MTsN 6 Ponorogo, using a two-way variance analysis test (anava two-way). Based on the results of the two-way variance analysis calculation (two-way anava), the value of $F = 17.908$ was obtained with a significance value of 0.001. Because the significance value of $0.001 < 0.05$ so it can be said that there is a significant influence of the interaction of outdoor learning model and learning motivation on social science learning outcomes. Furthermore, because there is an interaction between the variable learning model outdoor study and learning motivation on learning outcomes, it is continued with the Tukey test (Post Hoc Test) to determine the significant differences between cell groups and to determine the effect of the best interaction in improving social studies learning outcomes. The results of further test analysis with Tukey test can be seen in Table 2.

Table 2. Tukey HSD Analysis Result

Variable	Mean Difference	P Value	Information
Learning Outcomes (A1B1 : A1B2)	8,33	0,001	Significant
Learning Outcomes (A1B1 : A2B1)	5,28	0,001	Significant
Learning Outcomes (A1B2 : A2B2)	8,97	0,001	Significant
Learning Outcomes (A2B1 : A2B2)	7,22	0,001	Significant

Information:

Interaction Learning Outcomes

A1.B1 : Group treated with outdoor learning model and with high learning motivation.

A1.B2 : Group treated with outdoor learning model and with low learning motivation.

A2.B1 : Group treated with conventional learning model and with high learning motivation.

A2.B2 : Group treated with conventional learning model and with low learning motivation.

Based on the analysis results in the table above, it can be explained that, 1) Comparison between groups A1B1: A1B2. In the group of students taught by outdoor study method (A1), there is a difference in social science learning outcomes between students who have high learning motivation (B1) with those who have low learning motivation (B2). This is evidenced by the Sig value = 0.001 <0.05. 2) Comparison between groups A1B1: A2B1. In the group of students who have low learning motivation (B1), there is a difference in social science learning outcomes between the group that uses outdoor study learning model (A1) with the group that uses conventional learning model (A2). This is evidenced by the Sig value = 0.001 <0.05. 3) Comparison between groups A1B2: A2B2. In the group of students who have low learning motivation (B2), there is a difference in social studies learning outcomes between the group that uses outdoor study learning model (A1) with the group that uses conventional learning model (A2). This is evidenced by the Sig value = 0.001 <0.05. 4) Comparison between groups A2B1: A2B2. In the group of students taught with conventional learning models (A2), there are differences in social studies learning outcomes between students who have high learning motivation (B1) with students who have low learning motivation (B2). This is evidenced by the Sig value = 0.001 <0.05.

DISCUSSION

The Effect of Outdoor Study Learning Model on Student Learning Outcomes

Based on the results of data analysis that has been done, it can be concluded that the outdoor study learning model has a significant effect on student learning outcomes in social science subjects. This can be seen during the implementation of learning by using outdoor study learning models, student learning outcomes can be compared with learning using conventional models. The results of this study are in line with Ijje & Istiqomah (2019) the outdoor study learning model has a significant effect on student learning outcomes. However, the results of this study are not the same as research conducted by Cintami & Mukminan (2018) that the outdoor study learning model is only effective in improving the learning outcomes of extrovert-type students and is not effective in improving the learning outcomes of introvert-type students. The outdoor study learning model can be defined as an interactive learning model that is carried out outside the classroom by learning and understanding objects directly that are concrete or real (Hidayat, 2019). The learning process carried out by utilising the surrounding environment or concrete phenomena as learning media is very effective in growing and developing students' knowledge, because students can directly feel, and observe directly, and can even apply it themselves (Susanti, 2013).

In the learning process in the control class using the conventional learning model, it shows that students tend to be unenthusiastic or lack enthusiasm in participating in learning activities. Students only listen to explanations from the teacher regarding material on spatial changes and interactions between Asian countries and other continents, after which students record the material that the teacher has explained. From these learning activities students look bored and bored, besides that without the existence of concrete learning objects students also look difficult in understanding the material and doing the tasks given by the teacher. Basically, contextual learning is learning that can encourage students to more easily understand learning material, because in this learning students do not only learn about theory but students can learn concrete or real material (Trianto, 2010). Learning activities that can relate theory to the context of real life are referred to as meaningful learning activities, this is in line with the theory

of meaningful learning proposed by David Ausubel, in order for meaningful learning activities to occur, new concepts must be associated with existing concepts in the cognitive structure of students, meaning that in learning activities so that students can more easily understand learning material, it is also necessary for the context of learning material to be concrete and relevant to the context of life they face (Agra et al., 2019).

Learning activities in experimental classes that use outdoor study learning models students look enthusiastic and excited in participating in learning. This is because the outdoor study learning model is a learning model that directs students to do outdoor learning by observing learning objects directly, so that students will be more enthusiastic and excited about learning (Cintami & Mukminan, 2018). The series of learning activities contained in outdoor study learning are in line with the 21st century learning theory which contains four theories or commonly referred to as 4C, namely, Collaboration (collaboration), Critical Thinking (critical thinking), Communication (communication), and Creative Thinking (creative thinking) (Khoiri et al., 2021). In this study, it was found that the learning model factor applied by the teacher greatly influenced student learning outcomes. An interactive learning model will encourage students to have high interest and motivation in learning so that the learning outcomes they get will also be maximised (Sumiyati, 2017). Therefore, it is important for schools and teachers to create a learning environment that is conducive and interactive, and tailored to the needs of students.

The Effect of Learning Motivation on Student Learning Outcomes

The results of the hypothesis that have been obtained prove that there is a positive influence of learning motivation on student learning outcomes. The results of this study are in line with research conducted (Romadhoni, 2019), learning motivation has a significant effect on student learning outcomes. Learning motivation can affect the learning outcomes obtained by students, because basically motivation is closely related to learning, students with high learning motivation tend to be more diligent in learning and of course with motivation, the quality of students' learning outcomes will improve and the learning outcomes obtained will also be high (Ricardo & Meilani, 2017). Therefore, in fostering learning motivation to students appropriately, the role of an educator or teacher is needed. In order to build and foster students' learning motivation, as an educator, the learning process should provide a varied and not monotonous learning model (Arianti, 2019). This is intended as an effort so that students do not feel bored in participating in learning, especially in learning social studies subjects which basically require more varied teaching methods.

It can be concluded that the learning motivation factor is an internal factor that is very important in improving student learning outcomes. Students with high learning motivation tend to be more active and diligent in learning, so that the learning outcomes they get will also be better and vice versa. Student learning motivation can be influenced by internal and external factors, one of which is interest and the learning model applied by educators. Based on this explanation, the variables of learning motivation and learning outcomes are related or interrelated.

The Effect of Interaction Between Outdoor Study Learning Model and Learning Motivation on Student Learning Outcomes

Based on the third hypothesis testing that has been done, it can be concluded that there is a significant interaction effect between the outdoor study learning model and learning motivation on social science learning outcomes. This is in line with the results of research

conducted Ariesandy (2018) outdoor learning-based learning model has the potential to increase student learning motivation and which later from the increase in motivation can affect the improvement of student learning outcomes. It is known that social science learning outcomes can be influenced by two factors, namely external and internal factors. Student learning motivation is an internal factor that can affect student learning outcomes (Oktiani, 2017). This statement is in line with the results of research Andeni (2019) that learning motivation is an internal factor or factor from within students that has a positive and significant effect on learning outcomes. As for external factors that can affect student learning outcomes, one of them is the teacher's ability to apply various methods or models in learning activities and learning resources in designing learning (Abidin, 2019).

The selection of the outdoor study learning model is very appropriate to be applied to social science learning activities which basically learning should be associated with concrete phenomena or direct experience, through learning activities with outdoor study models students not only learn theory but students can also gain practical knowledge gained through direct learning by using concrete learning resources. In addition, by doing learning activities outside the classroom can also encourage students to have high learning motivation. Outdoor study learning is a learning model that is very appropriate to be applied to students who have high or low learning motivation, because this learning model can provide opportunities for students to be active in discovering and constructing their potential to obtain maximum learning results (Cintami & Mukminan, 2018). The findings described above synergise with the research that has been conducted, from the results of the study show that learning using outdoor study learning models interacted with high learning motivation can significantly improve student learning outcomes.

CONCLUSION

Based on the results of the study, it can be concluded that: (1) there is a significant positive influence between the outdoor study learning model on the learning outcomes of IX grade students in social studies subjects at MTsN 6 Ponorogo. (2) Learning motivation has a significant positive effect on the learning outcomes of ninth grade students in social science subjects at MTsN 6 Ponorogo. (3) Simultaneously, there is an interaction between the outdoor study learning model and learning motivation that affects the learning outcomes of IX grade students in social science subjects at MTsN 6 Ponorogo. The existence of the effect of the interaction between the outdoor study learning model and learning motivation on student learning outcomes shows that by grouping students who have high learning motivation and students with low learning motivation can affect the effectiveness of the learning model, namely with outdoor study and conventional learning models in influencing student learning outcomes.

REFERENCES

- Abidin, A. M. (2019). Kreativitas Guru Menggunakan Model Pembelajaran Dalam Meningkatkan Hasil Belajar Siswa. *Didaktika: Jurnal Kependidikan*, 11(2), Article 2. <https://doi.org/10.30863/didaktika.v11i2.168>
- Agra, G., Formiga, N. S., Oliveira, P. S. D., Costa, M. M. L., Fernandes, M. D. G. M., & Nóbrega, M. M. L. D. (2019). Analysis of the concept of Meaningful Learning in light of the Ausubel's Theory. *Revista Brasileira de Enfermagem*, 72(1), 248–255. <https://doi.org/10.1590/0034-7167-2017-0691>

- Andeni, M. (2019). Pengaruh Motivasi Belajar Terhadap Hasil Belajar IPS Siswa Kelas V Gugus Inti I Kecamatan Kunto Darussalam Kabupaten Rokan Hulu. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 3(2), Article 2. <https://doi.org/10.31326/jipgsd.v3i2.405>
- Arianti, A. (2019). Peranan Guru Dalam Meningkatkan Motivasi Belajar Siswa. *Didaktika : Jurnal Kependidikan*, 12(2), Article 2. <https://doi.org/10.30863/didaktika.v12i2.181>
- Ariesandy, K. T. (2018). Pengaruh Pembelajaran Luar Kelas (Outdoor Learning) Berbentuk Jelajah Lingkungan dan Motivasi Belajar Terhadap Hasil Belajar. *Jurnal Matematika, Sains, Dan Pembelajarannya*, 15(1).
- Cintami, C., & Mukminan, M. (2018). Efektivitas outdoor study untuk meningkatkan hasil belajar Geografi berdasarkan locus of control di SMA Kota Palembang. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, 15(2), Article 2. <https://doi.org/10.21831/socia.v15i2.22675>
- Emda, A. (2018). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantanida Journal*, 5(2), 172. <https://doi.org/10.22373/lj.v5i2.2838>
- Fitroh, H. U. (2016). Efektivitas Metode Outdoor Study Dalam Meningkatkan Motivasi Dan Hasil Belajar IPS Siswa Kelas VIII SMP Negeri 1 Srumbung. *SOCIAL STUDIES*, 5(3), Article 3. <https://journal.student.uny.ac.id/index.php/social-studies/article/view/4093>
- Hidayat, S. (2019). Kesegaran Jasmani Siswa 10-12 Tahun Se-Kota Gorontalo. *Jambura Journal Of Sports Coaching*, 1(1).
- Ijje, S., & Istiqomah, I. (2019). Pengaruh Metode Outdoor Learning Terhadap Hasil Belajar Siswa Kelas XB Pada Materi Klasifikasi Makhluk Hidup Di SMA YPK Bethel. *Biolearning Journal*, 6(2), Article 2. <https://doi.org/10.36232/jurnalbiolearning.v6i2.257>
- Khoiri, A., Evalina, Komariah, N., Utami, R. T., Paramarta, V., Siswandi, Janudin, & Sunarsi, D. (2021). 4Cs Analysis of 21st Century Skills-Based School Areas. *Journal of Physics: Conference Series*, 1764(1), 012142. <https://doi.org/10.1088/1742-6596/1764/1/012142>
- Marleni, L. (2022). *Peningkatan Keaktifan dan Hasil Belajar IPS Tentang Kegiatan Ekonomi Masyarakat Melalui Penerapan Model Jigsaw Pada Siswa*. <http://webcache.googleusercontent.com/search?q=cache:gpfjcm7WYyUJ:jurnal.umb.ac.id/index.php/ecoedu/article/view/3526&cd=2&hl=id&ct=clnk&gl=id&client=firefox-b-d>
- Nasution, T. (2018). *Konsep Dasar IPS* (1st ed.). Samudra Biru.
- Oktiani, I. (2017). Kreativitas Guru dalam Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal Kependidikan*, 5(2), 216–232. <https://doi.org/10.24090/jk.v5i2.1939>
- Paramita, dkk, R. W. D. (2021). *Metode Penelitian Kuantitatif*. Widya Gama Press.
- Permana, S. A. (2017). *Kompetensi Guru IPS*. Media Akademi.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar Terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 2(2), Article 2. <https://doi.org/10.17509/jpm.v2i2.8108>
- Romadhoni, E. (2019). Pengaruh Motivasi Belajar Terhadap Hasil Belajar Peserta Didik Pada Mata Pelajaran Gambar Teknik. *Journal of Mechanical Engineering Education*, 6(2).
- Sumiyati, E. (2017). Penggunaan Model Pembelajaran Interaktif Berbasis Aktivitas Untuk Meningkatkan Prestasi Belajar Siswa Kelas VI Pada Pelajaran PKN SD Negeri 09 Kabawetan. *JPGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 10(2), Article 2. <https://doi.org/10.33369/pgsd.10.2.66-72>
- Susanti, N. D. (2013). Memanfaatkan Lingkungan Sekitar Sebagai Sumber Belajar Dengan Tema Lingkungan Untuk Meningkatkan Hasil Belajar Siswa Kelas III Sekolah Dasar. *JPGSD*, 1(2). <https://ejournal.unesa.ac.id>
- Trianto. (2010). *Mendesain Model Pembelajaran Inovatif-Progresif*. Kencana.

- Utami, I. (2015). *Penerapan Metode Outdoor Study Untuk Meningkatkan Minat Belajar Dan Pemahaman Konsep Ips Di Kelas Vii D Smp Negeri 3 Pajangan* [Skripsi, Fakultas Ilmu Sosial]. <http://library.fis.uny.ac.id>
- Wara, H., Pargito, P., & Sudarmi, S. (2015). Penerapan Metode Pembelajaran Outdoor Study Terhadap Hasil Belajar Geografi. *JPG (Jurnal Penelitian Geografi)*, 3(6), Article 6. <http://jurnal.fkip.unila.ac.id/index.php/JPG/article/view/10240>
- Waryati, A. (2019). *Pengaruh Metode Pembelajaran Outdoor Learning Terhadap Peningkatan Hasil Belajar Ilmu Pengetahuan Sosial (Penelitian pada Siswa Kelas 3 SDN Geger Kecamatan Tegalrejo Kabupaten Magelang)* [Other, Skripsi, Universitas Muhammadiyah Magelang]. <http://eprintslib.ummgl.ac.id/1280/>