



JOURNAL OF INDONESIAN ISLAMIC STUDIES

<https://ejournal.iainpalopo.ac.id/index.php/jiis/>

Improving the Quality of Islamic Religious Learning through the Implementation of Outdoor Learning

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Articles Information

History:

Received

Approved

Publish

Keywords:

out dor learning, quality
of education, Islam

Abstract

This research is field research in the form of descriptive qualitative, which analyzes the data in-depth, not based on numbers in analyzing the data. The data sources in this study are divided into two, namely primary data sources and secondary data sources. The objects of this study were 26 people consisting of the principal, 21 students, and four teachers of Islamic religious education at SMP Lestari, Belopa District, Luwu Regency. In collecting data, the author uses library research and field research methods. Data analysis is the process of arranging data sequences, organizing them into patterns, categories, and descriptions of basic units. The research results are: 1) Application of Outdoor Learning in Improving the Quality of Islamic Religious Education at SMP Lestari, Belopa District, Luwu Regency includes: a. Curriculum Management, b. Student Management, c. Learning Evaluation. 2) Factors that Inhibit Outdoor Learning in Improving the Quality of Islamic Religious Education at SMP Lestari, Belopa District, Luwu Regency and Solutions to Overcome it, namely: a. Limited facilities and infrastructure b. Lack of support from parents c. Lack of skilled and competent teachers in their fields.

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Introduction

Improving the quality of education is determined by improving the teaching and learning process. The improvement of the teaching and learning process can also increase the high quality of graduation. Improving the quality of this learning process will depend on school management and the teaching/approach applied by teachers. The quality of education includes the entire educational process, namely the input, process, and output of education. To produce quality inputs, processes and outputs must be carried out with exemplary implementation; the right and good implementation will impact the efficiency of program implementation and increase the quality and quality of education.

Education in the school environment has a very decisive role in individual development. The primary purpose of education, in general, is to provide an environment that allows students to develop their talents and abilities optimally to manifest themselves and function fully, according to society's needs and needs. Ideally, in a constantly changing society, education is oriented to the past and present and should be a process that anticipates and talks about the future. Therefore, education should look far ahead and think about what students will face in the future. Unfortunately, one of the main problems in learning in school education today is the low absorption capacity of students.

Regarding education in Indonesia, SMP Lestari in Belopa District seeks to give birth to the concept of education based on love for the environment. The concept of the school of nature itself is a manifestation of outdoor education. Concepts that are more directed at the cognitive, affective, and psychomotor domains. Nature as a learning medium is a solution when there is a saturation of the educational methodology in the classroom. In this case, students and teachers have a very urgent role, especially in the teaching and learning process, while the school is a place for all its components. Therefore, a teacher must manage to learn well, where the school, especially learning carried out outside the classroom, is a place where teaching and learning interactions occur so that the learning objectives will be implemented. With good learning management, students will get services according to their needs and effectively achieve maximum educational outcomes.

Outdoor education is a new method, namely learning outside the classroom is an out-of-school activity that contains activities outside the classroom/school and in the wild, such as: playing in schools, parks, farming/fishing villages, camping, and adventurous activities. And the development of relevant aspects of knowledge. School education seeks to update the methodology with an emphasis on learning activities outside the classroom. Education and training outside the classroom can replace the conventional education process (classroom/room) carried out closed. As a result, the educational model is more oriented to quantitative values, not to a more profound introduction to the sources of knowledge.

The ability to learn outside the classroom is often also called the ability to master the terrain or its natural environment. For that, learning in schools must implement the concept of a good application. According to many groups, the advantages of implementing an institution or institution have contributed to the institution's progress. This can be shown in large industries, educational institutions, and universities that influence producing science and technology

because their achievements in many ways are supported by an application system that seeks to achieve organizational goals and objectives through the utilization and optimization of existing resources within the organization. Consolidating and mobilizing resources is considered by many to be the right strategy to make a change in a positive direction effective. With this, outdoor learning is needed for its role related to education which currently only relies on quantity rather than quality. Outdoor learning aims to enable students to adapt to the environment and nature, know the importance of life skills and experiences, and appreciate the surrounding natural environment.

With the competition in the world of education today, it requires schools to compete to produce outputs, in this case, students who have competitiveness, so that many schools appear with various designs, for example, schools with an Integrated Islamic (IT) background. Full-day school, with national or even international standards. Of these various forms of school, of course, they have different school applications, and of course, the existing teachers have different strategies in managing learning, while those who are not satisfied with formal education tend to choose alternative school education, namely schools with different forms and learning methods, from a formal school. Moreover, the forms of alternative schools themselves vary, starting from the category of children with special needs (ABK) or previously known as children with disabilities, homeschooling or studying at home, to alternative schools based on a natural curriculum that can expand in the form of outbound. Therefore, it is necessary to provide quality education in alternative school education, especially in nature schools, because it is known that quality education is access to increase faith and piety to God Almighty and noble character in the context of educating, empowering, and civilizing the life of the nation.

This study will focus on alternative school education with a nature-based curriculum concept, namely a method in which the teacher invites students to study outside the classroom to see events directly in the field to familiarize students with their environment. In addition, students are also taught for entrepreneurship, business, internships, and so on.

SMP Lestari, Belopa Subdistrict, Luwu Regency is one of the schools located in the Pace area, Belopa District, which combines and develops the intellectual, emotional, spiritual aspects and various life skills of students. SMP Lestari applies to learn patterns in the open to train students' cognitive, affective and psychomotor aspects with free schools, exploring children's creativity and thinking power with the fun learning method (where children always feel happy without feeling like they are learning the subject matter). Furthermore, the learning atmosphere that is applied with a learning model that goes directly to nature is one of the effective means against natural turmoil. It is hoped that awareness of the environment will grow from an early age to maintain sustainability.

Through the concept of the nature school, students are encouraged to be close and interact with nature. Thus, they can interact and explore the nature around them. Thus, students feel comfortable, happy and do not feel shackled because, in this case, the teacher is not the only resource person. In this school, teachers are placed as facilitators, motivators, friends, or partners. Because of this, the researcher is interested in studying how to manage outdoor learning at

SMP Lestari, Belopa District, Luwu Regency, with learning carried out specifically outside the classroom.

The management of learning outside the classroom is a learning model to prevent boredom, which causes students to become unenthusiastic to follow the subjects held in the classroom. From there, how the teacher's capacity can be measured in terms of his ability to manage outdoor learning so that it can be said that the teacher can create learning well and by the desired students. The implementation of outdoor learning activities includes curriculum management, students, teachers, and facilities.

Method

This study uses two approaches at once, namely a psychological approach and a pedagogical approach. This research is qualitative descriptive field research that analyzes data in-depth, not based on numbers about the Application of Outdoor Learning in Improving the Quality of Islamic Religious Education at SMP Lestari, Belopa District, Luwu Regency. The data sources in this study are divided into two, namely primary data sources and secondary data sources. The primary data sources in this study were teachers, students, school committees, and other parties related to the problems studied at SMP Lestari Belopa, Luwu Regency. Secondary data sources are obtained through searching various references, either from books or other reference sources. The objects of this study were 26 people consisting of the principal, 21 students, and four teachers of Islamic religious education at SMP Lestari, Belopa District, Luwu Regency. In collecting data, the author uses library research and field research methods. Data analysis is the process of arranging data sequences, organizing them into patterns, categories, and descriptions of basic units.

Results and Discussion

Outdoor learning in the SMP Lestari school environment acts as a place to play and as a place for students to express their desires because learning outside the classroom will stimulate students' curiosity. Outside the classroom, students can learn various things and optimize all aspects of their development. In addition, outdoor activities are more instrumental in developing students' talents so that students tend to be more creative, responsible, and have a leadership spirit.

The implementation of learning is closely related to the teacher's role in learning in the classroom and outside the classroom because the teacher will determine the achievement of learning objectives. The implementation of outdoor learning at SMP Lestari Belopa includes curriculum management and student management.

1. Curriculum Management

To support the implementation of the curriculum for SMP Lestari, Belopa District, Luwu Regency, several curriculum developments were held that print students' skills. Among the curriculum developments, namely:

a. Sports and Outbound

Out bond is an outdoor or outdoor training activity that is fun and full of challenges. The activity is life simulation through creative and educational games, both individually and in groups, to develop self and group (team development). It is hoped that "new individuals" will be born full of motivation, courage, confidence, creative thinking, a sense of togetherness, responsibility, cooperation, mutual trust, and others throughout bond training.

SMP Lestari Belopa cultivates forms of teaching outside the classroom by forming an out bond program designed to lead to a fun learning aspect so that students do not get bored in receiving subject matter, especially in Islamic Religious Education lessons.

b. outing

The outing is one of the learning models at SMP Lestari, Belopa District, Luwu Regency, an activity to deepen the learning delivered at school. This activity is carried out by visiting places that match the learning theme of students at that time.

c. Camping (camping) and Mabit (overnight at school)

Camping is carried out at the end of every second semester, where students are invited to camp so that students are not taboo with the night atmosphere in the wild, and camping will also train students' independence. Usually, this program is accompanied by a student scouting program. However, especially at SMP Lestari, not all scouts who join the camping are scouts because this program is compulsory for students who receive direct supervision from the school. This activity is also carried out in schools in conjunction with the ambit program. With camping and ambit activities, students will get Lembongan or advice from the teacher; students will be trained to get used to prayers tonight like tahajjud.

d. Cooking (cooking)

Cooking is done alternately from class VII to class IX; this cooking activity aims to train and introduce students to the cooking process. Besides that, it also fosters a sense of togetherness in students because cooking is done together.

e. gardening

At SMP Lestari Belopa, one of the learning strategies uses a contextual approach; this approach invites teachers and students to relate subjects to everyday life. In addition, we are applying learning methods with projects and experiments to build a scientific tradition, where a theme is integrated into all subjects. Thus, students' understanding of learning materials is integrative, comprehensive, and applicable, implemented in gardening.

2. Student Management

Management of students in outdoor learning carried out by teachers at SMP Lestari Belopa include:

a. Organizing and grouping students

In organizing students, teachers constantly adjust to learning. Organizing and grouping students are done, including by arranging students into several groups. It includes a chairman and members. For example, in out-bond learning, teachers involve students in following the process of preparing tools and

materials such as bamboo and wood and mines and other tools used in these activities.

Students will be easier to organize and direct if they are formed into a group and what is done at SMP Lestari Belopa in outdoor learning where students are organized by group.

b. Student assignments

Assignments in outdoor learning are not theoretical, so the teacher always directs and invites students to play an active role in practicing directly. The tasks given by the teacher give children the opportunity to become more social, learn the rules, learn to be independent, develop self-confidence, develop intellectually and learn to solve problems that arise and develop talents. By giving assignments to students, children will feel more carrying out their mandate, especially assignments that are realized directly in actions.

c. Guidance and coaching

Teachers always provide guidance and coaching; this is done by providing assistance and direction when learning; teachers whose role is not only to educate but rather to become facilitators and motivators of students, and in learning, the teacher must set a good example for students. Guidance and coaching is absolute thing that is done in every learning. Outdoor learning always requires direction and guidance for students so that learning objectives can be achieved.

d. Discipline

The discipline of learning outside the classroom is the same as when learning, where class rules are an agreement between class members. Student discipline also covers student learning hours and student attendance.

3. Learning Evaluation

The learning evaluation at SMP Lestari Belopa serves to assess students' achievement levels, particularly in participating in outdoor learning activities. Evaluation is a crucial step, as the effectiveness of the learning process cannot be determined without assessing the outcomes. In line with the curriculum implemented at SMP Lestari Belopa, evaluation covers three main domains: cognitive, affective, and psychomotor.

The first aspect of evaluation focuses on the learning process itself. This involves assessing the participation of students both individually and in groups during the learning sessions. The evaluation criteria emphasize students' active involvement—physically, mentally, and socially—during learning. Students are expected to demonstrate high levels of enthusiasm, self-confidence, and engagement. Special attention is given to their participation in specific learning units, particularly those conducted outdoors.

In the cognitive domain, student assessment is carried out through written tests, which may be in the form of multiple-choice (objective) questions or descriptive (subjective) questions. These assessments are designed to measure students' mastery of the learning materials, especially in Islamic Education (PAI) subjects that integrate outdoor learning components. The evaluation aims to ensure that students acquire the necessary knowledge, attitudes, and skills, as reflected in their behavior and performance. Teachers monitor students both inside and outside the classroom environment. To support student learning,

SMP Lestari Belopa applies a Minimum Competency Standard (KKM). Students are expected to complete at least three daily tests each semester. If students fail to meet the expected competency level, remedial tests are provided to help improve their performance and learning outcomes in a continuous and sustainable manner.

The affective domain is assessed through observable student behaviors and attitudes. The criteria include attendance, diligence, discipline, friendliness, punctuality in submitting assignments, and attentiveness during lessons. These indicators help teachers understand students' emotional and social engagement in the learning process.

Finally, the psychomotor domain evaluation focuses on students' physical skills and performance during learning activities. This includes their ability to concentrate on lessons, provide accurate examples, express opinions, and respond effectively during discussions. Additional assessments may include performance tasks and daily assignments, such as creating summaries, reciting verses from the Qur'an, and other practice-based activities related to the subject matter.

Conclusion

The form of outdoor learning activities in improving the quality of Islamic Religious Education at SMP Lestari, Belopa District, Luwu Regency includes curriculum management, student management, and learning evaluation. Factors that Inhibit Out Door Learning in Improving the Quality of Islamic Religious Education at SMP Lestari, Belopa Subdistrict, Luwu Regency and the solutions to overcome them, namely limited facilities and infrastructure, lack support from parents, lack of skilled teachers and abilities in their fields. The solution to these problems, namely asking the foundation to fix urgent needs, adding the school has submitted a request for assistance to the local Dikpora Office (DIKPORA Luwu Regency) to provide facilities and infrastructure assistance.

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