

Implementation of Outdoor Learning to Improve IPAS Interest and Outcomes at Elementary School

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Abstract

This research was driven by the low learning interest and achievement in Science and Social Studies (IPAS) among third-grade students at SDN Pare 4, resulting from teacher-centered instruction and limited meaningful learning experiences. The study aimed to describe the implementation of the outdoor learning method and evaluate its effectiveness in improving students' learning interest and IPAS achievement. A mixed-methods approach was employed using Classroom Action Research conducted in two cycles consisting of planning, action, observation, and reflection. Data were collected through observations, achievement tests, learning interest questionnaires, interviews, and documentation, and analyzed using descriptive qualitative and quantitative techniques. The results showed that outdoor learning significantly improved both the learning process and student engagement. Students' average learning interest increased from 55.2% in the pre-cycle to 94.5% in Cycle II, while average learning achievement improved from 68.75 to 91.25, with classical mastery reaching 100%. The study concludes that outdoor learning is an effective instructional strategy for enhancing learning interest and IPAS achievement and provides a contextual and engaging learning environment for primary school students.

Keywords

Classroom Action Research (CAR); IPAS; Learning Interest; Learning Outcomes; Outdoor Learning.



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INTRODUCTION

Elementary education provides the foundation for students' knowledge, attitudes, and skills. At this level, Natural and Social Sciences, known as Ilmu Pengetahuan Alam dan Sosial (IPAS), has a strategic role because it connects scientific and social concepts with phenomena encountered in daily life (Bukhari et al., 2023a; Ningrum et al., 2026a). IPAS learning is expected to develop curiosity, conceptual understanding, environmental awareness, social sensitivity, and the ability to apply knowledge in real situations. These goals require active, contextual, and developmentally appropriate learning. However, IPAS instruction is often dominated by teacher explanations, textbooks, and individual assignments (H. Irawati, 2026a;

Y. Irawati et al., 2025a; Karima et al., 2025a). Such practices limit students' opportunities to observe, explore, discuss, and construct knowledge through direct experience.

This problem was identified among third-grade students at SDN Pare 4. Preliminary observations showed that instruction remained teacher-centred and relied mainly on lectures and assignments. Students mostly listened, read, recorded information, and completed exercises. Several students lost concentration, spoke with classmates, played with stationery, or paid attention to activities outside the classroom. Only a small number asked or answered questions. The surrounding school environment, although relevant to IPAS content, had not been systematically used as a learning resource (Hidayat & Ramadhan, 2025a). This condition reduced student participation and made it difficult for them to connect concepts with observable phenomena.

The initial learning data confirmed this instructional problem. Students generally answered recall questions more successfully but experienced difficulty with questions requiring observation, analysis, and the application of concepts to everyday situations. These findings indicated that the problem concerned both the affective and cognitive dimensions of learning (Azzahra & Angeli, 2024). Learning interest is important because it directs students' attention, enjoyment, participation, and persistence during instruction (Iliza & Hanif, 2025). Students with stronger interest tend to engage more actively and make greater efforts to understand learning materials (Hanif, 2025). In contrast, limited interest can lead to passivity, distraction, and weak academic achievement. Interest is reflected in focused attention, positive feelings, and willingness to participate in learning (D. Kurniawan, 2022a). For elementary school students, such interest can be strengthened when learning activities are concrete, enjoyable, relevant, and connected to their immediate environment (Priyambodo et al., 2025).

Outdoor learning was selected as the instructional response to these conditions. Outdoor learning uses locations outside the conventional classroom as learning environments and sources of evidence. Students participate in direct observation, environmental exploration, group discussion, data recording, presentation, and reflection. Outdoor education as learning through relationships among people, natural resources, and the environment (Fitriya et al., 2025a). Outdoor learning is not merely a recreational activity. It is a pedagogical process that enables learners to understand concepts through direct engagement with real phenomena (Nasution & Hanifah, 2026). In this study, the schoolyard, garden, plants, soil, water sources, and surrounding environment were used to support IPAS learning.

The selection of outdoor learning was also consistent with the characteristics of third-grade students. At the concrete operational stage, students understand concepts more effectively when they interact with observable objects and situations (Hermanto et al., 2026). Outdoor learning provides these concrete experiences and allows students to construct knowledge through observation, questioning, comparison, discussion, and conclusion (Sari et al., 2024a). This process reflects constructivist learning, in which students actively develop understanding rather than receive information passively. It also supports experiential learning

because knowledge emerges through experience, reflection, conceptualisation, and application (Mufti & Subhan, 2026).

Previous studies presented in the thesis reported positive outcomes from outdoor learning. ENI (2025) found that outdoor learning supported complex problem-solving skills in elementary science. A.Muqtadir et al. (2025b) reported that outdoor learning could improve cognitive learning outcomes. Asmunib (2021) identified improvements in cooperation, motivation, and social studies achievement. More recent studies also reported improvements in elementary students' IPAS interest and achievement through outdoor learning (Andriani et al., 2023a; Pangestu et al., 2024a) .

Despite these findings, a specific research gap remained. Many previous studies focused on secondary education, general science, motivation, or cognitive outcomes as separate variables. Research simultaneously examining learning interest and achievement in integrated IPAS among lower-grade elementary students remained limited. This study addressed that gap through classroom action research involving third-grade students at SDN Pare 4. It combined outdoor learning with contextual activities and continuous reflection across two cycles. The intervention was designed not only to improve test scores but also to strengthen attention, enthusiasm, questioning, participation, curiosity, communication, and cooperation. Accordingly, this study aimed to describe the implementation of outdoor learning and determine its contribution to improving students' interest and learning outcomes in IPAS. It examined how outdoor learning was implemented, whether it improved learning interest, and whether it improved learning outcomes.

METHODS

This study employed a mixed-methods approach using Classroom Action Research (CAR) (N. Kurniawan, 2017a). The mixed-methods approach was selected to obtain a comprehensive understanding of both the learning process and the improvement of students' learning outcomes. Qualitative data were used to describe students' participation, interaction, and learning interest during outdoor learning activities, while quantitative data were used to measure improvements in learning interest and IPAS learning outcomes.

The research was conducted at SDN Pare 4, Kediri Regency, East Java, Indonesia, involving 28 third-grade students as research participants. The classroom teacher acted as the researcher, while another teacher served as a collaborator to observe the implementation of the learning process. The study was carried out in two action cycles following the Kemmis and McTaggart model, consisting of four stages: planning, action, observation, and reflection. Each cycle consisted of two learning meetings (Machali, 2022). Reflection at the end of the first cycle was used to revise the instructional strategy before implementing the second cycle.

During the planning stage, the researcher prepared teaching modules based on the Merdeka Curriculum, designed outdoor learning activities, developed student worksheets, organized heterogeneous learning groups, and prepared research instruments. The outdoor learning activities utilized the school environment, including the schoolyard and surrounding

natural areas, as learning resources relevant to the IPAS topics. During the action stage, students observed objects directly, recorded their findings, discussed the results within groups, presented their work, and reflected on the learning experiences. The teacher functioned as a facilitator by providing guidance, encouraging inquiry, and helping students connect their observations with IPAS concepts. Improvements identified during the reflection stage of Cycle I were implemented in Cycle II through clearer group roles, more structured worksheets, improved time management, and increased teacher facilitation.

Data were collected through observation, learning interest questionnaires, achievement tests, interviews, and documentation. Observation sheets were used to record teacher performance and student participation during learning activities. The questionnaire measured students' learning interest based on indicators of attention, enthusiasm, curiosity, participation, and persistence. Achievement tests administered at the end of each cycle assessed students' cognitive learning outcomes. Interviews with students and the collaborating teacher were conducted to support the interpretation of quantitative findings, while documentation included lesson plans, student worksheets, photographs, field notes, and assessment records.

Data validity was ensured through source and technique triangulation by comparing information obtained from observations, questionnaires, interviews, tests, and documentation. Qualitative data were analyzed descriptively through data reduction, presentation, and conclusion drawing, whereas quantitative data were analyzed using descriptive statistics by calculating mean scores, percentages, and classical learning mastery. The action was considered successful when at least 75% of students achieved the minimum mastery criterion (KKM) and demonstrated good learning interest, accompanied by consistent improvements in average scores and learning mastery across the research cycles.

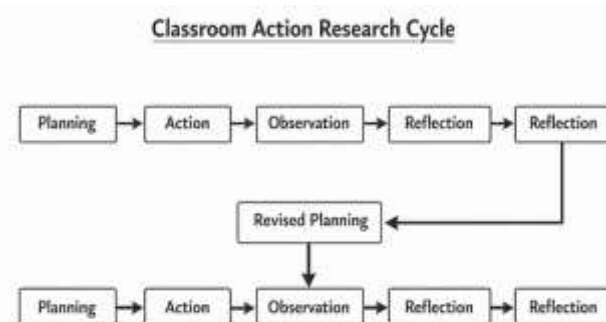


Figure 1. Classroom Action Research Procedure

FINDINGS AND DISCUSSION

Findings

The findings are presented according to the research objectives, namely the changes in students' learning interest and learning outcomes following the implementation of the Outdoor Learning method in Grade III IPAS learning. The results are summarized using

descriptive statistics derived from the pre-cycle, Cycle I, and Cycle II.

Table 1. Students' Learning Interest Across the Research Cycles

Indicator	Pre-cycle	Cycle I	Cycle II
Attention to learning	61%	82%	95%
Enthusiasm for learning	58%	84%	96%
Courage to ask questions	47%	73%	91%
Participation in discussion	56%	79%	94%
Curiosity	54%	81%	95%
Persistence	55%	83%	96%
Average	55.2%	80.3%	94.5%

Table 1 presents the development of students' learning interest during the three stages of the study. The average learning interest increased from 55.2% in the pre-cycle to 80.3% in Cycle I and reached 94.5% in Cycle II. Improvements were observed across all six observed indicators. The largest increase occurred in students' courage to ask questions, which rose from 47% in the pre-cycle to 91% in Cycle II. Likewise, students' attention, enthusiasm, curiosity, participation, and persistence all showed progressive increases throughout the intervention period.

Table 2. Students' Learning Outcomes Across the Research Cycles

Indicator	Pre-cycle	Cycle I	Cycle II
Highest score	88	94	100
Lowest score	52	65	76
Mean score	68.75	80.36	91.25
Classical mastery	39.29%	75.00%	100%

Table 2 summarizes students' learning outcomes across the three stages of the research. The mean score increased from 68.75 in the pre-cycle to 80.36 in Cycle I and further increased to 91.25 in Cycle II. The highest score improved from 88 to 100, while the lowest score increased from 52 to 76. Classical learning mastery also showed a consistent increase, rising from 39.29% before the intervention to 75.00% in Cycle I and reaching 100% in Cycle II, indicating that all 28 students met the minimum mastery criterion at the end of the study.

Table 3. Summary of Changes in Learning Interest and Learning Outcomes

Variable	Pre-cycle	Cycle I	Cycle II
Learning interest	55.2%	80.3%	94.5%
Mean learning outcome	68.75	80.36	91.25
Classical mastery	39.29%	75.00%	100%

As shown in Table 3, both variables demonstrated a consistent upward trend across the research cycles. The average learning interest increased by 39.3 percentage points from the

pre-cycle to Cycle II (55.2% to 94.5%). Similarly, the mean learning outcome improved by 22.50 points, from 68.75 to 91.25. Classical learning mastery increased from 39.29% in the pre-cycle to 100% in Cycle II. These descriptive results indicate measurable changes in students' learning interest and learning outcomes over the course of the classroom action research.

Discussion

The present study found that the implementation of the Outdoor Learning method was associated with improvements in students' learning interest and learning outcomes in Grade III IPAS learning. Students demonstrated progressively higher engagement throughout the two action cycles, accompanied by continuous improvement in academic achievement until all students reached the minimum mastery criterion at the end of Cycle II. These findings suggest that learning activities conducted beyond the conventional classroom environment can support more active participation during IPAS instruction.

The increase in students' learning interest observed in this study is consistent with the characteristics of IPAS learning, which emphasizes direct interaction between learners and their surrounding environment. According to Ningrum et al. (2026b), IPAS is designed to help elementary school students understand natural and social phenomena through meaningful experiences that connect classroom concepts with everyday life. In this context, Outdoor Learning provided opportunities for students to observe, identify, and discuss real objects within the school environment rather than relying solely on verbal explanations delivered in the classroom. Consequently, learning activities became more engaging and encouraged students to participate actively throughout the lesson.

The present findings also correspond with the study conducted by Pangestu et al. (2024b), who reported that Outdoor Learning significantly increased students' learning interest during IPAS instruction in elementary schools. Their study showed that learning activities conducted outside the classroom promoted greater student participation, enthusiasm, and curiosity because students were directly involved in observing learning objects. Similar classroom conditions were observed in the present study, where students gradually became more confident in asking questions, expressing opinions, and participating in group discussions during successive action cycles.

A similar pattern was reported by Andriani et al. (2023b), who found that Outdoor Study supported improvements in both students' learning interest and academic performance when combined with appropriate instructional media. Their findings reinforce the notion that outdoor activities provide learning experiences that are more interactive than conventional classroom instruction. Likewise, Sari et al. (2024b) argued that learning outside the classroom creates dynamic learning situations that encourage exploration, collaboration, and active student participation. These characteristics were evident throughout the implementation of Outdoor Learning in this study, particularly during observation and group investigation activities conducted in the school environment.

The improvement in learning interest may also be explained by the role of the learning environment in supporting students' motivation. N. Kurniawan (2022b) emphasized that the

school environment constitutes an important factor influencing students' willingness to participate in learning activities. When the surrounding environment is utilized as a learning resource, students experience more authentic and meaningful learning situations that stimulate attention and curiosity. This interpretation is consistent with Hidayat & Ramadhan (2025b), who highlighted that the use of the surrounding environment as a learning resource in IPAS enables students to connect theoretical concepts with observable phenomena encountered in their daily lives. Such learning experiences contribute to more active classroom participation and sustained learning interest.

The increase in students' learning outcomes demonstrated in this study also aligns with previous research concerning contextual learning in IPAS. Prior to the intervention, students experienced difficulties in understanding learning materials delivered predominantly through classroom explanation. Karima et al. (2025b) argued that IPAS learning relying exclusively on textbooks tends to limit students' conceptual understanding because learners receive information without sufficient opportunities to observe authentic phenomena. The implementation of Outdoor Learning addressed this limitation by enabling students to construct knowledge through direct observation and collaborative investigation, thereby strengthening their conceptual understanding of the learning materials.

Comparable findings were reported by Muqtadir et al. (2024), who found that outdoor-based learning significantly improved elementary students' cognitive abilities compared with conventional classroom instruction. Their study suggested that direct interaction with learning objects facilitates better concept acquisition because students actively construct understanding through observation and discussion. Similarly, Bukhari et al. (2023b) emphasized that science literacy in elementary education develops more effectively when students engage directly with environmental phenomena rather than depending exclusively on textbook-based instruction.

These findings support the present study, in which improvements in learning outcomes were accompanied by increased student participation during outdoor learning activities. The findings of this study are also relevant to the broader challenges of IPAS learning in the twenty-first century. H. Irawati (2026b) argued that contemporary IPAS instruction requires teachers to adopt learning strategies that encourage critical thinking, collaboration, communication, and active student participation. Outdoor Learning accommodates these characteristics by positioning students as active learners who investigate problems, discuss findings collaboratively, and communicate observations within their groups. Rather than functioning solely as information providers, teachers facilitate students' learning experiences throughout the instructional process.

From a practical perspective, these findings indicate that Outdoor Learning can serve as an alternative instructional strategy for elementary school IPAS teachers seeking to increase student engagement and improve learning outcomes. The strategy does not require sophisticated facilities because the immediate school environment itself can function as an authentic learning resource when learning activities are carefully planned and aligned with

instructional objectives. As suggested by Fitriya et al. (2025b), effective management of outdoor learning environments contributes to the quality of learning by providing safe, structured, and meaningful educational experiences. Therefore, schools should support teachers in integrating outdoor activities into regular IPAS instruction through appropriate planning, scheduling, and classroom management.

Several limitations should also be acknowledged. This study was conducted in a single Grade III classroom involving 28 students within one elementary school, which limits the generalizability of the findings to different educational contexts. Furthermore, the intervention focused on one IPAS topic implemented through two classroom action research cycles. Future studies may examine the effectiveness of Outdoor Learning across different grade levels, IPAS topics, and school settings, as well as compare its effectiveness with other student-centered instructional approaches. Such investigations would provide broader evidence regarding the contribution of Outdoor Learning to elementary IPAS education.

CONCLUSION

This classroom action research demonstrated that the implementation of the Outdoor Learning method effectively improved both students' learning interest and learning outcomes in Grade III IPAS learning at SDN Pare 4. Across the two action cycles, students showed progressively higher engagement in learning activities, accompanied by continuous improvement in academic achievement until the predetermined success criteria were achieved. These findings indicate that utilizing the school environment as a learning resource can support more active, meaningful, and contextual learning experiences for elementary school students.

This study contributes to the growing evidence that Outdoor Learning is an effective instructional strategy for IPAS learning by promoting students' active participation while simultaneously enhancing their academic achievement. The findings also provide practical implications for elementary school teachers by demonstrating that learning activities conducted outside the classroom can be integrated into regular IPAS instruction without requiring extensive facilities, provided that learning objectives, activities, and classroom management are carefully planned.

Nevertheless, this study was limited to one Grade III classroom in a single elementary school and focused on one IPAS learning topic implemented through two classroom action research cycles. Therefore, the findings should be interpreted within this context. Future research is encouraged to investigate the effectiveness of Outdoor Learning across different grade levels, IPAS topics, and educational settings, or to compare its effectiveness with other student-centered learning approaches to strengthen the generalizability of the findings.

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