

LEARNING HISTORY OUTSIDE THE CLASSROOM: OBSERVATION-BASED LEARNING STRATEGIES AND HANDS-ON FIELD EXPERIENCES FOR HIGH SCHOOL STUDENTS

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ABSTRACT

The primary issue in the realm of history education in secondary schools pertains to the dearth of student engagement, largely attributable to the conventional pedagogical methods that are characterized by monotony and a paucity of contextual relevance. The present study examines the effectiveness of outdoor learning-based history learning strategies through on-site and experience vibes approaches at cultural sites in Singosari District, Malang Regency. The objective of the present study was to evaluate the impact of outdoor learning on historical understanding, learning interest, and awareness of cultural and environmental values. The present study employed a mixed methods intervention design approach, which integrates quantitative and qualitative methods in a cohesive manner. The population under study comprised all grade X students of SMAN 1 Purwosari, with a total population of approximately 400 students, of which a sample of 183 students was selected through purposive sampling. Quantitative data were collected through the administration of pre- and post-activity questionnaires, while qualitative data were obtained through open interviews, activity documentation, and analysis of student impressions and messages. Quantitative data were analyzed using the percentage change in the results of the pre-post questionnaire, while qualitative data were analyzed thematically to reveal the meaning of students' experiences during the activity. The findings indicated a substantial enhancement in historical comprehension, a marked increase in enthusiasm for learning, and a notable development in empathy for cultural heritage and the environment. A substantial majority of students reported that the activities were both enjoyable and beneficial, with an overwhelming 99.1% expressing a profound experience. The findings of this study demonstrate the efficacy of the direct experience-based history learning model in fostering reflective, participatory, and contextual learning. Furthermore, the model's relevance to the implementation of the Merdeka Curriculum at various levels of education is substantiated.

Keywords: Outdoor Learning, Learning Strategy, on-site observation, experience vibes dan Situs-Situs Singosari

ABSTRAK

Permasalahan utama dalam pembelajaran sejarah di sekolah menengah adalah minimnya ketertarikan siswa akibat pendekatan konvensional yang bersifat monoton dan kurang kontekstual. Penelitian ini mengkaji

efektivitas strategi pembelajaran sejarah berbasis outdoor learning melalui pendekatan on-site dan experience vibes pada situs budaya di Kecamatan Singosari, Kabupaten Malang. Tujuan penelitian adalah untuk mengevaluasi pengaruh pembelajaran luar kelas terhadap pemahaman sejarah, minat belajar, serta kesadaran terhadap nilai budaya dan lingkungan. Penelitian ini menggunakan pendekatan mixed methods intervention design, yang menggabungkan metode kuantitatif dan kualitatif secara terintegrasi. Populasi penelitian mencakup seluruh siswa kelas X SMAN 1 Purwosari sebanyak ±400 siswa, dengan sampel sebanyak 183 siswa yang dipilih secara purposive sampling. Teknik pengumpulan data kuantitatif dilakukan melalui kuesioner pra dan pasca kegiatan, sedangkan data kualitatif diperoleh melalui wawancara terbuka, dokumentasi kegiatan, serta analisis narasi kesan dan pesan siswa. Data kuantitatif dianalisis menggunakan persentase perubahan hasil pre-post questionnaire, sedangkan data kualitatif dianalisis secara tematik untuk mengungkap makna pengalaman siswa selama kegiatan. Hasil penelitian menunjukkan adanya peningkatan signifikan dalam pemahaman sejarah, antusiasme belajar, serta empati terhadap warisan budaya dan lingkungan. Sebanyak 100% siswa menyatakan kegiatan menyenangkan dan bermanfaat, serta 99,1% merasa mendapatkan pengalaman yang mendalam. Penelitian ini menunjukkan bahwa model pembelajaran sejarah berbasis pengalaman langsung mampu menciptakan pembelajaran yang reflektif, partisipatif, dan kontekstual, serta relevan untuk diterapkan dalam Kurikulum Merdeka di berbagai jenjang pendidikan.

Kata kunci: *Outdoor Learning, Learning Strategy, on-site observation, experience vibes dan Situs-Situs Singosari*

A. INTRODUCTION

Education is an important thing in the development of a nation, by preparing an optimal and equitable form or purpose of education throughout the country by developing the right curriculum from primary school to higher vocational levels (Shyafitri et al., 2023; Satria et al., 2025; Retnasari et al., 2022). In line with the research of Rachmawati et al. (2022) in Agustina et al. (2023), that the Merdeka Curriculum goes hand in hand with the Pancasila Student Profile (P5) programme as a synthesis of national education goals which gives students the freedom to interact and be directly involved in an environment-based learning. So with this, an educator in the scope of history must have a learning strategy that is easily found around the student's environment, making the best use of the potential of historical objects and values that are easily accessible and known by students (Arifin & Setiawan, 2020; Almagofi et al., 2023).

The learning process of students has changes in the cognitive, affective, and psychomotor domains (Meilani et al., 2021; Magdalena et al., 2021). Especially in learning history, students must be able to address and interpret how things in the past are sustainable to the present and have an impact on the future (Sejati et al., 2020; Mardiani, 2021). According to Lelea et al. (2023), the form of teaching and learning activities is a

component of the educational process, with the presence of educators (teachers) who have a role as intermediaries or motivators to students during the learning process. Therefore, an educator must have educational experience and play the process of educational activities with creative or interesting learning strategies for students, but from existing practices to technological developments, conventional learning is still very common (Daulay et al., 2023; Hasanah et al., 2024; Yunus, 2016).

Learning through outdoor learning methods is highly recommended, with an approach to the outdoor learning process with relevant material on the material needed, besides that from outdoor learning students get more insight and knowledge outside the textbook, with the core of increasing environmental sensitivity as well as experiences and impressions that are not obtained during classroom learning (Niveetha et al., 2019; Anisa, 2022). On the contrary, by referring to the study of writing about Dewey Theory or the initial figure who formed the basis of outdoor education in Jayson (2019), Dewey in 1949 stated that a learning process besides being based on knowledge and insight, should contain deep philosophical values, so that it is not merely an outdoor activity. In this research, the title quote titled on-site and experience vibes is a form of how historical knowledge can improve, attract and provide new things for the next generation by having its own strategy, especially in delivering the material content.

Outdoor learning activities from previous research, for example Ma'rufin & Utari (2018), the results are still found in the form of students who are quite low in historical awareness with the object of Gunung Gangsir Temple even though the temple is in the same area as they live. Similarly, the latest research by (Hakim & Khakim, 2024), shows that out-of-class activities in fact students are quite interested in field trips, especially history with the basic material of historical material around them. However, these two studies did not provide a detailed explanation of the management in these out-of-class activities such as modules, materials, environmental views, and how to approach or evaluate students in order to provide satisfactory interaction in the learning process.

The research in this paper takes outdoor history learning activities referring to phase E according to the history curriculum pattern which focuses on the material 'Indonesia during the Traditional Kingdoms'. The place of activity is in the Singosari area of Malang Regency, the reason for choosing Singosari is because there are traces of historical-cultural heritage that are quite monumental in Indonesian history, namely the relics of the Tumapel kingdom with evidence of Petirtaan Watu Gede, Singosari Temple, Dwarapala Statue and Sumberawan Temple. The existence of this site as evidence of the importance of the entity of a history and cultural heritage, on the other hand, contains philosophical-based educational value that can be empowered as a field-based historical resource in a contextual and memorable manner so as to foster a sense of care and preservation of cultural heritage and the environment.

Research on learning activities outside the classroom has been extensive in the history learning context, yet there are still significant gaps in the implementation and learning approaches (Purwowododo & Zaini, 2023). As demonstrated in the research

conducted by Kamaruddin and Awaru (2024), the implementation of out-of-class learning activities at historical sites in Yogyakarta has been shown to effectively enhance students' learning motivation. The findings also demonstrate that the integration of these programs into the formal curriculum structure is not yet optimal.

Research by Hakim & Khakim (2024) indicates that extracurricular activities, such as historical field trips, are particularly appealing to students, especially when the learning material is directly related to their immediate environment. However, a paucity of attention is observed in these studies with respect to the design of the activities, including the integration of modules, the utilization of material, the employment of learning approaches, and the implementation of appropriate evaluation strategies in out-of-class activities. A subsequent study by Pratama (2019) examined the efficacy of outdoor learning-based history education in the historical site area in Yogyakarta. The study concluded that, while this method was able to enhance learning motivation, there was a paucity of integration between activities in the field and the formal curriculum structure. Concurrently, Rahayu & Sutopo (2020) examined the utilization of local history sites in history education in elementary schools and found that utilization tends to be symbolic without careful pedagogical planning. A study by Wibowo (2021) underscores the significance of contextual modules grounded in local history sites. However, the study does not directly assess the efficacy of these modules in out-of-class learning activities.

The following out-of-class history learning activities refer to phase E in the Merdeka Curriculum. These activities focus on the material "Indonesia during the Traditional Kingdom Period." The site of activity was selected in the Singosari area, located in the administrative region of Malang Regency, due to its abundance of historical landmarks, including Petirtaan Watu Gede, Singosari Temple, the Dwarapala Statue, and the Sumberawan Temple. This research not only renders the site an object of visitation, but also integrates learning modules, contextual approaches, and interactive evaluation systems to explore the depth of students' understanding of historical heritage holistically. Consequently, this research contributes to the provision of a structured, comprehensive, and contextualized model of out-of-class history learning activities to foster historical awareness and concern for cultural and environmental preservation.

So from this background, this research aims to: 1) Describe the strategic results of the effectiveness of outdoor learning and its influence on student interest based on the form of their authentic experience, 2) Measure the results of students' understanding of pre and post activities according to the material that has been prepared, namely the site in Singosari District, Malang Regency, 3) Explore the value of students' awareness and concern for history and the environment that has been systematically designed in outdoor activities. The results of this study are expected to contribute to the development of a reflective, participatory, and contextualised out-of-class history learning model strategy.

B. RESEARCH METHOD

This research uses mixed methods intervention design, which is a combination of quantitative and qualitative methods in a structured research to get more complete results from an object of study (Creswell, 2017; Edmonds & Kennedy, 2016). This design can provide many references to a phenomenon of research findings, rather than using only one method. It is clarified by the results of the Hu & Chang (2017) review, that mixed methods can provide the results of scientific arguments that are richer in context and depth as long as they connect numerical (quantitative) and narrative (qualitative) data integrated between instruments, questionnaires, research questions to the main guidelines for mixed methods to be practiced affective.

The purpose of developing mixed methods with this design intervention pattern can show the results of broader and more comprehensive data on the results of outdoor learning activities (Pugu et al., 2024; Rachmad et al., 2024). The purpose of developing this method is to obtain valid, richer, and complementary data (Kusumastuti et al., 2025; Basiroen et al., 2025). Then, this approach is chosen as the evaluation research of the effectiveness of outdoor learning strategies by looking at the form of changes in student understanding results in pre and post intervention. The purpose of the intervention pattern is a series of visits to historical sites, with reference to the material that has been delivered through interactive learning and refers to experimental learning. This research replicates and further develops previous findings (Ma'rufin & Utari, 2018; Hakim & Khakim, 2024), but with a more planned design intervention and assessment of qualitative and quantitative changes.

The population of this study were all students from class X SMAN 1 Purwosari Pasuruan Regency, totalling \pm 400 students. Classifying the sample using purposive sampling technique, namely by direct student involvement in out door learning activities. The sample of all students in participation amounted to 183 students consisting of classes X-1 to X-12, all students in this activity followed the full flow of activities from pre to post activities. For the selection of qualitative data, researchers chose 6 students purposively based on the representation of activeness during activities, gender, and each class.

This research instrument consists of pre and post-activity questionnaires, at this moment to test changes in student understanding, especially material and interest in history. The pre-activity questionnaire totalled 8 questions with a Likert scale (1-4) and 2 scale items (1-3), the purpose of using this Likert scale is to measure the opinions, attitudes, and perceptions of a group/column of respondents about the research objectives (Sugiyono, 2017). There is also a post-activity questionnaire with 10 general questions on a scale of (1-4), in addition there are 5 additional questionnaires with a scale of (1-4) on the overall management statement of the activity. At the end of the form, there was a comment column that could be filled in by the outdoor learning participants. In addition, during the activity, documentation in the form of photos and videos from the open-ended interviews were used to contextualise the results of the activity.

Table 1. Selection of OHL Learning Effectiveness Criteria

Percentage%	Effectiveness Result
80 - 100	Very Satisfied (+ Score)
60 - 79	Satisfied (+Value)
50 - 59	Less Satisfied (-Value)
< 50	Very Less Satisfied (-Value)

The procedure of this study is divided into three phases, namely: 1) Pre-activity, with the preparation of special out-of-class learning modules, distribution of initial questionnaires (screening), and preparation of visit sites. 2) Implementation, students visited each historical site (Petirtaan Watu Gede, Singosari Temple, Dwarapala Statue, and Sumberawan Temple) with direct observation, reflection, and discussion. 3) Post-activity, this dissemination was carried out at the end of the event session with photo and video documentation points, student impressions and messages, and selected student interviews for data validation. The presentation of this research prioritises quantitative results as an illustration of a change in intervention data, using qualitative data to strengthen the context during and after the moment of activity implementation, so that these two provide mutual attachment and factual concrete evidence. In this study, data analysis techniques were carried out quantitatively and qualitatively in accordance with the mixed methods approach used. 1) Quantitative Data Analysis, data from pre-activity and post-activity questionnaires were analyzed using descriptive statistics to see changes in students' perceptions, understanding, and interest in historical materials after participating in outdoor learning. The analysis steps include: a) Scoring of questionnaire items based on Likert scale (1-4) and additional scale (1-3). b) Calculation of percentage of each answer to know the distribution of data. c) Comparison of pre and post mean scores to measure the level of effectiveness of the intervention. c) Interpretation of results based on effectiveness criteria determined in Table 1 (very satisfied, satisfied, less satisfied, very dissatisfied). 2) Qualitative Data Analysis, qualitative data were obtained from: a) Open-ended comments in the questionnaire. b) Documentation of activities (photos and videos). c) In-depth interviews with 6 purposively selected students. The analysis was conducted using a thematic analysis approach, namely: a) Organizing raw data into categories (coding) based on main themes such as interest, understanding, and learning experience. b) Compiling thematic narratives from interview data and student comments. c) Triangulating data to ensure validity, by comparing observation results, interviews, and questionnaire results.

C. RESULTS AND DISCUSSION

Result

Intervention Findings and Results Based on Questionnaire (Quantitative)

The outdoor learning activity involved 183 students in total in the pre-implementation data and 103 post-implementation data. The reduced value of respondents after the activity was due to late collection and technical constraints during

field technical activities. Based on field research, it turns out that it is very rare and even a long time ago there was no outdoor activity (school), due to distance, system factors, and exacerbated after the co-19 pandemic. Instruments on each questionnaire indicator between pre and activities have been designed in the affective and cognitive domains that are relevant to the objectives of the activity. The pre instrument reference is planned in the form of student motivation, perceptions, and expectations of history, especially in outingclass. While the post points, are designed to see and evaluate the main aspects, namely the experience and understanding of learning history directly.

Table 2. Pre-activity Questionnaire Results

No	Indicator	Result %
1	History is a favourite subject	78,7 %
2	Feeling bored in history class	72 %
3	The importance of learning from the past	97,2 %
4	Never attended an outing class	68,3 %
5	Never visited cultural heritage	19,6 %
6	Feel the importance of outingclass learning	98,9 %
7	Participating in outingclass increases understanding of history	98,3 %
8	Feel excited about participating in outingclass	94,5 %
9	Hope to get more understanding from outingclass	100 %
10	Feeling an obligation to preserve history-culture	98,3 %

Pre-activity Questionnaire Results

Source: Self-processed by the researcher

Table 3. Post-activity Questionnaire Results

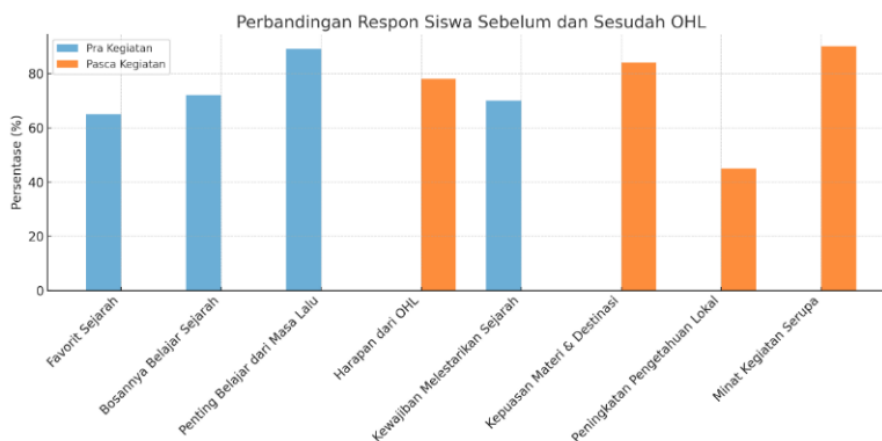
No	Indicator	Result %
1	Feeling OHL is very fun	100 %
2	The material and destination were very satisfying	99,1 %
3	Feeling getting stories and experiences	100 %
4	OHL adds insight and understanding of history	100 %
5	Very fond of Indonesia's historical heritage	100 %
6	Feel more like history subjects	94,2 %
7	Better understand Indonesian Classical Period material	99,1 %
8	Feeling more loving and preserving the nation's history – culture	100%
9	Feeling like joining similar activities such as outingclass, exploring, etc.	100 %
10	Feel very satisfied in outdoor history learning activities	98%

Post-activity Questionnaire Results

Source : self-processed by the researcher

The total questionnaire results showed significant changes in students' perceptions of history learning after participating in outdoor history learning (OHL). It can

be seen from the pre-results that 78.7% of students recognized history as their favorite subject, but 72% of them felt bored in monotonous activities in the classroom. After participating in outdoor learning, 78% of students admitted that this activity greatly improved and helped in understanding historical insights both contextually and factually, and 84% of students received materials and destinations during the activity. Then, 90% of students stated that they really wanted to participate in similar activities with different destinations and materials.



Graph 1. Pre and Post OHL Activity Questionnaire Results in Bar Graph Form

Findings and Analysis Based on Questionnaire Comments (Qualitative)

Procedures for outdoor learning activities need to be carefully prepared, in this OHL activity, especially in post-activity, there is a comment column form and a questionnaire in the form of special segmentation including transportation, consumption, committee, security and health. The majority of students gave positive responses, although there was little criticism on transportation regarding the comfort and temperature of the vehicle, overall students gave positive responses to the flow of activities. The consumption segment, almost all students were satisfied although there were minor criticisms on the choice of drinks and food. The results in terms of committee evaluation showed that 31 respondents felt 'very satisfied', highly appreciating the results of hard work and professionalism during the activity. Positive results are quite visible from all segments, in security and health the majority of students feel safe and helped during the event, but in terms of the medical team there are notes that seem to be invisible during field activities.

In qualitative results, the answers to the segmentation of evaluation results, especially in activity management, the majority of students are very satisfied with the process of implementing activities, although there are few criticisms in various segments. In addition to student comments on the questionnaire form, there was a session to convey impressions and messages by each student according to the appointed representative with high emotional involvement during the activity, several students conveyed 'I want more exciting OHL, the first time activity and open space for environmental adaptation and solidarity, for the material is very easy to understand, and there are still memorable places that still have big question marks', 'OHL is very interesting and exciting by visiting various sites', and 'Activities are very exciting,

especially being able to learn about the environment and springs, especially ways to preserve nature and historical objects'. These findings show that the success of experiential outdoor learning strategies and approaches can increase environmental awareness and empathy for historical values for students.



Figure 1. One of The Students Gave an Impression and Message at The End of The Activity

The overall result shows that the learning strategy with an experiential approach and atmosphere/vibes can have an impact on the development of environmental sensitivity and historical awareness rather than conventional methods. Then overall the results of student respondents, that outdoor history learning activities show positive points/success not only in terms of the material that has been prepared, but also how to build a reflective and participatory learning process. All positive results confirm that a learning process based on outdoor experience/activity must be prepared optimally on logistics and technicalities.

Discussion

An Approach to Outdoor History Learning in Locations and Experiential Settings

The outdoor learning strategy is the right method in creating a more interactive learning atmosphere (vibes) between teachers and students, from outdoor activities that can foster critical and creative thinking in students because the learning process is varied so that it is more meaningful (Daulay et al., 2023; Kusyairi & Hasan, 2024). In addition, the outdoor learning model based on the experiential learning theory proposed by Dewey (1949) in Jayson (2019), provides reinforcement that a student is able to feel a deep experience by interacting directly with objects/materials, environmental areas, and contextual that have been prepared.

This research uses the term on-site and experience vibes which means that the learning process, especially history, is in accordance with the factual location of the site or museum, but this activity must provide dimensions that have an impact on the emotional, social, environmental, and reflective feelings for students so that it fosters understanding more than just the contextual material. The combined form of both can be a specially designed reference that leads to three segments of learning in general, namely cognitive (understanding/essence of history), affective (sensitivity and care), and psychomotor (activities during exploration in the field).

Procedurally, academic (intervention) outdoor learning activities have several stages that must be prepared whether from materials, discussions, assignments, and implementation processes, in order to foster high expectations of students' views that this learning in addition to understanding must gain experience and overall emotional connection (Niveetha et al. (2019); Sejati et al. (2020). The procedural stages are divided into:

Table 4. Syntax of the OHL On-Site and Experience Vibes Implementation Process.

Stages	Description/Activity
Pre-activity briefing	Introduction to the flow of activities and materials, assignments, initial questionnaires.
Explore the Site area	Discussion, interview, observation, and task implementation.
Reflections and Message Impressions	Group discussions, message impression sessions, and documentation.
Post-activity Evaluation	Narrative reflection, questionnaires and open comments.

There are also challenges that need to be prepared, namely material/question triggers by a teacher/instructor as an initial form of interactive reference for students. This research took place in the area of sites in Singosari. The triggers are a supplement to increase student excitement, for example:

Table 5. Strategy for delivering question triggers to students

Place/Location	Lighter
Petirtaan Watu Gede	<ol style="list-style-type: none"> 1. How did our ancestors manage and use water sources wisely? 2. Actually, why are there buildings deliberately built in watery areas? 3. Is it true that this is the bathing place of Princess Ken Dedes?
Candi Singosari	<ol style="list-style-type: none"> 1. Did you know that Singosari Temple is an unfinished temple! 2. How did our ancestors build the temple? 3. How did our ancestors create harmony between human life and nature in the philosophy of the temple?
Arca Dwarapala	<ol style="list-style-type: none"> 1. The largest Dwarapala statue in Java is in Singosari! 2. How did our ancestors make such a big statue? 3. Why were there two religions in the past, but they looked harmonious side by side with each other?
Stupa Sumberawan	<ol style="list-style-type: none"> 1. What was the condition of tolerance between religious communities at that time? 2. Why are there traces of Buddhism in Singosari? 3. What is the reason that Sumberawan Temple is

surrounded by water sources?

According to the steps of this approach, it can actively develop students' understanding, especially in terms of sensitivity to environmental awareness and empathy for local history and culture outside of history textbooks (Sejati et al., 2020; Daulay et al., 2023).

Exploration of Historical Sites in the Singosari Area

The main form of development apart from physical conservation, but also oriented towards tourism and having a positive impact on the socio-economic aspects of the community, which is based on the educational value and identity of a local history/culture (Krisnawati & Suprihardjo, 2014). This study is in line with Soka et al., (2021), the potential for archeology/cultural heritage in Singosari is quite abundant, such as the Watu Gede Patirtan site (water source), Singosari Hindu temple, Dwarapala statue, and Buddhist temple (Sumberawan) especially these sites hold many academic stories with the theme of the Singosari archaeological site landscape, because in its study it is very related and relevant in material containing philosophical values, natural conditions (water sources), culture, and myths of its people. The reason for choosing the Singosari area, apart from the many archaeological traces, refers to the national history of Indonesia which is strongly suspected of being the former palace/capital of the Tumapel/Singosari Kingdom according to the current history curriculum.

Choosing the Singosari area as a visit object because it has extraordinary historical heritage wealth such as Petirtaan Watu Gede / "Taman Boboji" and Stupa Sumberawan, where both of these sites besides having historical value have other important elements in the form of the utilization of cultural heritage in water management and sustainability, then Candi Cungkup / Singosari and Arca Dwarapala which is suspected to be the location of the capital of the Singosari kingdom (Sulistyo et al., 2021; Santoso, 2016). Also in line with the research findings (Soka et al., 2021; Ramli & Wikantiyoso, 2018), especially Stupa Sumberawan is suspected to be a relic of the Majapahit Kingdom has the theme of a sacred building in the form of a Stupa surrounded by a water source, where until now the surrounding community holds a village cleansing ceremony (kejawen) and Buddhists perform puja (waisak). This finding is in line with the concept of outdoor history learning activities based on on-site and experice vibes which are used as the theme of the activity.

This study also provides novelty from previous research by Ma'rufin & Utari (2018) and Hakim & Khakim (2024), which only provide a flow of site visits, group divisions, listening to material (guide), assignments, and student understanding without looking at aspects of event management and students' reflective emotional approaches. In line with the results of the study by Lelea et al., (2023), that in fact the purpose of outdoor learning is to provide different learning activities with a more contextual and more factual approach. Therefore, the form of implementation in the outdoor history learning strategy

must have readiness in addition to the logistics management of activities must have emotional approach skills between objects and students emotionally.

Developing Historical Knowledge and Awareness and Environmental Reflection

A teacher must have an effective learning strategy, aimed at maximizing the results of learning objectives, one of the outdoor learning activities aims to prevent students from getting bored with conventional learning in the classroom (Daulay et al., 2023). There are many terms for outdoor learning such as outing class, outdoor learning, outdoor study, outdoor education, and many more, the form of these terms all aims to be a strategy for increasing students' understanding which is quite significant regarding the main discussion between nature and human resources (Niveetha et al., 2019). In this outdoor history learning (OHL) research, it provides a lot of novelty, one of which is apart from being the final target of students' understanding/awareness of history, but how students are able to reflect on the values between history and nature from the material intake that has been obtained during activities in the field. Here are some descriptions of the main points including:

1. Historical Knowledge

The process of entering information from internet pages is quite rapid, from fingers typing it appears instantly without any filtering according to the material needs of students, from here a teacher, especially history, is able to provide a discussion space with students in briefly reviewing a phenomenon (Arifin & Setiawan, 2020). Ease of access to learning through technology/internet can improve a student's historical thinking skills by how to analyze and study an object/phenomenon from the past that has a basic primary/secondary source classification (Niveetha et al., 2019). In outdoor history learning, teachers can design material that is truly suitable and exciting and must even be relevant to current phenomena.



Figure 2. Students are Observing Old Photos of The Watu Gede Baths and Comparing Them with Current Conditions.

2. Historical Awareness

The vocabulary of "historical awareness" especially in history learning is one of the targets of a teacher on how a student is able to understand and grow in these

values, not only in knowledge or insight. In accordance with Ma'rufin & Utari (2018), that the essence of historical awareness is a sense of curiosity about the past to explore why something can happen and even why it can happen, besides that the essence is that the value of this awareness refers to the direction of cultural values. An example of sparking a sense of awareness that leads to concern for history and historical relics in the case of the courtyard of Singosari Temple which is lined with several statues that have been damaged/vandalized.



Figure 3. Students are Walking and Observing The Front Yard of Singosari Temple, Where Statues of The Gods Are Lined Up in Various Worrying Conditions

3. Environmental Reflection

Outdoor learning activities in addition to the social aspects that accompany there are also natural sectors that we cannot avoid. In line with the expression (Lelea et al., 2023), the learning process to provide a sense of motivation and greater connection requires a teaching process outside the classroom in order to feel the real learning process that is in touch with nature and society. In learning history, especially in the material of Prehistoric - Classical - Colonial Indonesia, there are many connections with natural elements, basically humans cannot be separated from nature as a continuation of life. In this outdoor history learning activity, students visit several cultural heritage areas that are closely related to water or natural harmony.



Figure 4. Students Appear Enthusiastic to Observe The Water Source That Comes Out of The Ancient Watu Gede Bathing Pool Channel (Left), and The Water Source That Comes Out From Between The Tree Roots (Right)

Research Implications

The results of this study are very helpful in developing outdoor learning strategies at the high school level. The OHL method based on emotional experiences and direct observation has been proven to be able to increase environmental and cultural awareness and certainly historical understanding for students. Efficiently, the results of these findings can be used as a basis for teachers to design a model of historical learning activities that are more participatory and contextual.

Research Limitations

This study is not free from limitations that can be underlined and noted. First, the aspect of the location of the activity is only limited to Singosari District, so that it is specifically necessary to generalize the results of the study to other areas, careful action is needed. Second, the decrease in the number of respondents after the activity was due to some technical constraints in the data collection process, so that not all respondents were accommodated in the same number, only some of the students could be analyzed qualitatively. Third, the form of evaluation of empathy and student attitudes is still descriptive and still lacking in an approach with longitudinal measurements to see the sustainability of learning effects. In addition, the term "on site and experience vibes" approach that is embedded has not been tested in variations of historical material or different class levels. Finally, this study has not analyzed the results of differences in perspective, perhaps based on gender and student background, which may be further research in the future.

D. CONCLUSION

The findings of this study provide an answer that the Outdoor History Learning strategy based on On Site and Experience Vibes has a very positive influence on historical awareness and historical understanding, and is a form of student reflection on the environment/nature. From a learning activity at a historical site directly, students gain a lot of cognitive understanding, but there are very visible changes in the affective and psychomotor aspects, as seen from students' answers on increasing interest in learning history and increasing feelings/empathy for cultural and environmental values. Quantitative findings indicate that there is a change in students' perspectives on learning history from initially being considered boring and monotonous conventionally in the classroom, in fact it can become a very enjoyable and meaningful activity. In addition, qualitative data from participant/student answers confirm that this learning activity is very successful, resulting in deep historical, social, and environmental awareness.

The structure of this study opens up a new discussion space regarding the integration of OHL activity management, which has not been studied by previous studies. From this, it provides a contribution to an in-depth discussion space on how to build a

more reflective, contextual, and real/emotional experience-based history learning mode. Despite the very satisfying positive results, this study has limitations in several segments, namely the post-activity respondent follow-up, location coverage, and has not evaluated the long-term impact of this learning activity. Therefore, the Outdoor History Learning study is highly recommended as a strategic alternative to the history learning model in the era of the independent curriculum, which strengthens aspects of local values, freedom of thought, and strengthening the character of students through contextual and factual learning.

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