

Outdoor Learning: Changing The View Of The Boring Subject Of Pancasila Education In Elementary School

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ABSTRACT

Pancasila Education as a compulsory subject in elementary schools is often seen as boring learning due to monotonous and conventional teaching methods. This study aims to examine how the implementation of outdoor learning methods can be an effective solution in changing students' perceptions of Pancasila Education subjects. Using a systematic literature review method, this research analyzes various reference sources related to the implementation of outdoor learning in learning Pancasila Education at the elementary school level. The method in writing this article uses a case study method with data collection techniques, namely interviews, observations, and literature studies. The results showed that outdoor learning succeeded in changing the learning paradigm from theoretical to more dynamic and meaningful. This method allows students to observe, feel, and practice Pancasila values directly through real experiences in the surrounding environment. Some effective implementation strategies include contextualized material planning, outdoor deliberation simulation, project-based approach, and joint reflection. The implementation of outdoor learning is proven to increase students' interest in learning and understanding of Pancasila Education materials, as well as help internalize Pancasila values through meaningful hands-on activities.

Keywords: Outdoor learning, Pancasila education, elementary school, learning method, learning innovation.

1. INTRODUCTION

Pancasila education is a fundamental foundation in shaping the character of the nation's next generation. As a compulsory subject in elementary schools, this subject not only plays a role in providing knowledge about state ideology, but also has a strategic goal in instilling the noble values of the nation to students from an early age. Through learning Pancasila, students are expected to foster a spirit of nationalism, understand their rights as citizens, and respect their rights as citizens. However, the reality in the field shows that several challenges arise when teaching Pancasila Education at the elementary school level (Suhendar & Rambe, 2023; Hernawati, 2024). Learning methods that are usually

monotonous and conventional often make students feel bored and less interested. When learning is dominated by lectures, memorization, and in-class activities, the subject is considered boring by most learners. The perception that Pancasila Education is only a theoretical subject that is less relevant to their daily lives exacerbates this condition. As a result, the expected learning objectives are not optimally achieved, which means learners do not get enough benefit from their lessons (Riyanti & Prasetyo, 2020).

Facing these problems, learning innovations are needed that can change the paradigm and increase students' interest in Pancasila Education. One alternative that can be applied is the outdoor learning method. This concept offers a more dynamic, interactive, and contextual learning approach by utilizing the environment as a learning resource. Through outdoor learning, students not only learn about Pancasila theoretically but can also observe, experience, and practice Pancasila values directly in the context of real life (Lubis, 2022). Outdoor learning in Pancasila learning opens opportunities for learners to explore the implementation of Pancasila values in their surrounding environment. Learning activities can be carried out in various places such as the school environment, city parks, museums, or historical places that have relevance to learning materials. With this approach, learners do not feel bored during the learning process and can develop a deeper understanding of Pancasila through direct experience and fun activities. In addition, outdoor learning can also improve students' social skills, cooperation, and sensitivity to the surrounding environment (Tirtoni, 2018).

This article will examine how the application of outdoor learning methods can be an effective solution in changing the perception of elementary school students towards Pancasila Education subjects that have been considered boring. The discussion will cover the basic concepts of outdoor learning, implementation strategies, and its impact on students' motivation and learning outcomes in Pancasila Education subject.

2. RESEARCH METHODE

The method used in this research is a case study method, with a descriptive quantitative approach. We conducted this research in one of the elementary schools in Surakarta city. According to Pada (2023), descriptive qualitative research is a type of research that aims to describe, explain, and interpret certain phenomena, situations, or groups systematically, factually, and accurately. Research with a qualitative approach aims to understand the views of participants through interactive and flexible strategies. This approach is used to explore social phenomena related to the implementation of outdoor learning in elementary school students. According to Fitrah (2018), case study research aims to explore the uniqueness or distinctive characteristics that exist in the case under study. The case is the main reason for conducting case study research, so the main purpose and focus of this research lies in the case that is the object of research, namely the application of outdoor learning to overcome boredom in Pancasila Education subjects in elementary schools. This research aims to explain and understand the case thoroughly and comprehensively (Nurroh, 2017).

The data collection techniques we use in completing the results of this study are observation, interviews, and literature studies. According to Utomo, et al (2024) observation is a data collection technique that involves researchers in directly observing activities, behaviors, or environmental conditions related to the phenomenon being studied. We conducted observations during the learning process of Pancasila education in grade 4 at one of the elementary schools in Surakarta City by observing activities, behavior, and classroom conditions during the learning process. According to Sarie, et al (2023) interviews are a process of interaction between researchers and respondents with the aim of obtaining in-depth information about the views, experiences, perceptions, or understanding of respondents related to the phenomenon under study. In the interview process, we conducted interviews with homeroom teachers regarding research data that had not been obtained during the observation process. Habsy (2017) states that literature study is a method used to collect data or sources related to the topic raised in a study. The literature study carried out has several objectives, namely to obtain relevant information related to the research problem; expand the researcher's knowledge of the problem and the research field to be carried out; conduct a literature review of previous research relevant to the research topic to be carried out; obtain information on aspects that have been researched previously to avoid duplication of the same research.

The study focuses on three main aspects: The effectiveness of outdoor learning methods, implementation strategies that are in accordance with the characteristics of Pancasila Education learning, and the impact on students' motivation and learning outcomes. In conducting the literature review, the researcher used a systematic mapping study approach to map the research area comprehensively. This process involved a systematic search of various relevant literature sources, including journal articles, textbooks and research reports. This study analyzed the data using qualitative content methods through three stages: organizing the data by theme, combining the findings, and identifying important themes. To ensure the accuracy of the results, this research used methods such as comparison between sources, and detailed recording of each step of the research (Wahyono, 2020). From the results of this analysis, five main themes were found that discussed the theoretical basis, how to apply, supporting factors for success, influence on learning, and obstacles and solutions in the application of outdoor learning for Pancasila Education.

3. RESULT AND ANALYSIS

Challenges in Pancasila Education Learning

Citizenship Education subjects aim to educate students. One of the objectives of Civic Education is to produce learners who understand the principles of Pancasila. When asked about the precepts of Pancasila, most learners can mention the five precepts. What are some examples of practicing the precepts of Pancasila? learners can easily mention these examples (Irawana & Taufina, 2020).

Based on the description above, it can be concluded that students have knowledge about Pancasila education materials, but in practice it is still far from expectations. As

explained, students know examples of practicing the precepts of Pancasila but only a few students actually implement them. For example, the third principle prioritizes the public interest, maintains solidarity, and respects diversity. Some elementary school learners have difficulty in maintaining unity because they tend to form certain groups that can create exclusivity. This can make it difficult for learners to mingle and unite with other learners outside their group.

The teaching of Pancasila education has been mostly done with traditional methods. During teaching, educators mostly use lecture and question and answer methods. Learners only listen in class and then answer questions. Learning becomes boring and the teacher becomes the only source of information. In addition, teaching Pancasila education rarely involves supporting media. This kind of learning is very boring.

Non-contextualized learning also results in uninteresting learning. Pancasila education materials can actually teach many things that are relevant to the real life of students. However, in practice, because they are used to learning through lectures, all materials are finally presented in the form of lectures and question and answer sessions. As a result, learners only get what is taught by their educators. Even at the evaluation stage, the focus tends to be on the cognitive aspect of learning. Because it relies on lecture-based methods, learning outcomes only focus on knowledge. In fact, learning outcomes should cover all domains: cognitive, affective, and psychomotor (Hendrizal, 2019; Suhendar et al., 2024).

Basic concepts and principles of outdoor learning

Continuous learning in the classroom can make students feel bored and less motivated to learn (Widiasworo, 2017: 78). The environment is one way or learning tool that can involve students in various domains, namely the cognitive, psychomotor and affective domains. Various objects in the school environment can be utilized by teachers as teaching aids and learning resources for students. By utilizing the environment, teachers can invite students to learn directly in the field and also encourage active participation of students. Outdoor learning involves educational activities that take place outside the classroom to make the learning process more interesting and fun. It can take place anywhere, focusing on real-life based learning, where learners directly experience the learning material through the activities they do. The aim of this approach is for learners to understand and remember the material in long-term memory (Iskandar, 2019). Outdoor learning methods focus on placing learners at the center of the learning process. Learners directly interact with nature and real objects that become the main source of learning activities (Setiawati et al., 2023).

According to Febriandi (2018: 15), outdoor learning is an activity carried out outside the classroom or school that makes learning more interesting and fun. This activity can be carried out in various places and emphasizes the learning process based on real facts, where students can directly experience learning materials through these activities. The goal is for learners to create a stronger meaning or impression in their memory. Outdoor learning provides a different experience for learners and educators, making it more interesting and fun.

Benefits of Outdoor Learning in Pancasila Education Learning

Outdoor learning allows educators to express their thoughts and ideas. This environment is a very interesting space for learners to grow and develop (Dazaqy et al., 2024). According to Sudjana and Rivai, learning that involves the environment has many benefits, such as: a) Learning becomes more meaningful because students are directly dealing with real and natural situations. b) Information learned is more accurate because it is rich in facts presented. c) The learning process can be carried out with various methods, so that it can involve students thoroughly. d) Learning resources become more diverse because the learning environment becomes more varied. e) There are various types of environments such as the social environment, natural environment, and artificial environment. f) Learners can understand and appreciate various aspects of life in their environment, develop concern for the environment, and foster a love of the surrounding environment. In a study conducted by Nurhasanah in 2016, the outdoor learning method proved useful in increasing students' interest in learning Pancasila education. By utilizing the environment, this method can eliminate students' verbalization of a subject, strengthen understanding, and accelerate the absorption of the material provided. According to Mukhlisina (2023) in her research, outdoor learning can improve students' learning outcomes on the material of rights and obligations.

Implementation of Outdoor Learning in Pancasila Education Learning

The Outdoor Learning method is considered effective because it provides opportunities for learners to feel, see, and develop their own experiences. This method allows learners to experience, interpret, and develop knowledge gained through direct experience in nature. For example, when learning about the obligations and rights of learners in keeping the school environment clean, learners can observe whether school residents have fulfilled their obligations and received their rights. Therefore, research on the application of the Outdoor Learning method to improve student learning outcomes in Civics subjects can be an alternative in learning, with the following steps: (1) learning preparation, (2) group formation, (3) learning implementation, (4) reporting group discussion results, and (5) closing (Mukhlisina et al., 2023; Suhendar et al., 2023). A study conducted by Eltiyani in 2020 highlighted the implementation of outdoor learning in several steps: (1) The preparation stage where educators set the learning objectives and determine the learning methods to be used. At this stage, learners follow the educator's explanation actively and orderly. Implementation stage: learners learn and collaborate in groups formed by the educator. Third stage: Educators and learners discuss the results achieved by each group. In this activity, the educator provides guidance to each group.

Implementation Strategy of Outdoor Learning in Pancasila Education Learning

Milhani Y (2021) revealed that outdoor learning is basically an implementation of the independent curriculum principle that focuses on the different needs of learners, customized teaching approaches, and the cultural responsibility of an educator. This method begins with a diagnostic assessment to thoroughly understand the initial interests and characteristics of learners. It aims to foster creativity, innovation and critical thinking

in learners, but in practice, students simply memorize information without deep understanding. In order to achieve high grades, they memorize Civics material, but do not realize that this memorization habit actually limits their critical thinking skills and suppresses their creativity in facing various challenges in their personal lives and social environment.

The following are strategies for implementing outdoor learning in Pancasila education to create a more meaningful and engaging learning experience (Siregar, 2023):

1) Planning Materials Related to Outdoor Activities

Learners are given the opportunity to choose relevant materials for outdoor activities, such as cooperation, environmental awareness and tolerance. For example, to understand Pancasila values such as deliberation, learners are invited to participate in joint discussion activities. Through this direct experience, they can better understand the value of Pancasila through real interaction with the surrounding environment.

2) Outdoor Deliberation Simulation

Invite learners to simulate discussions outdoors, such as in the school garden or surrounding environment. Through this activity, learners learn about democratic practices and practice the fourth principle of Pancasila. Educators can facilitate by providing guidelines for discussion and respecting each other's opinions.

3) Collaborative Project Approach

Outdoor learning can be combined with a project-based approach to develop critical thinking and collaboration skills. Learners can be given a simple project, for example, a small research project on tolerance in the school environment. This project allows them to understand important concepts first-hand.

4) Reflection in Nature

After the activity, the educator can invite learners to discuss and reflect on their experience. The educator facilitates the discussion on how the activity relates to Pancasila values such as cooperation, tolerance, and helping each other without discrimination.

4. CONCLUSION

The application of outdoor learning in Pancasila Education learning in elementary schools has shown very promising results as a solution to overcome monotonous and boring learning. Based on the studies that have been conducted, this method has succeeded in changing the learning paradigm of Pancasila Education from theoretical and rigid to more dynamic and meaningful. Outdoor learning not only makes learning more interesting, but also helps students understand and apply Pancasila values directly through real experiences in their surrounding environment. Through outdoor learning activities, students can observe, feel, and practice directly the application of Pancasila values in daily life, such as gotong royong, deliberation, and tolerance. This kind of learning experience is proven to be more effective in building a deep and sustainable understanding compared

to conventional learning methods in the classroom. Learners no longer just memorize theories, but truly internalize the values of Pancasila through the activities they do.

The successful implementation of outdoor learning in Pancasila Education learning is supported by several key factors, namely careful planning, selection of materials that are in accordance with the outdoor context, and structured implementation. Appropriate implementation strategies, such as outdoor deliberation simulation, project-based approach, and joint reflection, have proven effective in achieving learning objectives. The results also show a significant increase in learners' interest in learning and understanding of Pancasila Education materials. To ensure the success of this method, educators need to pay attention to several important aspects such as learner readiness, selection of the right location, and material adjustment to environmental conditions. Support from the school and parents is also an important factor in the smooth implementation of outdoor learning. In addition, educators also need to prepare a backup plan to anticipate obstacles that may arise, such as unfavorable weather or location limitations.

Based on these findings, it can be concluded that outdoor learning is a very potential method to be widely applied in learning Pancasila Education at the elementary school level. This method is not only effective in improving students' understanding and interest in learning, but also in line with the principles of active and contextual learning promoted in the modern education curriculum. For future research, it is recommended to examine more deeply the effectiveness of this method in different school and environmental conditions, as well as develop more detailed practical guidelines to assist educators in implementing outdoor learning optimally.

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