



Elementary School Development Model: A Case Study

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ARTICLE HISTORY

Received : 06-02-2023

Revised : 24-05-2023

Accepted : 02-06-2023

KEYWORDS

Development

Elementary

Model

School



ABSTRACT

The purpose of this research is to 1) find out internal factors (strengths and weaknesses) and external factors (opportunities and threats) in improving the quality of SD Kemala Bhayangkari 01 Panaikang school. 2) To find out the model that needs to be done to improve the quality of SD Kemala Bhayangkari 01 Panaikang school based on SWOT analysis. The research approach used is qualitative and quantitative with the SWOT analysis method. Data collection techniques used are observation, interviews, questionnaires, and documentation. Data collection techniques used were descriptive analysis, SWOT matrix analysis, and IFE (internal factor evaluation) and EFE (external factor evaluation) matrix analysis. The results of the SWOT analysis for Kemala Bhayangkari Elementary School are in quadrant 1 where the IFE and EFE scores are (2.76 and 2.9). Which position supports the model in school development. Based on the results of the study, it can be concluded that the models used to improve the quality of SD Kemala Bhayangkari 01 Panaikang schools are the Reform school model and the Branding School model.

Introduction

Schools are part of the elements of the system in the practice of national education and are always required to innovate and carry out institutional transformations as well as quality performance outcomes, what is desired in Article 31 paragraph 3 of the 1945 Constitution, that the government seeks and organizes a national education system that fosters aspects of faith and piety as well as morals. This foundation has a goal of educating the nation's life with noble ideals and hopes where the role of educational institutions is mandatory and able to bring and direct students to have faith, piety and good morals. Schools have a strategic role in preparing, managing and developing quality human resources in the aspects of faith, piety and technological knowledge which are based on massive and innovative movements to encourage the birth of a competitive and progressive generation (Fachruddin, 1991).

Education is the right and obligation of every citizen through formal, informal and non-formal education, this is following Law no. 20 of 2003 article 5 which states that every citizen has the same right to obtain quality education and article 6 which states that every citizen aged seven to fifteen years must attend basic education.

Meanwhile (Muhibbin 2004) concludes that education means stages of institutional activities (such as schools and madrasahs) that are used to perfect individual development in mastering knowledge, habits, attitudes, and so on.

SWOT is an analytical tool for mapping internal and external issues related to strengths, weaknesses, opportunities and threats. An institution must identify internal and external issues to see the performance position of the institution which will then determine the strategy. Data from external issues related to opportunities and threats are obtained through various sources of information, namely users, government regulations, suppliers, the banking world, and partners from other industries. Not a few industries use the help of scanning partners to obtain

clippings from mass media, digital research, and analysis of significant regional and international market trends (Daf, 2010).

Literature Review

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Research Method

The research was conducted using a qualitative descriptive method by conducting a SWOT analysis. Qualitative research is research that aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of a person, both individually and in groups. Qualitative research is inductive, which means the writer allows problems to emerge from the data or is left open to interpretation. Data was collected by careful and detailed observation which included the context of descriptions accompanied by notes from in-depth interviews and results of analysis from documentation and observations.

Results

The results of this study are divided into two, namely the effect of outdoor learning on students' activeness and interest in learning. as well as the factors that influence the activeness and interest in student learning.

The Influence of Application of Outdoor Learning on Students' Activeness and Interest in Learning

Data on the influence of the application of outdoor learning on students' activeness and interest in the subject of Cultivation Fundamentals of Class X ATPH SMKN 4 Bone, were collected through observation and questionnaire instruments.

Cycle I Meeting I

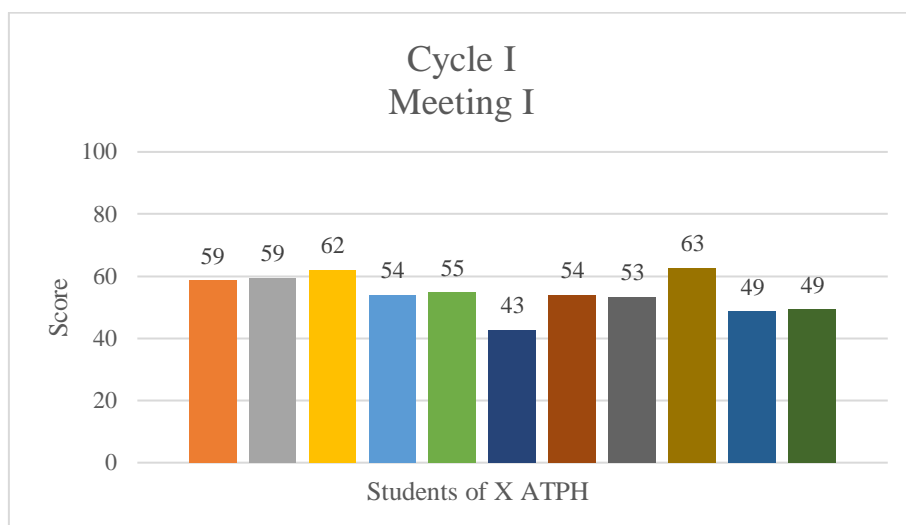


Figure 1. Diagram of Student Activity in Cycle I Meeting I

In the diagram above, it can be concluded that in the first cycle of the first meeting, student learning activity was very lacking in terms of the total student scores where all the total student scores did not meet the criteria for the active category, but five (5) students were included in the moderately active category and six (6) other students are included in the less active category.

Cycle I Meeting II

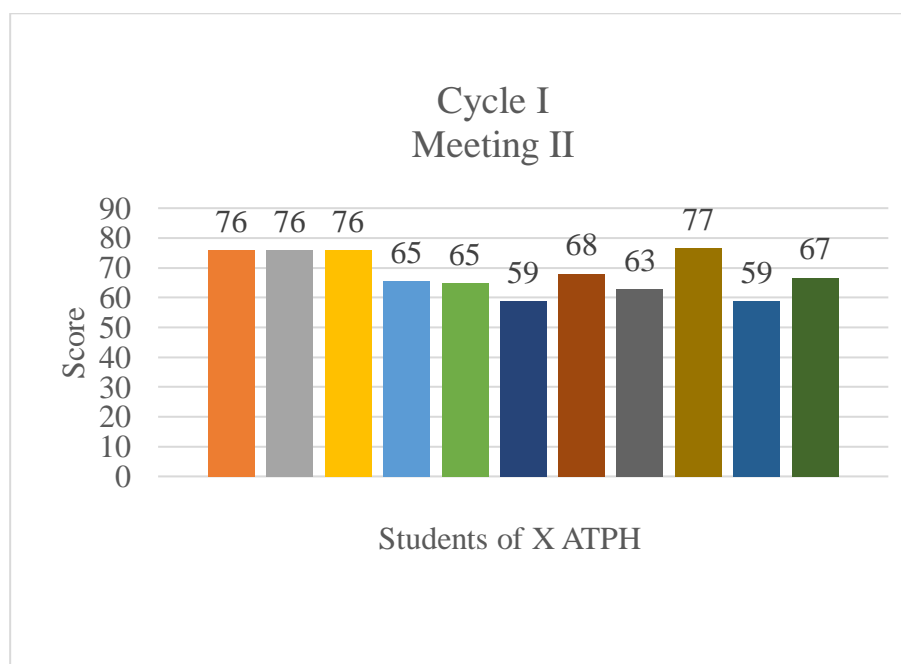


Figure 2. Diagram of Student Activity in Cycle I Meeting II

In the diagram above, it can be concluded that the activeness of student learning has increased from the previous meeting, at the first meeting there were no students who met the criteria for the active category, only quite active, while at the second meeting, four (4) students met the criteria for the active category and the other students seven (7) people were included in

the quite active category, so it can be concluded that in the first cycle of meeting II, the students' activity was in the quite active category.

Cycle II Meeting I

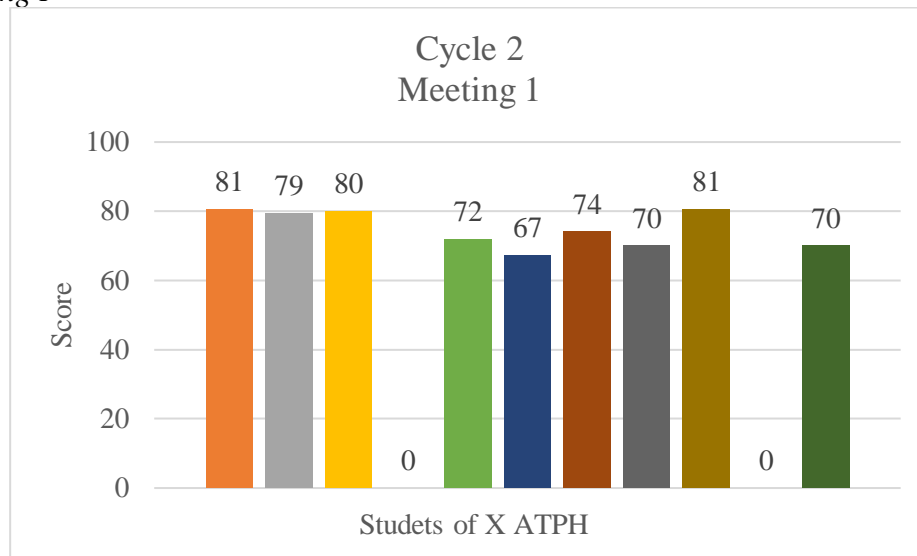


Figure 3. Diagram of Student Activity in Cycle II Meeting I

In the diagram above it can be concluded that the number of students who are in the active category increases periodically from cycle I to meetings I and II and cycle II to meeting I where students who fall into the active category increase to eight (8) while students who fall into the moderately active category only remain one (1) person, but two (2) students are in the inactive category. So, it can be concluded that in the second cycle of the first meeting, the activity of the students was in the active category.

Cycle II Meeting II

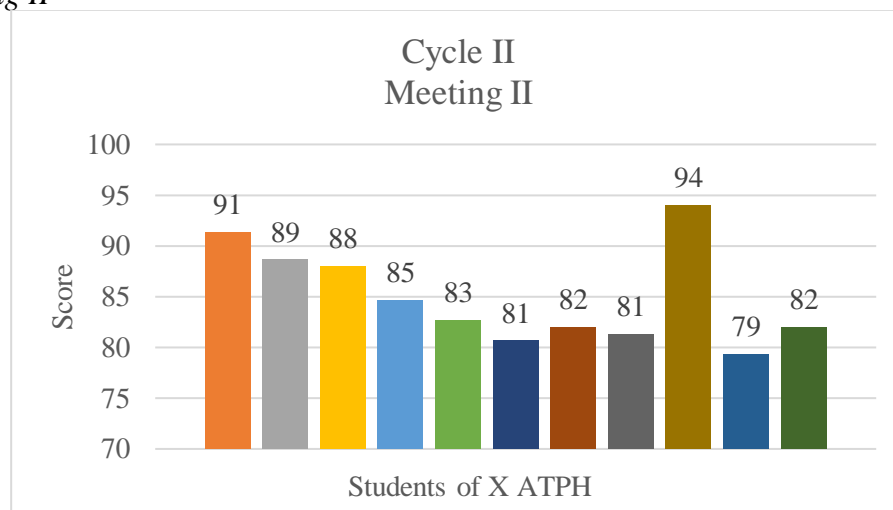


Figure 4. Diagram of Student Activity in Cycle II Meeting II

In the diagram above it can be concluded that the activeness of student learning experienced a very significant increase from cycle I meeting I, cycle I meeting II, cycle II meeting I and cycle II meeting II, where at the fourth meeting all students were included in the active category even some students entered the very active category. Students who fall into the very active category of as many as three (3) people, while the other students are included in the active category of as many as seven (8) people. So, it is concluded that the activeness of student

learning cycle II meeting II is included in the active category. Recapitulation of Total Data Distribution of Student Active Learning in Cycles I and II.

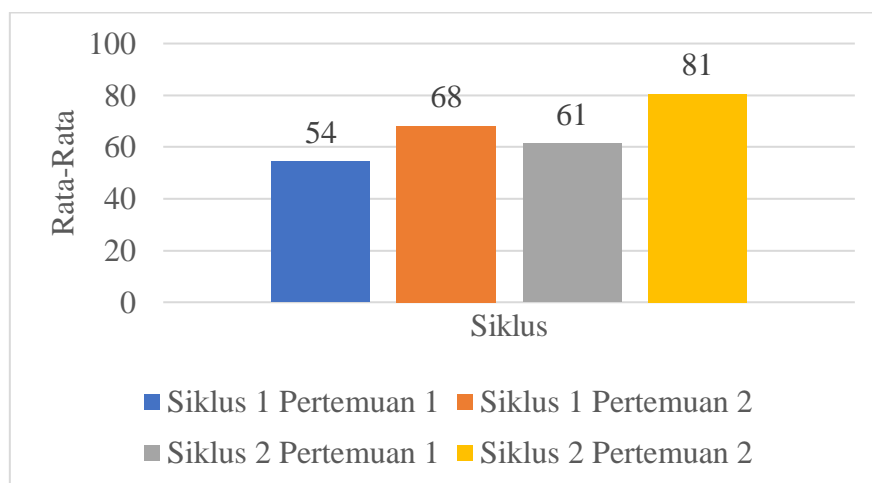


Figure 5. Diagram of Student Activity Recapitulation Cycles I and II

In the diagram above it can be seen that the activeness of student learning in cycle I meeting I with a total average score of 54 is included in the less active category, cycle I meeting II with a total average score of 68 is included in the quite active category, in cycle II meeting I the number the average score decreased to 61 which was in the quite active category, and finally in cycle II meeting II the total score increased to 81 which was included in the active category.

Based on the diagram above from cycle I to cycle II, it can be concluded that the Outdoor Learning model influences student learning activity in the Basics of Cultivation Subject Class X ATPH SMKN 4 Bone, where student learning activity increases at each meeting.

In this study, the number of samples was 11 respondents who were students of class X ATPH SMKN 4 Bone. Filling in the questionnaire by respondents was done after learning activities were carried out for two cycles with the Outdoor learning model, while the questionnaire assessment data was divided into 3 categories as follows:

Happy Feelings

Table 1. Questionnaire Assessment Happy Learning Outdoor learning

Respondent Name	Total	Score	Category
1	25	100	Very good
2	24	96	Very good
3	22	88	Very good
4	25	100	Very good
5	23	92	Very good
6	22	88	Very good
7	24	96	Very good
8	23	92	Very good
9	25	100	Very good
10	19	76	good
11	21	84	Very good

Average	92	Very good
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Based on table 1, it is obtained that the average result of the feeling of pleasure questionnaire is 92 which is included in the very good category criteria. These results were obtained from 10 respondents who were in the very good category and 1 respondent who was in the good category. So, it can be concluded that the student's feelings of pleasure during lessons using the Outdoor Learning method are very good.

Willingness

Table 2. Willingness Questionnaire Assessment After Learning Outdoor Learning

Respondent Name	Total	Score	Category
1	18	90	Very good
2	19	95	Very good
3	17	85	Very good
4	20	100	Very good
5	18	90	Very good
6	19	95	Very good
7	19	95	Very good
8	19	95	Very good
9	19	95	Very good
10	18	90	Very good
11	16	80	Very good
Average		92	Very good

Based on table 4.2, it was obtained that the average results of the student willingness questionnaire were 92, which were included in the very good category criteria. These results were obtained from the assessment of all respondents, namely 11 people who were included in the very good category. So, it can be concluded that the student's willingness to learn with the Outdoor Learning method of students is very good.

Interest Questionnaire

Table 3. Interest Questionnaire Assessment After Learning Outdoor Learning

Respondent Name	Total	Score	Category
1	27	90	Very good
2	30	100	Very good
3	28	93	Very good
4	30	100	Very good

5	28	93	Very good
6	25	83	Very good
7	25	83	Very good
8	26	87	Very good
9	29	97	Very good
10	26	87	Very good
11	25	83	Very good
Average		91	Very good

Based on table 4.3, it is obtained that the average result of the student interest questionnaire assessment is 91, which is included in the very good category. These results were obtained from the assessment of all respondents, namely 11 people who were included in the very good category. so, it can be concluded that students' interest in learning with outdoor learning methods is very good.

Table 4. Overall Results of the Questionnaire After Outdoor Learning.

No	Sub Variable	Results	Category
1.	Feeling happy	92	Very good
2.	Will	92	Very good
3.	Interest	91	Very good
Average		91	Very good

Based on table 4.4, the results of the questionnaire assessment were obtained from 11 respondents with an average total score of the three sub-variables, namely 91, where the value is included in the very good category. These results were obtained from the feeling of pleasure sub-variable with an average result of 92 which is included in the very good category, the will sub-variable with an average result of 92 which is included in the very good category, and the interest sub-variable with an average result of 91 is also included in the very good category. So, it can be concluded that the Outdoor Learning method affects students' learning interests.

Factors Affecting Student Activeness and Interest in Learning

Data on the factors that influence student activity and interest in the subject of Cultivation Fundamentals of Class X ATPH SMKN 4 Bone, were collected through interviews. As for the results of the interviews, namely the factors that influence student activity and interest in the subject of Cultivation Fundamentals of Class X ATPH SMKN 4 Bone, there are two aspects, namely internal aspects and external aspects. Internal aspects include 1). Physiological factors, namely physical condition and physical function 2). Psychological factors namely, attention, response, memory, motivation and interest. While external aspects include 1). Non-social factors namely place, atmosphere and learning facilities 2). Social factors, namely teachers, friends and family.

Discussions

Based on the observations obtained by Figure 4.5, it shows that the Outdoor Learning model has an effect on student learning activeness in the Basics of Cultivation Subject Class X ATPH SMKN 4 Bone, where student learning activity increases at every meeting. It can be seen that in the data on student learning activity in cycle I, meeting I, the average score of 54 was included

in the less active category, in cycle I, meeting II, the average score was 68, included in the fairly active category, in cycle II, meeting I, the average score decreased to 61 were included in the moderately active category, and finally in cycle II meeting II the total score increased to 81 included in the active category. Student activeness in cycle I was lower than in cycle II, this was because in cycle I students were not familiar with the learning model used, where at first learning was carried out using the lecture method and carried out in class, so student activity was very low because it made students feel bored and bored. Whereas in cycle II students are familiar with the learning model and learning environment used so that it can trigger student learning activity because the learning media used makes students more interested. This is in line with the opinion of Zurainah et, al., (2013) who argued that the increased activeness of student learning in cycle II was because students were getting used to the methods used, and students were also motivated to learn.

In the application of the outdoor learning model, several activities can stimulate student activity and enthusiasm, namely activities inviting students to observe the surrounding environment, discuss, question and answer activities, games, and work on assignments in groups. This is reinforced by the opinion of Waryanti, (2019) who argues that the application of outdoor learning methods is not only carried out outdoors and utilizing media in the natural environment but by implementing several fun activities such as playing, group discussions, questions and answers, and assignments. and observations where students are more interested and more active in asking and answering questions because their curiosity is high, there will be reciprocal interactions between teachers and students.

The outdoor learning method utilizes the natural surroundings as a learning medium so that students more easily understand the learning being delivered because they can see phenomena directly that exist in the learning environment or can be called a concrete learning median. This is in line with the opinion of Setyorini, (2020) who argues that the environment provides a source of concrete knowledge needed by students. In addition, learning activities will be more active, creative, and varied by utilizing the natural surroundings.

Based on the observations obtained according to table 4.4, it shows that the outdoor learning model affects student learning interest in the Basics of Cultivation Subject Class X ATPH SMKN 4 Bone, where the questionnaire obtained the assessment results from 11 respondents with an average total score of the three sub-variables, namely 91, where the value is included in the very good category. The average total results were obtained from the feeling of pleasure sub-variable with an average result of 92 which was included in the very good category, the will sub-variable with an average result of 92 which was included in the very good category, and the interest sub-variable with an average result 91 is also included in the very good category. The outdoor learning method can be said to influence student learning interest, when students have a will and have a feeling of pleasure in learning, thus encouraging student learning interest which makes students excited and then actively involved in the learning process. This is in line with the opinion of Setyorini, (2020) who argues that feelings of pleasure are when a student has pleasure in a particular lesson, then there is no sense of being forced to learn, such as being happy to take lessons, not feeling bored, and being present during lessons and being interested a person will be an object that causes the person to be happy and interested in doing or doing the activities of the object.

Outdoor learning for some students or even schools is something new and interesting, so it can arouse and stimulate students' interest in learning because student learning interest will grow when there is a feeling of pleasure, interest, awareness and willingness of students to know something new. this is in line with the opinion of Manungki and Mahanung, (2020) who argue that the outdoor learning method is a learning method that can arouse student learning interest because this outdoor learning method invites students to study outside the classroom, learn

concrete things according to the material being taught so that they are not only limited to memorizing but can also practice directly in the field.

The physical state is said to be able to affect the activity and interest in student learning when participating in Cultivation Fundamentals learning because when the student's physical condition is not healthy the student will not fully contribute to learning, this physical state is marked by whether the student's body is healthy when students participate in learning activities in a state of healthy physically, students will be more eager to learn besides that students can also focus on ongoing learning, but if students take part in learning activities in an unhealthy student's physical condition, students will not concentrate in participating in learning activities because they feel uncomfortable and will feel disturbed. The results of this study are in line with the opinion of Maradona (2016) who argued that after exercising and playing during recess, students feel exhausted so that during learning activities they cannot concentrate on studying, that there are students who often yawn and even fall asleep during learning because it is at night. they have trouble falling asleep or staying up too late at night, therefore they can't follow the lessons well.

Physical condition can be said to be one of the factors that influence student activity and interest in learning, where students have complete hands and feet, students can also speak fluently, and no students have visual impairments, hearing impairments, olfactory impairments, taste disturbances. as well as palpitations. Physical conditions and senses that can function properly are factors that support student activity in learning the Fundamentals of Cultivation. This can be seen from the existence of a learning process that runs smoothly and there is good interaction between students and teachers.

The physical and sensory conditions of students who are good and normal are not disturbed, can make students follow the learning process smoothly and can support students to remain actively involved in every learning activity. The results of this study are in line with the opinion of Maradona (2016), who argues that normal and well-functioning physical (sensory) conditions are a supporting factor for the student learning activity, this can be seen from the existence of a learning process that runs smoothly.

Attention is one of the factors that influence student activity and interest in learning, student attention in the learning process is very important because students paying attention to the teacher or paying attention to their friends during discussions in the ongoing learning process will encourage student learning interest and make students actively involved in learning activities. This is in line with the opinion of Charli (2019) who argues that low attention makes students unable to focus on receiving messages from the content of the learning material, students must pay attention to the material being studied if the learning material does not concern students, then boredom arises so that they do not still like to study.

Student responses can be said to be one of the factors that influence the activeness and motivation of student learning, this can be seen from the willingness of students to ask questions directly to the teacher when they do not understand the learning material, the willingness of students to answer questions from the teacher, the willingness of students to express their opinions and the willingness of students to conclude material in learning activities.

The presence of responses from students in learning activities indicates that students are actively involved in learning activities and have an interest in learning. This is in line with the opinion of Kurniawan and Rithaudin (2018) who say that responses are shadows or impressions that are left behind after making an observation or after carrying out an activity that was previously carried out. Suryabrata (2007) explained that responses play an important role in student development, therefore responses should be developed and controlled as well as possible.

Memory can be said to be one of the factors that influence student activity and interest in learning because remembering learning material with strong student memory will support

student activity and interest in learning, by remembering learning material students will find it easier to understand learning material so that they can encourage students to be more active. This is in line with the opinion of Nuraini et al., (2022) which suggests that the factors of the students themselves are weak memory and comprehension of the students while studying so that students find it difficult to accept and respond well to what has been taught by the teacher.

Remembering learning material, there are several ways that students can, namely by recording important material, reading or repeating learning material and paying attention when the teacher explains. at the end of each meeting. Hakim (2005) said that memory is one of the things that influence student learning success because memory is the power of the soul to enter, store, and leave an impression in one's mind.

The teacher is a very important factor in the learning process, the teacher has an important role in making students actively involved in learning activities and attracting students' attention so that students have an interest in learning. Teachers can make students actively involved in learning activities with several things including, namely, the learning method used by the teacher must be able to attract students' attention and the attention and motivation given by the teacher to students.

The method of delivering the teacher's material and the teacher's attitude towards students are supporting factors for the activity and interest in learning in the Fundamentals of Cultivation subject, the more interesting the teacher's teaching method, the more enthusiastic and enthusiastic students will be in participating in learning activities. This is in line with the opinion of Al Fuad and Zuraini, (2016) that the attention given by the teacher is very influential in fostering student learning interest, this is because students who are new to criticizing education must be able to be motivated to learn and given special attention so that they are excited to come school and follow the learning process. If students' interest in learning is high, it will make students more active in the learning process.

In the learning process, apart from the teacher, classmate students also have an important role that can affect the activity and interest in student learning, there are activities from classmates during the learning process such as inviting to talk, playing, making noise, walking around during the lesson or inviting them to do assignments and learning together is something that can hinder or support students to be actively involved in the learning process.

Students who have friends who study diligently do not rule out the possibility of making their friends study diligently and vice versa if students have friends who are lazy to study, their friends may also be lazy to study because they are influenced by their friends, when students have friends who are active in the learning process, indirectly will also support their friends to be active in the learning process and vice versa. The results of this study are in line with the opinions of Al Fuad and Zuraini (2016) who argue that increased student learning is also influenced by the association of friends around them, if friends around them are diligent in studying students will be carried away by this situation, but if students associate with friends who are lazy to study and just like to play, they will also get carried away with the situation.

The place is one of the factors that can affect student activity and interest in learning, this can be seen from several aspects including, namely, the position of the classroom far from the main road so that there is no noise from passing vehicles which can disrupt the learning process and make students not focus on learning. student seating positions that make students feel comfortable for learning, the atmosphere and temperature in a hot class make students uncomfortable so that students are less focused on learning, and a clean classroom environment will make students more comfortable to study.

A learning place that makes students feel comfortable in the learning process can attract students' interest in learning and encourage students to be active in following the learning process of Fundamentals of Cultivation. The results of this study are what was conveyed by

Suryabrata (2007), namely that learning places must comply with conditions such as not being too close to noise or busy roads so that the learning process can run optimally. The results of this study are also what was conveyed by Sanjaya, (2013) that the circumstances and conditions of the school are influential factors, if the school is near a bustling terminal or market for example, of course, it will affect the comfort of children in learning. When uncomfortable, students will not focus on learning which can reduce interest in learning.

Facilities can be said to be one of the factors that influence student activity and interest in learning, in this case, the facilities referred to are textbooks available and sufficient for each student's use, complete student personal stationery, clean whiteboards, and the teacher has interesting learning media. student attention. The existence of interesting learning facilities can also encourage student interest in learning and can help the student learning process run smoothly so that students can be more enthusiastic about learning and can be actively involved in the learning process.

The results of this study are in line with what was conveyed by Baharuddin and Esa (2015), that learning facilities are one of the factors that support student learning processes to run smoothly. Astuti (2020) says that having learning facilities used by students will make it easier for students to be actively involved in every learning process. If in the learning process, there are active students, it can be seen that these students are interested and have a high interest in a lesson.

Conclusions

The application of outdoor learning has an effect on students' activeness and interest in learning, it can be seen in the collection of questionnaire data and observation sheets where during the application of the outdoor learning model students' activeness and interest in learning experienced a significant increase from the beginning of the meeting to the end of the meeting.

Factors that influence students' activeness and interest in learning, namely internal aspects and external aspects, internal aspects include 1). Physiological factors, namely physical condition and physical function 2). Psychological factors namely, attention, response, memory, motivation and interest. While external aspects include 1). Non-social factors namely place, atmosphere and learning facilities 2). Social factors, namely teachers, friends and family.

Acknowledgement

Thanks to Allah SWT, who has accelerated the process of research and work on this thesis. Thanks to myself for surviving this far and staying strong even though I'm not young. Thank you to my parents who have facilitated, financed and continuously become my biggest motivation in completing this thesis. Thank you to all my friends who have helped a lot in the preparation of this thesis.

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