

Implementation of Outdoor Learning Method on Asmaul Husna Learning

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ABSTRAK

This study aims to determine the effectiveness of outdoor learning methods in learning asmaulhusna material in seventh grade moral creed subjects. This research uses field research method with descriptive qualitative approach. Data collection techniques through interviews and observations. Data validity test using triangulation. The informants of this research are the principal of MTs Raudlatul Furqan, moral creed subject teachers, and students. The results showed an increase in student learning outcomes in understanding the given asmaulhusna material. The outdoor learning method is used to provide variations in the delivery of learning materials and invite students to recognize and interact with the surrounding environment. By focusing on the study of outdoor learning methods on asmaulhusna material, the results of this study can be a reference for Islamic education institutions in delivering asmaulhusna learning material to students through outdoor learning methods.

INTRODUCTION

Islamic religious learning is an important thing to be internalized to students. In Islam itself, Islamic religious learning is certainly a fundamental thing to be given to students. Because the existence of religious learning will be able to provide religious understanding to students to be practiced in everyday life (Subakat et al., 2022). In addition, Islamic religious learning also has an important role in increasing students' knowledge, appreciation, and experience of Islam so that they are able to practice Islamic religious values in their daily lives (Masturin, 2024).

Religious learning materials in schools are included in the scope of Islamic religious education subjects. In madrasah itself, there are four subjects that make up the Islamic religious education family, namely fiqh, akidahakhlak, history of Islamic culture, and Al-Qur'an Hadith. These four subjects are compulsory subjects taught in madrasah (Basuki & Febriansyah, 2020). The subject of moral creed itself has a lot of material coverage contained in it. One of the scopes of moral creed material taught at school is asmaulhusna. Asmaulhusna is a name for the names of Allah that describe His nature and power (Achadi & Aprilia, 2023). The subject matter of asmaulhusna should be conveyed to students massively to be lived and exemplified and the value in it can be actualized in everyday life.

However, it is still often found in Islamic educational institutions that asmaulhusna material is only memorized. Students are asked to memorize asmaulhusna without being given an in-depth explanation of the value contained therein. Therefore, the material of asmaulhusna becomes less meaningful (Selviani et al., 2023). Learning asmaulhusna which is still memorized will only provide an introduction to students about the names of Allah SWT. Learners will only know that Allah SWT has noble attributes, without being able to know the real examples of these attributes in the surrounding environment and daily life. If this is still allowed, then students will not be able to apply the values of asmaulhusna. While the values of asmaulhusna are one of the important things to be lived and practiced. By memorizing and practicing the values of asmaulhusna, students will have a good personality and character (Selviani et al., 2023).

Seeing the phenomenon of today both in society and on social media that presents massive student delinquency, such as brawls, adultery, bullying each other, drinking alcohol, stealing, etc (Karlina, 2020). This will not happen if the learner practices the values of the asmaulhusna. The material of asmaulhusna should be delivered to students in depth. Learners can be invited to the surrounding environment to analyze the value and meaning of the asmaulhusna. So that the value and meaning contained in the asmaulhusna can be exemplified and applied in everyday life.

Learning that focuses on internalizing the value and meaning of asmaulhusna will be able to fortify students to fall into things that are prohibited by Islam. By understanding the meaning contained in the asmaulhusna, students will get more meaningful learning. To actualize this, a learning method is needed that is able to facilitate students to understand the meaning of the asmaulhusna, not just being able to memorize it. Learning methods will help teachers design meaningful learning and students can receive the material optimally.

The outdoor learning method is considered appropriate to give a meaningful impression in learning asmaulhusna. The outdoor learning method is a method of learning outside the classroom with the aim of directing students to see directly the object of the lesson being discussed and emphasizing real experience. Outdoor learning activities also have great benefits in learning activities for students. The aspect of excitement and fun for students will make it easier for students to receive lessons. The aspect of excitement and fun also minimizes the boredom and tedium of students in learning activities (Nur et al., 2023).

Through the outdoor learning method, students will learn outside the classroom and directly see events and things that reflect the values of asmaulhusna. Learners will be able to analyze the values of the asmaulhusna and be able to be exemplified and practiced in everyday life. With learning activities outside the classroom, it will provide a deep understanding of the value of the asmaulhusna. Because students not only learn material from books, but can also see real examples in the environment. The activity will also add a meaningful impression in learning.

There are several studies that discuss the application of outdoor learning methods in learning such as Deva Dewiyana Sari's research, the results of which stated that there was an increase in student learning motivation. This is due to students who prefer learning outside the classroom because they can observe and understand various aspects of learning (Sari et al., 2023). Research by Abdul Malik Tibe, RisdaRiyanti, and Nur Eka Jamaluddin which states that the implementation of outdoor learning methods has a positive impact on student learning outcomes (Tibe et al., 2023). Nurhidayah illustrates that the application of outdoor learning in improving the quality of Islamic religious education at SMP Lestari Belopa District, Luwu Regency (Nurhidayah, 2021). Siti Rafiah in her research stated that there was an increase in learning achievement in reading the Qur'an for students at SMP Negeri 1 Ngancar through the Outdoor learning method (Rafiah, 2022).

Based on the results of the above research, it can be concluded that outdoor learning methods can be utilized for learning methods in improving students' understanding, achievement, and learning motivation. The novelty of this research is the implementation of outdoor learning method on the material of asmaulhusna at MTs Raudlatul Furqan. The purpose of this study is to deepen students' understanding of asmaulhusna material and add more meaningful learning experiences through outdoor learning methods.

RESEARCH METHOD

The research conducted uses the field research method, which is research conducted systematically to obtain data from the field (Arikunto, 2006). The approach used is a qualitative approach. The qualitative approach itself is an approach that is carried out in finding and describing data in a study (Anggito, 2018). The method used in this research is descriptive qualitative method. Qualitative descriptive method is a method that describes, describes and

provides an explanation of the findings in the research based on the situation and conditions when the research was conducted (Sugiyono, 2017).

Qualitative data collection methods include: 1. Interviews, which are the most frequently used data collection technique. The selected interviewee must master the research topic and be related to the object of research (Fiantika, et al., 2022). Researchers conduct oral questions and answers with sources or respondents to obtain information or opinions. Interviews can be structured, semi-structured, and unstructured (Abdussamad, 2019). 2. Observation, which is a technique of direct observation of respondents and recording what they do. Researchers observe and record the symptoms under study systematically (Naamy, 2019). The researcher makes a report based on what he/she sees, hears, and feels during the observation. Information obtained from observation can be in the form of places, actors, activities, events, and time (Sugiyono, 2013).

The stages in data analysis are carried out steps (Miles & Huberman, 1994) : (1) data reduction, namely making abstractions or summaries, (2) data presentation, namely presentation by taking the main things but can be guaranteed validity, and (3) conclusions and verification, namely drawing conclusions that are tentative, allowing verification during the research. This allows for verification during the research. These stages are always carried out repeatedly in accordance with the sequence of analytical steps, so that data collection and analysis run at the same time (Saleh, 2017).

The source of the research data was taken from the principal of MTs Raudlatul Furqan, the moral creed subject teacher, and the seventh grade students of MTs Raudlatul Furqan. The data collection instruments used were interviews and field observations. Researchers conducted interviews with the principal of MTs Raudlatul Furqan, moral creed subject teachers, and seventh grade MTs Raudlatul Furqan students regarding outdoor learning on asmaul husna material. Furthermore, researchers conducted field observations at MTs Raudlatul Furqan, which is located on Jalan Mahakam, Kebumen Village, Banyubiru District, Semarang Regency by directly observing the process of outdoor learning activities on asmaul husna material. The results of the data obtained were then analyzed using a triangulation approach by comparing the results of interviews between informants from both the principal of MTs Raudlatul Furqan, the moral akidah subject teacher, and seventh grade MTs Raudlatul Furqan students as well as the results of observations made on May 20, 2024 so that the data presented can be declared valid.

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RESULT AND DISCUSSION

Result

The results of the research based on the results of the interview with Mr Muhammad Nanang Qosim (the principal of MTs Roudlotul Furqon) stated that the outdoor learning method had been applied to Asmaul Husna material at MTs Roudlotul Furqon Banyubiru. The principal explained that the outdoor learning method was able to attract students' enthusiasm for learning. In addition, the outdoor learning method can foster enthusiasm for learning.

Mrs Tutik Takmilati (the moral creed teacher) added that by using the outdoor learning method, it can make students not feel bored, so students follow the learning process with enthusiasm. The outdoor learning method has an impact on increasing students' understanding of Asmaul Husna material such as understanding the meaning of Asmaul Husna, giving examples of Asmaul Husna found in the school environment, and being able to implement Asmaul Husna values in everyday life.

MTs Roudlotul Furqon students testified that they prefer learning outside the classroom because they can learn while playing in nature so that they are not bored following the lesson and even help in understanding the Asmaul Husna material delivered by the teacher. Besides that, it can also create a pleasant learning atmosphere and create a good impression in learning.

The results of interviews from Mr. Muhammad Nanang Qosim (the principal of MTs Roudlotul Furqon), this method is able to attract students' enthusiasm in learning. The results of interviews from Mrs. Tutik Takmilati (the moral creed teacher), by using outdoor learning methods make students not feel bored so that students follow the learning with enthusiasm. The results of interviews with students that outdoor learning helps students better understand asmaulhusna and relate it to everyday life, opens my insight into the greatness of Allah SWT, and learning outside the classroom is very fun, besides that can explore asmaulhusna in more depth and connect knowledge with real experience, thus increasing understanding and appreciation.

In addition to conducting interviews with the principal, akidah ahlak subject teacher and several seventh grade students, the researcher also conducted field observations. The observations were made on 20 May to 23 May 2024. The researcher observed and witnessed how the out door learning process took place in the subject of akidah ahklak, asmaul husna material. From the observations made by the researcher, the results obtained that in learning students look more happy and excited. it can be seen from the enthusiasm of the students shown by the number of students who ask about the relationship between the material of asmaulhusna and the greatness of Allah SWT in the environment around the school. Not only that, they also feel interested in the material and try to find examples around the school environment related to the material. From these observations, the researcher concluded that out door learning can foster students' enthusiasm and enthusiasm in learning and make students think about the greatness of Allah SWT by seeing and observing the environment around the school. Of course this will have a positive impact, the material transferred to students will be more memorable and enter their long memory because they see it directly.

Discussion

Based on the research results above, revealing learning can be done in the classroom or outside the classroom. In addition, learning materials that are often given in textbooks make it difficult for students to understand the material (Pambudi, 2022). Because of this, the learning process can experience boredom so it is necessary to do learning outside the classroom.

Learning outside the classroom is known as outdoor learning. Outdoor learning allows students to actively participate and learn by doing (androgogy) (Husamah, 2013). The outdoor environment plays an important role because it provides opportunities for students to directly interact and observe the objects being studied, foster learning motivation and develop creativity in the learning process (Dewi, 2021). Learners can improve their skills in sharing knowledge,

expressing feelings, and making their own decisions without asking for help, thus making them more successful in life (Waite, 2020).

Outdoor learning has extensive benefits for learners, teachers and society. For learners it can improve social skills, emotional functioning, and behavioral health, increase physical activity, improve academics and and increase motivation to learn. Teachers benefit from improved student-teacher relationships and classroom management during outdoor learning. For communities can benefit as outdoor learning facilitates children's lifelong environmental stewardship (Oberle et al., 2021).

Outdoor learning is based on the idea of going on outdoor adventures rather than learning in indoor classrooms. In Finland, for example, outdoor learning is an important component of the content and practice of early childhood education and care (ECEC) in Finland, despite cold climate conditions. This emphasis on outdoor learning is further emphasized by its inclusion in the Finnish National Core Curriculum for Early Childhood Education and Care (Kiviranta et al., 2024).

Through learning outside the classroom, learners can begin life as exploratory learners and enjoy the rich quality of experience in an outdoor context (Waite, 2021). Outdoor learning environments are considered as purpose-built spaces or as natural, untouched environments that allow learners to engage in genuine, experiential learning encounters. These can be places such as museums, playgrounds, forests, rivers or others (Kiviranta et al., 2024).

Asmaul Husna is one of the materials in the Aqidah Akhlak subject used by schools in integrating character education into daily activities at school that have been planned by schools (Afandi et.al., 2020). The word Asmaul Husna comes from Arabic which is a combination of two words, namely al-Asma' and al-Husna. Al-Asma' is the jama' form of ismun which means name. While al-Husna is the mashdar form of al-Ahsan which means good (Ungu, 2020).

In connection with the results of the above research, the application of outdoor learning methods in Asmaul Husna material at MTs Roudlotul Furqon has significant benefits in learning activities, including:

Attracts students' enthusiasm for learning

Outdoor learning has the potential to increase students' enthusiasm and enjoyment in learning (Wathon, 2021). Student learning enthusiasm has a very important influence in improving learning outcomes, because with high learning enthusiasm, students can solve difficulties in the learning process and become more active (Meyer et al., 2023).

Improve students' understanding of the material

Outdoor learning activities aim to increase learners' awareness and understanding of the surrounding environment, and teach them to build good interactions with nature, helping to develop all the potential of each learner (Zulfirman, 2022). The learning material delivered by the teacher can be directly experienced in real terms through learning activities outside the classroom so that it can increase students' understanding of the material delivered by the teacher (Mann et al., 2022).

Make students not easily bored in learning

The learning atmosphere that is only carried out in the classroom makes students only sit facing the teacher with a learning atmosphere that triggers boredom and boredom in students. This causes the material that has been delivered by the teacher to not be received optimally (Mukhlisina & Chamdani, 2023). Outdoor learning can build a more meaningful and enjoyable learning experience for students (Manungki & Manahung, 2021). In addition, outdoor learning can overcome students' boredom in receiving learning in the classroom (Nurasiah et.al., 2021).

The implementation of outdoor learning can make the learning process more concrete, and contextual to make a deeper meaning to the material presented (Khaerani, 2020). The following are the stages in implementing asmaul husna learning through outdoor learning methods:

First, preparation, the teacher formulates the objectives of learning, the teacher also prepares the place and learning media outside that will be used, and the teacher determines how students learn. Second, implementation, the teacher explains the material, students pay

attention to the material being explained by the teacher, students can ask questions, and students observe the object of study. Third, follow-up, teachers and students discuss the results of observing objects of study outside the classroom then conclude the material obtained and associated with the material, and students give impressions of learning activities (Makruf, 2022). In planning, it must have goals that must be achieved so that it can be a foothold for the next stage (Prihastari & Rizkasari, 2023).

The ultimate goal of learning in Asmaul Husna material is that students are able to recognise Allah through his names and increase their belief in the oneness of Allah. In order for this goal to be achieved optimally, MTs Roudlotul Furqon educators apply outdoor learning with the stages before implementation, the teacher prepares all the things needed, such as which location will be used in accordance with the Asmaul Husna material, learning materials, student worksheets, stationery, and others (Syam, 2023).

In addition, in the implementation of outdoor learning, it is necessary to select the location that you want to use for teaching and learning activities (KBM) in accordance with the material to be delivered. With the selection of a place that suits the material, it will achieve maximum results (Sari et al., 2023). The teacher manages learning outside the classroom, because the teacher's presence determines the attitude of students, besides that the teacher must also be able to estimate all risks so as to limit the learning experience that students will get (Ariesandy, 2021). Teachers in outdoor learning act as learning managers and facilitators who create efficient and effective teaching and learning activities (Syarifuddin, 2020).

In the implementation of learning, the teacher briefly explains the material of Asmaul Husna, and divides the group, after that students are invited to the outdoor learning location, students are asked to observe the environment and nature around and look for evidence of the privileges of the name of Allah, each student is ensured to cooperate and discuss, not forgetting to record the results of their research or observations on the Student Worksheet (LKS) (Rifai et al., 2023). After all groups have collected the LKS, the teacher invites students back to class to provide additional explanations. After the implementation of learning, the teacher reflects on the activities that have been carried out and students present the results of their observations in front of the class.

The implementation of outdoor learning makes students more active in expressing opinions in teaching and learning activities (Evayani, 2020). In learning with outdoor learning methods, students explore their knowledge through observation, discussion, and evaluation (Novitasari et al., 2023).

CONCLUSION

Based on the discussion, it is concluded that the importance of implementing outdoor learning methods for educators to students in educational institutions so that the learning process does not run monotonously in the classroom alone. Among the impacts of the implementation of outdoor learning methods on Asmaul Husna material at MTs Roudlotul Furqon on learning are, attracting students' enthusiasm for learning, increasing students' understanding of the material, and making students not easily bored in learning. The steps of implementing outdoor learning methods on Asmaul Husna material at MTs Roudlotul Furqon include several stages. First, the teacher's preparation formulates the objectives of the learning, the teacher also prepares the place and learning media outside that will be used, and the teacher determines how students learn, implementation and follow-up. Second, implementation, the teacher explains the material, students pay attention to the material being explained by the teacher, students can ask questions, and students observe the object of study. Third, follow-up, teachers and students discuss the results of observing objects of study outside the classroom then conclude the material obtained and associated with the material, and students give impressions of learning activities.

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