THE EFFECT OF *THE OUTDOOR LEARNING METHOD* ON STUDENT LEARNING MOTIVATION IN SCIENCE LEARNING IN GRADE IV SD

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ARTICLE INFO	ABSTRACT
	This study aims to analyze the implementation of outdoor learning methods and their impact on students' learning motivation in science learning. This method is applied through observation, questionnaires, and documentation. Data analysis was carried out using descriptive and inferential statistical tests, including normality, homogeneity, and hypothesis tests. The implementation of outdoor learning methods is considered very effective in science learning because it allows fourth grade students of SD Negeri 21 Kampung Beru, Jeneponto Regency to understand scientific concepts directly. Students' learning motivation in science learning in fourth grade of SD Negeri 21 Kampung Beru, Jeneponto Regency has increased after the implementation of outdoor learning methods. This is evidenced by the increase in students' learning motivation with the implementation of outdoor learning methods, which can be seen from the enthusiasm of students in participating in learning and their activeness in discussing learning outcomes. Based on the results of the study, it is known that the Ho hypothesis is rejected and Ha is accepted, meaning that there is an effect of the use of outdoor learning methods on students' learning motivation in science learning in fourth grade of SD Negeri 21 Kampung Beru, Jeneponto Regency. This is proven by the results of the hypothesis test with a t count of 23,000 > t table 2,086.

1. INTRODUCTION

Education is a vital sector for a nation (Efriani, Arvin dan Hamzah, 2024). In simple terms, the term learning means an effort to learn a person or group of people through various efforts and various strategies, methods, and approaches towards achieving the planned goals. Learning is also often referred to as the teacher's way of conditioning students to be ready to receive the subject matter to be delivered.

By utilizing both existing teaching and learning methods and facilities. The learning process is said to be effective if it is done in a good program so that it can be achieved by students to make them more active during the learning process (Andini, 2018).

In carrying out learning, in order to achieve a more optimal result, there are several learning principles that need to be considered. One of the principles of learning is to attract attention, which is something that arouses students' interest by bringing up something new, strange, contradictory or complex

Learning carried out in schools has several factors that can affect the success or not of teaching and learning activities as seen from the learning outcomes of the students. One of the factors that can affect this is student learning motivation and learning used at school (Sogunro, 2015).

Many factors cause the low quality of education in a learning process, including the learning process that does not attract students' attention, because it still uses the lecture method that makes students interested in participating in the learning process, and learning models that are not effective in instilling the concept of a material so that student learning outcomes are low.

Learning motivation has a role to bring out the spirit of learning in each individual that students show when participating in the process of teaching and learning activities at school. Motivation is an effort that is made under certain conditions so that a person wants to do something (Alannasir & Selvi, 2018). When the learning motivation is not embedded in each student during the learning process in class, then the student will find it difficult to understand the material explained by the teacher (Sardiman, 2019).

Student learning must be positively conditioned so that students grow feelings of happiness and choose motivation to pay attention to all the material conveyed by the teacher.

Where students who have high learning motivation will be able to achieve learning goals and get good learning results as well, while students who still have weak learning motivation during the learning process, make educators feel confused about facing these problems. Conventional learning can make students feel bored to follow the learning process which will also affect student motivation and learning outcomes. Ineffective learning processes are a factor that causes low learning outcomes (Jumarniati & Anas, 2019).

Out-of-Classroom Learning Methods *(Outdoor Learning Method)* It is a way to increase students' learning capacity and encourage students' motivation to bridge the theory in books with the reality in the field. Learning methods *Outdoor Learning* is one of the learning that utilizes environmental resources so that learning can be interesting and fun in the teaching and learning process, because through this method the learning material delivered is obtained directly and students are more involved in the cognitive aspect so that the knowledge they get will last longer in their memory (Saputri et al., 2023). The learning process that is carried out using nature as a medium is very effective in growing and developing the knowledge possessed because it can feel, see and see directly and can even do it yourself (Evayani, 2020).

Out-of-class Learning Methods *(Outdoor Learning Method)* It is not just moving lessons outside the classroom, but inviting students to blend in with nature and make observations of objects in the surrounding environment which leads to the realization of student understanding. Use or application of Out-of-Classroom Learning Methods *(Outdoor Learning Method)* can increase and encourage students' motivation to learn and make students more active (Sulistyo, 2019).

Initial observations made by researchers at SD Negeri 21 Kampung Beru, Jeneponto Regency on September 30, 2022 showed that the *Outdoor Learning Method* in the form of environmental exploration had not been carried out. Learning at SD Negeri 21 Kampung Beru, Jeneponto Regency, which in general still applies conventional learning by teachers. Conventional learning is a learning model that is commonly carried out in the learning process, which is carried out by the way the educator explains and the students listen. That is what causes students to be less active in the classroom to develop their knowledge insights.

Actually, there is one main problem that needs attention, which is related to learning methods. Most students are less interested in learning science because teachers are still using the lecture method so that

the material taught becomes verbal/memorized. We realize that one of the weaknesses of the lecture method if applied purely is that it does not actively involve students in the learning process, as a result of which the material is less interesting. Efforts are estimated to increase students' interest in science learning by applying the Outside Classroom Learning Method *(Outdoor learning method)* or the method outside the classroom by assigning assignments to students. (Syawiji, 2009) states that the Out-of-Class Learning Method *(Outdoor learning method)* is a method where teachers invite students to learn outside the classroom to see direct events in the field with the aim of familiarizing students with their environment. These various components must function optimally to get results in the form of mastery of competence by students.

The teacher as a facilitator in learning greatly determines how students as learning subjects carry out activities to improve their knowledge. After all, students' learning activities have a great influence on the mastery of competence so that in the end it greatly determines their learning achievement.

As noted by (Mulyasa, 2012), in the development of learning facilities and resources, teachers must not only be able to make their own learning tools and teaching aids, but must also take the initiative to utilize the environment around the school as a concrete learning resource. The utilization of the environment as a source of learning, for example, utilizing rocks, soil, vegetation, natural conditions, markets, social, economic, and cultural conditions of life that develop in the community. For this purpose, it is necessary to always strive to improve teachers' knowledge and be encouraged to become creative and professional teachers, especially in the procurement and utilization of facilities and extensive learning resources, to develop students' abilities optimally.

(Hernowo, 2005) stating that today there is a tendency to return to the idea that students will learn better if the environment is created naturally. Teaching and learning activities will be interesting and liked by students if teachers can package learning materials as well as possible. One way to make learning interesting is to do the learning method outside the classroom *(Outdoor Learning Method).*

In addition, teachers must also be able to arouse students' motivation to learn, one of which is by using fun learning methods such as the *Outdoor Learning Mehod* method. Because after all, the job of a teacher is to teach students and make the learning atmosphere as comfortable as possible so that they do not feel bored, tired, not concentrated, lazy and sleepy while studying.

Good motivation is very influential for learning activities, students can understand the lesson optimally if there is a strong motivation in them to learn (Mahmud, 2023). On the other hand, if a student does not have the motivation to learn, then what is conveyed or taught by the teacher will not be conveyed optimally. This is where the teacher's task has the most important role in influencing and even changing students' motivation to learn.

All students are motivated in a certain way. A student may be interested in lessons in class and looking for challenging assignments, actively participate in class discussions, and get high marks on assigned project projects. Other students may be more interested in the social side of school, interact frequently with schoolmates and participate in extracurricular activities (Ormrod, 2016).

The *Outdoor Learning Method* provides an alternative way of learning by building meaning or by involving more senses of sight, hearing, sense, and sense of smell in students so that students are more motivated to learn by utilizing the environment as a learning resource.

Monotonous and boring learning activities sometimes quickly make students feel bored in class, for example in science lessons that are only done in class, requiring students to sit neatly, listen to material explanations from teachers and only make books and classrooms the only source of learning for students. Even though outside the classroom there can be used as a more fun and spacious learning place for students to gain experience in learning than just sitting in the classroom.

The negative impact experienced by students can be minimized or reduced and most likely can be overcome by improving the way of teaching or changing the learning approach, maintaining and equipping learning facilities, and building a positive image that science subjects are fun just like other subjects, namely ensuring that science lessons are not boring.

The way to teach science outside of the classroom is to take students for a walk around the school. Then, they were invited to observe the natural environment and the artificial environment. Teachers ask

students to record anything they encounter around the school that falls into the categories of natural environment types and artificial environments (Adelia, 2012).

The conventional learning model is learning by doing face-to-face in class, solving problems, and independent assignments. This means that conventional learning focuses more on face-to-face meetings between students and teachers that occur in the classroom and with this model the material is delivered directly by the teacher.

From the above understanding, the conclusion is that the conventional learning model is a learning model where the teacher is the main source in the learning process. This learning model also assumes that students are empty bottles that will be filled by teachers with learning materials. However, this learning model is widely used by teachers in their learning process.

This conventional learning model has not been abandoned by many teachers until now. Many teachers argue that this conventional learning model is an effective learning model. But still, a learning model or method must have advantages and disadvantages.

It is necessary to refresh the learning process, namely by providing a new atmosphere such as learning outside the classroom *(Outdoor Learning Method).* There is a change in the atmosphere in the learning process that is usually carried out in the classroom, then changes to learning outside the classroom *(Outdoor Learning Method),* Where students can directly interact and observe the objects studied, they will be able to foster learning motivation and develop creativity in the learning process by seeing the learning objects directly, which is carried out through learning outside the classroom *(Outdoor Learning Method)* will make the understanding of concepts and also student learning outcomes better (Sukmaliah et al., 2018).

Based on this, the author is very interested in researching how the Outdoor *Learning Method* Affects Student Learning Motivation in Science Learning in Grade IV of SD Negeri 21 Kampung Beru, Jeneponto Regency.

The *Outdoor Learning Method* emerged as an effective alternative. This method allows students to learn directly in a real environment, so they can relate theory to practice. This research was conducted at SD Negeri 21 Kampung Beru, Jeneponto Regency, with the aim of measuring the extent to which this method affects students' learning motivation in science learning.

This study examines three main things: (1) the application of the learning method outside the classroom, (2) the level of student learning motivation, and (3) the influence of the method on science learning outcomes. Data was collected through observation, questionnaires, and documentation, then analyzed using descriptive and inferential statistics.

This research is expected to make a significant contribution to the development of more innovative learning methods, as well as encourage teachers to be more creative in managing the teaching and learning process. Thus, student learning outcomes can be improved, and quality education can be realized.

2. METHOD

The research method used in this study is a quantitative method with an experimental approach (Hartinawanti; Selvi, Nurhayati; Alannasir & Alannasir, 2021). This research was conducted with the aim of identifying and analyzing the influence of the Outdoor Learning Method on student learning motivation in science learning in grade IV of SD Negeri 21 Kampung Beru, Jeneponto Regency. The research was carried out at SD Negeri 21 Kampung Beru, Jeneponto Regency, with 30 students in grade IV. The selection of subjects was carried out by purposive sampling to ensure suitability with the research objectives. The research instruments used include: Learning Motivation Questionnaire, Observation Sheet, and Written Test. Data analysis was carried out by descriptive and inferential statistical tests, including normality, homogeneity, and hypothesis tests.

3. RESULTS AND DISCUSSION

Research Results

This study was conducted to find the influence of the *outdoor learning method* on student learning motivation in science learning in grade IV of SD Negeri 21 Kampung Beru, Jeneponto Regency. From the results of the study, it can be shown that there is an influence of the *outdoor learning method* on students' learning motivation in science learning in grade IV of SD Negeri 21 Kampung Beru, Jeneponto Regency.

The analysis used to prove the statement is descriptive analysis and inferential statistical analysis. Descriptive statistical analysis was used to determine students' motivation and learning outcomes before and after being given outdoor *learning method* and inferential statistical analysis was used to describe the influence of outdoor *learning methods* on students' learning motivation in science learning. The following is a description of the research findings:

Overview of Outdoor Learning Method in Science Subjects in Grade IV SD Negeri 21 Kampung Beru, Jeneponto Regency

The *outdoor learning method* is an approach that involves students in outdoor learning activities or in a natural environment. This method can be very effective in natural science (IPA) learning because it allows students to experience scientific concepts directly in a real context. Out-of-class learning methods in science learning also have many benefits, including increasing student motivation, facilitating a deeper understanding of concepts, and developing critical thinking skills. However, keep in mind to ensure the safety of students during outdoor activities and plan activities well to fit the curriculum and science learning objectives set.

In the implementation of the *outdoor learning method* in science learning in grade IV of SD Negeri 21 Kampung Beru, Jeneponto Regency are:
 a) Invite students to locations outside the classroom.
 b) Invite students to gather according to their groups and provide learning combinations to each group.
 c) Each group scattered at the location to make observations and was given time.
 d) Guiding students during field observations.
 e) After the observation, the students were told to gather again to discuss the results of their observations.
 f) Lead the discussion and students are given the opportunity to present the results of their discussions, each group and the other group is given time to respond.
 g) Giving questions to students.
 h) Conclude the material and reflection.

The application of *the outdoor learning method* in science learning encourages teachers to increase their creativity in teaching methods. This allows students to understand and understand the subject matter being taught better. The main reason is that the *outdoor learning method* has a number of significant advantages. One of them is its ability to facilitate closer interaction between students and learning materials, both through direct observation and field activities. Additionally, this method allows for teaching that is more tailored to the needs of individuals or groups of students, provides hands-on feedback, and creates a continuous learning experience.

The teacher gave *the pretest* to all students, and the students seemed to have difficulty in doing the *pretest questions* during the time given, which was 30 minutes. When the time ran out, there were still some students who had not completed *the pretest* questions. Apparently, during the learning process, they were only given material without direct observation of the relevant objects. When *the pretest* results were calculated, researchers found that many students scored below standard averages, indicating that the teaching methods used by teachers have not been able to help students understand the material being taught. As a result, students' motivation and learning outcomes, especially in science subjects, tend to be low.

The application of the *outdoor learning method* begins after the implementation of *the pretest*.

During the process of applying this method, the researcher observed closely how students showed great interest in participating in learning science subjects. This is because students are invited to observe objects directly in the open environment.

A few days after implementing the *outdoor learning method, it* was very clear that there was an increase in students' enthusiasm and understanding in participating in science lessons. This is due to the practice where at the end of each lesson, the teacher conducts a discussion and summary of the material that has been taught that day. The students seemed very excited to participate in this discussion, even they competed in answering questions and formulating their learning outcomes for the day.

After the application of *the outdoor learning method* in science subjects, the researcher gave a *posttest* to the students. Students enthusiastically worked on the *posttest* questions, which could be seen from the smiles on their faces. They feel very confident and understand the material they have learned, so when working on the questions, they already know the answer to each question given. The duration of time given for *the posttest is the same as the time used during the pretest distribution*, which is 30 minutes because there are 10 questions. However, what's interesting is that before the allotted time runs out, most students have completed the *posttest* questions within 15 to 20 minutes, which is very different from the previous *pretest* results.

When *the posttest* score is calculated, a significant increase in student learning outcomes is seen. In fact, some students achieve a perfect score of 100. The results of this study clearly show that the application of *the outdoor learning method* in science subjects by teachers has a positive impact on student learning outcomes, and naturally also increases student learning motivation.

Table 3.1 Results of Teacher Activities

Yes	Meeting I	Meeting II	Meeting III	Meeting IV
Earnings/scores Maximum	9/16	11/16	14/16	15/16
Percentage	56,25%	68,75 %	87,5%	93,75%
Qualification	Enough	Enough	Good	Very Good

Source : Data Analysis Results, 2023

Based on the table above, the application of *the outdoor learning method* in the first meeting of 16 questions, 9 correct scores were obtained, at times 100, to 900 and divided by the number of questions, so as to get a percentage result of 56.25% including the category of sufficient, meeting II obtained 11 correct scores, at times 100, became 110 and divided by the number of questions, so that the result of the percentage of 68.75% was obtained including the sufficient category, meeting III obtained 14 correct scores, in times of 100, became 1,400 and divided by the number of questions, so that the percentage result was 87.5% including the good category, meeting IV obtained 15 correct scores, in times of 100, became 1,500 and divided by the number of questions, so that the percentage result was 93.75% including the category of very good.

This shows that the application of *the outdoor learning method*
It was carried out well, as evidenced by the increase in the teacher's observation sheet.

Table 3.2 Student Observation Results

Yes	Meeting I	Meeting II	Meeting III	Meeting IV
Score Acquisition/ Maximum score	5/11	6/11	8/11	10/11
Percentage	45,45%	54,54 %	72,72 %	90,90 %
Qualification	Less	Enough	Good	Very Good

Source : Data Analysis Results, 2023

Based on the table above the application of *the outdoor learning method* in the first meeting of 11 questions, 5 correct scores were obtained, at times 100, became 500 and divided by the number of questions, so that the percentage result was 45.45% including the category of less, meeting II obtained 6 correct scores, at times 100, became 600 and divided by the number of questions, so that the percentage result of 54.54% is included in the sufficient category, meeting III obtains 8 correct scores, in times 100, becomes 800 and divided by the number of questions, so that a percentage result of 72.72% is included in the good category, meeting IV obtains 10 correct scores, in times 100, becomes 1,000 and divided by the number of questions, so that a percentage result of 90.90% is included in the very good category.

This shows that the application of *the outdoor learning method* carried out well, as evidenced by the increase in student observation sheets.

Overview of Natural Sciences (IPA) Learning Outcomes for Class IV SD Negeri 21 Kampung Beru, Jeneponto Regency

Pretest Learning Outcomes

The data obtained in the learning outcomes of natural sciences using the *outdoor learning method* involves the use of instruments in the form of tests at the first meeting, namely *the pretest*. This test aims to assess students' initial abilities before they undergo the learning process. Then, learning materials are given until the final meeting, where students will take a *posttest* as a measure of the success rate of the application of the *outdoor learning method*.

Based on the tests conducted in this study, the data collected involved the learning outcomes of students before they received the learning materials evaluated through the *pretest* , namely:

Table 3.3 Pretest Learning Outcomes of Grade IV Students of SD Negeri 21 Kampung Beru, Jeneponto Regency

Interval	Frequency	Percentage	Category
0-39	0	0	Very less
39-54	14	63.3	Less
54-69	3	13.6	Enough
70-80	5	22.7	Good
90-100	0	0	Excellent
Sum	22	100.0	-

Source : Data Analysis Results, 2023

Based on the table above, the results of the *pretest* for Class IV students of SD Negeri 21 Kampung Beru, Jeneponto Regency. There were 14 students who got a score of 39-54, 14 students in times of 100 and divided by the number of samples so that the percentage result of 63.3 was included in the poor category. 3 students who got a score of 54-69, 3 students in times of 100 and divided by the number of samples so that the percentage result 13.6 falls under the category of sufficient. 5 students who got a score of 70-80, 5 students in times with 100 and divided by the number of samples so that the percentage result of 22.7 was included in the good category.

Then from the data obtained, the mean, mode, standard deviation, *variance*, maxsimum score, minimum score, *range* and number of scores are calculated which are the results of the student learning

test before the pretest is applied the *outdoor learning method* as follows:

Table 3.4 Description of *Pretest Results* for Grade IV Students of SD Negeri 21 Kampung Beru, Jeneponto Regency

Lots of Data	Pretest
	Sample 22
Mean	54.55
Median	50.00
Mood	50
Std. Deviation	10.108
Range	30
Minimum	40
Maximum	70
Sum	1200

Source : IBM Statistics Version 24

Based on the table above, it can be seen that the average score of learning outcomes of 22 students in the pretest mean or average student is 54.55. The standard deviation is 10.108, this result shows that the distribution of the initial data results is spread from a minimum score of 40 to a maximum score of 70 with a range or range
30. The mode is 50 and median is 50.00.

In clarifying the presentation of data, the information can be visualized through the following histogram:
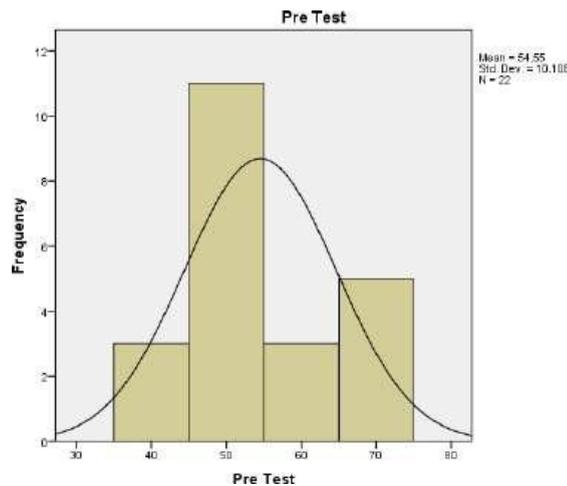

Figure 3.1 Histogram of *Pretest Results* for Grade IV Students of SD Negeri 21 Kampung Beru, Jeneponto Regency

Based on the histogram, it can be identified the grade category of grade IV students of SD Negeri 21 Kampung Beru, Jeneponto Regency. There were 3 students who achieved a score of 40, there were 11 students who achieved a score of 50, there were 3 students who achieved a score of 60, and 5 students who achieved a score of 70. Therefore, it can be concluded that the results of the students' pretest still show a low level which can be seen from the number of students who get a score below the KKM

standard, which is 75.

Posttest Learning Outcomes

After the outdoor *learning method* was applied to grade IV students at SD Negeri 21 Kampung Beru, Jeneponto Regency, the data on student learning outcomes in the posttest was presented with the aim of making a comparison with the pretest data obtained before the implementation of the *outdoor learning method. The student* posttest *learning outcomes* are:

Table 3.5 Posttest Learning Outcomes for Grade IV Students of SD Negeri 21 Kampung Beru, Jeneponto Regency

Interval	Frequency	Percentage	Category
0-39	0	0	Very less
39-54	0	0	Less
54-69	0	0	Enough
70-80	11	50.0	Good
90-100	11	50.0	Excellent
Sum	22	100.0	

Source : Data Analysis Results, 2023

The table shows the *posttest* results of grade IV students of SD Negeri 21 Kampung Beru, Jeneponto Regency. There were 11 students who got a score of 70-80, 11 students in times of 100 and divided by the number of samples so that the percentage result of 50.0 was included in the good category. 11 students who got a score of 90-100, 11 students in times of 100 and divided by the number of samples so that the percentage result of 50.0 was included in the very good category.

Thus, it can be concluded that the results of the students' *posttest* show above-average achievements, this can be seen from the number of students who obtained scores above the KKM.

Then from the data obtained, the mean, mode, standard deviation, maxsimum score, minimum score, *range* and number of scores which are the results of the student learning test after *the posttest* is applied the *outdoor learning method* as follows:

Table 3.6 Description of *Posttest Learning Outcomes* for Grade IV Students of SD Negeri 21 Kampung Beru, Jeneponto Regency

Lots of Data	Posttest
	Sample 22
Mean	85.91
Median	85.00
Mode	80
Std. Deviation	9.081
Range	30
Minimum	70
Maximum	100
Sum	1890

Source : IBM Statistics Version 24

Based on the table above, it can be known that the number of samples of 22 people in the *posttest* is the *mean* or average student 85.91 out of the ideal score of 100 that may be achieved by students in the good category. The standard deviation is 9.081, this result shows that the distribution of initial data

results is spread from a minimum score of 70 to a maximum score of 100 with a range or range of 30. The mode is 80 and median 85.00 to clarify the presentation of the data, the information can be visualized through the following histogram:
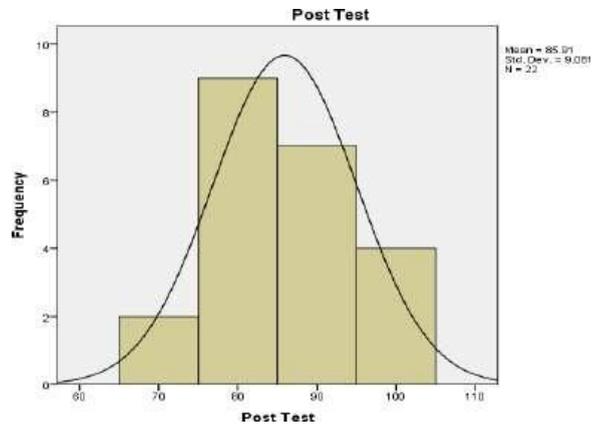

Figure 3.2 Histogram of *Posttest Learning Outcomes* for Grade IV Students of SD Negeri 21 Kampung Beru, Jeneponto Regency

Based on the histogram, it can be known the category of each score obtained by grade IV students of SD Negeri 21 Kampung Beru, Jeneponto Regency. There are 2 students who get a score of 70, and 9 people who get a score of 80, and those who get a score of 90 as many as 7 students, and those who get a score of 100 as many as 4 students.

The Effect of Outdoor Learning Method on Student Learning Motivation in Science Learning in Grade IV of SD Negeri 21 Kampung Beru, Jeneponto Regency.

Test Normality
The normality test is carried out to find out whether the data that has been obtained is distributed normally or not. Normality test data was obtained from *the results of the pretest* and *posttest* of student learning outcomes. The test criterion is that the data is normally distributed if the significance obtained is >0.05. Conversely, it is said that the data is not normally distributed if the significance obtained is <0.05. The following are the results of the normality test of *pretest* and *posttest* data for grade IV of SD Negeri 21 Kampung Beru, Jeneponto Regency.

Table 3.7 Normality Test Results of *Pretest* and *Posttest* Data

Lots of Data	Asymp. Sig	Information
Pretest	056	Usual
Posttest	072	Usual

Source : IBM Statistics Version 24

The *results of the pretest* showed 0.056 and *the posttest* showed 0.072 Based on the results of the normality test, a "P-Value (Sig)" value was obtained > 0.05, which was 0.056 > 0.05 in the *pretest* and 0.072 > 0.05 in the posttest. Thus, it can be concluded that the data obtained from the posttest of grade IV of SD Negeri 21 Kampung Beru, Jeneponto Regency is distributed normally.

Homogeneity Test
The homogeneity test was performed to find out whether the data from the sample class were homogeneous. The data that will be tested for homogeneity are the results of *the pretest* and *posttest* of grade IV of SD Negeri 21 Kampung Beru, Jeneponto Regency. The homogeneity test was carried out using the *Statistical Package for Social Science* (SPSS) version 24 system, with the test criterion that

the data is homogeneous if the significance obtained > 0.05. Conversely, it is said that the data are not homogeneous if the significance obtained < 0.05. The following is the data on the results of the pretest and posttest homogeneity test for grade IV SD Negeri 21 Kampung Beru, Jeneponto Regency, namely:

Table 3.8 Pretest and *Posttest Homogeneity Test Results*

Result	Sig	Information
Test Method	591	Homogeneous

Source : IBM Statistics Version 24

The table above shows that the results of *the pretest* and *posttest* homogeneity test for grade IV SD Negeri 21 Kampung Beru, Jeneponto Regency   *are said to be* homogeneous because they are greater than 0.05 or 0.591 < 0.05 homogeneous.

Hypothesis Test

Paired Samples correlations are used to test two data samples that are not interrelated. This analysis was carried out by praising the learning results *of pretest* and *pottest* students in grade IV of SD Negeri 21 Kampung Beru, Jeneponto Regency using the *Statistical Packhage for Social Science* (SPSS) version 24 system. The data requirement is said to be significant if the Sig. (2-tailed) value < 0.05. This analysis aims to determine the difference in *pretest* and *posttest* learning outcomes (before treatment and after treatment).

Table 3.9 Hypothesis Test Results

Result	T	Sig
Pretest & Posttest	23,000	0,000

Source : IBM Statistics Version 24

Based on the table above, the $_{\text{t-value calculated}}$ on the hypothesis test results is 23,000 with the t-value $_{\text{of the table}}$ is 2.086. So based on this data, the calculation was obtained with a value of 23,000>t $_{\text{table}}$ 2,086. The significant value (2-tailed) is 0.000 based on these results, then Sig. (2-tailed)< 0.05 is known that there is a significant difference in learning outcomes before using the *outdoor learning method* and after using the *outdoor learning method*, the results of the hypothesis test can be concluded as follows:

Ha = There is an influence of the *outdoor learning method* on students' learning motivation in science learning in Class IV of SD Negeri 21 Kampung Beru, Jeneponto Regency. (Accepted because 0.000 < 0.05).

H0 = There is no effect of the *outdoor learning method* on students' learning motivation in science learning in grade IV of SD Negeri 21 Kampung Beru, Jeneponto Regency. (Rejected because of 0.05 > 0.000).

Decision-making policy

If Sig<0.05/tcalcul>ttable= then there is an effect.

If Sig>0.05/tcutung>ttable= then there is no effect.

Discussion

The data obtained on science learning outcomes using   the *outdoor learning method* used instruments in the form of questions at the first meeting were distributed *pretest* to find out the initial ability of students before being given treatment and continued to provide material until the final meeting was given *a posttest* as a result to see the success rate of the implementation of the outside *learning methodclass (outdoor learning method).*

It was proven that during the initial treatment of *pretest* scores, there were 3 students who got a score of 40, and 11 students who got a score of 50, and 3 students who got a score of 60, and 5 students who got a score of 70. Thus, we can see that the results of the student pretest are still low, as shown by the number of students who get scores below the KKM standard.

After applying the *outdoor learning method,* there were 2 students who got a score of 70, and 9 people who got a score of 80, and 7 students who got a score of 90, and 4 students who got a score of 100. Based on the results of the study, there is an influence of the use of the *outdoor learning method* on the science learning outcomes of grade IV students of SD Negeri 21 Kampung Beru, Jeneponto Regency because it has a significant value of less than 0.05 and in the implementation of the *outdoor learning method*, students become more understanding and happy
learn. (Accepted because Sig. (2-tailed)< 0.0.

Based on the results of the study, it was found that the *outdoor learning method* makes student learning outcomes more and students also have a desire and desire to succeed, have encouragement and needs in learning, have hopes and aspirations for the future, want awards in learning, carry out interesting activities in learning and have a conducive learning environment, so that a student can learn well. In accordance with what the author has explained in the previous data description. Thus, the achievement of learning motivation is in line with the indicators of learning motivation developed.

This proves one of the functions of the out-of-class learning method *(outdoor learning method)* is able to pump student motivation and is suitable for application in science lessons, but it must still be in accordance with the conditions and circumstances when learning takes place. If in learning each student has a strong motivation to learn, then students will show their pleasure or interest in participating in lessons, have strong attention and curiosity, hope to succeed in achieving learning, diligently face assignments, give enough time to do learning activities and always try to learn well from start to finish. This is in line with the statement (Linawati, 2015) that the learning method outside the classroom *(Outdoor Learning Method)* is one of the strategies that teachers can use in learning so that students do not feel bored with the learning carried out in the classroom by students, There are so many values and benefits that can be achieved from the environment as a source of learning in education, in fact, almost all activity themes can be learned from the environment, there is creativity and innovative spirit from teachers so that they can use the environment as a learning resource.

Based on the results of the study, students also benefited from *the outdoor learning method* that the benefits of learning outside the classroom include: Clearer minds; Learning will be fun; Learning is more varied; Learn more creatively; Learn more rill; Children are more familiar with the real and wide world; Embedded understanding that the world is a class; The learning vehicle is more extensive; The brain's work is more relaxed.

All students have the right and freedom in the process of learning activities to participate in the class, students must be positively conditioned so that they grow feelings of happiness and choose the motivation to pay attention to all the material presented by the teacher (Misra et al., 2023).

If the measure only focuses on the student's pleasure and paying attention to the subject, perhaps the learning objectives will not be achieved. The reason is, students may act as if they are paying attention so that the teacher feels happy so that the teacher may not be angry with them.

It can be concluded that science learning using the *outdoor learning method* can arouse students' motivation to learn and make science learning interesting and fun. It is proven by the increase in learning outcomes and feelings of happiness and always trying to concentrate when doing science learning using the *outdoor learning method.* However, in this study, limitations were also found, including:

a. The author finds it difficult to manage the time in giving direction to all students when they have to move outside the classroom *(outdoor).* It takes enough time for all students to understand the rules and regulations that must be implemented, so that during learning outside the classroom the time exceeds the predetermined time.

b. This research was conducted on fourth grade students, who tend to still enjoy playing and are more difficult to manage compared to high class students, so in this case a loud and clear voice is needed

so that students understand the rules they must do when learning outside the classroom.

c. This research was conducted only in grade IV. Different results may be obtained if the study is conducted in different classes or a larger number of classes.

d. This research was conducted only in four meetings, due to time constraints. Different results might have been obtained if the study had been conducted over a different time frame.

Overall, it can be concluded that the results of the study show that the application of the out-of-class learning method has a positive impact on student motivation and learning outcomes. Based on the results of observations, there was an increase in learning activities from both teachers and students. Teachers are able to create an interactive and fun learning atmosphere, while students show high enthusiasm during learning. This is in line with the statement (Madjid, 2002) That basically learning is a planned activity that conditions a person to be able to learn well according to the learning objectives. Thus, the meaning of learning is the external condition of learning activities carried out by teachers in conditioning a person to learn.

The results of the tests conducted showed a significant increase in the average score of students between the pretest and posttest. The average score of the students' pretest was 54.55, while the average score of the posttest increased to 85.91. The hypothesis test analysis using a Sig. (2-tailed) value of 0.001, which is smaller than 0.05, indicates that there is a significant influence of the out-of-class learning method on students' learning motivation.

The increase in learning motivation is also reflected in the students' responses to the questionnaires distributed. Motivation is the construct and activation of behavior, while the more specific component of motivation that deals with certain types of behaviors is called motive (Teeven dan Smith, 1984). Students revealed that learning outside the classroom provides a different, more engaging experience and helps them understand the subject matter more deeply. This is consistent with the theory that hands-on experiential learning can increase student engagement in the learning process.

This research discussion highlights the importance of innovative learning methods in improving the quality of education. Out-of-class learning methods not only facilitate experiential learning but also help students to develop observation and critical thinking skills. These findings are in line with previous research that showed that this method is effective in improving student motivation and learning outcomes.

This research provides practical implications for teachers to adopt a more interactive and environment-based learning approach, especially in science learning. This also underlines the need for support from schools to provide adequate facilities and resources to support the implementation of out-of-class learning methods.

Figure 1. Observation with Teachers and Students

Figure 2. Researchers Share *Pretest* Questions for Students to Do

Figure 3. Classroom Teachers and Researchers Collaborate to Conduct Outdoor Learning

4. CONCLUSIONS AND SUGGESTIONS

Kesimpulan

Conclusion

Based on the results of research and data analysis regarding the influence of the *outdoor learning method* on student learning motivation in science learning in grade IV of SD Negeri 21 Kampung Beru, Jeneponto Regency, it can be concluded as follows:

The application of the *outdoor learning method* is considered very effective in science learning because it allows grade IV students of SD Negeri 21 Kampung Beru, Jeneponto Regency to understand scientific concepts directly. In addition, the *outdoor learning method* in science learning is also able to increase teachers' creativity in presenting learning materials.

Students' learning motivation in science learning in grade IV of SD Negeri 21 Kampung Beru, Jeneponto Regency has increased after the implementation of the out-of-class learning method *(outdoor learning method)*. This is evidenced by the increase in test results before the application of the out-of-class learning method (*Pretest*) and test results after the application of the post-test learning method. In addition, increasing students' learning motivation by applying out-of-class learning methods *(outdoor learning method)* It can be seen from the enthusiasm of students in participating in learning and activeness in discussing learning outcomes. This is in line with the results of research by (Fatima, Siti dan Selvi, 2022) which states that learning motivation is one of the internal factors of students that can

arouse their enthusiasm in participating in learning.

Based on the results of the study, it was known that the Ho hypothesis was rejected and H_a was accepted, meaning that there was an influence of the use of the *outdoor learning method* on students' learning motivation in science learning in grade IV of SD Negeri 21 Kampung Beru, Jeneponto Regency. This is proven from the results of the hypothesis test with a value of 23,000 > a table of 2,086.

Suggestion

Based on the above conclusions, the researcher provides several suggestions that may need to be considered, including the following:

For school principals, it can ensure that sufficient funds are allocated to get the necessary resources and equipment to support the implementation of *the outdoor learning method.*

For teachers, the *outdoor learning method* can be used in science learning to enable students to understand scientific concepts directly while overcoming student boredom in the learning atmosphere in the classroom. In addition, teachers need to prepare a mature concept before implementing *outdoor learning methods* such as environmental conditions, time allocation and activities to be carried out.

For further researchers, they can conduct further research on outdoor *learning methods*. By expanding the scope of outdoor *learning methods* that can be applied widely and sustainably.

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