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The Effect of the Outing Class Method on Student Activeness in IPAS of Grade V at SDN Inpres Tanjung Baru

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Abstract
The objective of this research is to gain an understanding of the effectiveness of the *outing class* method before and after its implementation in enhancing student engagement in IPAS (Integrated Natural and Social Sciences) learning among fifth-grade students at SDN Inpres Tanjung Baru. The study involved a total of 18 fifth-grade students as research subjects. This study utilized a quantitative method through a quasi-experimental design method with a One Group Pretest-Posttest Design. Data analysis included descriptive statistics, normality distribution tests, and hypothesis testing using a paired T-Test. Descriptive analysis indicated an increase in the average score from 65.94 (pretest) to 119.22 (posttest). The normality test using the Kolmogorov–Smirnov method produced a significance value of 0.200 ($p > 0.05$) for both pretest and posttest data, supported by the Shapiro–Wilk test, which yielded significance values of 0.671 ($p > 0.05$) for the pretest and 0.743 ($p > 0.05$) for the posttest. Furthermore, the hypothesis test using the Paired Sample T-Test yielded a significance value of 0.000 ($p < 0.05$), Showing a meaningful statistical difference between the pretest and posttest results. Therefore, it can be concluded that the *outing class* method has a significant impact on improving student engagement in IPAS learning.

Keywords: Outing Class, Student Engagement, IPAS Learning, School Environment

1. Introduction

In the implementation of IPAS (Integrated Natural and Social Sciences) learning, the focus is directed toward developing students' understanding of various environmental phenomena and natural social interactions (Hanif et al., 2024). In addition to delivering theoretical content, IPAS learning also aims to enhance critical thinking skills, environmental awareness, teamwork abilities, and communication skills (Fitriani et al., 2025). A particular of the key challenges in IPAS learning lies in providing students with a foundational understanding of scientific concepts and social elements that are integrated into everyday life (Sari & Maemonah, 2024). However, in practice, there are still students who face challenges in the learning process, particularly in grasping the core essence of IPAS concepts (W. Zhang et al., 2024). Student learning engagement can be conceptualized as a multidimensional construct

that stimulates students' participatory dispositions across cognitive, affective, and kinesthetic domains (Oladele, 2024).

According to (Robertson et al., 2024), student engagement can be gauged through their engagement in a spectrum of educational undertakings, including task completion, discourse participation, and self-appraisal of academic output. This inquiry underscores that proactive involvement in pedagogical processes is pivotal for the cultivation of students' competencies (Obidovna, 2024).

Student learning engagement encompasses intentional behaviors that reflect active participation across cognitive, emotional, and behavioral domains (Symonds et al., 2024). Active learners engage in dialogue, inquiry, and task completion with respect and sustained involvement (J. Zhang et al., 2025). This engagement fosters the development of critical thinking skills and enhances communication abilities (Song et al., 2024). (Jegstad, 2024), emphasizes that students' habitual engagement in question-posing plays a pivotal role in deepening their comprehension of instructional content. In alignment with this perspective, findings by (Asrobanni et al., 2024), indicate that learners who actively participate in classroom discussions tend to demonstrate heightened academic motivation and enhanced self-confidence (Maemunah et al., 2025). (Kharkhurin et al., 2024), assert that students' active participation In the course of instruction positively leads to the enhancement of self-confidence, assertiveness, cooperative abilities, and proficiency in articulating opinions throughout instructional activities.

Learning engagement refers to students' responses during the learning process, demonstrated through active participation such as asking questions, answering, completing tasks, and collaborating with peers (James et al., 2025). Educators hold a vital position in designing engaging activities that encourage students to participate actively (Opiyo et al., 2025). According to (Putri et al., 2025), such activities are believed to foster students' critical thinking and problem-solving competencies that reflect authentic challenges in their daily lives.

The outing class method effectively addresses the limitations of traditional rote learning in IPAS education by promoting conceptual understanding through direct experience (Lee et al., 2025). One of the main challenges in IPAS instruction is the low level of student engagement, often caused by the dominance of conventional teaching methods that lack exploration and real-world interaction (Rehman et al., 2025). This issue is supported by research findings from (Weingarden, 2025), which explain that low student engagement results from the limited use of engaging, contextual learning methods that involve students directly with learning objects. Outing class is a teaching strategy that involves student engagement conducted outside the classroom to enhance student engagement by providing direct and contextual learning experiences (Chimwayange, 2024). This method activates students' roles as dynamic participants in the learning process through observation, field exploration, and direct involvement (Bhardwaj et al., 2025).

One of the approaches that can be integrated with outing class is the problem-based learning (PBL) approach (Pimdee et al., 2024). PBL positions students as problem-solvers through

processes of observation, analysis, and discussion of phenomena encountered directly in the field (Kwon & Lee, 2025).

Based on preliminary data obtained through observation and interviews conducted by the researcher with several students and the homeroom teacher of Grade V at SDN Inpres Tanjung Baru on February 12–15, 2025, it was found that student engagement in IPAS learning was still low. The observation results showed that out of 18 students, only 40% were able to correctly answer questions related to basic IPAS concepts, while the remaining 60% experienced difficulties the pretest outcomes also showed that the students' average score was only 65 out of 100, which is still below the minimum competency standard (KKM) of 70.
Based on interviews and classroom observations, IPAS learning in elementary schools often relies on textbooks and verbal explanations, with minimal visual aids or direct observation. This makes students passive during discussions and limits their understanding of real-life phenomena. Consequently, learning becomes too theoretical and disconnected from daily life, leading to boredom and low motivation. To address this, the teacher's role in fostering active participation is essential. This study aims to understand the effectiveness of the outing class method in improving fifth-grade students' engagement in IPAS learning before and after its implementation.

This study designs a targeted contextual learning model using the outing class approach to enhance student participation and understanding in Indonesia's primary education. This approach provides a practical framework for educators to develop impactful and contextually relevant learning strategies. According to (Xayrullo o'g & Rajabboyovna, 2024), integrating real-world experiences into contextual learning deepens students' understanding and contributes to a more engaging educational process. This suggests that combining theoretical concepts with practical classroom applications can significantly improve students' academic performance.

This study aims to enrich experiential learning theory in primary education by exploring how outdoor engagement enhances students' critical thinking and understanding. The findings may support active learning theories and provide empirical evidence of the benefits of hands-on instruction for classroom engagement. (Lara, 2024) emphasize that experiential learning not only strengthens academic competencies but also nurtures vital social and emotional development. Therefore, this study is positioned to contribute fresh perspectives that are applicable to instructional practices at the elementary level.

This study examines IPAS instruction for fifth-grade students in the second semester, specifically Chapter 8, Topic B titled "The Environment Becomes Damaged." The main focus is on the subtopic "Environmental damage caused by littering," which emphasizes the importance of students' understanding of the impact of human behavior on environmental sustainability. This topic requires a learning strategy that connects conceptual knowledge with direct field experience, enabling students to construct more meaningful understanding. Therefore, the outing class method was selected as a contextual approach considered effective in achieving these learning objectives.

The uniqueness of this study lies in the implementation of the *outing class* method, which is directly integrated with environmental issues within the IPAS subject. Unlike previous studies that generally applied *outing class* in general outdoor educational activities, this research focuses on direct exploration of environmental problems occurring in the students' immediate surroundings. This strategy not only enhances conceptual understanding but also improves students' questioning skills through direct interaction with learning objects, thereby contributing to increased learning engagement.

The school, located in a coastal village with access to a small river, offers an ideal setting for implementing the outing class method in IPAS education. Observation activities were conducted in a structured manner under the guidance of a teacher, in accordance with school policy. Additionally, the school had prior experience in conducting outdoor student engagement, providing a legitimate basis for implementing the outing class as part of a systematic instructional intervention. This support made the outing class not only pedagogically relevant but also administratively and practically feasible within the school context.

2. Methods

This quasi-experimental study used a one-group pretest-posttest design without a control group. Data were collected before and after the intervention using a questionnaire to measure student engagement in IPAS learning. The treatment was the outing class method, applied to all 18 fifth-grade students. Its effectiveness was evaluated by comparing pre- and post-test results, with the outing class as the independent variable and student engagement as the dependent variable (Larasati et al., 2024).

The research procedure began with the administration of a pre-test to evaluate students' initial level of engagement in the learning process. This was followed by the application of the outing class method across three instructional sessions, concentrating on fifth-grade science (Chapter 8), which covers topics such as Earth's Changes, Natural Disasters, and Environmental Damage. The content was adapted and simplified to accommodate the students' learning needs. No formal training was provided by the school prior to implementing the outing class method. However, the researcher conducted a self-initiated simulation to prepare instructionally and professionally. This included planning the lesson, designing observation tools, organizing outdoor learning activities, and preparing classroom management strategies. The simulation aimed to ensure a smooth, safe, and effective process aligned with IPAS learning goals. Thus, despite the lack of institutional training, the outing class was implemented in a structured and well-prepared manner.

The instrument employed in this study was a questionnaire that had undergone content validation and expert judgment to ensure its accuracy and relevance. Reliability testing was conducted using SPSS version 25, yielding a Cronbach's Alpha coefficient of 0.952, which indicates a very high level of internal consistency. These results indicate that all items in the questionnaire were deemed reliable. The data analysis process was conducted using a statistical approach, which included normality testing through the Kolmogorov-Smirnov and Shapiro-

Wilk methods, as well as difference analysis using the Paired Sample T-Test. All analytical procedures were carried out using SPSS version 25.

3. Result and Discussion

This study analyzed the impact of implementing the outing class method on student engagement in IPAS learning before and after the intervention among fifth-grade students at SDN Inpres Tanjung Baru.. Data processing was carried out using SPSS version 25 software through a series of statistical tests, including descriptive analysis and normality tests (Kolmogorov-Smirnov and Shapiro-Wilk). Subsequently, hypothesis testing was conducted using the paired sample t-test. Below are the results of the data analysis using SPSS version 25:

1. Descriptive Statistics

Based on the output of descriptive analysis generated through SPSS 25, the pre-test results showed a minimum score of 43.00 and a maximum score of 90.00, with a mean value of 65.94 and a standard deviation of 10.64. Meanwhile, the post-test results indicated a minimum score of 104 and a maximum score of 138, with an average score of 119.22 and a standard deviation of 10.12.

Table 1.

Output of Descriptive Statistical Analysis from SPSS 25

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	18	43.00	90.00	65.9444	10.64658
Post-test	18	104.00	138.00	119.2222	10.12019
Valid N (listwise)	18				

The descriptive data indicate an improvement in outcomes between the pre-treatment and post-treatment phases following the implementation of the outing class method. Students' scores in the initial phase (pre-test) ranged from 43.00 to 90.00, with a mean of 65.94 and a standard deviation of 10.64. After the treatment, during the post-test phase, the scores increased to a range of 104 to 138, with a mean of 119.22 and a standard deviation of 10.12. This increase in the average score suggests that the outing class method contributed positively to enhancing student engagement in IPAS learning. The relatively stable standard deviation also indicates that the improvement occurred consistently across the majority of students.

2. Normality Test

The distribution test was conducted as an effort to evaluate whether the pre-test and post-test data met the assumption of normality. This assumption is a fundamental prerequisite for the use of parametric statistical analysis, such as the Paired Sample t-Test.

Table 2.
Output of Normality Test Results from SPSS 25

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.143	18	.200*	.964	18	.671
Post-test	.096	18	.200*	.967	18	.743

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The results of the normality test indicate that both the pre-test and post-test data satisfy the assumption of normal distribution. The Kolmogorov-Smirnov test yielded a significance value of 0.200 (> 0.05), while the Shapiro-Wilk test reported values of 0.671 for the pre-test and 0.743 for the post-test, both exceeding the significance threshold. With the assumption of normality fulfilled, the data are considered suitable for further analysis using the parametric Paired Sample T-Test to compare the significance of the score differences.

3. Hypothesis Test

The paired sample t-test yielded a significance value (2-tailed) of 0.000, which falls below the 0.05 threshold. This result indicates a statistically significant difference between the pre-treatment and post-treatment scores. The findings reflect a substantial improvement following the implementation of the intervention.

Table 3.
Output Results of the Paired Samples from SPSS 25

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test - Post-test	-53.27778	9.64551	2.27347	-58.07438	-48.48118	-23.435	17	.000

The significance level obtained from the paired sample t-test was 0.000, which lies below the 0.05 probability threshold. This condition indicates a statistically meaningful discrepancy between the pre-treatment and post-treatment scores. Therefore, it can be concluded that a notable improvement occurred following the application of the outing class method. This finding reinforces the view that such an approach contributes positively to enhancing student engagement in IPAS learning.

The successful implementation of the outing class method was facilitated by favorable external conditions, notably consistent clear weather and convenient site accessibility. These factors minimized logistical challenges, enabling uninterrupted outdoor learning activities and

reducing the need for extensive travel or additional transportation arrangements. Consequently, the experiential learning process proceeded smoothly and effectively.

Prior to implementing the outing class approach, a diagnostic assessment was conducted using participation questionnaires and observation sheets to evaluate students' engagement. The findings indicated a predominantly passive learning disposition, characterized by minimal interaction during discussions and low levels of enthusiasm. Descriptive statistical analysis revealed a pre-intervention mean score of 65.94, reflecting limited student engagement in the IPAS subject, particularly concerning environmental pollution and waste management topics.

Following the adoption of the outing class model which aimed to foster more dynamic learning participation a subsequent assessment was carried out through a post-activity questionnaire to observe improvements in engagement within the IPAS learning process. Based on the results of the descriptive analysis of the post-test, the score increased significantly to 119.22, indicating a marked improvement compared to the pre-test score prior to the intervention. Accordingly, the implementation of the outing class method among fifth-grade students at SDN Inpres Tanjung Baru proved effective in enhancing student engagement in IPAS instruction. The rise in the post-test score, supported by the results of the student participation questionnaire, reflects a substantial improvement in student engagement throughout the IPAS learning process.

Based on descriptive data outcomes statistical analysis presented in Table 1, the average student score after the treatment increased significantly to 119.22, compared to the pre-test mean score of 65.94 prior to the intervention. Meanwhile, the t-test results revealed a significance value of 0.000, that falls below the probability threshold of 0.05. This indicates that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. These findings provide empirical evidence that the implementation of the outing class method had a significant impact on enhancing the learning activeness of fifth-grade students in the IPAS subject at SDN Inpres Tanjung Baru.

Based on the findings, the outing class method significantly enhanced students' learning engagement, especially in content comprehension and questioning skills. Students actively observed their surroundings and posed spontaneous questions about real phenomena, such as environmental damage from littering. Outdoor learning also deepened their conceptual understanding and connection to real-life contexts.

These findings are consistent with the study conducted by (Habibi, 2025) in the International Journal of Social Science and Human Research, which states that the outing class learning strategy can promote the development of students’ cognitive, language, and socio-emotional aspects. In terms of cognitive development, children demonstrated the ability to comprehend and apply information through direct experience. In the language domain, outdoor activities encouraged children to ask questions and articulate their learning experiences. The study also emphasizes that experiential learning in open environments can strengthen student engagement and foster a sense of environmental awareness.

Furthermore, support for these research findings is also evident in the study conducted by (Jannatasari et al., 2025) published in the International Journal of Current Science Research and Review. The study developed differentiated outdoor learning materials for mathematics instruction and found that outdoor learning significantly enhanced students' learning activity and numeracy skills. This was confirmed by the results of the Mann-Whitney U statistical test, which yielded a significance value of 0.009 ($p < 0.05$), indicating a meaningful difference between the experimental and control classes. student engagement conducted in natural settings encouraged students to be more active in asking questions, engaging in discussions, and relating lesson concepts to real-world contexts.

Conceptually, these findings reinforce the constructivist approach to learning as proposed by Vygotsky and Kolb. The *outing class* strategy provides students with opportunities to engage actively in the learning process through direct exploration, social interaction, and reflection on their experiences. As a result, learning becomes more meaningful and contributes to the enhancement of students' conceptual understanding and critical thinking skills (Nugraheni, 2025).

Based on the study's findings and supported by existing literature, it can be concluded that implementing the outing class method in IPAS instruction—particularly on topics related to environmental damage—can enhance student engagement by improving content comprehension and questioning skills. This approach aligns with the contextual learning model, which emphasizes connecting learning materials to students' real-life experiences.

However, the study's use of a one-group pretest-posttest design presents limitations. The absence of a control group weakens internal validity, making it challenging to attribute observed improvements solely to the intervention. Potential confounding factors such as maturation, history, testing effects, and regression to the mean may have influenced the results . Therefore, while the findings are promising, they should be interpreted with caution. Future research employing more robust experimental designs, such as randomized controlled trials, is recommended to draw more definitive conclusions.

4. Conclusion

Based on the results of the data analysis, it can be concluded that the implementation of the outing class method has a substantial impact on improving student engagement in IPAS learning among fifth-grade students at SDN Inpres Tanjung Baru. The average pre-test score, initially recorded at 65.94, increased to 119.22 in the post-test. Normality tests indicated that the data followed a normal distribution, and the Paired Sample T-Test yielded a p-value of 0.000 (< 0.05), suggesting a statistically measurable difference between pre- and post-treatment conditions. Thus, the outing class method is proven to be effective in meaningfully promoting student engagement during the learning process.

The study demonstrates that the outing class method's effectiveness hinges on teacher and student preparedness, efficient time management, and comprehensive engagement planning. A decrease in students' attentiveness to the teacher's explanations indicates the necessity for structured facilitation. External factors, such as favorable weather and the river's proximity,

facilitated smooth outdoor engagement. Despite this, challenges in supervision arose due to students' enthusiasm. To mitigate this, students were divided into smaller groups, each supervised by a teacher, ensuring focused and secure learning. This approach aligns with constructivist principles, which emphasize active participation to enhance self-confidence and social interaction skills (Sutirman et al., 2025). Consequently, the outing class method positively impacts IPAS instruction quality and student outcomes, supporting its integration into 21st-century instructional design that fosters cognitive and social competencies.

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