

Outdoor Study for Social Studies to Strengthen Pancasila Student Profile: Learning Objectives and Challenges

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Abstract

This research topic is social studies learning through outdoor study as a form of implementing the Merdeka curriculum by utilizing the tourist village around SMP N 3 Satu Roof Undaan, Kudus. Social studies teachers use the theme of local wisdom in the project to strengthen the profile of Pancasila students (P5) so that students can carry out more innovative and exploratory learning activities. The aim is to analyze the flow of learning objectives (ATP) owned by social studies teachers, analyze outdoor studies through tourist villages, and analyze the obstacles faced when implementing the outdoor study. This type of research is qualitative and refers to primary and secondary data. Research sources from informants, document studies, and data collection techniques include interviews, observations, documents, and focus group discussions (FGD). The results of this research, the social studies teacher at SMP N 3 Satu Atap Undaan created and implemented a flow of learning objectives (ATP) based on learning outcomes (CP) that the government had determined. The first outdoor study carried out by class VII students explored the traditional market "Sarwono" using the PEKARTI teaching method. The barriers in this research are educational barriers (Q1), student barriers (Q2), school barriers (Q3), and other barriers (Q4).

Keywords: *Outdoor Study, Independent Curriculum, Social Study Learning, local Wisdom*

A. Introduction

To date, the process of developing social studies learning is still a hot topic in the world of education. It is actually generally motivated by social studies learning has not maximized mastery of low scores, curriculum, managers and implementers of education. According to Sanjaya (2016: 1) social studies learning process in the classroom tends to focus on the ability of students to memorize information. Students' minds are forced to memorize and then store the information without being directed to apply it in everyday life. As for the identification of other social studies learning problems found in general (Muhammad Kaulan & Ramadhani, 2018) include a) Teacher-Centered Approach that is more teachers do teaching and learning activities with a form of lecture (lucturing). Teachers only provide one-way information and students tend to be passive just listening. b) Expository method directs the lesson's content delivery to students directly. Using this method, students do not need to seek and find their own facts - facts, concepts, principles because the teacher has presented clearly and tends to be teacher-centered.

Another thing related to social studies learning is the curriculum used now. Since the 2013 curriculum (Kurtilas) was replaced with an independent curriculum, it certainly affects the structure of existing materials and learning. Based on the decision of the Ministry of Education and Culture of the Republic of Indonesia, the independent learning curriculum came into effect

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on February 15, 2022. This curriculum is a form of diverse intracurricular learning where the content (material) will be optimized so that students have sufficient time to explore concepts and strengthen competencies (Kemendikbud, 2019). Merdeka Curriculum is a learning design that provides opportunities for students to learn calmly, relaxedly, fun, stress-free, and pressure-free, and it maximizes each learner's potential (Alaika, 2020). One of the objectives of the independent curriculum is to create a happy atmosphere in the ongoing education process for teachers, students, and parents (Kemendikbud, 2019). The structure of the independent curriculum consists of intracurricular activities, projects to strengthen the profile of Pancasila students, and extracurricular activities. The components in the structure are developed in learning outcomes (CP), especially in the intercurricular / learning process. The final phase of the Social Science (IPS) learning outcomes for grade 7 junior high school level in the independent curriculum is that students can understand the existence of themselves and their families in the midst of their immediate social environment (Nursa'ban, 2021).

Referring to the current Merdeka curriculum, teachers must be creative and innovative in learning, including outdoor study. This method provides a new experience for students, but the teacher must prepare and plan the learning objectives and steps well (Komalasari, 2019). The outdoor learning method in social studies positively impacts student learning at Madrasah Ibtidaiyah Negeri 1 Makassar City (Andi Nurhartini, 2017). Outdoor learning-based social studies learning fostered caring character in students in 2019, which resulted in 87.5% of students becoming concerned about the environment (Casriatun, 2019).

The description of the problems of social studies learning and their relationship with the outdoor learning method is the background of the problems found by researchers, namely at SMP Negeri 3 Undaan, Kudus Regency. Based on the results of research by Fatmawati (2018) explains that the intensity of the implementation of Outdoor Study at SMP N 3 One Roof Undaan, Kudus is less than learning in the classroom. Regarding learning outside the classroom (outdoor), several places can be recommended to be realized, one of which is the Wonosoco tourist village. The uniqueness of Wonosoco village is the teak forest park, Sendang Dewot, Batu Cantik cave, Keraton cave, Surodipo cave, kendeng mountains, culinary center and campground. (Fatmawati, 2018). Based on the researcher's initial observation, the social studies teacher of SMP N 3 One Roof Undaan Kudus admitted that the local wisdom of Wonosoco village culture has not been fully used as a social studies learning resource. The teacher's knowledge of local cultural values is still lacking. Based on the description and analysis that has been reviewed above, of course, researchers find several gaps that need attention. This article aims to find out, analyze the results of the application of outdoor study learning based on the Merdeka curriculum by taking the theme of local wisdom. The object of local wisdom is focused on the traditional market activity "Sarwono" and the cultural carnival in Wonosoco village.

B. Methods

1. Research Design

This study employs a qualitative research design to understand human behavior, perceptions, and social phenomena in their natural context. The research focuses on exploring the implementation of social studies learning through outdoor study activities and its impact on students and teachers. Qualitative research is suitable for this study as it seeks to provide in-depth descriptions of the processes and outcomes of the activities being studied (Rijal, 2021). The research is grounded in constructivist theory, which emphasizes the formation of cognitive structures through interaction with the environment (Marwin, 2011), and Albert Bandura's social cognitive theory, which highlights learning through observation (Hergenthal, 2008).

2. Research Procedure

The research procedure begins by identifying key issues related to the implementation of outdoor social studies learning, particularly how it strengthens the Pancasila Student Profile. The steps of the procedure include: (1) Selecting the Research Site, which focuses on outdoor learning activities conducted at SMP N 3 Satu Atap Undaan, utilizing local tourist villages; (2) Identifying Informants, using purposive sampling to select participants, including the key informant (school principal Alimah, S.Pd., M.Pd.), the main informant (social studies teacher Sumardi, S.Pd.), and students as supporting informants; and (3) Data Collection, which is conducted using multiple techniques to ensure a comprehensive understanding of the phenomenon being studied.

3. Data Collection Techniques

Various data collection methods are applied in this qualitative research: (1) In-depth Interviews, conducted with key, main, and supporting informants to gather insights into the implementation and impact of outdoor learning activities; (2) Observation, where the researcher directly observes the outdoor learning activities, particularly focusing on the interaction between teachers and students; (3) Documents, which include lesson plans, outdoor study materials, and project reports to support the data obtained from interviews and observations; and (4) Focus Group Discussions (FGD), conducted with students to gain a collective perspective on their learning experiences and perceived outcomes.

4. Data Validity Techniques

To ensure the reliability and validity of the data, several tests are applied, including: (1) Credibility, ensuring the authenticity of the findings through triangulation by cross-checking data from various sources and methods; (2) Transferability, providing detailed descriptions to enable others to assess the applicability of the findings to other contexts; (3) Dependability, ensuring consistency in data collection and analysis; and (4) Confirmability, guaranteeing the objectivity of the findings by verifying data from multiple sources. Triangulation is crucial in validating the data by comparing information obtained from interviews, observations, and documents at different times (Eko Murdiyanto, 2020).

5. Data Analysis Techniques

Data analysis in this research follows the interactive model proposed by Miles, Huberman, and Saldana (2014:12), which includes three key components: (1) Data Condensation, the process of selecting, simplifying, and organizing raw data. This step involves coding interview transcripts and observation notes to identify patterns and themes; (2) Data Display, where the organized data is presented in a form that allows for easy interpretation, such as through tables, charts, or narrative descriptions; and (3) Conclusion Drawing and Verification, where conclusions are drawn based on the displayed data and verified by revisiting the data to ensure consistency and coherence with the research objectives. This ongoing and interactive process allows the researcher to refine findings and adjust the analysis as new data or insights emerge.

C. Findings and Discussion

1. Social Studies Teachers' Learning Objectives in Outdoor Study Implementation

The teacher does empirical findings with teacher S. in the form of social studies learning varied by making the surrounding environment an object of learning. Making the flow of learning objectives (ATP) social studies based on learning outcomes set by the government so that it is divided into several objectives that children must achieve, such as a) Understand and have an awareness of the existence of the self and able to interact with the environment nearby. b) Analyze the relationship between the region's geographical conditions and society's characteristics. c) Understand that people strive to meet their needs. d) Analyze the relationship

between the diversity of geographical conditions of the archipelago and the formation of cultural pluralism. Teachers prioritize students to be more familiar with the surrounding environment to align with social studies learning based on the structure of constructivism to be more sensitive to students about culture, language, writing system, communication, and solve existing problems (Slavin, 2000).

Based on their studies in the field, students understand and are aware of their existence and can interact with their immediate environment. Researchers' observations show that the initial process of students getting to know their surrounding environment is done in groups. This is so that students can map the various objects that will later become the purpose of observation. However, some working group discussions went well, and some still tended to make their own groups. Based on close friends. Of course, this situation will hinder social learning in terms of constructivism. Social learning is an appropriate approach for cooperative areas; students learn through joint interactions with adults, peers, and more capable friends (Pramono, 2021).

Another finding is still related to learning objectives (ATP) flow. Namely, students analyze the relationship between regional geographical conditions and community characteristics. Students try to observe the surrounding geography. In social studies material chapter 7 about the influence of geographical location on cultural diversity, seventh-grade junior high school students of SMP N 3 One Roof Undaan are accompanied by a member of the Pokdarwis (Tourism Awareness Group) who is in charge of managing and handling natural and cultural destinations in Wonosoco village. One of them is the students making observations at Surodipo Cave, located east of the town.

Social studies learning conducted above using the environment as a medium and a learning resource is an approach that aims to increase the relevance and meaningfulness of the material for students (Mukminan, 2015). The above learning model will create a more relevant, interesting, and meaningful learning experience for students while increasing their understanding of the relationship between humans and the environment (Agus, 2012). This is also in line with the theory of constructivism, which views students as actively creating cognitive structures when interacting with the environment. The interaction occurs when the students create a structure of understanding (Marwin, 2011).

Environmental learning can be integrated with social studies to increase students' awareness of environmental and sustainable issues. Of course, this integration is important to prepare the younger generation/students to be environmentally conscious and responsible for nature conservation (Marzuki, 2016). When explained conceptually, the flow of social studies learning objectives of teacher S. interconnected between Wonosoco village community as the center / focus with geography, sociology, and economics as a point of analysis and problem-solving, it is in line with the integrated approach (Karim, 2015).

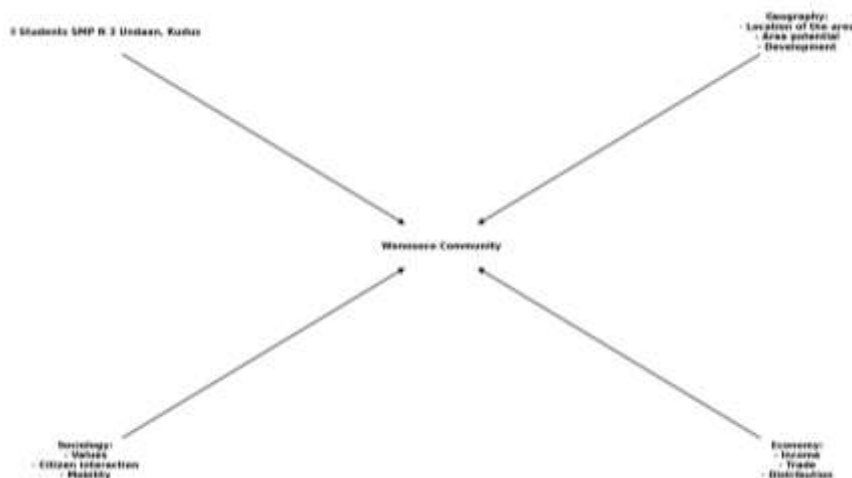


Figure 1 ATP's Integrated Approach

2. Outdoor Study in Wonosoco Tourist Village for Merdeka Curriculum Implementation in Social Studies with a Local Wisdom Theme

In the formulation of the second problem is the implementation of P5 project activities carried out by social studies teachers by exploring the traditional market of Wonosoco village. Researcher findings in the P5 project module of SMP N 3 One Roof Undaan Kudus teachers Students conduct activities outside / outdoor study with the object of a traditional market called “Sarwono”. This utilization provides contextual and relevant learning experiences for students from social, economic, cultural, and historical aspects (Suparlan, 2010). The theme of this project is “Visiting Wonosoco Traditional Market as a Cultural Awareness Activity”. The stages of the project include several things, namely introduction, contextualization, action, reflection, and follow-up, as well as the PEKARTI method. This PEKARTI learning model aims to improve the quality of learning by optimizing student involvement, developing creativity and utilizing technology to create a more meaningful learning experience (Rusman, 2016).

Introduction The initial stage is teacher S. conveys the project that students on the theme of local wisdom will carry out. This theme aims to make students recognize the identity and characteristics of the country, cultural diversity, and other characteristics of Indonesia so that they are proud of the existing cultural diversity. In the contextualization stage, class VII students seek information from various sources about the traditional market of Wonosoco village. This is done so that they have a variety of views on making an observation framework in the field. Students can easily access various sources of up-to-date information as needed and learn independently (Widiastuti, 2016). At the project action stage of strengthening the Pancasila learner profile (P5), grade VII students carry out activities in the market accompanied by the teacher carrying out various project activities that prioritize mutual cooperation - collaboration in accordance with the implementation of the Merdeka curriculum social studies learning outcomes (CP) on process skills. Learners formulate questions about what they want to know, gather information through interviews, observations, and organize it (Kemendikbud, 2022). Grade VII students who make observations and ask questions (interviews) to local merchants find information about the means of exchanging or purchasing goods in the market in the form of wooden coins.

The wooden coins that seventh-grade students have when doing P5 project activities in Wonosoco village have several functions: a symbol of trust, a promotional tool, and preservation of traditions (Dimas, 2021). The symbol of trust reflects the level of trust between traders and buyers. The results of class VII students' observations in the traditional market will later be

presented in front of the class. This activity is carried out to strengthen student character in social studies learning. In line with the nature of social studies learning in the form of citizenship education, each student is prepared to actively participate in the dynamics of community life (Nasution, 2018).

Reflection conducted by teacher S. to seventh-grade students is in written form with several questions through Google Forms. The reflection process allows students to connect the theory they learn with real situations/experiences (Sudrajat, 2015). The final stage of this project is follow-up. Namely, the teacher and students arrange strategic steps to develop the project in the future so that it does not stop. Grade VII students are personally committed to maintaining and preserving existing local traditions by participating when the market exists. Another local wisdom-themed outdoor learning implementation is the actualization of Project P5 through Kirab Budaya. Cultural Kirab in the form of “resik – resik” Sendang Dewot and Sendang Gading is held every year on Saturday kliwon and Sunday legi / apit month. The village government, in collaboration with the tourism office, organizes the kirab from morning until dhuhur on Saturday kliwon, while for Sunday legi a Wayang Klitik show is held in the two springs (Fatmawati, 2018). Through the cultural carnival and various local wisdom in Wonosoco village, teachers try to develop a project/learning framework with the 3rd flow according to the P5 guidelines, namely FIDS (find - image - Do - Share). The advantages of developing the FIDS model project flow are active student involvement, critical and creative thinking, collaboration and communication (Susanti, 2019). This is also in line with the purpose of social studies learning in intellectual education, namely, students acquiring ways and means to analyze ideas and problem-solving (Nasution, 2018).

In the first part, namely finding at this stage, teacher S. provides several questions to foster students' critical thinking based on 5W 1H regarding the cultural kirab and wayang klitik of Wonosoco village, such as Why does the kirab still exist today amid increasingly advanced and modern times? What is in the kirab and wayang klitik of Wonosoco village? Who plays a role in implementing the cultural kirab and “wayang klitik”?. Students explore and look for problems in the surrounding environment that still have links to local wisdom. Teacher S. applies the role-play method, which is learning by assigning students to act out a character in the material / event. This is in line with Bandura's social cognitive theory on the modeling process, which explains that students learn by observing the behavior of others and then imitating that behavior through their cognitive process (Hergenhahn, 2008). Role Play is a learning method that involves students playing certain roles in situations designed to simulate real life (Nugroho, 2020). Action is the implementation/testing of concepts from the previous stage. At the end of all local wisdom activities, learners and teachers choose and agree on a particular form of activity that has a lasting impact. The goal is to share good practices and the benefits of following and preserving local wisdom in the form of cultural carnivals on various platforms and media.

Table 1 The Idea of Preserving Local Wisdom

| No | Activity idea | Field Project Description |
|----|--------------------------------------|--|
| 1. | I Love Culture | Grade VII students collaborated with teachers, adults, and Wonosoco village youth groups to participate in the cultural carnival. |
| 2. | Art and School Collaboration Project | Education units and wayang klitik art groups create a kind of gathering/performance at school to introduce and build cultural awareness. |
| 3. | A short video about culture | Assign students to make a short video highlighting cultural values and share it through mass media that is accessible to them. |

Implementing the Merdeka curriculum adds evidence of the relationship between outdoor study learning and the implementation of the P5 project on the theme of local wisdom in the

form of symbiotic mutualism (mutual benefit). The relevance between the application of outdoor study and curriculum implementation in the form of a P5 project based on the Education Curriculum and Assessment Standards Agency in 2022 can be seen in the element of understanding the learning outcomes of phase D of social studies lessons, which contains that a) students can understand and have awareness of their existence and can interact with their immediate environment. b) students can also analyze regional geographical conditions with community characteristics and understand the potential of resources in forming cultural diversity.

3. Obstacles encountered in the outdoor study using the Wonosoco Tourism Village with a Local Wisdom theme

Researchers use the Systematic Literature Review (SLR) approach, which evaluates and interprets the research results relevant to the formulation of the problem (Riza & Mutiarni, 2022). This approach model will later be used as a reference in identifying and analyzing the formulation of problems and findings in this study to be more accurate and valid. There are 4 indicators in identifying barriers, namely school barriers (Q1), educator barriers (Q2), student barriers (Q3), and other barriers (Q4).

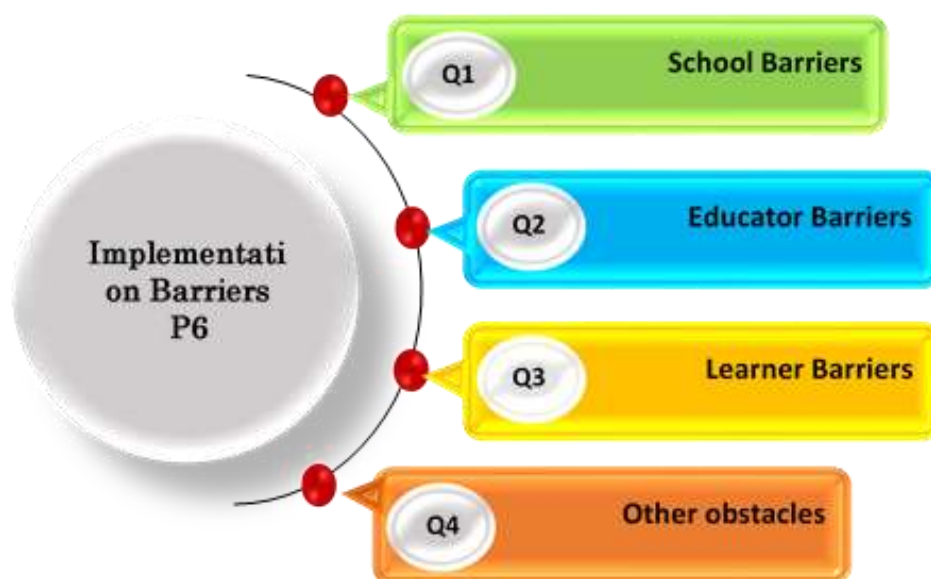


Figure 2 Findings of P5 Thematic Analysis

School Barriers (Q1) in the form of facilities and pre-facilities supporting P5 activities and implementing the Merdeka curriculum are not maximal. Good learning support facilities in schools are essential to support an effective and efficient educational process, including laboratory space and multimedia space (Mulyasa, 2013). Educator Barriers (Q2) SMP N 3 One Roof Undaan, Kudus has one social studies teacher, S., who feels he still lacks competence in carrying out the P5 project. One of these competencies is understanding the allocation of hours. According to him, this project-based implementation requires a large allocation of lesson hours, but when implemented, there are many remaining learning hours, so students often lack activities. The concept of the project is to strengthen the profile of Pancasila students in the Merdeka curriculum first before designing by the teacher. Teachers can be said to be successful if they can implement the priority five character values for students (Sulastri, 2022).

Learner obstacles (Q3) are the characteristics of students who enter late at 07.30. besides that when carrying out the Pancasila profile project, some students also do not contribute. This

certainly makes the character development which over time becomes negative, especially in self-control, responsibility, and ethics. (Hidayati, 2019). The students' laziness is realized because the school rules are not too strict in enforcing discipline, so some students only bring 1 or 2 books for 1 lesson per day. There are several efforts to overcome negative characteristics by taking a psychological approach, counseling guidance, mentoring, exemplary, and habits under the supervision of subject teachers and BK (Nadila, 202). Other Obstacles (Q4) The obstacles in implementing the P5 project, apart from those described above, researchers found and analyzed that accommodation, geographical location, and supervision from local agencies were external factors. An obstacle due to the difficulty of access between public facilities and students leads to its problems. Geographical location also determines the readiness to implement the P5 project when the school is quite far from the community/objects, one of which is outdoor study.

D. Conclusion

The implementation of Outdoor Study in social studies learning through a project to strengthen the profile of Pancasila students with the theme of local wisdom at SMP N 3 Satu Atap Undaan, Kudus, researchers can conclude that this activity refers to the guidelines for implementing the Merdeka No. 1 curriculum. 56 of 2022. Social studies teachers create and design social studies lessons by guidelines as a flow of learning objectives (ATP), which refer to the learning outcomes (CP) of social studies subjects in phase D from the government. Through the flow of learning objectives, teacher S. and class VII students try to understand and develop self-awareness of the environment and interact in it. Apart from that, students also try to analyze the geographical condition of Wonosoco village and relate it to social studies learning, including sociology (values, citizen interaction, and mobility), geography (regional location, regional potential, development), and economics (income, trade, distribution). The use of the Wonosoco tourist village as an object in implementing the Merdeka curriculum in the P5 project carried out by teachers and class VII students chose the traditional market "Sarwono" as a student exploration activity. The first project uses the PEKARTI method so that students know and understand more about the forms of local wisdom, social interactions, and the economy in traditional markets. In the second P5 project, the FIDS (Find – Image – Do – Share) method was used to observe and actively participate in the village cultural carnival and the wayang klitik performance. The obstacles faced when implementing the project to strengthen the profile of Pancasila students with the theme of local wisdom used the Systematic Literature Review (SLR) approach so that it could be identified that the existing obstacles/obstacles included educational units, teachers, students, and others. Each of these elements is important because they are an inseparable unit in realizing the educational process properly and correctly.

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