ALENA – Journal of Elementary Education
Vol. 3 No. 1, January, 2025, Pages 83-93
e-ISSN: 2963-0649| DOI: 10.59638/jee.v3i1.291

THE EFFECT OF CONTEXTUAL LEARNING MODEL BASED ON *OUTING CLAS* ON THE LEARNING OUTCOMES OF CLASS V STUDENTS

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ARTICLE INFO

***Article History* :**
Received : 2024-10-26
Accepted : 2024-10-29

Keywords :

Keywords 1; contextual learning model
Keywords 2; outing class
Keywords3; learning outcoms
Keywords 4; IPAS

ABSTRAK

The purpose of this research is to describe how the Outing Class-based contextual learning model is applied, describe the learning outcomes of students in the Natural and Social Sciences (IPAS), and ascertain the impact of the Outing Class-based contextual learning model on the learning outcomes of fifth-grade students at SD Inpres Kalang Tubung II Makassar City. This kind of study uses the Pre-Experimental Design research approach and is a one-group presetest-posttest design. There were 41 pupils in the fifth grade at SD Inpres Kalang Tubung II Makassar City that made up the study's population. Class V B students made up the study's sample, consisting of 22 individuals, 15 of whom were male and 7 of whom were female. The findings revealed that: 1) A summary of how the Outing class-based contextual learning methodology is applied. When this strategy is used, students participate in extracurricular learning activities that are closely linked to the idea or subject matter being studied. Students that participate in outing class activities become more engaged in their education and gain a better understanding of the connection between theory and practice. 2) A summary of the Natural and Social Sciences (IPAS) learning outcomes based on the pretest scores, where students' average score is 60. Additionally, the average posttest score is 85, indicating that students' IPAS learning outcomes following the implementation of the contextual learning model based on outing classes are better than those prior to the implementation of.

1. INTRODUCTION

Adult humans make a purposeful effort to raise, mentor, and teach youngsters in order to create ideal human beings who can benefit their religion, nation, and country. The success of a child's education is determined by the roles that society, the school, and the family play. The family serves as the primary educational hub for a youngster, who will first learn about the outside world from his family before moving on to school and society (Mulyadi M. , 2019). Ensuring that every Indonesian citizen not only possesses a wealth of information but also embodies the principles of Pancasila in their disposition and conduct is the national objective of education. An integrated and cooperatively designed educational system is necessary to accomplish this (Maharani, 2024).

One of the main goals of education is to prepare human resources to take the stage and propel society's survival for the state and nation in the face of plurality.One of the main goals of education is to prepare human resources to take the stage and propel society's survival for the state and nation in the face of plurality (Pratiwi, 2024)

Education is a deliberate and planned endeavor to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society, according to Depduknas (Department of National Education) Law No. 20 of 2021, article 1 paragraph 1

Since primary education is an extension of family education, collaboration between families and schools is crucial. This makes it very evident that teachers play a significant role in helping children develop their character while they are in school (Firdausia, 2023).

Learning is a complicated process that happens to every person. Learning activities are not limited to the classroom setting; they can take place anywhere (Alannasir, 2024) By employing contextual learning concepts, educators can more effectively relate the things they teach to the experiences of their students in the actual world. As members of their families and communities, students are encouraged to draw connections between the knowledge they learn and how they might use it in their everyday lives (Kompiang Rusmini, 2024) .

As a formal educational setting, schools methodically organize a range of learning activities for their students to participate in. Students' growth and development can be guided and supported to reach the desired outcomes with a variety of learning opportunities. An educational curriculum, which will then be put into practice as a teaching and learning process, organizes and arranges the surroundings (Diana, 2023). In order for students to "know" about knowledge and eventually "be able" to do something, teaching and learning activities are an active process that both teachers and students go through to develop their potential (Selvi N. , 2019).

It is impossible to separate the concepts of teaching and learning. The process of teacher-student interaction during the learning process is therefore referred to as teaching and learning; in other words, teaching and learning is a process in which the teacher interacts with the students as learners and the students interact with the instructor as a teacher. Therefore, in order to make learning engaging and effective for pupils, the teacher's involvement is essential (Selvi, 2023).

Learning is not enjoyable for students as a result of this imbalance between the components of how to learn and the outcomes of learning. Students are therefore unable to use their skills, inventiveness, and full mental capacity in their academic endeavors (Fajrin, 2021).

Students are encouraged to draw connections between what they have learnt and how they might use it in their everyday lives as members of their families and communities through contextual learning. Teachers can better connect the subject they teach to the students' real-world experiences thanks to this learning (P. Setiawan, 2019).

The role of the instructor in contextual learning is to assist students in learning new information on their own, not merely what the teacher says. Through their own reconstruction, pupils truly experience and gain knowledge on their own. Students will consequently develop their creativity and productivity.

Out-of-class learning involves more than just taking teachings outside of the classroom; it also involves allowing students to observe items in their immediate surroundings and become in tune with nature, which helps them realize what they have learned. Students' motivation to learn can be increased and their level of activity can be increased by the use or implementation of outing class learning (Hastati, 2023). *Outing class* is an educational activity that takes place outside of the classroom. These trip class activities give kids new experiences and knowledge while teaching them how to engage directly with nature and the environment (Kurniawan, 2019). "Outing class" refers to instruction that occurs outside of the classroom with the goal of enhancing students' abilities (Satriani, 2022). Outing classes are a very engaging and enjoyable educational tool for kids since they can stimulate their curiosity and motivation to learn and reach their full potential. Every pupil is eager to participate.

Learning outcomes are the changes in students' cognitive abilities brought about by learning activities. Test results on a variety of specialized subjects can be used to interpret these changes as the degree of student achievement in learning the material in school (Susanto, 2019). Learning outcomes are the degree of competence attained in adhering to a teaching and learning program in line with preset educational objectives (Afni, 2024).

IPAS is made up of the combination of two themes. Since the IPAS's content is essential and representative of both disciplines, the instructor then assesses if it helps teachers and students learn. This minimizes the workload for teachers while they pursue learning objectives and resources. Teachers can now spend more time guiding students through a variety of interesting learning models and strategies (Marlensi, 2024).

The average value of students' IPAS learning outcomes is 60 with a very low category of 0%, low 23%, medium 55%, high 23%, and very high at a percentage of 0%, according to the findings of the evaluation of class Vb students of SD Inpres Kalang Tubung II Makassar City on August 27, 2024, which was conducted by researchers using instrument tests, specifically the pretest and posttest. Additionally, the average score on the posttest is 85, indicating that students' IPAS learning outcomes following the implementation of the Outing class-based contextual learning model are better than those prior to its implementation. Furthermore, 55% of the categories—very low 0%, low 0%, medium 0%, high 45%, and very high 0%—are represented. According to the findings of observations, this analysis demonstrates how the Outing class-based contextual learning learning model affects IPAS learning outcomes.

According to the observation, at the start of the learning activities, some students engaged in other activities or were passive. At the start of the meeting, only few pupils attentively listened to the teacher's lesson. However, when the contextual learning paradigm based on outing class was applied, pupils started to actively follow the teacher's lessons.

Teachers attempt to assist students in overcoming their obstacles through a variety of methods, including reflection sessions, in which students are asked to share their experiences during the activity, group discussions, in which students exchange understanding in small groups, reinforcement of concepts through continued learning, and reflection assignments. After these efforts, the researcher will make observations while the contextual model technique is being used during the learning process and present and deliver learning that is more appealing to students' interest in IPAS learning outcomes.

Consequently, it is anticipated that the contextual approach will improve students' IPAS learning and expand the scope of classroom instruction beyond only imparting theoretical knowledge. Additionally, the model will help students gain a realistic perspective on the content they are studying, enhance their comprehension of the subject matter, and show them how to make their learning experiences relevant to situations that happen in the real world. Increased student comprehension of the topic content will result in much better learning outcomes.

Researchers aim to support and sustain students' IPAS learning outcomes throughout the learning process by implementing this contextual learning paradigm. Researchers must carry out action research under the title "The Effect of Contextual Learning Model Based on Outing Class on Learning

Outcomes of Natural and Social Sciences (NSP) Class V Students of SD Inpres Kalang Tubung II Makassar City" in an attempt to enhance and improve student learning outcomes in NSP subjects.

2. METHODS

Fifth-grade pupils at SD Inpres Kalang Tubung II Makassar City participated in the quantitative study using experimental techniques (pre-experimental design). The only study model that can effectively test theories about causal links is the experimental research method (Santoso, 2021).

The sample for this study consisted of all 22 participants in the VB class, and data gathering methods included documentation, tests, and observation. in the form of inquiries pertaining to the researcher's research on the observation sheet that was created. Every time researchers meet with students, the observation sheet is filled out (Rahmawati, 2024). This method is used to track and record events that occur during the teaching and learning process, geographical location, conditions of teachers and learners, and all other data needed for this research. Researchers can more easily observe the contextual learning model based on outing classes at school by employing an observation sheet, and the data collected is consistent with what is seen there. The following observations are mentioned in this study: a). Observation sheet for teacher activities, which is created using contextual models based on outing classes and learning steps. During the teaching and learning process, teacher or research activities are measured using teacher activity observation sheets. b). Student activity observation sheet, which is used to gauge how well students are learning outcomes during the teaching and learning process. Members of the research sample were administered the test in this study. A test is defined as a set of questions, tasks, or other instruments used to assess a person's or a group's skills, intelligence, abilities, or talents.

A test is a series of assignments or questions that students must complete in order to gauge their comprehension and mastery of the necessary material covered and in line with specific learning goals. Students are given the Pretest and Posttest when tests are administered. A pretest consisting of up to ten multiple-choice questions is used to administer tests. To find out how well pupils understand the content they have learned, a pretest is administered before to treatment. Ten questions drawn from the learning indicators that were taught make up the Posttest, which is administered following the Pretest test therapy. a). Pretesting: Pretests are administered before to posttest treatment in order to assess students' learning outcomes. prior to receiving positive reinforcement in the experimental class. b). Using the Outing Class-based contextual learning model that was used in the experimental class, administering the posttest through activities that involve the teaching and learning process. To bolster actual proof in the conducted research, this study additionally makes use of documentation in the form of photographs..

3. RESULTS AND DISCUSSION

This section will show the data results for each variable, including the following: learning outcomes of Natural and Social Sciences (IPAS) of fifth grade students at SD Inpres Kalang Tubung II Makassar City (y) and the Contextual Learning Model based on Outing class (x).

To analyse the data obtained from the research results, descriptive and inferential statistical analysis will be used. The data collected in the form of pretest scores and prottest scores are then compared. Comparing the two values by asking the question whether there is a difference between the values obtained between the pretest and posttest values. Testing the difference in value is only done on the average of the two values and for this purpose a technique called the t-test is used. Therefore, the procedures for data analysis in quantitative research involve applying descriptive and inferential statistical methods to the collected data.

Picture 1

Picture 2

Picture 3

a. A summary of the impact of contextual learning models based on outing classes on the learning objectives of SD Inpres Kalang Tubung II Makassar City's Natural and Social Sciences (IPAS) class V students.

During the first semester of the 2024–2025 academic year, from August 27 to September 26, 2024, this study was carried out. "The Effect of Contextual Learning Model Based on Outing Class on Learning Outcomes of Natural and Social Sciences (IPAS) of Grade V Students of SD Inpres Kalang Tubung II Makassar City" is the title of the study that was conducted. Twenty-two students in class Vb participated in this study as respondents. The researcher prepared all of the material, including instructional modules, questions, and props, prior to the research's implementation. Tests and observation sheets are the tools that will be gathered for this study by the researchers acting as teachers.

Manufacturing research tools in the shape of PretPenyusunan penelitian instrument is The pretest is administered prior to using the Outing class-based contextual learning model, and it is administered following the implementation of the Outing class-based contextual learning model.The assessment was conducted both before to and following the implementation of the Outing class-based contextual learning approach.

Contextual education founded on One strategy that attempts to connect the material with the actual circumstances in the students' surroundings is the outing class. When this strategy is used, students participate in extracurricular learning activities that are closely linked to the idea or subject matter being studied. Students that participate in outing class activities become more engaged in their education and gain a better understanding of the connection between theory and practice.

The first step in putting this strategy into practice is thorough planning, which includes choosing appropriate outing destinations, creating learning objectives, and creating activities that complement the content to be presented. In an outing class, the instructor facilitates students' direct exploration of information through fieldwork, experimentation, and debate.

b. An overview of the learning outcomes of Natural and Social Sciences (IPAS) of fifth grade students of SD Inpres Kalang Tubung II Makassar City.

1). A description of the findings from the teacher activity observation is helpful in determining whether or not the contextual learning model based on the Outing class is being used to observe teaching and learning outcomes in class V SD Inpres Kalang Tubung II Makassar city when conducting the learning process. Indicators of how well teacher activities using the contextual learning model based on Outing class were implemented include a pretest of the teacher at the first meeting, a 75% implementation rate at the second meeting, including the high category, because the teacher only gave assignments without

explaining their meaning, and a 13 percent implementation rate at the third meeting, Meeting IV scored 12 with a percentage of 75% including the high category, Meeting V scored 13 with a percentage of 81.25 including the high category, and Meeting VI conducted a posttest of students. This is because the teacher uses the contextual learning model by following the learning procedure by explaining the material, then giving assignments to students and asking them if they understand the assignments. This allows for positive changes at the first and second meetings until the next meeting.

2). Before the test Students were unable to work on the teacher-provided material without explanation, so the researchers used the contextual learning model to implement student activities at the first meeting. At the second meeting, students received a score of 12, with a percentage of implementation of 70.58% including the high category. At the third meeting, students received a score of 13, with a percentage of 76.47% including the high category. Meeting IV received a score of 14 with a percentage of 82.34%, which included the high category, Meeting V received a score of 15 with a percentage of 88.23%, which included a very high category, and researchers administered a posttest to students at Meeting VI because students pay close attention to the teacher's explanations, which results in a high category for students' assignments. A Makassar To help researchers understand the learning outcomes of Natural and Social Sciences (IPAS) class V students at SD Inpres Kalang Tubung II Makassar City, this demonstrates that the learning activities of students in their implementation from the first meeting to the sixth meeting during the teaching and learning process took place in the actions carried out using the student learning activity observation sheet have increased very well. The following table shows the pupils' descriptions according to the Department of Education and Culture's (Depdikbud) guidelines:

Table 3.1 Pretest material mastery level

No	Interval	Frekuensi	Persentase (%)	Kategori Hasil Belajar
1.	0 – 34	0	0%	Sangat Rendah
2.	35 – 54	5	22,73%	Rendah
3.	55 – 64	12	54,55%	Sedang
4.	65 – 84	5	22,73%	Tinggi
5.	85 – 100	0	0%	Sangat Tinggi
Jumlah		22%	100%	

The IPAS learning outcomes of students at the pretest stage using test instruments are classified as very low 0%, low 22.73%, medium 54.55%, high 22.73%, and very high at a percentage of 0%, according to the data shown in the above table. Based on the current %, it can be concluded that students had a good degree of comprehension of the IPAS learning objectives prior to using the contextual learning model based on outing classes. 2) The posttest Following the application of the Outing class-based contextual learning model to the Natural and Social Sciences (IPAS) learning outcomes, posttest results are shown for comparison with the pretest results acquired before to treatment.

Table 3.2 Posttest Score

Statistik	Skor
N	22
Mean	85,00
Median	90,00
Std. Deviation	5,976
Variance	35,714
Range	20
Minimum	70
Maximum	90
Sum	1870

Sumber: IBM SPSS StatistickVersion 29

From the results of the above calculations, it is obtained that the IPAS learning outcomes of fifth grade students of SD Inpres Kalang Tubung II after the application of the Contextual learning model based on Outing class mean value is 85.00, median value is 90.00, standard deviation value is 5.976, variance value is 35.714, range value is 20, minimum value is 70, maximum value is 90 and sum value is 1870.

c. The impact of the Outing class-based contextual learning approach on the Natural and Social Sciences (IPAS) learning outcomes of SD Inpres Kalang Tubung II Makassar City fifth grade students.

1) Normality Test

To ascertain whether or not the data is regularly distributed, the normality test is performed. IBM Statistical Package for Social Science (SPSS) version 29 was used to conduct a normality test on data collected from pretests and posttests using test instruments. The test criteria stated that the data is considered normally distributed if the significance obtained is greater than 0.05, and that it is not if the significance obtained is less than 0.05. The outcomes of the pretest and posttest data normalcy tests are as follows.

Table 3.3 Pretest and Posttest Data Normality Test Results

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil Belajar Siswa	Pretest	0,186	22	0,047	0,916	22	0,063
	Posttest	0,151	22	0,200	0,942	22	0,222

Sumber data: *IBM SPSS version 29*

The data from the pretest and posttest findings are regularly distributed, as the preceding table demonstrates. According to the normality test results, the p-value on the pretest was 0.047, and the p-value on the posttest was 0.200. This can be expressed as follows: 0.047>0.05 on the pretest and 0.200>0.05 on the posttest, meaning that the "p-value (Sig)" is 0.05. Consequently, it may be said that the pretest and posttest results follow a normal distribution.

2) Homogeneity test

To ascertain whether or not the data in variables X and Y are homogeneous, a homogeneity test is performed. The findings of the pretest and posttest utilizing the test instrument are the data that will be examined for homogeneity. The following data are the results of the pretest and posttest homogeneity test using test instruments. The homogeneity test was conducted using the Statistical System Pathology for Social Science (SPSS) version 29 with the criterion that the data is not homogeneous if the significance obtained is <0.05; otherwise, it is considered homogeneous if the significance obtained is <0.05.

Table 3.4 Pretest and Posttest Homogeneity Test Results

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	.596	1	42	0,445
	Based on Median	.074	1	42	0,787
	Based on Median and with adjusted df	.074	1	40.978	0,787
	Based on trimmed mean	.524	1	56	0,473

Sumber data: *IBM SPSS version 29*

The table above shows that the homogeneity test results obtained 0.455, said to be homogeneous because the significance rate is greater than the pretest and posttest than 0.05 or 0.455>0.05.

3) Hypothesis Test

By contrasting two unrelated data samples, the Paired Samples test evaluates hypotheses. To perform this study, the pretest and posttest data were tested using the Statistical Package for Social Science (SPSS) version 29 system. The data need is regarded as significant if the sig value is less than 0.05. This analysis uses test instruments to determine the differences between the pretest and posttest results.

Table 3.5 Hypothesis Test Results Problem

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest – posttest	25.000	7,400	1,578	28.281	21.719	15.846	21	0,000

Sumber data: IBM SPSS *Statistics Version 29*

There is an average difference between the learning outcomes of the pretest and posttest, which indicates that there is an effect of using the contextual learning model. Based on the above table, where the value of tcount> ttable, the results obtained in the table are 15.846>0.413, indicating that the results of hypothesis testing with a significance value of 0.000>0.05 mean that H0 is rejected and H1 is accepted.

H0 = Contextual learning methodology based on Outing class learning outcomes of SD Inpres Kalang Tubung II Makassar City's Natural and Social Sciences (IPAS) V pupils had no effect.

H1 = there is an effect of Contextual learning model based on Outing class learning outcomes of Natural and Social Sciences (IPAS) V students of SD Inpres Kalang Tubung II Makassar City.

H0 is rejected and H1 is accepted in light of the test results. Thus, the Contextual Learning Learning Model has an impact on the Natural and Social Sciences (IPAS) Students' Outing Class Learning Outcomes V SD Inpres Kalang Tubung II Makassar City.

DISCUSSION:

The relationship between subject matter and real-world circumstances is the main emphasis of contextual teaching and learning (CTL) theory. According to this notion, outing classes are beneficial because they help students understand how what they learn in the classroom relates to real-world situations. Outing class helps learners connect theory to practice by enhancing their understanding of the material through a real context (Takri, 2024).

The ability of students to connect what they have learned in class to real-world experiences outside of the classroom, the fact that outing classes offer a different learning environment from other classroom activities, and other benefits are some of the reasons why the outing class-based contextual learning model is effective in enhancing student learning outcomes, encourages students to collaborate in groups, interact with the outside world, develop critical thinking abilities, and learn directly through observation, investigation, and engagement in real-world activities that give them hands-on experience that they can't get from classroom theory alone. It also uses media and approaches that are appropriate for different student learning styles, gives them room to think more creatively and use their imagination to understand the material, and helps them avoid boredom that can come from routine classroom instruction.

According to the pretest findings, the Natural and Social Sciences (IPAS) learning outcomes are poor, particularly when it comes to exploring the content. Boring teaching strategies or a lack of active student participation might make the material hard to understand. The posttest findings demonstrated a coansiderable rise following the implementation of the Contextual learning model based on the Outing class. Students who once struggled to investigate the content may now think critically and actively. 22 pupils in grade V during the 2024–2025 academic year served as the study's subjects. This study's findings are based on field research conducted by administering examinations to students. The purpose of tests is to allow for direct observation of students' learning states.

Based on the data analysis results of this study, it can be concluded that students' learning outcomes in the Natural and Social Sciences (IPAS) received an average score of 60 on the pretest and an average score of 85 on the posttest.

Students' learning outcomes can be enhanced by implementing contextual learning outside of the classroom. This is because a different learning model can help students learn more if the one that is being used repeatedly bores them. Because of this, it is crucial for teachers to enhance learning results.

"Learning outcomes are patterns of actions, values, notions, attitudes, and abilities of students," according to Hamalik. In order to accomplish the learning objectives of students' Natural and Social Sciences (IPAS), the researcher therefore develops a framework for using the contextual learning model based on outing classes.

In class V SD Inpres Kalang Tubung II Makassar City, teacher and student observations are used to construct the IPAS learning outcomes for the students. In order to evaluate teachers and students in accordance with a proportional learning model, researchers will concentrate on IPAS learning outcomes in Class V of SD Inpres Kalang Tubung II during teacher and student

observations. As a result, observation results will serve as one of the indicators to gauge the success of the observations, which will serve as the foundation for developing learning interventions.

The application of the Outing class-based contextual learning model has an impact on the learning outcomes of Natural and Social Sciences (IPAS) class V students at SD Inpres Kalang Tubung II Makassar City, according to the findings of descriptive statistical analysis, inferential statistics, and observations.

4. CONCLUSIONS AND SUGGESTIONS

More thorough findings about the Natural and Social Sciences (IPAS) learning objectives using the contextual learning approach based on the class V outing at Sd Inpres Kalang Tubung II Makassar City: 1. It has been demonstrated that using the contextual learning model based on the Outing class in Natural and Social Sciences (IPAS) improves the learning outcomes of fifth-grade students. One approach that seeks to connect the material to the actual circumstances in the students' surroundings. When this strategy is used, students participate in extracurricular learning activities that are closely linked to the idea or subject matter being studied.

Students that participate in outing class activities become more engaged in their education and gain a better understanding of the connection between theory and practice. The researcher uses a test instrument in this study and then makes inferences from the data. 2. According to the description of the Natural and Social Sciences (IPAS) learning outcomes based on the pretest results, where the average student score is 60, and the average score of the posttest results is 85, students' IPAS learning outcomes following the implementation of the contextual learning model based on Outing class have improved as compared to their pre-implementation results. 3. After obtaining the results of the hypothesis testing with a significance value of 0.000>0.05, which indicates that H0 is rejected and H1 is accepted, it can be concluded that the application of the Outing class-based contextual learning model has an impact on the learning outcomes of IPAS students of SD Inpres Kalang Tubung II. This indicates that there is an average difference between the learning outcomes of the pretest and posttest, indicating that the use of the Outing class-based contextual learning model has an impact on the learning outcomes of the Natural and Social Sciences (IPAS).

The research's recommendations are as follows: 1. Teachers and educational institutions should organize outing classes more thoroughly. Choosing sites that are pertinent to the course content, creating goals and assessment tools, and organizing logistics and student safety during activities are all first steps. Planning in advance will optimize the success of outing class activities in accomplishing learning goals. 2. It is recommended that educators keep improving their capacity to successfully apply contextual learning models based on outing classes; this calls for specialized training in creating and carrying out learning activities outside of the classroom. This instruction may cover field management tactics, contextual evaluation of learning objectives, and methods for sustaining student interest and motivation throughout an outing session. 3. An continuous assessment of the activity's efficacy should be carried out following each outing class. Feedback from students, instructors, and other pertinent parties is included in this review. The evaluation's findings are applied to enhance future iterations of the outing class and gauge its effectiveness in raising student learning outcomes. 4. In order to determine whether other resources are appropriate for this learning technique and meet the desired outcomes, researchers should be able to develop this Outing class-based contextual learning model by applying it to other materials.

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