



The Role of The Surrounding Environment as A Learning Source on Learning Outcomes of Class XI Students in SMAN 1 Polanharjo Klaten

Rizki Nor Azimah*, Puspita Indra Wardhani

Universitas Muhammadiyah Surakarta

Correspondence: E-mail: riskiazimah29@gmail.com

ABSTRACT

The purpose of this study was to determine the learning outcomes of class XI students at SMA Negeri 1 Polanharjo in the subject of geography by using the surrounding environment as a learning resource. The research method used is descriptive quantitative research with a correlation research design. Data collection techniques using interviews and questionnaires. Interview data was conducted with the teacher while the questionnaire data was carried out on students with the number of respondents being 60 students from 4 classes. To test the role of the surrounding environment on student learning outcomes used analytical techniques using product moment correlation. The results showed that the learning outcomes of class XI IPS students at SMA Negeri 1 Polanharjo, Klaten Regency, showed significant results, namely 0.329, the value had a positive value with a strong degree of relationship.

© 2022 Fakultas Pendidikan Ilmu Sosial

ARTICLE INFO

Article History:

Submitted/Received 14 Sep 2022

First Revised 26 Dec 2022

Accepted 29 Dec 2022

First Available online 30 Dec 2022

Publication Date 30 Dec 2022

Keywords:

Learning outcomes,

Learning resources,

The Role of the environment.

1. INTRODUCTION

The success of a learning process cannot be separated from the learning resources it uses. The environment is an influential learning resource in the learning process, for example in learning geography. The environment can directly introduce students to phenomena, forms, motion, so that students can get real forms in the learning process (Sari and Suwarni, 2020).

Geography subject is a scientific discipline or social science studies that allows students to use their geographical knowledge in various conditions in life, both at school and outside the school environment (Sugandi, 2015). Learning geography aims to raise students' awareness of the importance of the environment for life. Utilization of the surrounding environment as a learning resource in schools has very important uses because the environment has the potential to be used as a learning resource such as the physical, social and cultural environment. According to (Rusdiana, 2015), the environment is a means for living things to live and has a reciprocal relationship with the existence of living things that live in it, one of which is humans. The environment is also in the form of all things that exist in the universe that can be observed by the senses of sight or that cannot be seen which consists of the physical environment and the non-physical environment (Khanifah, 2012).

To realize the goals of national education, a learning process is needed where there is a relationship between students and teachers and the learning environment as a source of learning. Learning resources are everything that is in the environment around students that can be used for learning. obtain information and be able to provide convenience in the learning process (Pantiwati, 2015). Learning resources can also provide convenience for students to obtain some information, knowledge and skills in the teaching and learning process.

A learning environment that supports learning resources, such as classrooms and the surrounding environment in the form of the living environment or natural resources around it. Learning through the environment will be easier for students to learn according to their respective abilities. By studying the surrounding environment, students are expected to be able to understand natural phenomena that often occur in everyday life and can raise awareness so that students love nature more and participate in protecting the natural environment (Rahmawati, 2020).

One of the problems that are often fundamental in learning geography is the low absorption of students to the learning materials presented by the teacher starting from the characteristics of the material, the availability of material books and reading books, and learning models that are less attractive make students feel bored and do not understand the material presented.

The implementation of the learning process that takes place in the classroom is only directed at the ability students to memorize information. The student's brain is forced only to remember and hoard various information without being required to understand the information obtained to relate it to situations in everyday life (Nimas, 2020).

Therefore, by using the environment as a learning resource, it is hoped that students will have a concern for their environment, and starting from understanding the concept and caring that students can find solutions, make decisions, and take concrete actions when facing problems in their own environment (Maisaroh and Banowati, 2017). And with learning through the surrounding environment, it is hoped that the knowledge possessed by students will be wider so that the learning outcomes of students will increase.

Polanharjo region is an area located in Polanharjo District with abundant natural resources, especially in water and agricultural potential. This is due to its geographical condition which is close to the slopes of Mount Merapi, which is 24 km away, so that the Polanharjo area has

many springs. In addition, the Polanharjo area is also an area that has public facilities such as schools.

One of the schools located in Polanharjo is SMA Negeri 1 Polanharjo which is located close to water and agricultural areas. Based on the theoretical facts that have been described above, this study focuses on examining how the surrounding environment can act as a learning resource for learning outcomes in geography subjects, especially in SMA Negeri 1 Polanharjo, Klaten Regency.

2. LITERATURE REVIEW

Based on previous research, the results that the researcher did are in line with research by (Al-Momani, Mo and Jawarneh, 2011). In research (Al-Momani, Mo and Jawarneh, 2011), the use of the natural environment as a learning resource on the learning outcomes of fourth grade students at SDN 114 Balombong, Baraka District, Enrekang Regency has a positive and significant relationship to student learning outcomes with a significance value of $0.860 > 0.05$ and class student learning outcomes. IV is in the high category.

While in the research, the research results of the XI IPS class students of SMA Negeri 1 Polanharjo, Klaten Regency, showed significant results, namely 0.329, the value has a positive value with a strong degree of relationship. So it can be concluded that the role of the surrounding environment as a source of learning has a positive influence on learning so that student learning outcomes increase (Rabab and Al-momani, 2022).

A nature-based learning environment is a unitary space with conditions, objects and living things, including humans and their behavior that affect the sustainability of life and the welfare of humans and other living creatures (Tomaszewska-Pękała, Marchlik and Wrona, 2020). The environment is a combination of physical conditions that include the state of natural resources such as soil, solar energy, minerals, and flora and fauna. The environment is also defined as everything that is around humans and affects the development of human life (Porter, 2020).

The surrounding environment can be used as an effective and efficient learning resource in geography learning. Learning resources are media used in learning activities which include textbooks, print media, electronic media, the surrounding environment and so on that are able to support the learning process for students (Valverde, et al., 2020). This learning resource in the learning process is a very important part in the success of a learning process (Al-Momani, 2022). According to Arga, (2019), learning resources are part of the components that determine success in the process of learning activities, this is because learning resources are a supporting tool to facilitate students in improving their abilities in the learning process.

Learning outcomes are changes in behavior that occur in students in cognitive aspects, affective aspects, and psychomotor aspects. Learning outcomes in the cognitive domain have an orientation on skills in thinking which include intellectual skills from easy to higher skills (Zyromski, et al., 2018).

3. METHODS

The research method used is descriptive quantitative research with a correlation research design. Data collection techniques using interviews and questionnaires. Interview data was conducted with the teacher to obtain data on the role of the surrounding environment as a learning resource, while questionnaire data was conducted on students to obtain data on student learning outcomes using the surrounding environment as a learning resource.

The population in this study were 144 students of class XI IPS, the sample in this study used the Slovin formula so that a sample of 60 students was obtained. The sampling technique used in this research is purposive sampling. To test the role of the surrounding environment on student learning outcomes used analytical techniques using product moment correlation.

4. RESULTS AND DISCUSSION

4.1 The role of the surrounding environment as a learning resource for class XI students at SMA Negeri 1 Polanharjo in the subject of geography.

Based on the data from the interviews, it can be concluded that the role of the surrounding environment as a learning resource for class XI students at SMA Negeri 1 Polanharjo is very important, it can be seen from the respondents' answers that learning done outside the classroom makes students enthusiastic in learning activities and students are also more enthusiastic if learning is done outside class.

"Yes, I have, because outside the classroom it makes students more enthusiastic than they learn in the classroom, sometimes it makes them feel bored, bored, boring. While outside the spirit class they are visible".

From the results of the interview it can be said that utilization of the environment is also very suitable to be applied to geographical materials such as the hydrosphere and food security. Both of these materials are very suitable if applied to learning outside the classroom. This is also supported by the surrounding environment which has many geographical objects.

"For example, the material about the hydrosphere means that we introduce about rivers. The existing water in the river with the environment around the river. and like learning on food security materials, students are invited to the fields to observe events in the environment".

From the results of the interview it can be said that benefit of the role of the surrounding environment as a source of learning for students is that students are more concerned with the surrounding environment and learning outside the classroom will add insight to students so that they understand their surroundings. Not only that, learning carried out outside the classroom makes students not bored and more enthusiastic in participating in teaching and learning activities.

"The benefits are extraordinary, it makes students understand and care more about the environment around them, continues to provide a different learning atmosphere so that students are not bored and excited, increases students' insight so that students know about the surrounding environment".

From the results of the interview it can be said that learning geography will be interesting if delivered using learning media such as the use of the surrounding environment. This is because there are other media not only one media so that in teaching and learning activities students will be interested and happy to follow the learning.

"It's definitely more interesting, because there are other media and not just one media."

From the results of the interview it can be said that the environment as a learning resource has a very important role of course. The environment can be used as a learning resource in learning activities. From the results of the study, it can be concluded that the role of the surrounding environment as a learning resource for class XI students at SMA Negeri 1 Polanharjo in the subject of geography has a very important role. In accordance with the results of respondents' answers that the environment as a learning resource has benefits for students, namely students are more concerned with the surrounding environment and learning outside the classroom will add insight to students so that they understand the environment around them. Learning carried out outside the classroom also makes students

more enthusiastic in learning activities and students are also more enthusiastic if learning is carried out outside the classroom.

This is in line with the opinion of (Baker, Zyromski, Granello, 2011) that there are many advantages obtained in using the environment as a learning resource: (1) Learning activities are more interesting and not boring than students sitting in class for hours, (2) Materials that can be learned richer and more factual so that the truth is more accurate. (3) Student learning activities are more comprehensive and more active because they can be done in various ways, such as observing, asking questions, proving or demonstrating, testing facts, and so on (Al-Momani, 2022).

Learning carried out in the surrounding environment is very important because students will know, care and understand more about the environment around them (Daniels, et al., 2022). Learning using learning media is able to make students faster in capturing learning material because with the learning media, teaching and learning activities will not be monotonous. If learning only uses writing, it makes students feel less interested and bored, therefore learning media, especially learning media using the surrounding environment as a learning resource, is very important for students so that students experiment more with their findings in the environment or students can develop their abilities. This is in line with the opinion of Ahmad and Ahmad and (Afrian and Urfan, 2020) because the use of the environment as a source of learning is more meaningful because students are directly confronted with actual events and circumstances naturally, so that they are more real, more factual, and the truth can be accounted for (Hendrawati, 2020) also reveals that the use of the environment around the school as a learning resource is planned and organized properly and attractively will affect the student learning process, which in turn will increase student activity in learning. If students often make observations in the school environment, it will have a positive impact on students.

4.2 The learning outcomes of class XI students at SMA Negeri 1 Polanharjo on the subject of geography by using the surrounding environment as a learning resource.

Learning outcomes is a term that is not foreign to the world of education. Learning outcomes are often used to measure how far the ability of students to participate in learning activities. Learning by using the surrounding environment as a learning resource on food security material has a positive influence on learning outcomes.

Based on the results of data processing using the person product moment correlation test, it can be seen that the role of the surrounding environment as a learning resource with student learning outcomes has a significant value of 0.329, while the value of r table for N 60 with a significant level of 0.1 is 0.2144. This shows that the calculated r value is greater than the r table value, namely $0.329 > 0.2144$ so that the correlation is positive and significant and has a strong relationship. Thus, it can be concluded that the hypothesis can be accepted, namely that there is a significant influence between the role of the surrounding environment as a source of learning on student learning outcomes on food security material. The results of the analysis of the correlation between the independent variable and the dependent variable can be seen from table 1 as follows:

Table 1. Hypothesis test

Independent Variable	Dependent Variable	r table	r count	Conclusion
X	Y	0,2144	0,329	Signifikan

The results of research on students of class XI IPS SMA Negeri 1 Polanharjo Klaten Regency showed the results of hypothesis testing showed a significant value of the role of the environment as a learning resource on student learning outcomes on food security material, namely 0.329, this value has a positive value with a strong degree of relationship. Which means that if the variable of the role of the surrounding environment as a learning resource used has a positive influence on learning, student learning outcomes will increase. On the other hand, if the role of the surrounding environment as a learning resource has a negative influence, student learning outcomes will decrease. This agrees with (Al-Momani, Mo and Purnawan, 2022). The learning outcomes of students using learning that use the environment as a learning resource are better than student learning outcomes using conventional learning. So that learning that uses the environment as a learning resource is effective on student learning outcomes.

The success of students in understanding learning can be seen from their learning outcomes, namely success after participating in learning activities. In this study, it can be seen the comparison of student learning outcomes in the use of the surrounding environment as a learning resource, namely the average value of student learning outcomes of 75.6. This value indicates that the learning outcomes of class XI IPS students of SMA Negeri 1 Polanharjo have high scores as indicated by the high learning outcomes obtained through the following test results.

Table 1.2 Geography Learning Outcomes Category

Interval Value	Category	Frequency	Percentage (%)
85-100	Very high	32	54%
66-84	High	28	47%
55-65	Currently	-	-
35-54	Low	-	-
0-34	Very low	-	-
Amount		60	100%

Table 1.1 shows that the learning outcomes of SMA Negeri 1 Polanharjo students are in the very high category, namely as many as 32 students or by 54%. While in the high category as many as 28 students or 47%. There are no students who are in the medium, low and very low categories.

4. CONCLUSION

Based on the results and discussion, it can be concluded that the learning outcomes of class XI IPS students at SMA Negeri 1 Polanharjo, Klaten Regency, showed significant results, namely 0.329, the value had a positive value with a strong degree of relationship. So it can be concluded that the role of the surrounding environment as a source of learning has a positive influence on learning so that student learning outcomes increase.

5. RECOMMENDATION

This research is recommended as input for teachers on learning methods carried out in the school environment, more interesting learning innovations are developed and adapted to learning materials so that students are more active in participating in learning.

6. REFERENCES

- Afriani R, Urfan F, (2020). "The utilization of instagram as moderating variable between geography learning outcomes and disaster preparedness," *J. Soc. Sci. Educ*, 29(1), 1–12.
- AL-Momani, (2022). "Methods of quality assurance in the performance of higher education institutions jordanian 'theoretical study,'" *Jurnal Pendidikan Sosiologi dan Humaniora*, 13(2), 467–477.
- AL-Momani, (2022). "Cognitive competencies of secondary school teachers in jordan from their point of view," *International Journal of Indonesia Education and Teaching (IJJET)*, 6(1), 180–192.
- AL-Momani, MO, & Jawarneh, (2021). "The degree of availability of professional teaching competencies for physical education teachers in jordan," *Jurnal Pendidikan Kesehatan Rekreasi*, 8(2), 272–283.
- AL-Momani, MO, & Purnawan, (2022). "level of professional culture university students in jordan," *Journal of Vocational Education Studies*, 5(1), 170–184.
- Baker, E., Zyromski, B., & Granello, (2021). "School or guidance counselor: how the title influences public perception," *Professional School Counselling*, 5(21), 2156759-20981034.
- Daniels, H., Thompson, I., Tse, HM, & Porter, (2022). "Learning lessons from the collaborative design of guidance for new build schools," *European Educational Research Journal*, 21(4) 585–601.
- Hendrawati S, (2020) "Tingkat Kecanduan Media Sosial pada Remaja," *Journal of Nursing Care*, 3(1), 41–53.
- Khanifah, (2012). "Pemanfaatan lingkungan sekolah sebagai sumber belajar untuk meningkatkan hasil belajar siswa," *Unnes Journal of Biology Education*, 1(1), 66–73.
- Maisaroh and E. Banowati, (2017) "Pemanfaatan lingkungan sekitar sebagai sumber belajar geografi pada materi sumber daya untuk meningkatkan hasil belajar siswa kelas xi ma tarbiyatul islamiyah salim," *Edu Geografi*, 5(3), 152–160.
- Nimas Anindita, (2020). "Pemanfaatan lingkungan berbasis alam sebagai sumber belajar kelas V di sd 1 tirenggo b," *Epistema*, 1(1), 13-22.
- Pantiwati, (2015). "Pemanfaatan lingkungan sekolah sebagai sumber belajar dalam lesson study untuk meningkatkan metakognitif," *Jurnal Bioedukatika*, 3(1), 27–32.
- Porter, (2020). "guidance counseling in the mid-twentieth century united states: measurement, grouping, and the making of the intelligent self," *History of Science*, 58(2), 191–215.
- Rababa, EM, & AL-Momani, (2022). "The level of psychological burnout of vocational education teachers compared to ordinary teachers in jordan," *Issues Ideas Education*, 9(2), 113–119.
- Rahmawati, (2020). "Pemanfaatan lingkungan sebagai sumber belajar di MIM pundungrejo tahun pelajaran 2019/2020," *Jurnal of Education Policy and Elementary Education Issues (JENIUS)*, 1(1), 16–25.

- Rusdiana, (2015) "Membumikan etika lingkungan bagi upaya membudayakan pengelolaan lingkungan yang bertanggung jawab," *Jurnal Istek*, 9(2), 244–263.
- Sari and S. Suwarni, (2020). "Pemanfaatan lingkungan sekitar sekolah sebagai sumber belajar untuk meningkatkan aktivitas dan hasil belajar siswa sekolah dasar negeri 5 bengkulu tengah," *Jurnal Bioeduscientific*, 1(2), 1–8.
- Sugandi, (2015). "Pembelajaran geografi sebagai salah satu dasar pembentukan karakter bangsa," *Sosio Humanika*, 8(2), 241–252.
- Tomaszewska-Pękała, H., Marchlik, P., & Wrona, (2020). "Reversing the trajectory of school disengagement? lessons from the analysis of warsaw youth's educational trajectories," *European Education Research Journal*, 19(5), 445–462.
- Valverde, J. de, Thornhill-Miller, B., Patillon, T.-V., & Lubart, (2020). "Creativity: A key concept in guidance and career counselling," *Journal of Adult and Continuing Education*, 26(1), 61–72.
- Zyromski, B., Hudson, TD, Baker, E., & Granello, (2018). "Guidance Counselors or School Counselors: How the Name of the Profession Influences Perceptions of Competence," *Professional School Counselling*, 22(1), 2156759-19855654.