

Quantitative Approach; The Effect of Outdoor Study in Teaching Writing

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Abstract

The purpose of this study is to determine the influence or effect of using the Outdoor Study method on students' writing skills. The research method used in this study is quantitative method, which allows researchers to measure changes objectively based on numerical data. This research involves the process of giving treatment to students through learning outside the classroom with the Outdoor Study approach. After the treatment was given, there was a significant change in students' test results. The highest score in the pre-test was initially 67, then after the post-test it increased to 85. In addition, the average value (mean) in the pre-test of 62.23 also increased quite sharply to 79.20 in the post-test. These results show that the use of the Outdoor Study method can significantly improve students' writing skills. This finding is expected to be an input for teachers to apply more varied, active, and contextual learning approaches.

Keywords: writing; outdoor study; quantitative approach.

INTRODUCTION

The main function of writing is as a means of communication, allowing individuals to express thoughts, ideas, and information clearly across time and space. Through writing, people can connect, share knowledge, and preserve messages, making it an essential tool for both personal and professional interaction.

Writing allows individuals to convey ideas, thoughts, emotions, and information across time and space. Unlike spoken language, which is limited by the presence of the speaker and listener, writing enables communication to occur even when participants are not physically together. Through writing, people can document knowledge, express opinions, share experiences, and preserve cultural heritage for future generations. In educational contexts, writing becomes a critical tool for learning and reflection, helping students organize their thoughts, analyze information, and demonstrate

understanding. In professional settings, writing serves as a formal medium for reports, proposals, memos, and correspondence, ensuring that messages are conveyed clearly and efficiently. Moreover, creative writing enriches literature, providing avenues for artistic expression and entertainment. In the digital era, the role of writing has expanded significantly through emails, social media, blogs, and messaging apps, making it one of the most widely used forms of interaction. Whether formal or informal, personal or public, writing bridges distances and connects people from diverse backgrounds. Thus, the function of writing as a means of communication is central to human connection, collaboration, and the transmission of knowledge and values throughout society.

As Kiptiyah, (2023) It is argued that students can effectively communicate with their peers using written language in various

forms, such as email, text messages, or chat applications. These platforms enable them to share ideas, ask questions, and collaborate on assignments, fostering both academic engagement and social interaction beyond the classroom.

This form of communication allows them to express their thoughts, share information, and maintain social connections regardless of distance or time. Written communication also helps students develop their writing skills, vocabulary, and the ability to organize ideas clearly. In academic settings, students often collaborate on assignments or projects through written messages, which promotes teamwork and responsibility. Thus, written language plays an essential role in students' daily interactions, both for social and educational purposes.

To produce good writing, the writer must first pay close attention to various aspects of the writing process, such as clarity, structure, grammar, and coherence. This attentiveness allows the writer to effectively organize and express their thoughts and ideas in a way that is understandable and engaging for the reader. Good writing is not only a reflection of language skills but also a representation of critical thinking and creativity. When a writer pays attention to detail and purpose, the result is writing that communicates meaningful, well-developed ideas. Therefore, good writing often implicates thoughtful reflection and strong intellectual effort (Saadah in Millah, et al. 2025).

Strong intellectual effort here refers to the earnest effort of a teacher in designing and implementing learning strategies and methods

that can motivate students to write more creatively. This is not just about teaching writing techniques, but also involves an approach that encourages students to explore their own ideas, develop their imagination, and express original thoughts in writing. Teachers need to have the ability to analyze the needs and potential of students, then adjust it to the right learning model, such as project-based learning, contextual learning, or collaborative learning.

In addition, teachers can also present interesting learning media, such as videos, pictures, or direct experience through observation outside the classroom. All these efforts aim to create an inspiring and fun learning atmosphere, so that students feel encouraged to express their ideas freely and creatively. Thus, through strong intellectual efforts from teachers, the writing process is no longer a burden, but a challenging and fun activity for students in developing their literacy skills.

An inspiring and fun learning atmosphere does not always have to take place in the classroom, but can also be created through outdoor learning activities. Outdoor study provides a more real and contextual experience for students, because they can directly observe, feel, and be actively involved in the learning process. This is what is done by the research team who developed an environment-based or field experience-based learning method. By taking students out of the confines of the classroom, students can find inspiration from nature, culture, and social life around them. For example, descriptive writing after making observations in parks, markets or museums can improve students' imagination and creativity. Outdoor learning also

encourages more dynamic social interaction, cooperation among students, and fosters higher curiosity. Teachers play an important role in designing these activities so that they remain directed and in accordance with the learning objectives. Thus, an inspiring and enjoyable learning atmosphere can be realized more effectively when students are given the space to learn not only theoretically, but also through direct experience outside the classroom.

Husamah (2013: 23) said The Outdoor Study Method is a learning approach applied by teachers by guiding students to engage in learning activities outside the classroom. This method allows students to directly observe, explore, and interact with real-life objects or events in the field, thereby enriching their understanding through meaningful, hands-on experiences. Through this approach, students not only receive material in theory, but also experience and understand learning concepts concretely through direct experience. The main purpose of this method is to familiarize students with the surrounding environment, building emotional and intellectual closeness to nature, society, and social life around them. In addition, this method is also able to build curiosity, increase sensitivity to environmental issues, and broaden students' horizons through real observation. The teacher acts as a facilitator who directs and guides the activities to remain relevant to the learning objectives. Thus, the Outdoor Study method is an effective way to create a contextualized, fun, and meaningful learning process for students.

It means the Outdoor Study is a method which utilizes approach the environment outside the classroom as an active and fun learning situation. In this method, students are

invited to engage directly in various activities and educational games designed to improve their understanding of the subject matter. Learning is done through real-life experiences that stimulate students' creativity, collaboration and activeness. These outdoor activities not only enrich horizons, but also provide opportunities for students to develop social skills, critical thinking, as well as a sense of responsibility for the surrounding environment in a fun learning atmosphere (Karlina, 2024). The Outdoor Study learning method is a strategic effort that aims to bring students closer to the real source of learning, namely the surrounding environment or real objects outside the classroom. Through this approach, learning activities are not only limited to the delivery of material through textbooks or lectures in the classroom, but prioritize direct experience that is contextual and authentic. Students are invited to observe, explore, and interact with the environment directly so that learning becomes more lively, meaningful, and relevant to real life. Thus, students not only understand the material theoretically, but are also able to relate it to the real situations they encounter. This approach can also increase students' interest in learning, curiosity, and critical and creative thinking skills.

Through the Outdoor Study method, students are invited to learn actively and directly through observing, exploring, asking questions, taking notes, and writing based on real experiences they see, hear, and feel in the surrounding environment. This activity not only makes learning more lively, but also provides space for students to develop various important skills. For example, critical thinking skills are honed when students analyze objects or phenomena in depth, creative writing skills

improve when they pour their observations into narratives or reports, and social sensitivity and concern for the environment grow through direct involvement with situations in the field.

Here, the role of the teacher is very important, starting from designing contextual and relevant activities, guiding the observation process, to providing direction so that learning remains focused on the goal. Teachers must also be able to create a safe and conducive atmosphere so that students can learn comfortably and freely. Thus, the Outdoor Study method not only creates meaningful and enjoyable learning, but is also able to foster motivation, curiosity, and a high spirit of learning in students in a sustainable manner.

METHOD

This study employs a quantitative approach using the pre-experimental design method, specifically the one-group pretest-posttest design. The primary objective is to determine whether there is a measurable effect or influence on students' writing skills following the implementation of the Outdoor Study method. This approach involves assessing students' writing performance before and after the treatment to identify any significant improvement. The quantitative method allows the researcher to analyze numerical data objectively and determine the effectiveness of the teaching strategy. By comparing pretest and posttest results, the study aims to provide empirical evidence on how Outdoor Study impacts students' writing abilities in a meaningful way.

This approach was chosen because it allows researchers to measure and analyze data objectively through standardized instruments. In this study, the researcher used the one-group pretest-posttest design, which is a research

design in which one group of students is given a pretest before the treatment is given, and then given a final test (posttest) after experiencing the learning process using the Outdoor Study method. Through this design, researchers can compare the results before and after the treatment to see if there is an improvement in students' writing ability. Cresswell (in Hamid, 2019) It is stated that conducting educational research involves more than just following the main steps in the research process. Research also includes systematically designing and writing according to two main approaches, namely quantitative research or qualitative research. The selection of this approach is adjusted to the objectives and the type of data to be analyzed. Quantitative research emphasizes data collection in the form of numbers and statistical analysis to measure the relationship or influence between variables. In this study, researchers chose a quantitative approach because it is considered the most appropriate to determine the effect of certain learning methods on student learning outcomes. This approach provides objective and measurable results.

The choice of this design is based on the research objectives which want to find out the effectiveness of the outdoor study method to the students' writing skills. By comparing the results of the pretest and posttest, researchers can draw conclusions about whether or not there is a difference in student learning outcomes. The results of this study are expected to contribute to the development of more creative and contextual learning strategies in schools.

Research design One group pretest–posttest design (Sugiyono, Zulfi and kiptiyah,

2024). The mechanism of this research is as follows.

Tabel1. Research Design

Pre-test	Treatment	Post-test
O1	X	O2

Note:

O1=Pretest value before giving treatment

X=Treatment (given treatment)

O2=Posttest value after giving treatment

The data analysis technique used by the researcher in this study is a statistical method, specifically quantitative analysis techniques, which are aimed at processing and interpreting numerical data systematically. This approach enables the researcher to objectively assess the impact of the treatment on students' writing skills. In conducting the analysis, the researcher utilizes the SPSS (Statistical Package for the Social Sciences) version 22 application, a widely used software tool for statistical computation. SPSS helps simplify complex data analysis procedures such as descriptive statistics, t-tests, and reliability tests, making it easier to draw accurate conclusions from the collected data in an efficient manner.

RESULTS AND DISCUSSION

The researcher conducted a validation test to be able to the accuracy of the instrument test with 10 students in the table below the validity test results:

Correlations		r_hitung	r_tabel	Keterangan
item_1	Pearson Correlation	,789**	0,632	VALID
	Sig. (2-tailed)	,007		
	N	10		
item_2	Pearson Correlation	,899**	0,632	VALID
	Sig. (2-tailed)	,000		
	N	10		
item_3	Pearson Correlation	,760*	0,632	VALID
	Sig. (2-tailed)	,011		
	N	10		
item_4	Pearson Correlation	,748*	0,632	VALID
	Sig. (2-tailed)	,013		
	N	10		
item_5	Pearson Correlation	,850**	0,632	VALID
	Sig. (2-tailed)	,002		
	N	10		
item_6	Pearson Correlation	,858**	0,632	VALID
	Sig. (2-tailed)	,001		
	N	10		
item_7	Pearson Correlation	,649*	0,632	VALID
	Sig. (2-tailed)	,042		
	N	10		
item_8	Pearson Correlation	,803**	0,632	VALID
	Sig. (2-tailed)	,005		
	N	10		
item_9	Pearson Correlation	,641*	0,632	VALID
	Sig. (2-tailed)	,046		
	N	10		
item_10	Pearson Correlation	,702*	0,632	VALID
	Sig. (2-tailed)	,024		
	N	10		

Based on the table above, the results of the validity test of the writing test which has 10 criteria for the assessment of writing skills can be declared as valid because $r\text{-count} > r\text{-table}$ (0.632) then the question can be said to be VALID.

The reliability test output is as follows:

Tabel 4.4

Reliability Statistics

Cronbach's Alpha	N of Items
,912	10

Based on the results of the reliability test that has been carried out, it is known that the Cronbach's Alpha value is 0.912. This value indicates that the test tool used in this study has a very high level of internal consistency. Because the Cronbach's Alpha value is greater than the $r\text{-table}$ value of 0.632, it can be concluded that the test instrument used is

declared reliable. This means that the test is able to produce consistent and reliable data to measure students' writing ability before and after treatment. This high reliability also strengthens the validity of the research results and supports the accuracy of quantitative data analysis.

The following are the data results from obtaining data from the one-sample t-test:

Tabel 4.6
One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Keterampilan menulis	30	79,20	3,468	,633

Tabel 4.7
One-Sample test

	Test Value					
	t	df	Sig (2-tailed)	Mean Difference	95% Interval of difference	
Keterampilan Menulis	14,530	29	,000	9,200	Lower 7,90	Upper 10,50

So, based on the table above shows that the one sample t test gets a sig value (2-tailed) of 0.000, and based on the results of $0.000 < 0.05$, so it can be stated that there is an influence. There is an average post-test data of 79.20, so it can be stated that there is a difference from the average writing ability.

CONCLUSION

The effect of using the Outdoor Study method on students' writing ability can be seen from the comparison of pre-test and post-test results. The highest score in the pre-test was 67,

while in the post-test it increased to 85. In addition, the mean of the pre-test score was 62.23, and the mean of the post-test score increased to 79.20. This difference shows a significant improvement in students' writing ability after being given the treatment. This statement is reinforced by the results of statistical analysis using the One Sample t-Test test which shows a significance value (Sig. 2-tailed) of 0.000. Since the value is smaller than 0.05 ($0.000 < 0.05$), it can be concluded that the difference between the pre-test and post-test scores is statistically significant. Thus, the use of the Outdoor Study method has a positive effect on improving students' writing skills.

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