

Outdoor Learning Model for Islamic Religious Education in the Independent Learning Curriculum

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Abstract

The aim of this research is to determine the Outdoor Learning Model for Islamic Religious Education in the Independent Learning Curriculum. This type of research is field research. The research was conducted at STAI Rokan. The number of respondents in this study was 3 people from lecturers, leaders and 25 students. The data collection techniques used in this research are, Observation, Interviews, and Documentation. Data analysis techniques are efforts made by 1) data reduction, 2) data presentation and 3) conclusion drawing/verification. Implementation of the outdoor learning model Religious education Islam, has several stages, namely the lecturer provides an explanation, carry out practices according to the provisions, and evaluate. Learning outside the classroom feels exciting. Students become more active in learning, asking each other questions and answers. Students become more confident, accustomed to discussing and expressing opinions. It also makes learning more communicative. Meanwhile, the disadvantage of outdoor learning is that there are students who are busy playing, chatting and joking with their friends rather than discussing the material. Students lack focus in studying. Students become more difficult to manage when studying outside the classroom than studying in the classroom. Here is the relevance of outdoor learning to Islamic religious education; Spiritual Aspect, Moral and Ethical Aspects, Knowledge Aspect and Skill Aspect

Keywords: Outdoor Learning Model, Islamic Religious Education, Independent Learning Curriculum

Abstrak

Tujuan penelitian ini adalah untuk mengetahui Model Pembelajaran Outdoor Pendidikan Agama Islam dalam Kurikulum Merdeka Belajar. Jenis Penelitian ini adalah penelitian lapangan. Penelitian dilaksanakan di STAI Rokan. Adapun jumlah responden dalam penelitian ini 3 orang dari unsur dosen, pimpinan serta 25 mahasiswa. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah, Observasi, Wawancara, dan Dokumentasi. Teknik analisis data adalah upaya yang dilakukan dengan cara 1) reduksi data, 2) penyajian data dan 3) penarikan kesimpulan/verifikasi. Penerapan model pembelajaran outdoor Pendidikan Agama Islam, mempunyai beberapa tahapan yaitu dosen memberikan penjelasan, melaksanakan praktik sesuai ketentuan, dan mengevaluasi. Belajar di luar kelas terasa menyenangkan. Siswa menjadi lebih aktif dalam belajar, saling bertanya dan menjawab. Siswa menjadi lebih percaya diri, terbiasa berdiskusi dan mengemukakan pendapat. Hal ini juga membuat pembelajaran menjadi lebih komunikatif. Sedangkan kelemahan pembelajaran outdoor adalah terdapat siswa yang lebih asyik bermain, ngobrol, dan bercanda dengan temannya dibandingkan mendiskusikan materi. Siswa kurang fokus dalam belajar. Siswa menjadi lebih sulit diatur ketika belajar di luar kelas dibandingkan belajar di dalam kelas. relevansi pembelajaran outdoor pada pendidikan agama Islam; Aspek Spiritual, Aspek Moral dan Akhlak, Aspek Pengetahuan, Aspek Keterampilan

Kata kunci: Model Pembelajaran Outdoor, Pendidikan Agama Islam, Kurikulum Merdeka Belajar

BACKGROUND

Independent Campus is a policy that aims to encourage students to master various knowledge and skills through experiential learning which is useful for entering the world of work and character

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Received: November 6, 2024; Revised : January 12, 2025; Accepted: May 15 2025

development. Independent Campus provides opportunities for students to choose courses outside the study program in a targeted manner (Putro & Yunita, 2023). The MBKM policy is implemented in order to realize an autonomous and flexible learning process in higher education so as to create a learning culture that is innovative, not restrictive, and in accordance with student needs (Maghfiroh & Sholeh, 2022). This policy also aims to increase links and matches with the world of business, industry and the world of work, as well as to develop cross and transdisciplinary knowledge (Priatmoko & Dzakiyyah, 2020).

In order to meet demands, the flow of change and the need to link and match with the business world, the industrial world, as well as to prepare students for the world of work and scientific development, higher education institutions are required to be able to design and implement innovative learning processes so that students can achieve appropriate learning outcomes (Anggraini & MY, 2021). covers aspects of attitude, knowledge and skills optimally. It is hoped that the Independent Campus Learning Program (MBKM) can be an answer to these demands (Sulastini et al., 2024). Independent Campus is a form of learning in higher education that is autonomous and flexible so as to create a learning culture that is innovative, not restrictive, and in accordance with the needs and interests of students' self-development (Arifin & Muslim, 2020).

According to Law no. 20 of 2003, curriculum is defined as "a set of plans and arrangements regarding objectives, content and learning materials, as well as methods used as guidelines for organizing learning activities to achieve certain educational goals". "The curriculum has a central position in the entire educational process". In the curriculum, all educational activities are directed towards achieving the educational goals that have been formulated (Sawaluddin, Koiy Sahbuddin Harahap, Imran Rido, 2022). "As an educational program to achieve certain educational goals, the curriculum needs to be managed so that all educational activities become productive." Curriculum is related to the management of learning experiences which require certain strategies to produce effective and efficient education (M. Farhan Hidayat, 2023).

Until now, learning activities on campus still place lecturers as the center of learning. Lecturers are always positioned as "all-rounders" who are tasked with transferring various knowledge. Meanwhile, students are positioned as learning objects who just sit back, listen, and take notes on things they consider important without being given the opportunity to develop their critical abilities (Wibisono & Umiyati, 2023). Learning that prioritizes enriching the material is considered less able to provide great benefits for students (Sawaluddin, Koiy Syahbuddin, Imran Rido, 2022). Because this method does not make much use of students' reasoning power. This method also gives the impression of cramming and forcing learning material onto students. So the learning process tends to be stiff, static, monotonous, non-dialogical and even boring (Zico Fakhrur Rozi, 2022).

Apart from that, in the learning process the aspects that are always emphasized are limited to the cognitive domain only. As a result, what happens is only the accumulation of knowledge which has no effect on the formation of students' personalities. In fact, developing student potential is not only in the cognitive aspect, but also in the psychomotor and affective aspects (Pratikno et al., 2022).

This happens in Islamic Religious Education learning According to the Ministry of National Education's Curriculum Center, this reality is caused by weak lecturer resources in developing more varied approaches and methods (Riska Novitasari, Herri Gunawan, Indah Nurhidayati, 2023). Therefore, this criticism is a challenge that must be faced and overcome by managers and implementers of Islamic Religious Education, especially lecturers, in order to increase their efforts in learning (Hully, Rahman, Ahmad Zikri, Irwan, Sawaluddin, Achmad Ghozali Syafii, 2023). So, in teaching and educating students, we need an approach that is able to provide different experiences to students. So that in learning, not only the

cognitive domain is achieved but also the affective and psychomotor domains which can be applied in everyday life (Faiz, 2021).

Apart from that, varied methods are needed to avoid students feeling bored during learning. In the hadith of the Prophet Muhammad there are many instructions regarding teaching methods, both regarding the principles and the form of the method. Teaching outside the classroom (*outdoor learning*) can also be interpreted as a learning strategy that utilizes the environment outside the classroom as a learning environment for various games, as well as a medium for converting the information provided in learning (Harahap, 2023). Outdoor learning is an excellent strategy because it can increase student activity individually and in groups, resulting in interesting and memorable learning because the idea of learning is carried out outside the classroom to avoid student monotony and boredom with routines in class (Iswandi et al., 2022).

For this reason, one of the efforts to overcome students' boredom because the classic learning method is to use outdoor learning. With this learning, all learning resources (*campus environment, community, library, laboratory, mosque, park, museum, etc.*) can be used as a means of gaining knowledge because learning resources are not limited to lecturers and literature alone. Learning methods outside the classroom (*Outdoor Learning*) is an activity of delivering lessons outside the classroom, so that teaching and learning activities take place outside the classroom or in the wild (Baharuddin, 2021).

Independent Learning Curriculum Understanding

Independent Learning Curriculum

The curriculum is a tool for achieving educational goals, as well as a guideline for implementing learning at all types and levels of education. The curriculum is never separated from the State's philosophy, namely Pancasila and the 1945 Law which describes a nation's way of life (Hatim, 2018). Education and curriculum in Indonesia from kindergarten to university, whether formal or non-formal, must be directed and adapted to the vision, mission and goals of national education as stated in the National Education System Law no. 20 of 2003 (Sulastini et al., 2024).

Etymologically, curriculum comes from the Greek, namely *curir* which means to run and *curere* which means place to pass. Thus, the term curriculum comes from the world of sports in Ancient Roman times in Greece, which contains meaning finish line. Furthermore, the term curriculum is used in the world of education and experiences changes in meaning in accordance with developments and dynamics that exist in the world of education. Broadly speaking, the curriculum can be interpreted as a set of educational and teaching materials given to students in accordance with the educational goals to be achieved. Glatthorn defines a curriculum as a plan created to guide children's learning on campus, presented in the form of a predetermined document, arranged based on levels of generalization, can be actualized in the classroom, can be observed by non-interested parties, and can bring about changes in behavior (Gallagher et al., 2011).

In the National Education System, it is stated that the curriculum is a set of plans and arrangements regarding the content and learning materials as well as the methods used as guidelines for implementing teaching and learning activities. The curriculum is used as a guideline in all educational activities carried out, including teaching and learning activities in the classroom (Maghfiroh & Sholeh, 2022). The curriculum is the content and path to achieving educational goals, so the curriculum actually concerns issues of values, theory, skills, practice, development of mental attitudes and so on (Bowles et al., 2023). This means that the curriculum must contain rich experiential content for the realization of goals. In other

words, the curriculum must be rich in experiences that develop personality (Priatmoko & Dzakiyyah, 2020).

Foundation for Independent Learning Curriculum Development

The basis for implementing the Independent Curriculum refers to the Decree of the Minister of Research, Technology and Higher Education no. 56 of 2022 concerning Guidelines for Implementing Curriculum in the context of learning recovery (Kurikulum Merdeka) as a complement to the previous curriculum (Arifin & Muslim, 2020). This Ministerial Decree stipulates 16 decisions, namely as follows; 1) Education units need to develop a curriculum with the principle of diversification in accordance with the conditions of the education unit, regional potential and students; 2) Curriculum development refers to the 2013 Curriculum, the simplified/revised 2013 Curriculum, and the Merdeka Curriculum; 3) The curriculum refers to SNP (National Education Standards) to realize national education goals; 4) The 2013 curriculum is implemented according to legislation; 5) The simplified 2013 curriculum was determined by the head of the main unit in charge of curriculum, assessment and books; 6) The Independent Curriculum is regulated in the attachment to the Decree of the Minister of Education and Culture; 7) Fulfillment of workload and linearity arrangements for certified lecturers in the implementation of the 2013 curriculum and the simplified 2013 curriculum is carried out in accordance with statutory regulations; 8) Fulfillment of workload and linearity arrangements for certified lecturers in the implementation of the Independent Curriculum is regulated in Appendix II of this Decree; 9) Participants in the driving school program and the Center for Excellence Vocational School program use the Independent Curriculum and fulfill the workload and linearity in accordance with the two attachments to this decree; 10) The simplified 2013 curriculum can be applied from class I to class XII; 11) The Independent Curriculum is implemented in stages with the following provisions; 12) Year 1: Ages 5 & 6 years (grades 1, 4, 7, and 10); 13) 2nd Year: Ages 4–6 years (grades 1, 2, 4, 5, 7, 8, 10, and 11); 14) 3rd Year: Ages 3–6 years (grades 1–12); 15) Implementation of the curriculum uses the main textbooks determined by the Book Center; 16) The Independent Curriculum will take effect in the 2022/2023 academic year (Khomsatun et al., 2023).

The basis for developing the independent curriculum refers to 6 things, namely; Philosophical, psychological, sociological, technological, historical, and juridical. For more details, see the image below:



Figure 1. Legal Basis for the Independent Curriculum

This decision revokes the following 2 regulations. a). Minister of Education and Culture Decree Number 719/P/2020 concerning guidelines for implementing curriculum in education in special conditions. b). Curriculum provisions as well as workload and linearity in driving school programs and Center of Excellence Vocational School programs (Kepmendikbudristek Number 56 of 2022).

The undergraduate study program curriculum which refers to the independent learning-independent campus policy is a set of plans and arrangements regarding the content and study materials and methods of delivery and assessment which are used as a guideline for organizing teaching and learning activities in the study program (Sulastini et al., 2024). In relation to the curriculum of the independent study program, the independent campus applies the Major Minor curriculum model, namely a curriculum design that is adaptive, competency-based and provides space for every student to take part in an undergraduate education program by determining the main profile and CPL as the main or major area of expertise and can take part in the program learning in one particular field as a complementary or minor area of expertise (competency) (Douglas Gleddie, 2009).

Learning Activities in the Independent Learning Curriculum

Forms of learning activities in accordance with Minister of Education and Culture Regulation No. 3 of 2020 Article 15 paragraph 1 can be carried out within the Study Program and outside the Study Program including; a) Student Exchange; b) Internship/Practice; c) Teaching Assistance in Educational Units; d) Research; e) Humanitarian Projects; f) Entrepreneurial Activities; g) Independent Study/Projects; h) Village Development/Thematic Community Service Lectures:



Figure.2: Learning Activities in the Independent Learning Curriculum

Outdoor Learning

Model Understanding the Outdoor Learning

Model The teaching process in formal schools is experiencing saturation. The routine of the learning process tends to be rigid and standard, no longer prioritizing each student's creative ideas because

everyone has to linear pattern in the classroom (Pedagogy Indoor Learning). The method applied is as close as possible to what is written in the book if you can memorize it down to the commas and periods, if it is not the same in the book it is considered wrong. That's what the education system we are currently living in looks like (Sulastini et al., 2024).

The education system above continues to receive criticism, with the assumption that every human being has talent and knowledge, this is what must be honed in the world of education. Gradually, Pedagogy-style education experiences a process of learning saturation, giving rise to a new approach that we know as outdoor learning, which further promotes the element of playing while learning (Andragogy). The learning process tends to be flexible, prioritizing creativity and initiative based on students' reasoning power using nature as a medium.

Steps to the Outdoor Learning Model

Teaching and learning activities outside the classroom (Outdoor Learning) should not be carried out haphazardly. Teaching must still have clear concepts and activity steps, so that it can become the main reference for a lecturer who teaches students outside the classroom. This method activity is not just for fun to refresh the mind and cure boredom, but rather to educate students and make them understand the subjects well (Sa'diyah et al., 2020). According to, the steps for outdoor learning or learning outside the classroom include the following:

1. The lecturer invites students to a location outside the classroom
2. The lecturer invites students to gather according to their groups
3. The lecturer gives greetings
4. Lecturers provide motivation
5. The lecturer provides a learning mix for each group
6. The lecturer provides an explanation of how the group works
7. Each group splits up at the location to make observations and is given time
8. Lecturers guide students during field observations
9. After observations, students are asked to gather again to discuss the results of their observations (Nurhidayah, 2021).
10. The lecturer guides the discussion and students are given the opportunity to present the results of their discussion to each group and other groups are given time to respond (Erlinasari & Prabowo, 2024).

From the steps above, it is clear that learning outside the classroom can make students more familiar with the natural surroundings as a medium for student learning. In general, the learning process in the Outdoor Learning Model can be concluded as a method that takes students outside the classroom to learn further by using natural media as a learning resource (M. Farhan Hidayat, 2023). Outdoor Learning Method can be applied to school-age children and adults at the same time. Here are the benefits of the Outdoor Learning learning model according to experts.

1. According to Suryadi, the benefits of outdoor learning include:
 - a) Clearer thinking;
 - b) Learning will feel fun;
 - c) Learning is more varied;
 - d) Learning is more recreational;
 - e) Learning is better;
 - f) Children are more familiar with the real and wider world;
 - g) The image of the world as a class is embedded;

- h) Wider learning facilities;
- i) Brain work is more relaxed (Suyadi, 2009)
- 2. According to Sudjana and Rival, there are many benefits obtained from studying the environment in the learning process, including:
 - a) Learning activities are more interesting and do not require students to sit for hours, so that students' motivation to learn will be higher.
 - b) The essence of learning will be more meaningful because students are faced with real or natural situations and conditions.
 - c) The materials that can be studied are richer and more factual so that the truth is accurate.
 - d) Student learning activities are more comprehensive and more active because they can be done in various ways such as observing, asking or interviewing, proving or demonstrating, testing facts, and so on.
 - e) Learning sources are richer because the environment studied can be diverse such as the social environment, natural environment, artificial environment, and so on.
 - f) Students can understand and appreciate aspects of life in their environment, so that they can form individuals who are familiar with life and their surroundings, and can foster a love for the environment (Sudjana, N & Rivai, A, 2010).
- 3. According to the Directorate of Educational Personnel, the direct learning process can provide real experience to students, meaning that the experience will avoid misperceptions from the discussion of certain lesson materials (Direktorat Tenaga Kependidikan, 2008).

Outdoor Learning learning methods provide alternative ways of learning by building meaning or by involving more senses of sight, hearing, touch, smell in students and providing a more memorable experience, because students experience the subject matter themselves. In addition, teaching and learning activities outside the classroom (Outdoor Learning) greatly influence the success of learning and intelligence of students. Teaching and learning activities outside the classroom are not only to eliminate boredom from being in the classroom for too long, but much more important than that, namely to balance their cognitive knowledge with their motoric knowledge.

Outdoor Learning (In-Field)

According to Husamah, outdoor learning is learning carried out outside the classroom as an effort to overcome boredom during formal learning which tends to be rigid and does not prioritize students' creative ideas. In general, in this learning, the lecturer will invite students to see events that occur in the field directly and use the environment as a learning resource (Sawaluddin, 2018). According to Abulraihan, the environment in question can be a campus environment or an off-campus environment (Muliardi, 2023).

This learning is also known by various other terms such as outdoor activities, outdoor study, field learning or outside the classroom learning. The role of the lecturer here is as a facilitator and motivator, meaning that the lecturer acts as a guide so that students learn actively (Sawaluddin & Muhammad, 2020), creatively and become familiar with the environment they are studying (Anggraini & MY, 2021). This learning is more student-centered, giving students the opportunity to learn with objects that can be observed and experiences that they can experience directly. The outdoor learning approach uses an open natural setting as a means (Erlinasari & Prabowo, 2024).

The learning process using nature as a medium is seen as very effective in knowledge management where students can feel, see directly and even do it themselves, so that the transfer of knowledge based on

experience in nature can be felt, translated, developed based on their abilities (Wibisono & Umiyati, 2023). This approach sharpens children's physical and social activities where children will do more activities that indirectly involve cooperation between friends and creative abilities. This activity will give rise to processes of communication, problem solving, creativity, decision making, mutual understanding, and respect for differences (Riska Novitasari, Herri Gunawan, Indah Nurhidayati, 2023).

According to Yulianto, this concept emerged partly because learning so far does not place students as learning subjects, students tend to be used as objects so that there is less room for students to develop themselves. Apart from that, each student has special and unique needs so they have different learning styles (Muhajir Muhajir, Syahraini Tambak, Desi Sukenti, Ilyas Husti, Zamsiswaya Zamsiswaya, Sawaluddin Sawaluddin, Miftah Syarif, 2024). So this concept provides opportunities for students to develop themselves according to their needs. Besides that, children are the most creative age in human life, but the world of education does not provide opportunities for the development of creativity. So this is very important as a variation in current learning (Meisarah Asril et al., 2023).

In the teaching and learning process, lecturers must have strategies, so that students can learn effectively and efficiently, achieving the expected goals (Muhajir Muhajir, Syahraini Tambak, Desi Sukenti, Ilyas Husti, Zamsiswaya Zamsiswaya, Sawaluddin Sawaluddin, Miftah Syarif, 2024). One of the steps in choosing a strategy is to master teaching methods. In the outdoor approach, according to Yulianto, the things that must be considered are: 1) The outdoors as a classroom facility; 2) Visit the object directly; 3) Play elements as the basis of the approach; 4) Lecturers must have commitment (Iswandi et al., 2022). Forms or methods that can be used in implementing outdoor learning include: a) In-Field/ Field-trip/ Field trip; b) Lecture Method; c) Question and Answer Method; d) Discussion Method; e) Group Work Method; f) Demonstration Method; g) Experimental Method (Riska Novitasari, Herri Gunawan, Indah Nurhidayati, 2023).

Implementation of the Outdoor Learning Model for Islamic Religious Education in the Independent Learning Curriculum.

In every lesson, you must use a method for deliver material to students. Included in subjects Islamic education. For this reason, innovation is needed to support it learning process. The needs and characteristics of each student the times are different. It is no longer very relevant to use methods traditional which tends to be boring. Selection of methods that do not (Putro & Yunita, 2023). The right approach could have an influence on the process of transferring knowledge from the lecturer to the lecturer student. Of course, this will also affect student output in the future (Faiz, 2021). Knowledge Knowledge also continues to develop, so learning patterns do too must be developed (Aba Agil Aziz, Eka Putra Romadona, 2022). Implementation of subject learning models Islamic Religious Education to increase student interest and motivation in study. Traditional methods such as questions and answers and lectures considered no longer very relevant. For this reason, innovation is needed collaborated with other methods (Sawaluddin, Koiy Syahbudin, Imran Rido, 2022). Today's students are different from college students the old one (Rukiah, Zulfan Saam, Sukendi, 2020). This is also to remove the impression of an education lesson Islam is boring and unpleasant for students usually just lectures and then give homework to students (Pratikno et al., 2022).

Process outdoor learning, the teacher acts as a facilitator. Student are required to be more active, no longer passive as usual. lecturers don't conveying material verbally or using methods lecture. More on using a group discussion approach and questions and answers in collaboration with the outdoor learning model. Student divided into several groups to have discussions with his classmate. Learning outside the classroom emphasizes student activity. Supported with a comfortable learning environment outside the

classroom(Sawaluddinsiregar, 2018). Student freely discuss, ask and answer each other's questions (Baharuddin, 2021). This is different from the learning process in the classroom which does not Again, you need to prepare a place to study, because from the start of class It is designed as a study place for students. Learning process in Outside the classroom (Outdoor Learning) requires an environment as a place study and need to be prepared. Lecturers must find a suitable, safe and comfortable place for them outdoor learning learning process. Lecturers also need to prepare material which will be discussed by students and several learning media other (Efriyanto, Aminah, 2023).

The implementation of the outdoor learning method in Islamic Religious Education courses is an innovation carried out by lecturers to overcome problems in the classroom. Students who have been sitting there since morning. The class often feels bored listening to the lecturer explain the material attend lessons, especially during the day. The next day students too like that, the models and methods used by lecturers tend to be monotonous. Often they only use the lecture and question method answer(Wibisono & Umiyati, 2023). Only a few subjects use practical methods or learning is carried out outside the classroom, such as sports lessons. With a learning pattern like that it will certainly have an impact students who often become bored, lack enthusiasm for learning, and experience boredom (Usanto, 2022).

The learning process through outdoor learning in Islamic Religious Education learning emphasizes student activities with interactions based on direct learning that are systematically linked to the outdoor learning process. Outdoor learning is considered very relevant to the Independent Curriculum program (Pancasila Student Profile Strengthening Project) which is a new policy by the Ministry of Education, Culture, Research and Technology. With outdoor learning, the implementation of the independent curriculum can be like project-based learning, character development, or strengthening the Pancasila Student profile, which can be realized well. Because the curriculum related to independent learning must be used as an example of teacher success before being continued or applied to students. Through outdoor learning in Islamic Religious Education learning, the Independent Curriculum explains that teacher qualifications at any level, the learning process cannot be carried out without understanding the core competencies that exist and are closely related to those in the curriculum. In the continuing education system, there are also several nuances, such as in the past classrooms were always used for learning, so this independent study program is a trial of implementing different conditions, for example learning through outdoor learning (Jauhar* et al., 2024).

To produce enjoyable learning in the implementation of the independent curriculum, one of the efforts made is to conduct outdoor learning. because by conducting outdoor learning, the main principles in the independent curriculum such as project-based learning, character development, or strengthening the profile of Pancasila Students, can be realized well. therefore, the implementation of outdoor learning can be carried out with the following steps: a) The lecturer gives a greeting as a sign of the start of the process learning; b) Group prayer before studying led by the lecturer; c) The lecturer said that today's learning method is outdoor learning on campus grounds; d) The lecturer invites students to leave the classroom and go to the yard campus; e) The lecturer announces the material to be discussed; f) The lecturer provides the duration of the discussion and time for questions answer; g) Lecturers act as facilitators to accompany students during the learning process; h) One of the students explained that he was a group representative explain the material according to the results of the group discussion; i) If all group representatives have explained, continue question and answer session, j) If the learning time has run out, the learning process finished (Meisarah Asril et al., 2023).

The relevance of outdoor learning in Islamic religious education

Outdoor learning or outdoor learning is relevant to Islamic religious education because it can increase the achievement of competencies and enthusiasm for learning. Outdoor learning is a learning activity carried out outside the classroom, with the aim that students can learn the material directly (Erlinasari & Prabowo, 2024). Here is the relevance of outdoor learning to Islamic religious education:

1. Spiritual Aspect

The relevance of outdoor learning or outdoor learning from the aspect of spiritual values, namely; 1. Students can recognize the greatness of God through the beauty of nature; 2. Students can develop spiritual awareness and faith; 3. Students gain an understanding of God's creation through understanding the verses of the Qur'an about God's creation; and 4. Students can cultivate and develop a sense of gratitude and obedience (Iswandi et al., 2022).

2. Moral and Ethical Aspects

Meanwhile, the Relevance of Outdoor Learning in terms of Moral and Spiritual Values is; 1. Students develop positive character and noble morals; Students can increase awareness of the importance of togetherness and cooperation; 3. Students can develop empathy and concern for the environment; and 4. Students are able to increase awareness of social responsibility (Nurhadi Muhammad Ramadhani, Oyoh Bariyah, 2024).

3. Knowledge Aspect

The relevance of outdoor learning in terms of knowledge is; 1. Students can understand Islamic concepts about the environment; 2. Students can learn about Islamic history and culture; 3. Students can develop an understanding of Islamic values; Students can increase their knowledge of the Qur'an and Hadith (Iswandi et al., 2022).

4. Skill Aspect

Meanwhile, the relevance of outdoor learning in terms of skills is; 1. Students can develop life skills such as survival and cooperation; 2. Students can improve analytical and critical skills; 3. Students can develop effective communication skills; 4. Students can improve creative thinking skills (Nurhadi Muhammad Ramadhani, Oyoh Bariyah, 2024).

CONCLUSION

The Outdoor Learning Model for Islamic Religious Education in the Independent Learning Curriculum is a description of the Islamic Religious Education learning process from the beginning of the lesson to the end of the Islamic Religious Education lesson. Implementation of the outdoor learning model Religious education Islam, has several stages, namely the lecturer provides an explanation, carry out practices according to the provisions, and evaluate. Learning outside the classroom feels exciting. Students become more active in learning, asking each other questions and answers. Students become more confident, accustomed to discussing and expressing opinions. It also makes learning more communicative. Meanwhile, the disadvantage of outdoor learning is that there are students who are busy playing, chatting and joking with their friends rather than discussing the material. Students lack focus in studying. Students become more difficult to manage when studying outside the classroom than studying in the classroom. Outdoor learning or outdoor learning is relevant to Islamic religious education because it can increase the achievement of competencies and enthusiasm for learning. Outdoor learning is a learning activity carried out outside the classroom, with the aim that students can learn the material directly. Here is the relevance

of outdoor learning to Islamic religious education; Spiritual Aspect, Moral and Ethical Aspects; Knowledge Aspect; Skill Aspect

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