

# The Effectiveness of *Outdoor Study* at the Siak Palace Site in Learning Social Studies to Improve Students' Nationalistic Value

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## INFO ARTIKEL

### *Riwayat Artikel:*

Diterima: 15-03-2024

Disetujui: 29-04-2024

Diterbitkan: 30-04-2024

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### *Kata kunci:*

Abdullah Nashih Ulwan

Pemikir

Tujuan Pendidikan Islam

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## ABSTRAK

**Abstract:** This research aims to analyze the effectiveness of outdoor study at the Siak Sri Indrapura Palace site in social studies learning to improve students' nationalistic value. The research method used was quasi-experimental with a nonequivalent pre-test and post-test control group research design. The instruments used in this research were pre-test and post-test questionnaires. The population in this study were all grade 11 students. The population of class XI-1 students as the control class and class XI-3 students as experimental class, descriptive analysis of the students' characteristics in the beginning and end of the activity of both students in control class and experimental class. Data analysis uses prerequisite tests, namely the normality test and homogeneity test, and hypothesis testing uses sample t-tests which are analyzed using SPSS. Based on the results of the pre-test and post-test, it shows that using the outdoor study method in learning social sciences is more effective in improving students' nationalistic character, and this research also reveals that the experimental class that uses the outdoor study method also has better effect on the results compared to learning using the lecture method and watching videos in class.

**Abstrak:** Penelitian ini bertujuan untuk menganalisis efektivitas outdoor study di situs Istana Siak Sri Indrapura dalam pembelajaran IPS untuk meningkatkan nilai kebangsaan siswa. Metode penelitian yang digunakan adalah quasi eksperimen dengan desain penelitian nonequivalent pre-test and post-test control group. Instrumen yang digunakan dalam penelitian ini adalah angket pre-test dan post-test. Populasi dalam penelitian ini adalah seluruh siswa kelas 11. Populasi siswa kelas XI-1 sebagai kelas kontrol dan siswa kelas XI-3 sebagai kelas eksperimen, analisis deskriptif karakteristik siswa pada awal dan akhir aktivitas baik siswa pada kelas kontrol maupun kelas eksperimen. Analisis data menggunakan uji prasyarat yaitu uji normalitas dan uji homogenitas, serta uji hipotesis menggunakan uji t sampel yang dianalisis menggunakan SPSS. Berdasarkan hasil pre-test dan post-test menunjukkan bahwa penggunaan metode outdoor study dalam pembelajaran IPS lebih efektif. efektif dalam meningkatkan karakter nasionalisme siswa, dan penelitian ini juga mengungkapkan bahwa kelas eksperimen yang menggunakan metode outdoor study juga memberikan pengaruh hasil yang lebih baik dibandingkan dengan pembelajaran yang menggunakan metode ceramah dan menonton video di kelas.

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## INTRODUCTION

Character education becomes increasingly necessary these days and has received sufficient attention from Indonesian society. The rapid influx of globalization has resulted in many changes in all aspects, this is also supported by the acceleration of information caused by rapid technological developments, in this case, it will impact the nation's character values. One of them is the widespread degradation of the character values of Indonesian children, which keeps on decreasing due to the emergence of various kinds of social degradation characterized by increasing amounts of crime and

violence. In various schools, conflicts between students often occur, such as bullying, which includes acts of aggression carried out physically and non-physically, in the end, it causes divisions between students. If this is allowed to continue, it will certainly have a far-reaching impact on the society on a large extent. This is usually greatly influenced by changing times and the rapid development of technology, to some extent, it will influence the formation of students' character and disposition.

Currently, the erosion of character values has become a recurring polemic, impacting on the values of unity and the lack of attitudes of loving one's homeland and a sense of unity in the spirit of nationality, in turn, it would cause the society members to get easily involved in conflicts and disputes. The sense of nationalism is starting to decline, it is greatly influenced by various phenomena. The first phenomenon among many, there is a lack of awareness and participation when carrying out a flag ceremony which should be carried out solemnly and seriously. Second, the attitude of preferring culture from abroad over one's own regional culture, this occurs due to a lack of awareness as the nation's successor, and lack of understanding of one's nation's history and what one's own nation must have. Third, the fast-paced technological development factor is starting to act as poison to the students. Fourth, the existence of *westernization* and *Korean-wave* that are very easy to be seen and imitate, the exposures of those aspects can hardly be limited by students, so what happens is a lack of greeting even between teachers and students, lack of respect for teachers, adopting foreign cultures that later turned into students' habits, and dependence on technology. The aforementioned elements have worrying impacts on today's young generation, this can influence the decline of students' nationalistic values.

It is necessary to understand that addiction and technology poisoning have many negative impacts and will even cause hostility, thus causing a breakdown in unity and integrity. It needs to be understood that these various problems are usually strongly influenced by changes in mental, value and moral aspects as well as socio-cultural changes which usually occur due to internal and external factors (Resmiwati, 2010: 327). Internal factors are influenced by the conditions and circumstances of the community itself. Apart from internal factors, there are also external factors, namely changes that occur due to the influence of new elements that enter and influence people's lives. One of the things that can affect people's lives externally is the progress of technology and information that is becoming more sophisticated from time to time, the impact of which also causes degradation to the nationalistic values that are also related to the meaning of the life struggles experienced by a nation. It will have a broad impact on the emergence of various other social problems, if not handled well, it will affect the development of people's mindset, and it will be more dangerous if the change in mindset threatens the interests of the nation and the integrity of the Unitary State of the Republic of Indonesia (NKRI) which will have impact the public's nationalistic value.

The erosion of nationalistic values will have a big impact on the life of the nation and state, because it can threaten and destroy the nation, especially if it is linked to various problems which are currently increasingly emerging. Sudiar (2010:17-19) revealed that there are factors causing the issue of nationalism to be rather sensitive, one of which is the inability of various groups to live side by side together under a roof in maintaining integrity in life, uneven development resulting in an unequal social structure, government's bad performance, and globalization are factors that worsen the situation. According to the National Long Term Development Plan (RPJPN) 2005-2025 (UU No. 17 of 2007), one of the ways to resolve this issue is to create a society with noble, moral, ethical, cultured and civilized society based on the Pancasila philosophy. Therefore, one way to realize this is through character improvement in strengthening national identity and character.

Character education aims to assist the formation and development of Indonesian citizens who are devoted to God Almighty, law-abiding, maintaining internal and inter-religious harmony, carrying out intercultural interactions, developing social norms, apply the noble values of the nation's culture, and be proud of being an Indonesian in order to strengthen the spiritual, moral and ethical foundations of nation development (Omeri, 2015). In line with this, the National Education System as stated in Constitution Number 20 of 2003 explains clearly that the learning process has an important meaning for students which is carried out dialogically or interactively and education in schools must also

integrate the development of various character values contained in the national goals of national education, namely developing the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and to be democratic and responsible citizens. The influence of globalization will always and will continue to bring about various changes that difficult to measure, if this is not controlled it will easily erode the value of the nation's cultural character. In that spirit, the role of character education and the development of state defense and nationalistic values are very important to be instilled from an early age to all Indonesian citizens, one of the means to do so is through education (Tilaar, 2000: 107).

The increasingly fast flow of globalization has created concerns regarding nationalistic values, such as the nationalistic spirit which should be able to strengthen the implementation of character education. Character education is very necessary as a driving force for the birth of children that bears good values (*insan kamil*), bears good morals, has good personalities, and moral and dignified (Trahati, 2015: 22), this is in line with the opinion of Berkowitz (2012) who explains that character education is an effort carried out deliberately in schools to encourage the development of students' psychological characteristics by motivating and enabling them to act within ethical, democratic, socially effective and productive ways (Watts, 2021: 7). In that sense, there are many ways to apply and strengthen character values that can be instilled into learning process, one of which is by sharing the values of heroic struggle and instilling those values to students through learning process to foster a high sense of nationalism which in turn would allow them to have a sense of patriotism, tolerance, honesty and faith in the Creator. These efforts are meant to have the students grow and deepen their sense of nationalism, strengthen the nationalistic value, and to help them have innovative and purposeful attitudes and behaviors. Members of society who possesses these traits can develop themselves and are jointly responsible for the development of the nation. This is in accordance with the aim of social studies learning, which is to turn students into citizens who are democratic, proud and responsible as to turn the students into noble citizens, which, of course, is useful in achieving the expected national education goals (Supardi, 2011: 186 -187).

A variety of character strengthening values can be channeled through architecture, folk songs, literature (oral or written) and visiting historical places (Tanjung, 2019: 4). The character-related values instilled in this research contain the moral values of the Siak Sultanate Sri Inderapura. Learning from the leader of the Siak kingdom, besides having character worthy to be studied upon, the figure of the leader also had high nationalistic values, this was seen when he handed over 13 million Gulden or the equivalent of 1.074 trillion Rupiah to the newly independent Republic of Indonesia. Because at that time, Indonesia needed moral and material support (Zaini, 2018). In line with this, teaching noble values is also part of the complexity of a culture which includes the inheritance of a set of cultural values such as philosophy, customs and community behavior. Implementing these values can be done in the learning process both in the classroom and outside of the classroom. One method that can be used outside the classroom is by visiting historical places, such as using the *outdoor study method*.

*Outdoor study* or what is known as learning outside the classroom is a method that seeks to bring students closer to real learning sources such as nature and the community in the surrounding environment, in order to help students making direct observations which will later can be adapted to the teaching material. According to Sudjana & Rivai (2010), student learning activities using *outdoor study* can be said to be more comprehensive and active because it can be done in various ways such as observing, asking questions or interviewing, proving a theory/hypothesis or demonstrating, testing known facts, and so on. In line with the cone experience theory, Dale (2012) stated that people will remember 50% of what they hear and see, but people will remember 90% of what they have done, such as doing assignments or carrying out investigations. In implementing the *outdoor study method* in junior high school social studies learning, it is hoped that it will be able to make students understand more about the environment they live in. This aims to form students' characters to be sensitive, critical and

it is also hoped to develop students' skills in solving social problems that occur in their environment, to which learning must be oriented towards contextual problems.

From the result of interview with the school principal, it can be concluded that the Siak Sri Indrapura public school has yet to implement character education in their education practice. This is reinforced by the results of initial observations which was done by interviewing several teachers at SMPN 1 Siak. The initial observation showed that students rarely visit historical places, apart from that, social studies teachers do not engage students in a direct interaction into the field and using the surrounding environment as a learning medium, apart from time effectiveness, it is also due to the lack of interest of students in visiting historical places, especially studying while visiting the Siak Palace which should be utilized in social studies learning. The results of the interviews were strengthened by the statement of one of the social studies teachers, who revealed that there was no special program related to internalization as a channel to connect the students to the values of character education using *outdoor study* to historical places, especially in the city of Siak Sri Inderapura. Ideally, social studies learning should provide opportunities for students to develop knowledge, skills and values that enable them to become good citizens that help them respect their own country by increasing their sense of nationalistic spirit.

Based on this, this research aims to analyze and see the effectiveness of learning outside the classroom using the *outdoor study method* at the Siak Sri Indrapura Palace. Apart from increasing students' sense of nationalistic spirit at SMPN 1 Siak, learning by involving students directly in the field is expected to make students understand more about the local history of the place where they live. Integrating these character values is in line with the objectives of social studies education itself and is adapted to the material to be studied.

## METHOD

This research uses a quasi-experimental quantitative design (*quasi experiment*), which in this study compared two classes, namely the experimental class (XI 3) and the control class (XI 1) by implementing character education values through the *outdoor study* method at a cultural heritage site (Siak Kingdom/Siak Palace). In quasi-experimental research, only the experimental group will be given treatment, while the control group cannot function the same way. The control group cannot control external variables that influence the implementation of the experiment (Sugiono, 2016). Even so, both the experimental and control classes carried out *pre-tests* and *post-tests*, this was to see whether or not there were differences in data from classes that were given treatment and those that were not.

The *outdoor study* method chosen in this research is useful for assessing and seeing whether there are differences in data between classes carrying out *outdoor studies* (experimental class) and those not (control class) from this research, it is useful to see the differences in the implementation of character education with a sense of national spirit from students' attitudes. Apart from that, this research is also useful for looking at the effectiveness of the *outdoor study method* as a good and appropriate teaching method to be applied to social studies learning by utilizing cultural heritage.

**Table 1. Design of Research**

Class	<i>Pre-test</i>	Treatment	<i>Post-test</i>
Experiment	Q <sub>1</sub>	X	Q <sub>2</sub>
Control	Q <sub>1</sub>	-	Q <sub>2</sub>

The type of quasi-experiment used in this research is *non-equivalent group design (pre-test and post-test)*. In this case, the researchers intend to look at differences in the implementation of nationalistic spirit character education. Creswell (2015) revealed that in applying *pre-test* and *post-test* in quasi-experiments, researchers must determine the experimental class group (group A) and the control class group (group B). Both groups will undergo a *pre-test* and *post-test*, but only the experimental group will receive treatment. Meanwhile, the control group was not given the same treatment, but still received

the same material, and then the comparison between the two would be tested using statistics, namely the T-test.

The population in this study were all class XI students of SMP Negeri 1 Siak for the 2023/2024 academic year. The population of class XI students at SMPN 1 Siak is 110 students consisting of 4 classes, namely: XI 1, XI 2, XI 3, and XI 4. This research was carried out on Siak 1 Junior High School located in Suak Lanjut Street, Suak Lanjut, Siak District, Siak Regency, Riau. This research took place at aforementioned school based on several studies carried out at SMPN 1 Siak Regency. The choice of research location at SMPN 1 Siak Regency was due to these considerations: (1) There is still a limited amount of research, especially on social studies learning using Cultural Heritage (Siak Palace/Siak Kingdom); and (2) There is still a limited number of studies that explore the problems to be studied. This research will be the first step to link social studies learning materials to the education of national spirit character through *outdoor study learning* in historical places.

## RESULTS AND DISCUSSION

This research uses two classes, namely the experimental class and the control class. Class XI 3 was given the treatment as an experiment class which includes them receiving a treatment that upholds character-based nationalistic values by providing the said treatment in an outdoor platform on Siak Palace. As for XI 1 class that served as a control class was served conventional learning through lectures and video screening with descriptive analysis that is meant to capture the data received and gathered.

Meanwhile, information about students' abilities in the experimental class includes the maximum score ( $X_{max}$ ) and minimum score ( $X_{min}$ ), average score ( $\bar{x}$ ) and standard deviation (S). The descriptive statistical results of the *pre-test* and *post-test* scores for the nationalistic spirit attitude of the experimental class are as follows.

**Table 2. Descriptive Statistics of Students' Pre-Test Scores in the Experimental Class**

Attitude Aspect	Ideal Score	Experimental Class			
		$X_{min}$	$X_{max}$	$\bar{x}$	S
Spirit of nationality	120	63	92	79.54	8,199

**Table 3. Descriptive Statistics of Control Class Students' Pre-Test Scores**

Attitude Aspect	Ideal Score	Control Class			
		$X_{min}$	$X_{max}$	$\bar{x}$	S
Spirit of nationality	120	63	107	89.69	9,511

Based on the data above, the experimental class score in the pre-test results was 79.54 with a standard deviation of 8.199 and the control class mean score was 89.69 with a standard deviation of 9.511. The minimum score in the experimental class is 63 and in the control class is 63 and the maximum test score is 92 in the experimental class and 107 in the control class.

**Table 4. Descriptive Statistics of Experimental Class Students' Post-Test Scores**

Attitude Aspect	Ideal Score	Experimental Class			
		$X_{min}$	$X_{max}$	$\bar{x}$	S
Spirit of nationality	120	96	120	110.64	7,155

**Table 5. Descriptive Statistics of Control Class Students' Post-Test Scores**

Attitude Aspect	Ideal Score	Control Class			
		$X_{min}$	$X_{max}$	$\bar{x}$	S
Spirit of nationality	120	96	120	109.31	7,188

Table 4 and table 5 explains the *post-test results* of the experiment and class control. Based on the data above, the mean value of the experimental class is 110.64, with a standard deviation 7,155,

and the mean value of the control class was 109,31, with a standard deviation of 7,188. The minimum score in the experimental class is 96 and in the control class 96 the maximum is 120 in the experimental class and the control class is 120. Then the normality test identifies data from the two classes which are presented in the table below.

Normality test using SPSS 26.0 One Sample Shapiro-Wilk software. The pairs of hypotheses tested are:

$H_0$ : The sample comes from a normally distributed population

$H_a$ : The sample comes from a population that is not normally distributed

The test criteria are at the significance level  $\alpha = 0.05$ .  $H_0$  is accepted if *asympt Sig. (2-tailed)*  $> \alpha$ . Meanwhile,  $H_0$  is rejected if *asympt Sig. (2-tailed)*  $< \alpha$ , then the data is not normally distributed. The results of the calculation of the *pre-test* and *post-test* normality test for the national spirit attitude of the experimental class are shown in the following table:

**Table 6. Experimental Class Pre-Test Score Normality Test**

Aspects of ability	Experimental Class			
	N	Statistics	Sig. (2-tailed)	Acceptance of $H_0$
Spirit of nationality	28	0.955	0.258	Accept $H_0$

**Table 7. Experimental Class Post-Test Score Normality Test**

Aspects of ability	Experimental Class			
	N	Statistics	Sig. (2-tailed)	Acceptance of $H_0$
Spirit of nationality	28	0.939	0.102	Accept $H_0$

Based on the table above, it is known that for the pretest aspect of the national spirit of the experimental class with *Sig. (2-tailed)*  $0.258 > \alpha = (0.05)$ , so  $H_0$  is accepted, which means that the sample comes from a normally distributed population. Likewise with the posttest on the national spirit attitude of the experimental class, namely with *Sig. (2-tailed)*  $0.102 > \alpha = (0.05)$ . In conclusion, the results of the *pre-test* and *post-test* of the students' national spirit attitudes were normally distributed. Then in the normality test in the control class using SPSS 26.0 *One Sample Shapiro-Wilk software*, the pairs of hypotheses tested are:

$H_0$ : The sample comes from a population with a normal distribution.

$H_a$ : The sample comes from a population that is not normally distributed.

The testing criteria are at the significance level  $\alpha = 0.05$ .  $H_0$  is accepted if *asympt Sig. (2-tailed)*  $> \alpha$ . Meanwhile,  $H_0$  is rejected if *asympt Sig. (2-tailed)*  $< \alpha$ , then the data is not normally distributed. The results of the calculation of the *pre-test* and *post-test* normality test for the attitude of the national spirit of the control class are shown in the following table:

**Table 8. Control Class Pre-Test Score Normality Test**

Aspects of ability	Control Class			
	N	Statistics	Sig. (2-tailed)	Acceptance of $H_0$
Spirit of nationality	26	0.951	0.239	Accept $H_0$

**Table 9. Control Class Post-Test Score Normality Test**

Aspects of ability	Control Class			
	N	Statistics	Sig. (2-tailed)	Acceptance of $H_0$
Spirit of nationality	26	0.945	0.181	Accept $H_0$

Based on the table above, it is known that for the *pre-test* aspect of the national spirit of the control class with *Sig. (2-tailed)*  $0.239 > \alpha = (0.05)$ , so  $H_0$  is accepted, which means that the sample comes from a normally distributed population. Likewise with the *post-test* on the national spirit attitude of the control class, namely with *Sig. (2-tailed)*  $0.181 > \alpha = (0.05)$ . The conclusion is that the *pre-test* and

*post-test* results of the students' national spirit attitudes are normally distributed. Then, after it is known that the *pre-test* and *post-test* scores for the experimental class and control class are normally distributed, the next step is to test the homogeneity of variance of the *pre-test* and *post-test* data for the experimental class and control class.

The homogeneity test in this study determines whether the two samples taken have homogeneous variants. To test the homogeneity of variance of *pre-test* scores, the Statistical Levene test with SPSS 26.0 was used. The pair of hypotheses to be tested are as shown in the table below:

$H_0$  = the variance of both population distributions is the same.

$H_a$  = the variance of the two population distributions is different or not the same.

The test criteria are at the significance level  $\alpha = 0.05$ . The variance of the experimental class and control class is said to be homogeneous if *the asymp Sig. ( 2-tailed )* >  $\alpha$  , whereas if *asymp Sig. ( 2-tailed )* <  $\alpha$  , then the second variance is not homogeneous. The results of calculating the homogeneity of variance test for the *pre-test* scores for the experimental class and control class are shown in the table below:

**Table 10. Pre-Test Homogeneity Test**

Aspects of ability	Levene Statistics	Sig. (2-tailed)	Acceptance of $H_0$
Spirit of nationality	0.092	0.763	Accept $H_0$

**Table 11. Post-Test Homogeneity Test**

Aspects of ability	Levene Statistics	Sig. (2-tailed)	Acceptance of $H_0$
Spirit of nationality	0.004	0.953	Accept $H_0$

Based on the table above, it can be stated that the results of the *pre-test* attitude towards national spirit in the experimental and control classes have homogeneous data. This can be seen based on the data above that the results of the empathy *pre-test* between the experimental class and the control class obtained a probability result based on a mean of 0,763, meaning that the significance achieved was > 0,05 in the *pre-test* results. Meanwhile, the degree of significance of the *post-test* shows a significant result of 0,953. Thus, it can be said that the *post-test* data the attitude of national spirit in the experimental and control classes had homogeneous data. Next, the hypothesis test used in this research is the Paired Sample t Test, the results of which are presented in the following table below.

The test criterion is  $H_0$ , if *asymp Sig. (2- tailed )* >  $\alpha$  . Meanwhile, if *asymp Sig. (2- tailed )* <  $\alpha$  , then  $H_0$  is rejected. The test results of the difference between the two averages on the national spirit attitude of the control class can be seen in the following table:

**Table 12. Hypothesis Testing of the Effect of Outdoor Study on the National Spirit of the Experimental Class**

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre - test National Spirit (experiment)	-31,107	4,491	,849	-	-	-	27	,000
	- Post - test National Spirit (experiment)				32,849	29,366	36,648		

**Table 13. Hypothesis Testing of the Effect of Outdoor Study on the National Spirit of the Control Class**

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
					Pair 1	Pre - test National Spirit (control) - Post - test National Spirit (control)			
					21,96	17,27	17,23		
					0	1	3		

The test for differences in average *pre-test scores* aims to determine whether or not there are significant differences in students' initial skills (*pre-test*). Next, to find out whether there was a significant difference in the attitudes of students' national spirit after treatment (average *post-test score*) in the control class, the data was tested using the difference between two means. Because the *pre-test* and *post-test* attitudes of students' national spirit are normally distributed and homogeneous. Therefore, the test of between two different means was carried out with SPSS 26.0. The testing was carried out based on the following hypothesis:

$$H_0: \mu_{pretest - control} = \mu_{posttest - control}$$

The average initial ability of the control class was not significantly different.

$$H_a: \mu_{pretest - control} \neq \mu_{posttest - control}$$

The average initial ability of the control class is significantly different.

Based on the results obtained from the table in based on the criteria in the sample test, if  $t_{count} > t_{table}$ , then it is smaller than 0,5. Thus,  $H_a$  is accepted or considered as there is a significant difference between the *pre-test* and *post-test* student tests. The t test in the table above shows a sig (2-tailed) of 0.000 or it could be stated again sig (2-tailed) plus 0.05, which means there is a significant difference in changes between the *pre-test* and *post-test* students' results. The hypothesis then summarizes the application of the characteristics of national spirit character values in social studies subjects using the *outdoor study method*. Gain test is used to determine the effectiveness of using a particular treatment in quasi-experimental and control research in *pre-test* and *post-test* designs. The following are the statistical results of the N-Gain score in research using SPSS 26.0 One Sample Shapiro-Wilk software which can be seen in the following complete data:

Information about National Spirit in the experimental class and control class includes the maximum score ( $X_{max}$ ) and minimum score ( $X_{min}$ ), average score ( $\bar{x}$ ) and standard deviation (S). Complete data in the following table.

**Table 14. N-Gain Score Statistics for National Spirit Attitude**

Aspects of ability	Experimental Class			Control Class		
	Average N-Gain Score	Average N-Gain Percent	Category	Average N-Gain Score	Average N-Gain Percent	Category
Spirit of nationality	0.7892	78.92	High and Effective	0.6753	67.53	Moderate and Fairly Effective



Table 15. National Spirit Gain Normality Test

Aspects of ability	Experimental Class				Control Class			
	N	Statistics	Sig. (2-tailed)	Acceptance of H <sub>0</sub>	N	Statistics	Sig. (2-tailed)	Acceptance of H <sub>0</sub>
Spirit of nationality	28	0.942	0.123	Accept H <sub>0</sub>	26	0.925	0.059	Accept H <sub>0</sub>

Based on the table above, it is known that for the n-gain score for the national spirit aspect of the experimental class with Sig. (2-tailed)  $0.123 > \alpha = (0.05)$ , so H<sub>0</sub> is accepted, which means that the sample comes from a normally distributed population. Likewise with the attitude of the national spirit of the control class, namely with Sig. (2-tailed)  $0.059 > \alpha = (0.05)$ . In conclusion, the gain scores for students' national spirit attitudes are normally distributed.

The results of the hypothesis test show that the character value of the national spirit earned through the *outdoor study method* in learning can improve the character of the spirit of nationalism. This can be seen from the hypothesis test scores from the *post-test results* in class XI 3 as an experimental class on a social studies class under the topic of "Indonesia from Independence Era to the Reformation Period", where the results were more significant than the scores in the control class with conventional learning methods such as watching videos and lectures. It needs to be understood that learning is a structured combination, in which there are various elements such as humans, materials, facilities, equipment and procedures that influence each other to achieve learning goals (Oemar Hamalik, 2011: 42). Another opinion was expressed by Gegne (in Pribadi, 2009: 9) who explained that learning is a series of activities that are deliberately created which are intended to facilitate the learning process. Social studies education at the secondary school level is a simplification or adaptation of the disciplines of social sciences and humanities, as well as basic human activities which are organized and presented naturally and pedagogically/psychologically for educational purposes (Somantri, 2001: 92).

Through social studies education, students can be nurtured and can develop their mental and intellectual abilities to become citizens who have skills, social awareness, and are fully responsible for national development by utilizing the potential of existing resources optimally and sustainably (Kemendikbud, 2013: 9). Because the source of social studies learning material generally comes from society and environment, social life also has an influence on it. Therefore, in social studies learning, students need to be invited to directly observe facts that occur in society. Therefore, it can be said that social studies is a science that studies human interaction with the surrounding environment which is aimed at providing complete insight for students about various social phenomena, through understanding space and time connectivity, activities involving social interaction, and several scientific disciplines that influence human lives. Additionally, social studies is a lesson that always tries to provide students with the insight and skills to be able to adapt and socialize, and is always adapted to developments in the era of globalization.

To create enjoyable learning, sometimes teachers (educators) must have thorough and good preparation to ensure the learning objectives they want to achieve can be easily achieved. In learning and teaching activities, teachers must create a pleasant atmosphere, to allow students become active, creative and varied in learning. One of the ways to do so is to utilize the surrounding environment. It needs to be understood that the environment is very influential in teaching and learning activities, because the environment provides concrete sources of knowledge that students need. To teach by using the surrounding natural environment would require teachers to choose a method that is appropriate to the situation they wish to create, such as the *outdoor study method*. In supporting the education process, especially in social studies subject, the *outdoor study learning method* will have a positive impact on students, including instilling better attitudes, beliefs and self-perception. *Outdoor study* can improve social skills, team work and better communication with students. This is in accordance with the objectives of the subject itself (Nisa, 2015: 3). Additionally, students' academic abilities and awareness

in utilizing the environment around them would be improved, which later may create students who are sensitive to the social situation and environment in which they live in.

Husamah (2013: 23) revealed that the *outdoor study method* is a learning method where teachers invite students to study outside the classroom to see events unfold before them and be directly involved in the field with the aim of bringing students closer to their environment. Learning activities outside the classroom contain five main concepts as stated by Vera (2012: 95-104); First, the concept of the learning process, the meaning of learning outside the classroom is based on an interdisciplinary learning process through activities designed to be carried out outside the classroom. Interdisciplinary learning, namely combining theories from subjects with practice, which can be obtained in the real world or combining cognitive and psychomotor understanding, so students can combine theory with reality; Second, the concept of out-of-class activities, which would provide many benefits to students, such as providing students with the opportunity to acquire and master various forms of basic skills, attitudes and appreciation for various aspects that exist in nature and social life; Third, the environmental concept which emphasizes ecological exploration as the mainstay of living creatures that depend on each other. Students are required to understand the importance of the environment. This concept aims to make the students appreciate the environment, one of the possible ways for it to be done is by forming mastery of basic skills. Then the environmental concept will explain that living things are interdependent, which would make other concepts become very meaningful in out-of-classroom learning. By implementing the *outdoor study method* in social studies learning in junior high schools, it is hoped that students will be able to better understand the environment in which they live, this is in line with the objectives of social studies learning, namely to form students who are sensitive and critical and have skills in solving social problems that occur in the society. To develop teaching that is in line with social science education, teachers as educators must base their activities in accordance with and in line with the interests of students. Fourth; The concept of experimentation, in this concept the teacher directs students to carry out experiments directly to the taught-lesson. This concept can prove the theory learned from books and then demonstrate it in the reality that occurs in the field. Because the theory obtained from books can be obtained directly in an environment outside the classroom. And fifth; The concept of kinship, in this case as a teacher educator, must be able to try to differentiate the way of teaching in the classroom from teaching outside the classroom be it in terms of speaking, attitude and facial expressions so it may strengthen the emotional relationship between teachers and students.

*Outdoor study method* is very supportive of the growth and development and mental health of students, because students are actively involved physically and are free to move, increasing students' self-confidence, providing wider opportunities for students to communicate with other people, increasing students' activeness in the environment. According to Farida, et al (2012: 240-241) through learning outside the classroom, students will be able to enrich their experience and knowledge. Aside from that, *outdoor study method* is a form of learning that seeks to channel the preservation of character values originating from the surrounding environment. With *outdoor learning* at the Siak Palace, to a greater or lesser extent, it will have an impact on the learning process at school, especially in social studies subjects, which is hoped to be able to instill in students a spirit of character and culture and firmly adhering to customs like the previous Sultans. Because for the Malay community, Siak is very reluctant to be called an uncivilized human being. As mandated in Constitution Number 20 of 2003 concerning the National Education System, realizing the process of developing good personal qualities of students as the nation's future generation in the future will be a determining factor for the growth and development of the Indonesian nation and state throughout the coming ages. The implementation of education, including the learning system implemented in learning activities inside or outside the classroom (*outdoor study*) should be integrated with learning that strengthens the character values of the national spirit that originate from local history. The introduction and approach to character education and local culture of the community through learning is important considering that the target of learning itself is the young generation who are the nation's successors. With patterns and strategies in organizing learning using various distribution media, including architecture, folk songs, and literary stories

(whether oral or written), it is hoped that we can integrate the principles of active interaction between students and teachers with learning resources. It needs to be understood that when education is directed towards things that are based on local character and cultural values, which can always be preserved and not easily forgotten, it will strengthen the nation's cultural heritage and influence the national spirit.

Kristanto, (2014: 60) stated that "the existence of noble values contained in the culture of the local area should continue to be explored and studied so it may be understood by the nation's future generations. This is certainly very valuable for instilling ethics in children." Based on the brief description above, it can be concluded that the culture and heritage of Siak Palace contains religious values, hard work, independence, nationalistic spirit, and the value of responsibility that students can learn and emulate. This way, by understanding values, students can act or behave well and in accordance with the teachings of the religion they adhere to. Therefore, a teacher as an educator should present learning material, especially in Social Sciences (IPS) lessons that encourages students to better understand these values. Social studies do not only emphasize social science concepts, but are also formulated on the basis of social phenomena that occur in social life.

This research reveals that outdoor study at the Siak Palace is very effective in increasing the value of national spirit in students, and it can also be applied well as a support for the process of strengthening students' character. In line with the research results, in the experimental class, students who were directly involved found it easier to understand the learning material because they were directly involved by seeing, observing and experiencing events directly in the field which were used as learning resources that allow students to be more accustomed to and acquire meaningful learning.

On the other hand, teaching outside the classroom (outdoor study) is an effort to direct students to carry out activities such as assigning students to make video projects and presentations about local historical culture which can make it easier for students to appreciate various cultures in the surrounding environment, such as understanding concepts historical heritage, understanding the meaning and intent of the historical heritage, which is built through relationships and intuitive processes that ultimately arrive at a conclusion. This can influence changes in behavior towards the environment where they live. Having discussion activities in the field can also direct students to actively express their views and opinions, help them to have better team work and make them listen to the opinions of others better, and learn from other people's experiences, especially the late nation heroes.

## CONCLUSIONS

As explained in the discussion above, the formation of character values can be done through meaningful learning, positive habits that are instilled in students, and knowledge that supports the development of insight. Instilling values can be said to be a long process and has an impact over a long period of time, this is useful for sustainable life in the future. Social sciences must be based on and colored by objectives that contain character values, because social studies subject have a role as a vehicle for cultivating culture and nation-conforming characters in students as the younger generation. As a medium for channeling character values supported by local history, the Siak Sri Inderapura Palace is the right and appropriate forum for implementing the cultivation of character values, nationalistic spirit and being able to learn the values of nationalism and the spirit of unity from previous nation heroes in advancing the nation.

In line with that, in the provision and preparation aimed at students, of course it must be adjusted to their potential in order to help them becoming smart and noble citizens. This thinking is based on the assumption that to educate children to become intelligent and good citizens, this must be done consciously and planned in the implementation of the learning process. So they can be active in developing their own potential by having religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed for themselves, society, nation and state.

It can be concluded from the findings of this research that learning activities using the outdoor study method at the Siak Sri Indrapura Palace can influence the increase in nationalistic spirit character

values in Social Sciences lessons. This research also reveals that the application of the *outdoor study method* can help students better recognize the history in their environment and appreciate local historical culture better, so it may be applied properly. This can also be seen in line with the data from the *pre-test* and *post-test results*. The nationalistic spirit score of students in the experimental class increased to the "high" category compared to the control class.

The results of the research above offer various recommendations: 1) For teachers, to provide direct experience and understanding, as well as help teachers identify problems related to students' character values and maximize the use of cultural heritage (Siak Palace) as a forum for channeling character values education especially on the value of national spirit which can be inserted into Social Sciences learning materials using newer methods or learning outside the classroom; 2) Schools can integrate local historical values into character education, so students may know their cultural values and act positively in accordance with these values and; 3) for students, with field learning students can understand the importance of fighting values and through *outdoor study*, students earned more impressive social studies learning as a provision for their life in society, especially in the realization of social studies learning utilizing the cultural heritage of the Siak Palace.

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