

The Independent Learning (Nature-Based Learning): Outdoor Study Arabic Learning Nature School Jambi City

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Abstract:

This study describes nature-based learning as an offer of new learning outside the classroom for Arabic learning at the Jambi City Natural School to implement independent learning in Indonesia. Field research used a qualitative approach rooted in natural settings as data integrity. Well, interviews, observations, and documentation as a comprehensive data collection technique. The findings of the research, which located at the al-Fath natural school in Jambi, show that nature-based fig language learning is carried out by (1) an integrative curriculum of three curricula: Nature, Integrated Islam, and the National Education by applying the spirit of independent learning and make nature. 2) outdoor class based on contextual approach with the application of the saung mode backpacker and live-in. Program career days and Quran week used active learning methods Implemented in Arabic learning. 3). Supporting factors: open learning places and teachers applying various variations of teaching methods. Furthermore, the inhibiting factors: the use of big themes, combining Arabic language material with other materials, teacher competence, and parental cooperation. Arabic based on an integrative curriculum is a new paradigm in outdoor class-based Arabic learning, which is currently primarily taught in class as a unit of mainstream language learning theory.

Introduction

Alam takambang jadi guru,¹ a saying that describes the ancient times that before there were formal educational institutions, nature and the environment were used as teachers in learning life. So the acquisition of values, language behavior is naturally taught in an environment that liberates the mind. So that learning is so attractive in growing enthusiasm and motivation to learn. Learning with an open natural environment in the implementation of contemporary education is called outdoor study.

The outdoor study is a learning activity outside the classroom that is adaptive to the environment, the natural surroundings with an effort so that students can provide real-life experiences and give appreciation and respect for their surrounding environment.² Outdoor study through the formalization of education in Indonesia fosters the independence of teachers in

¹ Mutia Indra Nengsi and Delfi Eliza, "Pelaksanaan Pengembangan Karakter Peduli Lingkungan Bagi Anak Dalam Konteks Alam Takambang Jadi Guru," *Aulad: Journal on Early Childhood* 2, no. 2 (2019): 20.

² A. Vera, *Metode Mengajar Anak Di Luar Kelas (Outdoor Study)*, I. (Yogyakarta: Divapress, 2017), 13.

teaching, namely, acting as friends, coaches, facilitators, and even motivators with the principle of freedom to relax without pressure so that learning that is considered difficult, such as teaching foreign languages (English and Arabic, etc.), can be conducted with communication habits that enjoy and are happy. And Outdoor study as one of the learning models plays an essential role in assisting the Ministry of Education and Culture in implementing the Independent Learning Campus (MBKM) policy.³

The level of education in Indonesia starts from elementary to higher education. Foreign languages are taught in elementary schools, such as Arabic, mainly studied in Islamic-based schools (SBI). Arabic teaching has evolved from time to time with the progress of the times and technology. Teaching Arabic from the past only led to theories about grammar, reading, and writing without looking at the aspects of practicing and applying them to students. So, giving knowledge to students with empty containers filled with water every day, without being able to use water.

When the concept of teaching Arabic is applied in this way, a vertical relationship will give birth to education in a bank-style pattern. The idea of education where the teacher does not want to give space to students to express their mistakes in full and will only accept, record, memorize, and preserve what the teacher has presented.⁴ The relationship between teachers and students should have a friendship pattern (*kongsi*) that complements each other in the learning process, especially at the elementary school level. The two must have a parallel relationship, and the vertical social distance has been removed and expanded into an enhanced horizontal relationship.

Concretely, teaching Arabic is not a way to understand, but also to be skilled and communicate. Fatima Abdel Aziz Othman also denies language teaching to allow language itself; teaching language teaches the congruence between grammar. The intricacies of education are merging language skills, teaching language. So the language must be taught independently through learning outside the outdoor study class. A language communication climate (Arabic) is formed, making it essential to create a language environment based on appreciating the natural surroundings.

As a resolution to the teaching problem, teaching Arabic should be fun for elementary school students. For example, teaching language through the environment. Because the environment is other than a place to play, and the atmosphere is where they live. Therefore, the presentation of natural Arabic is done automatically by listening to input, seeing, then detecting sentences with the actual context. Thus language skills are not influenced by the Language

³ Kementerian Pendidikan dan Kebudayaan Indonesia, "Mendikbud Tetapkan Empat Pokok Kebijakan Pendidikan 'Merdeka Belajar,'" *Www.Kemdikbud.Go.Id*, 12.

⁴ Paulo Freire and Myra trans. Ramos, "Pedagogy of the Oppressed: 30th Anniversary Edition," *Pedagogy of the Oppressed* (2005): 15.

Acquisition Device (LAD) but by Carol A Chapelle's theory based on habits. And repetition in an environment.⁵

According to Carol A Chapelle, teaching language through the environment is not only about curiosity, but teaching language through the domain will be credited with the need for children's language skills because the opportunities used to train students are greater. No wonder there is an expression that says: "The best teacher for children in Nature."⁶

Mainstream education for sustainable development views nature as a resource or commodity. The natural world, for the most part, is given only instrumental or utilitarian value. As a field, it aligns itself with the old paradigm in western thought, which sees humans as separate from and dominant over nature.⁷ Nature-based environmental education, which combines the acquisition of environmental knowledge with promoting an intrinsic driver, namely connectedness to nature, is proposed as a holistic approach to enhancing ecological behavior.⁸

One form of answering the problems that arise is with the current education system that is starting to develop in Indonesia, namely (natural curriculum) nature is used as a place of education. Therefore, in the concept of this proposal, the universe becomes the core that will be applied in learning Arabic naturally. Al-Fath Natural School Jambi City is a school that can provide freedom in educating students to create their way of thinking and knowing.

The concept of learning Arabic with Nature-Based Learning with the implementation of activities outside of school as a form of the uniqueness of this school is the Al-Fath Nature School, Jambi City. It is expected to make learning Arabic an easy language to learn as an international language and as access to Islamic knowledge. Then this teacher uses the concept of a natural school with extraordinary services to form a leader and wise in managing nature and implementing the integration of three curricula. Namely, Nature, Integrated Islam (IT), and National Education. Which is used in the natural school accompanied by a flexible knowledge about the needs of children. From the information about this school of nature, this school is specially designed to blend with nature with tree houses, soil labor, and labs. The water of the camping ground is made up of the words "Nature," not as mere jargon.

⁵ Nur Habibah, "LINGKUNGAN ARTIFISIAL DALAM PEMBELAJARAN BAHASA ARAB," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* (2016): 32.

⁶ Ning Chen, "Building a Validity Argument for the Test of English as a Foreign Language, by Carol A. Chapelle, Mary K. Enright, and Joan M. Jamieson (Eds.)," *Language Assessment Quarterly* 7, no. 4 (2010): 45.

⁷ David Selby, "Education for Sustainable Development, Nature and Vernacular Learning," *CEPS Journal* 7, no. 1 (2017): 25.

⁸ Siegmarr Otto and Pamela Pensini, "Nature-Based Environmental Education of Children: Environmental Knowledge and Connectedness to Nature, Together, Are Related to Ecological Behaviour," *Global Environmental Change* 47 (2017): 35.

Of course, Arabic subjects are taught in different ways that are closer to nature. It is essential to immediately elaborate as a new educational concept, especially in Arabic learning, to disseminate information on renewable education issues for other educational institutions.

Method

The main focus of this research approach is qualitative research. As quoted by Creswell,⁹ the qualitative study aims to understand what phenomena the research topic describes, such as behavior, perceptions, motives, actions, and others. It is a comprehensive description made in the form, words, and language in the context of a unique nature and using natural methods vary.

Qualitative approach This research aims to reveal data in the field by interpreting and interpreting things to communicate cause and effect on something that has happened. To produce and find the reality of teaching Arabic at the Alam AL-Fath Elementary School, Jambi City.

This research will use the descriptive method.¹⁰ The descriptive research method intends to make (describe) thought about a situation or novelty. The illustrative process is the collection of primary data in the form of a description. not the need to find or explain correlations "or test hypotheses."

The considerations for choosing this research at the Al-Fath Natural School in Jambi City, the first is in elementary schools, integrating three curriculums, namely Dinas (MBKM), Integrated Islam, and Alam., in learning Arabic. The second method used is active teaching so that students are trained in teaching in education (Becoming an Innovative Teacher). Methods of data collection The research was used to collect data in this study with observation and interviews and analyzing the contents of the document.¹¹ The data collected through the method will be explained in the observation notes, interview results, and document content analysis. Analysis research begins by defining and explaining the problem before it falls on the ground; it continues until the written results of the study. Data analysis techniques are obtained from the effects of interviews—observations and documentation by describing or narratively describing them according to the facts that occurred.

According to the previous type of search, the search used the Interactive Analytical Model from Miles and Huberman as the data analysis technique for this research.¹² Qualitative data

⁹ John W Creswell, "Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research," *Educational Research*, 2012, 12.

¹⁰ Sugiyono, "Memahami Penelitian Kualitatif," *Bandung: Alfabeta* (2016): 24.

¹¹ Syalim dan Syahrums, *Metode Penelitian Kualitatif*, Cet.2. (Bandung: Cita Pustaka, 2012), 34.

¹² M. A. Miles, "Miles and Huberman (1994)- Chapter 4.Pdf," in *Qualitative Data Analysis: An Expanded Sourcebook*, 1994, 55.

analysis activities are carried out consistently. Interactive and exploring to the completeness and thus the data is saturated. It is described in detail below;

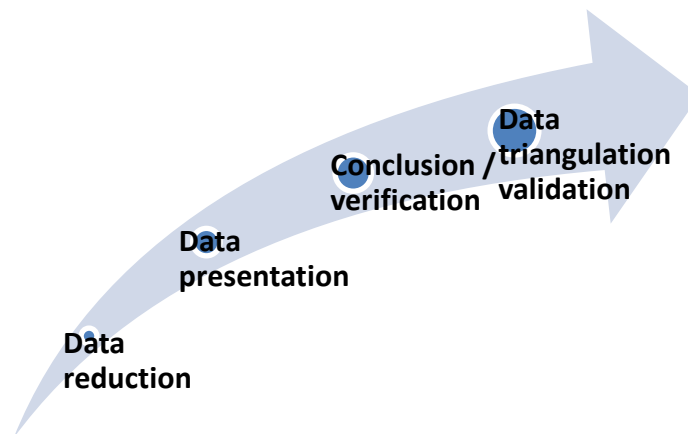


Figure 1. Miles And Huberman's Interactive Analytical Model

Result and Discussion

Nature-based Arabic learning

Natural education is environmental education, outdoor education, and environmental-based learning. Many philosophers and thinkers claim that Nature education views the world of life around it, and its environment contains various types of things and circumstances. The birth of experience is a place of education for every human being at the same time. In the opinion of ¹³ natural education is naturally taught in any way, formal or informal, from within or without, short or long term, in which students (learning) must act directly with the natural environment or its components. The experience of space and time provided by nature is the basis of a good knowledge formation process for elementary school-aged children.

Language Arabic as a compulsory subject in schools of Islam is taught to mastery of the material and a set curriculum. Learning Arabic in Indonesia tends to be rigid and stiff, primarily when led by a variety of many rules and Its Problems. This is different from what is implemented by the al-Fath natural school, which teaches Arabic with a new concept by implementing the learning independence curriculum. In this school, Arabic is introduced by combining language learning with nature. As an implementation of the philosophy that the best teacher is nature.

The concept of a natural school is a new climate in education, especially in Jambi. Al-Fath nature school is a pioneer or the first originator of establishing a genuine school in Jambi. Arabic learning which tends to be boring, is taught with a three-curriculum application model or often

¹³ Beverly J. Christian, "Attachment, Nature, and the Young Child's Felt Sense of God," *Journal of Research on Christian Education* (2020): 12.

called an integrative curriculum. Namely, BBA (learning with nature), integrated Islam (IT), and national education. As stated by the principal of the natural school:

"The Al-Fath Nature School adopts three curricula, namely the curriculum applied by the National Education Office, the IT curriculum, and the BBA curriculum (learn with nature). The service curriculum is used as a reference for the K13 curriculum. The IT curriculum focuses more on students in learning memorize Quran and Arabic, and the BBA curriculum focuses students learning more on institute development and local wisdom."¹⁴

The BBA (learn with nature) curriculum is the hallmark of this school. Which is implemented in the use of contextualized nature-based lesson plans teaching tools. Such as learning Arabic, which is directly taken to the market, the playground, the forest with a backpacker, and live-in programs. This life is about how students can adapt to their environment; a program like this is likened to a student doing actual work lectures. For backpacker is a program that teaches how children can survive in nature.

Outdoor class Arabic nature

Outdoor classes are carried out through a program to teach Arabic, which in principle is studying nature and learning to use the character (media) and learning with nature as a form of learning freedom as proclaimed by the Ministry of Education and Culture through the official curriculum known as independent learning campus independence (MBKM).¹⁵

Learn to use nature, namely by learning Arabic activities using learning resources held from the heart. The point is the concept of natural-based Arabic learning with learning design based on the environment and the explanation of the Arabic language teacher and the researcher's observations while at the school. Arabic learning is carried out in an open hut and blends with nature with a relaxed and happy method of making language based on its context.

"This nature school is different from ordinary schools whose classes use wall partitions. Here we use an open saung design when learning Arabic. After introducing the learning theme, we take them directly to the open nature, such as parks, gardens, markets, and forests, using an active learning method with an active learning approach. contextual".¹⁶

This al- Fath natural school leads teachers to explore learning models directed to learning outside the outdoor class. That is learning that prioritizes teachers' creativity in learning in raising students' enthusiasm to participate in learning. Arabic learning which is assumed to be boring, is brought by using Nature teaching and natural education. Natural education means programs that teach Arabic. With the implementation of this outdoor study, a teacher can play a more role as a

¹⁴ Nanang Firdaus Maduki, "Wawancara" (tanggal 21 Maret, 2021).

¹⁵ Kemendikbud, *Merdeka Belajar, Kementerian Pendidikan Dan Kebudayaan*, 2019, 3.

¹⁶ Damri Hasibuan, Wawancara, " (21 Maret, 2021).

facilitator, friend, coach, and motivator.¹⁷ As is well known, foreign language learning should be done in a relaxed manner, not under pressure, so that students train themselves to communicate in the target Arabic with enjoyment and happiness.

A unique Arabic language program at Alam Alfath School called Career Days and Quran Camping is carried out with a backpacker and live-in model. Career Days is a program that introduces and grows children's motivation towards Arabic by visiting Islamic boarding schools and paying more attention to the teaching profession or Ustadz, religious experts. As explained by the school's Arabic teacher.

"We were before them a deep knowledge of Arabic. We take them to visit pesantren - such as, al-hidayah, al-kinanah etc. The program is called "career days " that a teacher who understands the Koran and hadith, of course, understands Arabic very well. So they intend to learn Arabic there as an introduction, and the deepening will be done at a natural school".¹⁸

After the preliminary program, it was continued with the Qur'an camping program or at school known as Qur'an Week. With the concept of live-in or camping, they are in groups accompanied by professional Arabic language teachers, both domestic and Arabic graduates. The idea of hacking is prepared with natural games by putting codes or symbols on each journey while introducing Arabic in each environment. As stated by the following al-Fath genuine school principal.

"It is hoped that graduates of this school will become good at memorizing the Quran; of course, the solution is to understand Arabic well but be taught with talent and joyful methods. One of them is the Camping Quran/Quran week program, where students can learn Arabic through whatever they like. This program was pioneered by Ustadz Habib with assistance for large classes 4 and 5. By bringing a small pocketbook. The material is the focus in every activity, such as setting up a tent during games, hacking, and camping".¹⁹

¹⁷ Vera, *Metode Mengajar Anak Di Luar Kelas (Outdoor Study)*., 23.

¹⁸ Firdaus Maduki, "Wawancara." Pada tanggal 21 maret 2021

¹⁹ Damri Hasibuan : Wawancara, " Pada tanggal 21 maret 2021

Supporting and Inhibiting Factors Learning Arabic

The learning process always finds its problems. Then the learning background becomes a factor that influences the level of success in the learning process. The Arabic language learning in this natural school is no exception. In general, supporting elements and inhibiting factors are always found in every learning activity.

Researchers' observations at the al-Fath school of nature are good enough to carry out learning with new methods and models of learning, namely by making nature a means of forming knowledge and the spirit of leadership. The supporting factor observed is learning with open models such as huts, gardening, and planting to make Arabic learning enjoyable. And using an active learning approach becomes technical support in carrying out education that is not boring. The backpacker and live-in models add new insights about nature made by God as a place to seek knowledge other than the mainstream school environment.²⁰

There are several obstacles faced in the fig language learning activities carried out in this natural school, some of which lie in the capacity and competence of the teacher. This is certainly beyond the expectations and achievements of schools in teacher recruitment. Thus, in collaboration with the principal, the head of the foundation has substantial control over the development of teacher quality and especially motivates teachers to be even more enthusiastic about exploring knowledge related to their students. The dynamics of teaching material problems, which are only big themes, become an obstacle in improving the learning process, which is more detailed and measurable. Furthermore, teaching materials that require merging with other fabrics because they are taught outside the classroom become a problem for the teacher's limitations in delivering Arabic learning materials.

Another problem that also arises is that parents cannot be invited to cooperate or do not have good communication with the school. Therefore, parental commitment is essential to ask at the beginning of student selection because parents, teachers, schools, and children must have a good voice and cooperation in supporting education and child care patterns both at home and at school.

This section describes some of the implications raised by research findings in the field, both theoretically and practically. *First*, theoretically, the use and selection of active learning methods carried out by outdoor studies affect increasing student interest and increasing internal motivation. *Second*, as well as practically in this research, teachers can be independent in choosing their learning model and, of course, show the implications of increasing Arabic learning through the selection of exciting methods and then becoming input for Arabic language teachers, in

²⁰ observasi Partisipan "Acara kemah Bahasa ." pada tanggal 22 Mei 2021

general, to get new models in improving the quality of Arabic learning by curriculum integration. Namely, nature integrated Islam and national education.

Conclusion

Freedom of learning is the right of students as human beings who are born as nature. Nature-based Arabic learning shows an effort to implement the independence of learning while still looking at the rules and values of the learning process. So uniting with nature is a fun language learning option. Open learning with an active learning approach with back paper and live models is the choice of a new paradigm for learning Arabic. Natural schools are the pioneers of new programs such as Carer Days and Quran Weeks to support enjoyable Arabic learning. The program is applied with an integrative curriculum model: namely, nature, integrated Islam, IT, and national education. Although the dynamics of the problem are still a problem in itself, every learning is supported by open learning. It has obstacles such as teacher competence, cooperation with school partners, and teaching materials combined with other materials.

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