

Effect of Field Trip Learning Method Toward The Conceptual Understanding of Local History

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The research was carried out to analyze the effects of Field trip learning method toward the conceptual understanding of Local History in improving the students' learning achievement. This is a quasi-experiment research. The population in this research is all students of the History Education Studies, the Faculty of Teacher Training and Educational Sciences at Nusa Cendana University, with the sample is 38 students of the fifth semester. The sample-collecting method is purposive-sampling. The data are analysed by using One Way ANOVA technique with Analysis Pre-requirement Test, that is, Normality Test using Lilliefors' significant correction method from Kolmogorov-Smirnov Test and Homogeneity Test with F Test. Result of data analysis shows that there are effects on the implementation of the Field trip learning method toward the conceptual understanding to improve the students' learning outcome of Local History with F count = 28,301, p value = $0,001 < 0,05$. Therefore, it can be concluded that there are some effects of the Field trip learning method toward the conceptual understanding of Local History.

Keywords : *Field Trip, learning achievement, Local History, purposive-sampling, quasi experiment*

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I. Introduction

Local History as a science which belongs to the Social Science Group has been imposed into the Higher Education curriculum as a subject that is taught at higher education. Local History enables us to increase curiosity and to observe and analyze the historical sites which are located not far from the the place where the students have their education, to exercise their memory ability and their perspectives about life and its surroundings, to train students to improve their self-ability in solving the daily problems. Furthermore, Local History is able to improve students understanding on various events that occurred in places (locus) which have values, and also cultural identity and local community in the past and current perspectives. The educative value of learning Local History is to give a convincing knowledge and understanding for those who study in terms of their self-existence, their cultural existences in their environment, also the inter-human relationship end interaction with culture where they live. Therefore, human beings will conceive the norms and values in the relationship between a human being and his/her fellows, a human being with the culture in his/her surroundings, and the relationship between a human being and his/her nature. Through those processes, human beings are eventually aware on the values that lie in the relationship between he himself and God, the Almighty Creator[1]

In order for this educative value can be internalized by the students, the learning process needs an appropriate learning method, so that it enables the students to conceive and implement the content of Local History in his/her life. The expected learning method is not only a kind of lecturing that focuses on lecturers or teachers, but also a direct learning method which are student-oriented. With this direct learning method, it is expected that students can get chances to undergo a real learning experience in understanding the concept of Local History and the ability to observe historical sites which are related to learning problems that are about to solve. However, in the learning activities in class generally, the learners are still situated in teacher-centred paradigm, not student-centred which is full of knowledge transmission activities even falling into 'book-content announcement' that only cover the lowest cognitive ability, that is, memorizing[2]. Along with the idea, a teacher/lecturer still has an opinion that learners will be smarter when they know more facts[3]. This thought means the learning activity as a facts-memorizing activity. In such the learning pattern, it is a tendency for the lecturers or teachers to transmit facts or concepts without the students understand or construct the taught concepts. This learning method is called 'the conventional learning method', teachers/lecturers just push the students to give answers only by memorizing what they have listened, read or observed. Consequently, students' thinking ability and critical understanding are hard to identify[4].

The success of a learner in understanding a learning material cannot be separated from the learning method he or she uses. Learning outcomes are all effects that become value indicators from using learning method under different conditions [5];[6] and this learning outcome depends on the applied learning method[7];[6]. Efforts in improving the learning quality of Local History at the History Studies are such a task that needs to be done by a lecturer. A lecturer is an important component to make an improvement of learning quality. A lecturer plays a central role in implementing learning activity at class. A limited understanding toward this concept is due to the facts that the implementation of learning method does not empower the students in learning activities, the lecturer is still dominant in learning process, there are many boring learning situations at class, the students are tired, the students only have limited knowledge to the things given by the lecturer. Therefore, the students' critical comprehension cannot be brought into reality.

The appropriate learning method for this procedure, as I suppose, is the field trip learning method. This field trip learning method is crucial to train students' critical thinking and also how they should work together to investigate and find data and information based on the discussed problems. However, this method needs the lecturer's ability in its implementation, as its somewhat long learning processes and takes longer time, so that this learning becomes less productive if done without a mature plan. The field trip is a journey made by the students to complete certain learning experiences and an integral part of school curriculum [8]. Meanwhile, the field trip is a teaching strategy implemented by inviting the students to a site or certain objects outside the school for learning and investigating something, such as observing a shoe factory, auto repair shop, department store, etc[9]. In its implementation, the field trip learning method can be used to identify new concepts which has not been known yet by the students and strengthens mental pictures which are presented in the class. The field trip may serve as an introduction to a new concept or provide experiences that reinforce ideas introduced in the classroom [10].

The field trip learning method is a teaching strategy which are implemented by inviting the students to certain sites or objects outside the campus for learning or investigating something such as observing a shoe factory, auto repair shop, department store, cattle farming, agricultural areas, playing grounds, etc[11]. It does not mean that the field trip method cannot be organized inside a class interaction, but what it needs that it should be prepared well how learning steps or its syntax so it will be easier to be implemented. As a result, learning objectives can be achieved. Learning can be assumed to be successful if the result lasts long and can be practically used in daily life by the learning children[1].

Researches on learning strategies using the field trip method having been done by these following experts: Meagan, [12]; Mutiara and Hertien, [13]; Stoddard, [14]; Setyaningsih[15] and show that there is an increase of students' ability in asking questions, making hypothesis, presenting results and also the improvement of conceptual understanding and their learning comprehension.

Based on these comprehension and facts, there are some efforts that should be done to improve the education quality especially learning quality in the class done by lecturers so that they can develop the mastery of theoretical concepts which in turn can result in achieving the optimum learning outcomes and the establishment of scientific attitude. That is why, the researcher presents the problem of learning quality with the title 'the Effects of Field trip Learning Method toward the conceptual understanding of Local History for the students'.

II. Method

This research is conducted at History Department, Faculty of Teacher Training and Educational Sciences, University of Nusa Cendana in Kupang by using quasi-experiment method. Research population is all students of the History Department, Faculty of Teacher Training and Educational Sciences with 38 samples of the fifth semester students of History Department. Sample is taken by using purposive-sampling technique. Data were analysed by One Way ANOVA technique with Analysis Pre-requirement Test, Normality Test using significant correction Lilliefors method from Kolmogorov-Smirnov Test and Homogeneity Test with F Testing.

III. Result

The average pre-test score for the conceptual understanding toward Local History is 67,47 and its deviation standard is 4,59. After getting a treatment, the average post-test score for the conceptual understanding toward Local History is 80,00 and its deviation standard is 2,05. It means that there is an increase of the students' average score, that is, 12,53. The pre-test and the post-test results are analysed to get the normality data. Results show that the pre-test score of learning outcome on the conceptual understanding of Local History provides the probability score which is bigger than 0,05 ($0,313 > 0,05$). Meanwhile, the result from the post-test data on the conceptual understanding toward the Local History also shows that the probability score which is bigger than 0,05 ($152 > 0,05$). It presents that data gained from both before and after the treatment are normally

distributed. For the homogeneity test, it is known that the significance value of Lavene's test is 0,207. If the significance value is compared with a significance level 0,05, thus the data that are gained from this research is homogenous.

Through the Asumption Test and the Precondition Test, it is found that a number of assumptions that need to be tested have been fulfilled. Therefore, a further analysis deserves to do. For a better comprehension, please look at the following table :

Table 1 ANOVA Result of Post Test on the conceptual understanding of Local History

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	52.341	8	6.543	28.301	.001
Within Groups	103.659	29	3.574		
Total	156.000	37			

From the table 1, it is known that the effect of the students' learning outcome getting the treatment (the field trip learning method) with the counted F value for each statistical test resulting in 28,30 with p value 0,01. This significance value is smaller than the used significance level, that is, 5% or 0,05. This shows that there is an effect of the learning outcome for the taught students using the field trip learning method before and after getting treatments.

IV. Discussion

In terms of the descriptively statistical testing outcome, it is found that the average learning outcome of the taught students by using the field trip method is more promising. This happens due to the increase of the students' learning outcomes which are triggered by the field trip method. Through this field trip learning method, it is focused on students' ability in comprehending and reinventing historical values. This historically-reinventing process is designed on Student Worksheets. In this case, context is developed based on the characteristics or syntax of the field trip learning method. The field trip is the most important thing for students to have a great chance in exploring the different historical sites and social institutions[16]. Lecturer or teacher needs to give students chances to visit new sites, to meet new people and to observe and grasp many new things. Together with the idea, the field trip learning method is significantly useful for lecturer/teacher to have explanations, to accurately link the concepts, to interpret and appreciate the ideas[17]. By doing these, they make it possible for the teachers/lecturers to conduct learning activities centrally, effectively, comfortably, inspirationally, meaningfully and expressively. Therefore, it can be said that the field trip learning method is advantageous in completing three stages of learning, that is, motivation, explanation and simulation. The field trip is an outstanding approach to make students happy to the subjects taught[16]. It make it possible to see and directly observe which in turn can improve the learning motivation. Thus, it can be said that the distinction of students' learning outcome in this research can be influenced by accuracy in handling learning implementation using the field trip learning method.

This result corresponds and supports a previous research by Amosa, Ogunlade and Atobale by comparing the field trip learning method and expository, they concluded that the field trip method has a more positive effect toward students' learning outcome[18]. This is by virtue of always helping the students to gain, to defend and to change an abstract learning method into a real one. Stoddard and Yusuf concluded that those who are taught using the field trip method show a better learning outcome than those who are treated under a conventional situation in social science learning[14],[19]. Suwoto also pointed that there are increase and difference of learning outcome using the field trip learning method[20].

The suitable learning method for achieving the learning purposes at Local History subject is the field trip learning method in which the Local History requires students to be familiar with the historical sites through direct observation at field. This is similar with Krepel and Duvall that to be a school or class trip with an educational intent, in which students interact with the setting, displays, and exhibits to gain an experiential connection to the ideas, concepts, and subject matter"[21]. Moreover, Field trip – Learning through an assignment, activity, investigation, or experience that takes place outside of the physical classroom or student's home[22]. And Inquiry-Activities that involve the exploration of a single question or questions through experiments, reading, discussion, or access in prior knowledge.

Students are more interested in any given materials if lecturer or teacher has direct contact with the explained objects. Researches from Davidson and Passmore; De Witt and Hohenstein show that the field trip learning method can give benefits the students' ability improvement toward science subjects by providing direct experience to them, direct contact with the the real objects and to experience the topic simulation[23]; [24]. Apart from the students' experiences in observing and directly experiencing toward objects described by lecturers, the lecturers' ability in implementing the field trip learning method is also basically important. A

lecturer needs to combine the concept of direct observation for objects with his ability to teach the students. This must be done in order for the students being able to understand and to have a sense of belonging toward any values they gain inside the class. Along with the lecturers' ability in implementing the field trip method or outing activities, Rieger shows that a teacher should be motivated to integrate the field trip method or outing activities in running the scientific curriculum because this is able to improve and force the students to learn science in the coming futures[25].

The field trip learning method emphasizes more on three learning aspects, that is, cognitive, affective and psycho-motoric aspects. Citizenship education aspects include several things such as knowledge, appreciation, critical thinking communication skills, cooperation skills and conflict resolution skills. Furthermore, those aspects need a comprehensive approach including inculcation, methoding, facility and skill development[26]. In the learning activities of Local History, the students directly see and observe objects such as historical sites. In this observation process, the students are expected to be able to become a facilitator for their fellows and also to have a developing skill and to possess a positive attitude in appreciating the stories of heroes who fought for the independence.

The field trip method is particularly suitable for a number of learning principles such as dialogical-critical learning, direct experiences, collaborative and cooperative. This learning method once again refers to basic learning principles. The basic learning principles are student active learning, cooperative learning and participatory learning. Beside that, this learning method is a form of thinking style-changing paradigm from teacher-centred into student-centred paradigm. The field trip learning method is a learning design to assist the students to comprehend theory deeply through empirical-participatory learning comprehension. This learning method is problem-based which can be adopted to become a program approach so that it is able to promote the increase of competition, responsibility, students' participation, learning to evaluate and influence public policy, encouraging students to involve themselves in inter-fellow, inter-schooling and inter-citizen activities.

The field trip learning method aims at improving and implementing important skill, that is, to solve the problem which is based on self-learning skills or group work and to gain a wide knowledge. Lecturer plays a role as an inspirator to acquire students' potentials and abilities as those who study. The field trip learning method can increase the students' learning outcomes, in this case, to have meaning as it can help to increase students' participation. This method puts more forward research skill masteries, so that students are trained to think, solve and become an independent learner.

This research result shows that free variable significantly influences the increase of students' learning outcome. Thus, in the history education learning, a lecturer can optimize the implementation of the field trip method so the achievement of the learning outcome toward the conceptual understanding on Local History can be attained.

V. Conclusion

Based on the outcome of data analysis and discussion above, it can be concluded the field trip learning method in the process of learning local history significantly affects the students' learning outcome. The students' learning outcome of the history education studies at the subject of (East of Nusa Tenggara) Local History shows that the students who were taught using the field trip method accept positive contribution from the students' learning outcome. This can be seen from the acquired average value before and after the treatment. This result indicates that one of the learning methods which can improve the conceptual understanding of Local History is the problem of the field trip learning method. The field trip learning method can raise students' motivation to think critically in learning the local historical sites in certain places. Apart from that, by directly seeing and observing objects in the local history learning, it will improve the students' memory and positive attitudes dealing with the struggles of local East of Nusa Tenggara heroes to fight for colonialism power in the East of Nusa Tenggara world.

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