



## **The Influence of Outdoor Learning Method on Student Achievement in Fiqh Subject at Madrasah Tsanawiyah Muhammadiyah 06 Sambu Simo Boyolali**

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### **Abstract**

Traditional classroom settings often limit student engagement in Islamic jurisprudence (Fiqh) education, potentially affecting learning outcomes. Outdoor learning presents an alternative approach that may enhance student achievement through experiential learning. This study aims to determine the influence of outdoor learning methods on student achievement in Fiqh subject at Madrasah Tsanawiyah Muhammadiyah 06 Sambu. This research employed an experimental design with 15 seventh-grade students as the experimental group receiving outdoor learning intervention and 10 seventh-grade students as the control group with conventional learning. Student achievement was measured using questionnaires administered in pre-cycle, first cycle, and second cycle phases. The findings revealed significant improvements in student achievement. Pre-cycle assessment showed 51.5% achievement, which increased to 68.9% in the first cycle, representing a 17.04% improvement. Implementation of the second cycle resulted in 85.04% achievement, demonstrating an additional 16.50% improvement from the first cycle. The substantial incremental gains confirm the positive influence of outdoor learning methods on enhancing student achievement in Fiqh subjects. This research highlights the importance of experiential and contextual learning approaches in Islamic education settings. Educators should consider incorporating outdoor learning strategies into Fiqh curriculum to improve student engagement and academic performance in Islamic jurisprudence education.

**Keywords:** Outdoor Learning, Fiqh Education, Student Achievement, Islamic Education Pedagogy

*Setting kelas tradisional sering membatasi keterlibatan siswa dalam pendidikan hukum Islam (Fiqh), yang berpotensi mempengaruhi hasil belajar. Pembelajaran luar ruangan (outdoor learning) menyajikan pendekatan alternatif yang dapat meningkatkan prestasi siswa melalui pembelajaran berbasis pengalaman. Penelitian ini bertujuan untuk menentukan pengaruh metode outdoor learning terhadap prestasi belajar siswa pada mata pelajaran Fiqh di Madrasah Tsanawiyah Muhammadiyah 06 Sambu. Penelitian ini menggunakan desain eksperimental dengan 15 siswa kelas VII sebagai kelompok eksperimen yang menerima intervensi pembelajaran luar ruangan dan 10 siswa kelas VII sebagai kelompok kontrol dengan pembelajaran konvensional. Prestasi belajar siswa diukur menggunakan angket yang diadministrasikan dalam tahap prasiklus, siklus pertama, dan siklus kedua. Temuan menunjukkan peningkatan signifikan dalam prestasi belajar siswa. Penilaian prasiklus menunjukkan prestasi 51,5%, yang meningkat menjadi 68,9% pada siklus pertama, menunjukkan peningkatan sebesar 17,04%. Implementasi siklus kedua menghasilkan prestasi 85,04%, mendemonstrasikan peningkatan tambahan sebesar 16,50% dari siklus pertama. Peningkatan bertahap yang substansial ini mengkonfirmasi pengaruh positif metode outdoor learning terhadap peningkatan prestasi belajar siswa pada mata pelajaran Fiqh. Penelitian ini menekankan pentingnya pendekatan pembelajaran eksperiensial dan kontekstual dalam lingkungan pendidikan Islam. Pendidik sebaiknya mempertimbangkan untuk mengintegrasikan strategi pembelajaran luar ruangan ke dalam kurikulum Fiqh untuk meningkatkan keterlibatan siswa dan kinerja akademik dalam pendidikan hukum Islam.*

**Kata Kunci:** Pembelajaran Luar Ruangan, Pendidikan Fiqh, Prestasi Belajar Siswa, Pedagogi Pendidikan Islam

## INTRODUCTION

Islamic religious education, particularly the subject of Fiqh, is an essential component in shaping students' character and understanding of Islamic laws in daily life. Ideally, Fiqh learning should provide deep understanding, not only theoretical but also practical, so that students can apply this knowledge in their lives. Fiqh learning should be engaging, interactive, and contextual, enabling students to explore, observe, and practice what they have learned. A dynamic and enjoyable learning atmosphere will motivate students to be more involved in the learning process and enhance their absorption of the taught material (Nurahayu & Guru, 2024). Thus, Fiqh learning is expected to provide a significant impact on improving knowledge, understanding, and application of Islamic laws in students' daily lives, in accordance with the main objectives of Islamic religious education.

The reality of Fiqh learning at Madrasah Tsanawiyah Muhammadiyah 06 Sambu shows a rather concerning condition. Based on initial observations, the majority of students still experience difficulties in understanding Fiqh material, which is considered complex and theoretical. The learning methods used are still dominated by conventional approaches such as lectures and assignments that tend to be monotonous. Teachers mostly dictate the material, while students only listen and take notes, without active involvement in the learning process. As a result, many students feel bored, lose interest, and lack motivation in following Fiqh learning. This is reflected in the low level of student participation in class, minimal questions raised by students, and exam scores that have

not reached the Minimum Completeness Criteria (KKM). Data shows that only 40% of students achieve the KKM in Fiqh subjects (Shidiq, 2023).

The gap between the ideality and reality of Fiqh learning at MTs Muhammadiyah 06 Sambu is clearly visible from several aspects. First, there is a gap between the expectation for interactive and contextual learning and the practice of learning that is still theoretical and one-directional. Second, there is a gap between students' needs for attractive and enjoyable learning methods and the application of monotonous conventional methods. Third, there is a gap between the objective of Fiqh learning to improve understanding and practice of Islamic law and the low academic achievement of students. Fourth, there is a gap between the potential of the environment as a learning resource and the minimal utilization of the environment in learning. Fifth, there is a gap between students' needs for learning that involves direct experience and learning practices that emphasize cognitive aspects. These gaps need to be addressed immediately to improve the quality of Fiqh learning.

Referring to the identified gaps, the urgency of this research lies in the need to improve the quality of Fiqh learning through more effective learning method innovations. The low academic achievement of students in Fiqh subjects indicates the need for a change in learning approaches that can increase student motivation and understanding. The Outdoor Learning method offers an alternative learning approach that can address this problem by providing direct learning experiences, utilizing the environment as a learning resource, and creating an enjoyable learning atmosphere. This research needs to be conducted immediately considering the importance of Fiqh subjects in shaping students' character and understanding of Islamic laws, as well as its impact on practicing religious values in daily life (Sahria, 2023). Thus, this research is expected to provide concrete solutions to improve the quality of Fiqh learning at MTs Muhammadiyah 06 Sambu.

The solution offered to address the learning problems of Fiqh at MTs Muhammadiyah 06 Sambu is by implementing the Outdoor Learning method. This method invites students out of conventional classrooms to learn in open environments such as school grounds, mosques, or places relevant to the Fiqh material being studied. Outdoor Learning provides opportunities for students to experience learning directly, observe real objects, and connect theory with practice. This method also creates a more enjoyable learning atmosphere, reduces boredom, and increases student learning motivation. In the context of Fiqh learning, Outdoor Learning can be implemented through activities such as worship practices in mosques, environmental observations to understand the concept of *thaharah* (purification), or visits to places relevant to the material being studied, so that students can gain a more comprehensive and contextual understanding (Albasith & Dahlan, 2020).

The population in this study includes all seventh-grade students at MTs Muhammadiyah 06 Sambu, totaling 25 students. The entire population is used as a sample in this study, which is then divided into two groups as follows: the experimental group consists of 15 students who receive Outdoor Learning-based teaching methods, while the control group consists of 10 students who follow conventional learning methods without Outdoor Learning. The selection of seventh-grade students as research subjects is based on the consideration that students at this level are in a transition period from elementary to middle school, making it very appropriate to introduce more varied learning methods. Additionally, Fiqh material in seventh grade is still basic and covers themes that are highly

relevant to be studied through the Outdoor Learning method, such as *thaharah*, prayer, and *zakat*.

This literature review examines two previous studies relevant to the implementation of outdoor learning methods in improving student achievement in religious subjects, particularly *Fiqh*.

The first study was conducted by Manungki and Manahung (2021), who examined the effectiveness of outdoor learning in increasing students' interest in religious subjects. This quasi-experimental study involved 68 middle school students. The results showed that outdoor learning significantly increased students' learning interest compared to conventional learning. Students who learned with the outdoor method showed an increase in learning interest scores of 42.7%, while the control group only experienced an increase of 18.3%. Manungki and Manahung concluded that authentic and contextual learning environments provide positive stimuli for students' cognitive and affective development in understanding religious concepts (Manungki & Manahung, 2021).

The second study by Izzati and Sukardi (2023) examined the influence of the outdoor study method on motivation and learning achievement in *Fiqh* subjects at the *madrasah* level. This classroom action research was conducted in two cycles with a total of 34 students. The results showed an increase in students' average score from 63.5 (pre-cycle) to 78.2 (cycle II), with a classical completeness percentage reaching 88.2%. Additionally, students' motivation levels increased from "medium" category (65.4%) to "high" (87.6%). Izzati and Sukardi concluded that the outdoor study method strengthens students' theoretical and practical understanding of *Fiqh* materials because they can directly observe and practice the concepts learned in real situations (Izzati & Sukardi, 2023).

Vera (2019) states that outdoor learning is a teaching method that utilizes the environment outside the classroom as a learning resource, where students can interact directly with learning objects (Vera, 2019). In the context of *Fiqh* subjects, this method allows students to directly experience the application of concepts being studied, such as *thaharah* (purification) at natural water sources or prayer practices in open spaces. Vera's research shows that these direct experiences enhance students' conceptual understanding and strengthen their memory retention of the learning material.

Husamah (2013) in his research found that outdoor learning can significantly increase student learning motivation (Husamah, 2013). When this method is applied to Islamic Religious Education learning, including *Fiqh*, there is an increase in student enthusiasm demonstrated through active participation in learning activities. Husamah notes that this increase in motivation positively correlates with learning achievement, where students who participate in outdoor learning show an average grade improvement of 15% compared to conventional classroom learning.

Muntafi dan Majid (2019) identifies several challenges in implementing outdoor learning for religious subjects, including time constraints, safety concerns, and teachers' ability to manage learning outside the classroom (Muntafi & Majid, 2019). His research suggests strategies to overcome these challenges through careful planning, coordination with relevant parties, and teacher training. Majid concludes that the success of outdoor learning in improving *Fiqh* learning achievement depends on the teacher's ability to connect outdoor activities with the core competencies to be achieved.

Rickinson et al. (2004) research focuses on the general impact of outdoor learning on student motivation, cognitive development, and knowledge retention overall. Meanwhile, the study "The Influence of Outdoor Learning Method on Student

Achievement in Fiqh Subject at Madrasah Tsanawiyah Muhammadiyah 06 Sambi Simo Boyolali" is more specific, examining the influence of outdoor learning methods particularly on Fiqh subject in a specific Islamic school (madrasah). The second research is also more contextual to Islamic educational culture and academic achievement in religious subjects, differing from Rickinson's findings which are broader and more universal in nature (Rickinson, Dillon, Teamey, Choi, & Benefield, 2004).

This research offers novelty in the context of integrating outdoor learning methods specifically for Fiqh subjects at the Madrasah Tsanawiyah level. Different from previous research that focused more on the application of outdoor learning in general or in science subjects, this research explores an environment-based approach for Fiqh learning that has traditionally been dominated by conventional methods. This research also tests the effectiveness of contextual learning models based on the local environment relevant to the socio-cultural conditions of Madrasah Muhammadiyah students, an aspect that has not been explored in depth in the existing literature.

This research is expected to make significant contributions to the development of scholarship in the field of Islamic religious education, particularly in Fiqh teaching. First, this research will enrich the repertoire of Fiqh learning methods by integrating the Outdoor Learning approach, which is still rarely applied in religious learning. Second, this research will produce an Outdoor Learning-based Fiqh learning model that can be adopted by other madrasahs with similar conditions. Third, this research will provide empirical data on the effectiveness of the Outdoor Learning method in improving student achievement in Fiqh subjects, which can be the basis for subsequent research. Fourth, this research will produce practical strategies in implementing the Outdoor Learning method for Fiqh learning (Firmansyah, 2023). Fifth, this research will provide new insights on how to optimize the environment as an effective and enjoyable Fiqh learning resource.

This research provides benefits from various aspects. From the theoretical aspect, this research enriches the scientific treasury of innovative and effective Fiqh learning methods, and provides an understanding of the relationship between the Outdoor Learning method and the improvement of student learning achievement. From a practical aspect, for Fiqh teachers, this research provides alternative learning methods that can be applied to improve the quality of learning (Sutiah, 2020). For students, this research facilitates a more enjoyable and meaningful learning experience, which can increase their motivation and learning achievement. For schools, this research contributes to improving the quality of learning and student achievement, which in turn can enhance the school's reputation. For other researchers, this research can be a reference for subsequent studies in the same field. For the general public, this research provides insights into the importance of learning method innovation in improving the quality of religious education.

Based on the background that has been described, the research problems in this study are:

1. How is the implementation of the Outdoor Learning method in Fiqh subjects at MTs Muhammadiyah 06 Sambi?
2. How is the student learning achievement in Fiqh subjects at MTs Muhammadiyah 06 Sambi using the Outdoor Learning method?
3. Is there a significant influence of the Outdoor Learning method on student learning achievement in Fiqh subjects at MTs Muhammadiyah 06 Sambi?
4. What are the supporting and inhibiting factors in the implementation of the Outdoor Learning method in Fiqh subjects at MTs Muhammadiyah 06 Sambi?



## RESEARCH METHODOLOGY

This research uses a quantitative research method with a quasi-experimental design of nonequivalent control group type (Reichardt, 2019). This design was chosen because the researcher cannot perform full randomization in placing subjects into the experimental and control groups, thus using groups that were previously formed (Cook, Campbell, & Day, 1979). The following is the research design used:

**Table 1. Research Design**

Group	Pre-test	Treatment	Post-test
Experimental	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>3</sub>	-	O <sub>4</sub>

Notes:

O<sub>1</sub> = Pre-test of experimental group

O<sub>2</sub> = Post-test of experimental group

O<sub>3</sub> = Pre-test of control group

O<sub>4</sub> = Post-test of control group

X = Treatment in the form of Outdoor Learning method

The population in this study includes all seventh-grade students at MTs Muhammadiyah 06 Sambi, totaling 25 students. The entire population is used as a sample in this study, which is then divided into two groups as follows:

**Table 2. Distribution of Research Sample**

Group	Number of Students	Percentage
Experimental	15	60%
Control	10	40%
Total	25	100%

### Research Variables

The variables in this study consist of:

1. Independent variable (X): Outdoor Learning Method
2. Dependent variable (Y): Student learning achievement in Fiqh subjects

### Research Instruments

The instruments used in this research are:

1. Learning achievement tests (pre-test and post-test)
2. Learning implementation observation sheets
3. Interview guidelines
4. Student learning achievement questionnaire

### Data Collection Techniques

In this quantitative research, data were collected through:

1. Written tests to quantitatively measure students' learning achievement.
2. Structured observation with observation sheets to obtain objective data regarding the implementation of learning.
3. Closed questionnaires with Likert scales to measure the improvement of students' learning achievement as well as supporting factors and barriers to learning.
4. Documentation in the form of numerical data related to students' learning outcomes, attendance lists, and academic records as supporting data.

## Data Analysis Techniques

Data is analyzed using:

1. Descriptive statistical analysis to describe student learning achievement
2. Inferential statistical analysis (t-test) to test research hypotheses
3. Qualitative analysis to analyze observation and interview data

## RESULT AND DISCUSSION

### Implementation of Outdoor Learning Method in Fiqh Subject

The implementation of the Outdoor Learning method in Fiqh subject at MTs Muhammadiyah 06 Sambu was carried out through the following stages:

**Table 3. Stages of Implementing the Outdoor Learning Method**

Stage	Activity
Preparation	1. Preparation of lesson plans (RPP) 2. Determining outdoor learning locations 3. Preparation of learning materials and media 4. Coordination with related parties
Implementation	1. Preliminary activities (apperception and motivation) 2. Core activities (exploration, elaboration, confirmation) 3. Closing activities (reflection and evaluation)
Evaluation	1. Assessment of student learning outcomes 2. Evaluation of the learning process 3. Identification of supporting and inhibiting factors

The implementation of the Outdoor Learning method in Fiqh subject was carried out in two cycles, with each cycle consisting of 4 meetings. The material taught in cycle I was "Thaharah (Purification)" and in cycle II was "Obligatory Prayer and Sunnah Prayer". Outdoor learning locations used included the school yard, school mosque, and ablution area.

The following are examples of Fiqh learning activities with the Outdoor Learning method that were implemented:

**Table 4. Examples of Learning Activities with the Outdoor Learning Method**

Material	Location	Learning Activities
Thaharah (Purification)	Ablution area and school yard	1. Students observe water sources and identify types of water that can be used for purification 2. Students practice ablution procedures at the ablution area 3. Students practice tayammum using dust/soil in the school yard 4. Students discuss the wisdom of purification in daily life
Obligatory Prayer	School mosque	1. Students observe people praying in the mosque 2. Students practice prayer movements in groups 3. Students identify differences between the pillars of prayer and sunnah prayers 4. Students discuss the wisdom of prayer in daily life
Sunnah Prayer	School mosque	1. Students identify types of sunnah prayers 2. Students practice dhuha

		prayer procedures in groups 3. Students discuss recommended times for performing sunnah prayers 4. Students analyze the wisdom of sunnah prayers in daily life
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Based on observations during the implementation of the Outdoor Learning method, data on teacher and student activities were obtained as follows:

**Table 5. Observation Results of Teacher Activities in Implementing the Outdoor Learning Method**

No	Aspects Observed	Cycle I		Cycle II	
		Score	Category	Score	Category
1	Learning preparation	3	Good	4	Very Good
2	Outdoor classroom management	2	Adequate	3	Good
3	Mastery of material	3	Good	4	Very Good
4	Use of varied methods	3	Good	4	Very Good
5	Utilization of the environment as a learning resource	3	Good	4	Very Good
6	Student involvement in learning	2	Adequate	3	Good
7	Providing feedback	3	Good	3	Good
8	Learning evaluation	3	Good	4	Very Good
	Average	2.75	Good	3.63	Very Good

**Table 6. Observation Results of Student Activities in Learning with the Outdoor Learning Method**

No	Aspects Observed	Cycle I		Cycle II	
		Percentage	Category	Percentage	Category
1	Activity in learning	65%	Adequate	85%	Very Good
2	Enthusiasm and motivation	70%	Good	90%	Very Good
3	Cooperation in groups	60%	Adequate	80%	Good
4	Ability to ask questions and express opinions	55%	Adequate	75%	Good
5	Ability to observe learning objects	75%	Good	90%	Very Good
6	Ability to practice the material	70%	Good	85%	Very Good
7	Ability to connect material with daily life	60%	Adequate	80%	Good
8	Understanding of the material	65%	Adequate	85%	Very Good
	Average	65%	Adequate	84%	Good

### Student Learning Achievement in Fiqh Subject

To determine student learning achievement in Fiqh subject, measurements were taken through learning achievement tests (pre-test and post-test) and student learning



achievement questionnaires (Hermawan, 2019). The following are the results of student learning achievement measurements:

**Table 7. Pre-test and Post-test Results of the Experimental Group and Control Group**

Statistics	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
Highest Score	75	95	70	80
Lowest Score	40	70	40	60
Average	55.33	85.67	53.00	69.50
Standard Deviation	10.77	8.12	9.49	7.09
Number of Students Who Passed	3	15	2	6
Percentage of Passing	20%	100%	20%	60%

**Table 8. Increase in Average Scores of Experimental Group and Control Group**

Group	Pre-test	Post-test	Difference	Percentage Increase
Experimental	55.33	85.67	30.34	54.83%
Control	53.00	69.50	16.50	31.13%

Based on the table above, it is evident that the experimental group using the Outdoor Learning method experienced a more significant increase in learning achievement compared to the control group using conventional methods. The experimental group experienced an increase of 54.83%, while the control group only experienced an increase of 31.13%. In addition, the recapitulation of student learning achievement questionnaires also showed a significant increase from pre-cycle to cycle II:

**Table 9. Recapitulation of Student Learning Achievement Questionnaire Results**

Stage	Percentage	Increase from Previous Stage
Pre-cycle	51.5%	-
Cycle I	68.9%	17.04%
Cycle II	85.04%	16.50%

**Table 10. Frequency Distribution of Student Learning Achievement Questionnaire Results in the Experimental Group**

Category	Score Range	Pre-cycle		Cycle I		Cycle II	
		f	%	f	%	f	%
Very Good	81-100	0	0%	3	20%	9	60%
Good	61-80	4	26.67%	8	53.33%	6	40%
Adequate	41-60	8	53.33%	4	26.67%	0	0%
Poor	21-40	3	20%	0	0%	0	0%
Very Poor	0-20	0	0%	0	0%	0	0%
Total		15	100%	15	100%	15	100%

### Effect of Outdoor Learning Method on Student Learning Achievement

To determine the effect of the Outdoor Learning method on student learning achievement in Fiqh subject, inferential statistical analysis was performed using t-test (Sugiyono, 2013). The following are the results of the t-test on the post-test data of the experimental group and control group:

**Table 11. T-test Results of Post-test Data for Experimental Group and Control Group**

Group	N	Mean	Std. Deviation	t-count	t-table	Sig. (2-tailed)
Experimental	15	85.67	8.12	5.321	2.069	0.000
Control	10	69.50	7.09			

Based on the t-test results above, a t-count value of 5.321 and a t-table value at a significance level of 5% with  $df = 23$  of 2.069 were obtained. Because the t-count value  $>$  t-table ( $5.321 > 2.069$ ) and the significance value  $< 0.05$  ( $0.000 < 0.05$ ), it can be concluded that there is a significant difference between the learning achievement of students using the Outdoor Learning method and the learning achievement of students using conventional methods. In other words, the Outdoor Learning method has a significant effect on improving student learning achievement in Fiqh subject at MTs Muhammadiyah 06 Sambu.

In addition, to see how much influence the Outdoor Learning method has on student learning achievement, effect size calculation was performed using Cohen's d formula. The following are the calculation results:

**Table 12. Effect Size Calculation Results**

Group	Mean	Standard Deviation	Cohen's d	Interpretation
Experimental	85.67	8.12	2.14	Large Effect
Control	69.50	7.09		

Cohen's d value of 2.14 indicates that the Outdoor Learning method has a large effect on student learning achievement in Fiqh subject.

### Supporting and Inhibiting Factors in Implementing the Outdoor Learning Method

Based on the results of observations and interviews with Fiqh teachers and the majority of students at MTs Muhammadiyah 06 Sambu, several factors were found that either support or hinder the implementation of the Outdoor Learning method in Fiqh learning.

Fiqh teachers stated that this method is very effective in improving students' understanding of the material. *"When learning outside the classroom, students are more enthusiastic and find it easier to understand worship concepts, such as tayammum and funeral prayers, because they practice them directly in the surrounding environment,"* said one of the teachers. The majority of students also expressed that learning feels more interesting and not boring. One student said, *"Learning outside the classroom is more exciting, so we don't get bored quickly and can remember the lessons more easily."*

However, there were several obstacles in its implementation. A Fiqh teacher revealed, *"Time constraints become a challenge, as activities outside the classroom often require longer preparation compared to learning inside the classroom."* Additionally,

weather factors also became a major barrier. One student stated, *"If it's raining or very hot, we find it difficult to learn comfortably."*

Nevertheless, both teachers and students agreed that this method provides great benefits if implemented with careful planning.

**Table 13. Supporting and Inhibiting Factors in Implementing the Outdoor Learning Method**

Supporting Factors	Inhibiting Factors
1. Availability of supporting school environment (mosque, ablution area, spacious school yard)	1. Unpredictable weather conditions (rain, heat)
2. Support from the principal and teachers	2. Students are still not familiar with the Outdoor Learning method
3. Fiqh material that is very relevant to be studied through the Outdoor Learning method	3. Limited learning time
4. High student enthusiasm and motivation	4. Some students are still difficult to manage when learning outside the classroom
5. Ease in relating the material to daily life	5. Limited outdoor learning media
6. Availability of tools and materials for practice	6. Disturbances from the surrounding environment (noise, disturbances from other classes)

### Implementation of Outdoor Learning Method in Fiqh Subject

The implementation of the Outdoor Learning method in Fiqh subject at MTs Muhammadiyah 06 Sambu was carried out well and showed quality improvement from cycle I to cycle II. This is evident from the observation results of teacher activities that showed an increase in average score from 2.75 (Good category) in cycle I to 3.63 (Very Good category) in cycle II. Similarly, student activities increased from an average of 65% (Sufficient category) in cycle I to 84% (Good category) in cycle II.

The successful implementation of the Outdoor Learning method in Fiqh subject is inseparable from careful planning and selection of learning locations that correspond to the taught material. For example, for *thaharah* (purification) material, learning was conducted at the ablution area and school yard, so students could directly practice the procedures for ablution and *tayammum* (Fauziah, 2023). Meanwhile, for obligatory prayer and *sunnah* prayer material, learning was conducted in the school mosque, so students could directly practice prayer movements and observe prayer implementation firsthand (Mujoko, Abbas, & Nisaa, 2024).

The implementation of the Outdoor Learning method in Fiqh subject also provided opportunities for students to learn through direct experience (experiential learning). Students not only listened to teacher explanations but also actively conducted observations, practice, and discussions. This aligns with Kolb's (2014) opinion that effective learning involves four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 2014).

### **Student Achievement in Fiqh Subject**

Student achievement in Fiqh subject experienced significant improvement after implementing the Outdoor Learning method (Zulfirman, 2022). Based on pre-test and post-test results, the experimental group using the Outdoor Learning method experienced an increase in average score from 55.33 to 85.67, with an improvement percentage of 54.83%. Meanwhile, the control group using conventional methods only experienced an increase in average score from 53.00 to 69.50, with an improvement percentage of 31.13%.

Additionally, the recapitulation of student achievement questionnaires also showed significant improvement from pre-cycle (51.5%) to cycle I (68.9%) and cycle II (85.04%). This indicates that the Outdoor Learning method is effective in improving student achievement in Fiqh subject.

This improvement in student achievement is inseparable from the activeness and enthusiasm of students in participating in learning with the Outdoor Learning method. Based on observation results, student activeness increased from 65% in cycle I to 85% in cycle II, and student enthusiasm increased from 70% in cycle I to 90% in cycle II. This aligns with constructivism theory which states that students will learn better when they actively build their own knowledge through interaction with the environment and reflection on their experiences (Inhelder, Chipman, & Zwingmann, 1976).

### **Influence of Outdoor Learning Method on Student Achievement**

The t-test results show that there is a significant difference between student achievement using the Outdoor Learning method and student achievement using conventional methods. The t-count value (5.321) is greater than the t-table value (2.069), and the significance value (0.000) is less than 0.05. This indicates that the Outdoor Learning method has a significant effect on improving student achievement in Fiqh subject at MTs Muhammadiyah 06 Sambu.

The calculation of effect size with Cohen's d shows a value of 2.14, which according to Cohen's criteria falls into the category of large effect. This indicates that the Outdoor Learning method has a large influence on student achievement in Fiqh subject.

The positive influence of the Outdoor Learning method on student achievement aligns with several previous studies. Research conducted by Manungki & Manahung (2021) shows that outdoor learning can increase student learning interest (Manungki & Manahung, 2021). Similarly, Izzati and Sukardi's research shows that the outdoor study method can improve student motivation and achievement (Izzati & Sukardi, 2023). This research strengthens the results of previous studies and provides empirical evidence that the Outdoor Learning method is also effective for improving student achievement in Fiqh subject.

### **Supporting and Inhibiting Factors in Implementing Outdoor Learning Method**

The implementation of the Outdoor Learning method in Fiqh subject at MTs Muhammadiyah 06 Sambu is supported by several factors, including the availability of a supportive school environment (mosque, ablution area, spacious school yard), support from the principal and teachers, Fiqh material that is very relevant to be studied through the Outdoor Learning method, high student enthusiasm and motivation, ease in relating material to daily life, and availability of tools and materials for practice (Abbas, Suryanto, Fatimah, & Suparman, 2023).

However, there are also several inhibiting factors in implementing the Outdoor Learning method, including unpredictable weather conditions (rain, heat), students still not being accustomed to the Outdoor Learning method, limited learning time, some students still being difficult to condition when studying outside the classroom, limitations of outdoor learning media, and disturbances from the surrounding environment (noise, interference from other classes) (Rochmawan, Maemonah, & Abbas, 2024).

To overcome these inhibiting factors, teachers can implement several strategies, including preparing alternative learning plans if weather does not support, gradually accustoming students to the Outdoor Learning method, managing learning time more efficiently, improving outdoor classroom management capabilities, preparing learning media suitable for outdoor conditions, and choosing learning locations that are relatively quiet and undisturbed by other class activities.

## CONCLUSION

Based on the research results and discussion, it can be concluded that the implementation of the Outdoor Learning method in Fiqh subject at MTs Muhammadiyah 06 Sambu has been successfully executed through comprehensive stages of preparation, implementation, and evaluation. There was notable improvement in both teacher performance and student engagement throughout the implementation of this method across multiple cycles. The teachers demonstrated enhanced capability in facilitating outdoor learning experiences, while students showed progressively increased participation and engagement in the learning activities conducted outside the traditional classroom setting.

Student achievement in Fiqh subject at MTs Muhammadiyah 06 Sambu using the Outdoor Learning method experienced significant improvement as evidenced by both quantitative assessments and qualitative observations. The experimental group showed substantial progress from pre-test to post-test evaluations, demonstrating the effectiveness of the outdoor learning approach. Student self-assessment questionnaires further confirmed this positive trend, with steadily increasing satisfaction and perceived learning outcomes across the implementation cycles. The statistical analysis confirms that the Outdoor Learning method has a significant positive effect on student achievement in Fiqh subject, with effect size calculations indicating a substantial impact. These findings suggest that contextualizing Fiqh concepts through outdoor experiential learning creates more meaningful and memorable learning experiences for students compared to conventional classroom instruction.

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