

Implementation of Outdoor Learning Methods In Improving The Motivation of MTS Al-Mu'in Students In Tangerang City To Learn Fikih

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Article Info	Abstract
<p>Article history: Received: March 5, 2026 Revised: March 25, 2026 Accepted: March 30, 2026</p> <hr/> <p>Keywords: Implementation Outdoor Learning Learning Motivation</p>	<p>This study was motivated by the low motivation to learn among students in fiqh lessons, which have been dominated by conventional lecture methods. This condition causes students to be passive and easily bored during the learning process. Based on these issues, this study focuses on answering the following questions: (A) How is the outdoor learning method implemented in the teaching of fiqh to seventh-grade students at MTs Al-Mu'in in Tangerang City, and (B) How is the implementation of the outdoor learning method in the teaching of fiqh to seventh-grade students at MTs Al-Mu'in in Tangerang City evaluated? The purpose of this study is to determine the application of the outdoor learning method to increase motivation to learn fiqh and to analyse the extent to which this method can increase student motivation to learn. This study uses a qualitative case study approach, with research subjects including fiqh teachers and seventh-grade students. Data collection techniques included observation, interviews, and documentation. Data analysis used the Miles and Huberman model, which included the stages of data reduction, data presentation, and conclusion drawing and verification. The results showed that the outdoor learning method effectively increased students' motivation to learn fiqh. Through learning activities outside the classroom, such as practising worship in the mosque and observing the school environment, students became more active and enthusiastic, and gained a better understanding of fiqh material. In addition, teachers also showed increased creativity in designing more contextual and interesting lessons. Thus, it can be concluded that the outdoor learning method positively impacts student motivation to learn and optimally supports the achievement of fiqh learning objectives.</p>
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A. Introduction

Education is a fundamental aspect of improving the quality of human resources and determining a nation's progress. Education functions as a planned process that aims to help individuals adapt optimally to their environment, thereby enabling behavioural changes and enabling individuals to play an effective role in social life (Hamalik, 2020). Thus, education is not only oriented towards the mastery of knowledge but also towards character building and the comprehensive development of students' potential. Formal education in schools is essentially a continuation of the education that began in the family environment. Schools act as institutions that organise structured, systematic, and tiered learning, from primary to higher education (Hasbullah, 2020). Through this process, students are equipped with academic and social skills in preparation for future social life.

The learning process does not always have to take place in the classroom. Learning that follows the same pattern repeatedly can cause boredom and reduce students' enthusiasm for learning. Therefore, teachers need to create variety in learning, for example, by utilising activities outside the classroom, such as educational tours, so that students gain more meaningful, real-life-relevant learning experiences. Environment-based learning provides opportunities for students to learn through direct experience. Out-of-class learning activities can improve critical thinking skills, enrich learning experiences (learning by experience), and foster social and environmental awareness (Martinis, 2020). Thus, learning is not only theoretical but also applicable and relevant to real life.

From the perspective of Islamic education, the universe is viewed as a learning medium that contains spiritual values. Allah SWT encourages humans to call others to His path with wisdom and good advice, as stated in Q.S. An-Nahl verse 125 (Ministry of Religious Affairs of the Republic of Indonesia, 2020). This verse emphasises the importance of using wise and contextual methods in the learning process, including in Islamic religious education. The success of the learning process is largely determined by the teacher's role, particularly in selecting and applying appropriate learning methods. Teaching methods are understood as comprehensive plans that govern the presentation of material in a systematic, sequential manner (Ismawati & Umayya, 2020). The selection of methods must consider the characteristics of the students, the learning objectives, and the learning environment conditions (Hamzah, 2021).

A method is a procedure or set of techniques, steps, and approaches that teachers use during the learning process to help students achieve learning objectives or specific competencies outlined in the subject syllabus (Hamalik, 2021). According to Slameto, a learning method is a series of steps that must be taken in implementing the teaching and learning process to achieve the planned learning objectives (Slameto, 2015). Meanwhile, Ign. S. Ulih Bukit Karo Karo defines teaching as an activity of delivering material carried out by teachers to students with the intention that students are able to understand, master, and develop the lesson content independently and gradually according to their competencies (Karo Karo, 2018). In educational institutions, learners, including students and university students, are required to be able to receive, understand, and develop the teaching materials delivered by educators as part of a successful learning process.

Therefore, the approaches and techniques used in teaching and learning activities must be designed appropriately, efficiently, and effectively to achieve learning objectives optimally (Hamalik, 2021). One relevant approach is outdoor learning. This method utilises the surrounding environment as a source and context for learning, thereby helping learners to relate the concepts they are learning to real-life situations (Vera, 2020). This approach encourages more active, creative, and learner-centred learning. Outdoor learning is an approach designed to guide students in observing relevant phenomena and learning materials directly, so that the learning process focuses on educational experiences and on using the surrounding environment as a significant learning resource. This approach is considered effective for improving students' cognitive abilities through direct field experience (Rosyid et al., 2019).

According to Komaruddin in Husamah's book, learning activities outside the classroom take place in various environments, such as school grounds, parks, and campsites. Such learning also involves exploratory and adventurous activities that integrate aspects of knowledge within the learning context (Husamah, 2019). In addition, previous studies have shown that outdoor learning can positively impact student learning outcomes in certain subjects, including at the primary school level (Linawati, 2019). Fiqh learning has practical and contextual characteristics, making it highly suitable for outdoor learning methods. Through learning outside the classroom, students can understand fiqh material in a practical way, such as the practice of worship under certain conditions, so that learning objectives can be achieved more effectively (Linawati, 2020).

Learning motivation is closely related to student learning outcomes. Motivation acts as a driving force that determines the level of student involvement in the learning process. Students who are highly motivated tend to achieve better learning outcomes because learning is a conscious process that produces relatively permanent behavioural changes (Uno, 2021). Based on interviews with Islamic law teachers at MTs Al Muin in Tangerang City, it was found that learning is still dominated by the

lecture method. The dominance of this conventional method is considered ineffective because it causes boredom, reduces interest in learning, and leads to low student learning outcomes (Interview with Ahmad Romdhoni, 23 July 2025). Therefore, the application of the outdoor learning method is seen as a strategic alternative to improve the quality of fiqh learning, making it more contextual, meaningful, and oriented towards student learning experiences. The researcher's objective in conducting this research is to determine how implementing and evaluating the outdoor learning method can improve seventh-grade students' motivation to learn fiqh at MTs Al-Mu'in in Tangerang City.

B. Methods

This study utilises a qualitative approach with descriptive methods, aiming to systematically and in-depth describe the implementation of outdoor learning methods in Fiqh learning and their impact on students' learning motivation. A qualitative approach was chosen because the researcher wanted to understand the learning phenomenon naturally, in accordance with the conditions observed in the field, without treating or manipulating the research variables. The research used was field research, conducted directly at the research location, namely MTs Al-Mu'in in Tangerang City. This study focused on Fiqh Learning activities carried out outside the classroom, such as in the mosque, hall, and other school environments relevant to the learning material. Through field research, the researcher obtained contextual and empirical data that reflect the reality of the learning process. The research subjects in this study consisted of Fikih subject teachers and seventh-grade students at MTs Al-Mu'in in Tangerang City. Teachers were selected as the main informants because they play an important role in planning, implementing, and evaluating learning, while students were selected as supporting informants to gather their responses, motivation, and learning experiences during outdoor learning. The objective of this research is to implement the outdoor learning method in Fiqh education, with a focus on increasing students' motivation to learn.

Data collection techniques included observation, interviews, and documentation. Observation was used to directly observe the Fikih learning process that applied the outdoor learning method, from the preparation stage through implementation to the conclusion of the learning process. In-depth interviews were conducted with Fikih teachers to obtain information about learning planning, reasons for choosing the method, obstacles encountered, and learning evaluation. In addition, interviews were also conducted with several students to determine their level of interest, motivation, and understanding of the Fiqh material delivered through outdoor learning. Documentation was used to supplement the research data, including syllabi, lesson plans/modules, photos of learning activities, and other documents relevant to the research.

The data analysis technique used in this study is the interactive analysis model, which comprises three main stages: data reduction, data presentation, and conclusion drawing. Data reduction was carried out by sorting and simplifying data from observations, interviews, and documentation to align with the study's focus. Data presentation was carried out as descriptive narratives to facilitate the researcher's understanding of the patterns and relationships in the data. Subsequently, conclusions were drawn from research findings based on in-depth analysis of the data. To maintain data validity, this study uses triangulation techniques, both source triangulation and technique triangulation. Source triangulation is carried out by comparing data obtained from teachers and students, while technique triangulation is carried out by comparing the results of observations, interviews, and documentation. Thus, the data obtained are expected to have high validity and credibility and to be scientifically accountable.

C. Result and Discussion

Fiqh learning by applying the outdoor learning method at MTs Al-Mu'in in Tangerang City was designed in structured stages and adjusted to the subject matter's needs. The implementation of the

learning process through the outdoor learning approach comprised three main stages: preliminary activities, core activities, and closing activities. In the preliminary activities.

Implementation of the Outdoor Learning Method at MTs Al-Muin in Tangerang City

In the initial stage, the teacher delivered the material theoretically in the classroom. This delivery was conducted to ensure students had a basic understanding before engaging in outfield practice. Fiqh teacher Ahmad Romdhoni, S.Pd.I., explained that providing theory before practice is very important because "students need an initial overview so that they do not have difficulty following instructions during practice" (Interview with Ahmad Romdhoni, 6 August 2025). This approach ensures that students are prepared with the necessary knowledge, making learning activities more effective when conducted outside the classroom. During the first meeting, the teacher began the lesson by greeting the students, taking attendance, and explaining the basic competencies and learning objectives. The teacher then presented the material on procedures for performing prayers in emergency situations in a logical, systematic manner. According to Ahmad Romdhoni, the purpose of this initial explanation is for students to "understand the fiqh context first before they are asked to practise the movements of emergency prayer directly" (Interview with Ahmad Romdhoni, 6 August 2025). Thus, the initial learning process focuses on students' conceptual understanding, which forms the basis for the practical stage.

Next, in the second meeting, the learning activities were moved to the school prayer room as an outdoor learning activity. Students were directed to practise the procedures for emergency prayer as outlined in the material they had learned in the previous meeting. This practical activity was conducted under the teacher's supervision, who continued to correct and guide the students' movements. The teacher explained that hands-on practice made it easier for students to understand and remember the material because "learning by seeing and doing sticks better than just listening to lectures" (Interview with Ahmad Romdhoni, 6 August 2025). This demonstrates the advantages of the outdoor learning method, which provides real learning experiences.

The implementation of outdoor learning also received full support from the school, especially the Deputy Head of Curriculum, Mrs Junaidah, S.Pd. She explained that this method is effective in creating variety in the learning atmosphere so that students do not feel bored. In the interview, she said that "students seem more enthusiastic when learning outside the classroom because the atmosphere is not as monotonous as learning in the classroom" (Interview with Junaidah, 6 August 2025). This support shows that the school recognises the important role of contextual learning in increasing student motivation. In addition to supporting the use of this method, the school facilities are considered adequate for implementing outdoor learning. Junaidah revealed that the prayer room and miniature Ka'bah available "already meet the needs for practising fiqh material, especially manasik and prayer" (Interview with Junaidah, 6 August 2025). The availability of these facilities allows students to practise the material effectively and in context, enabling them to achieve learning objectives.

In the learning process, teachers not only assist students technically but also supervise activities to ensure they remain orderly and conducive to learning. Ahmad Romdhoni emphasised that supervision is still necessary even though the activities are carried out outside the classroom because "students become more active, so teacher control is still needed for learning to be effective" (Interview with Ahmad Romdhoni, 6 August 2025). This indicates that although outdoor learning is flexible, classroom management remains an important consideration.

Evaluation of the Outdoor Learning Method for Grade VII Students at MTs Al Muin

Evaluation is a crucial stage in the learning process because it enables teachers to assess the effectiveness of their teaching for students. Several aspects to consider when evaluating the implementation of outdoor learning methods include: first, assessing the success of the method's application, which evaluates the extent to which it is implemented in accordance with the initial design in teaching and learning activities. Second, evaluating student responses, which involves measuring

students' responses to the learning method, including their level of interest in learning, motivation, and active participation during the learning process. Third, evaluation of learning outcomes, which focuses on the achievement of student competencies and learning performance as a result of the application of the learning method.

Based on the results of observations and interviews, the evaluation of learning using the outdoor learning method was carried out through the provision of assessment instruments by teachers aimed at determining the level of mastery and understanding of students of the material that had been delivered. The evaluation was applied to seventh-grade students at MTs Al-Mu'in in Tangerang City as an effort to measure the effectiveness of learning through the outdoor learning method.

The evaluation was conducted in the form of individual and group quizzes. The following table shows the documents related to the quiz questions at the evaluation stage:

No.	Reflection Questions	Reflection Answer
1.	If someone is unable to perform prayer while lying on their side, then they may perform prayer by...	
2.	The first step in praying while ill is...	
3.	Prayer in a state of illness is adjusted according to...	
4.	Prayer in an emergency is one of the ... from Allah SWT	
5.	Prayer while lying down is a concession from Allah the Almighty (). A concession in Islam is called...	

Table 1. Quiz Questions

Based on the data in the table, the teacher conducted an evaluation by administering a quiz to students. Students who answered quickly received rewards or extra points from the teacher. The use of quizzes can motivate students to participate more actively, as they are encouraged to compete to get rewards or extra points. The teacher explained that the quiz was intended to measure the extent to which students understood the emergency prayer material that had been practised. He added that "quizzes make students more focused and compete to answer correctly, especially when rewards are given to the winners" (Interview with Ahmad Romdhoni, 6 August 2025). Quizzes combined with rewards have been proven to increase student motivation and enthusiasm for learning.

This opinion is reinforced by the Deputy Head of Curriculum, who explained that teachers' evaluation models can vary. However, he assessed that giving quizzes is an effective way to quickly assess students' understanding. According to him, "some teachers assess through written tests, others through discussion participation, but the most important thing is the effectiveness of the evaluation in assessing student understanding" (Interview with Junaidah, 6 August 2025). This shows that evaluation in outdoor learning remains flexible but must be relevant to the learning objectives.

Evaluation results show that students find it easier to understand fiqh material when it is applied through direct practice. The teacher said there were no significant obstacles during the implementation of outdoor learning; in fact, the more relaxed, comfortable atmosphere made it easier for students to focus. He emphasised that "students appear more confident when practising because they can immediately see and correct their mistakes" (Interview with Ahmad Romdhoni, 6 August 2025). This condition proves that outdoor learning can increase students' courage and active involvement.

Overall, learning fiqh through the outdoor learning method positively impacts both students' understanding and motivation. The support of facilities, teacher readiness, and an appropriate evaluation system make this method highly relevant for PAI learning, especially for materials that

require practical skills. Based on interviews with teachers and curriculum officials, this method not only enhances learning effectiveness but also creates enjoyable and contextual learning experiences for students. Thus, outdoor learning is an approach worth maintaining and developing to improve the quality of fiqh learning in schools.

Discussion

In analysing the results of research on the implementation of the outdoor learning method in the fiqh learning of seventh-grade students at MTs Al-Muin in Tangerang City, several similarities and corroborations with previous studies were found. Nor Ashifa's (2019) research, which examined the implementation of outdoor learning to develop gross motor skills in children, showed that learning outside the classroom can provide effective stimulation for motor development while improving students' understanding through direct experience.

The results of this study reinforce the finding that outdoor learning provides real learning experiences that foster active student engagement, as was the case with the implementation of outdoor learning in fiqh learning at MTs Al-Muin. Using the surrounding environment as a learning medium positively impacts student motivation and understanding. This is also supported by research conducted by Ni'mah Lailatul Mas'adah (2020), which highlights the implementation of outdoor learning strategies on environmental themes in primary schools, resulting in increased student interest and engagement. This is in line with research at MTs Al-Muin, which shows that outdoor learning can create a different, more enjoyable learning atmosphere and increase student enthusiasm. Both studies consider outdoor learning a contextual learning strategy relevant to students' physical environment, making it more effective at achieving learning objectives.

Similarly, Asis Rosikhul Ilmi (2019), in his research on increasing learning motivation through the outdoor learning method in Islamic Religious Education subjects, shows that this method can foster students' courage and enthusiasm for learning, thereby positively impacting academic achievement. This study reinforces the results of MTs Al-Muin's study, which found that outdoor learning not only improves students' understanding of fiqh material but also motivates them to be more active and enthusiastic during the learning process, thereby positively affecting students' overall learning outcomes. The successful implementation of the outdoor learning method in fiqh learning at MTs Al-Muin in Tangerang City cannot be separated from careful planning, organised implementation, and systematic evaluation, all of which are informed by relevant teaching modules and curricula. This finding reinforces the theoretical framework of outdoor learning, which emphasises the importance of contextual and interactive learning experiences outside the classroom to improve learning effectiveness, as seen in previous studies.

In addition to these findings, the theoretical framework of outdoor learning emphasises a shift in focus from material-centred learning to contextual learning experiences that link theory with real-world practice (Ali, Ardi, & Tahmir, 2018). In the context of fiqh, learning outside the classroom allows students to observe and analyse fiqh principles through everyday situations—for example, worship activities in the surrounding environment, ethical interactions within the community, or sharia-based legal decision-making using contextual examples. This approach has the potential to increase intrinsic motivation by providing a sense of relevance, autonomy, and competence when students can apply fiqh rules in real life. Thus, outdoor learning not only strengthens students' understanding of fiqh material but also prepares them to question, discuss, and test fiqh concepts in their social context, thereby positively impacting the sustainability of learning interest and depth of understanding (Setiawati, Wijayanti, Rianto, & Sukasih, 2023).

From an implementation perspective, increasing motivation to learn fiqh through outdoor learning requires integrated planning with the curriculum and teaching modules, organised implementation, and continuous evaluation (Meyer et al., 2023). It is important to design learning that combines collaborative learning, project-oriented tasks, and documented self- s through field notes or progress portfolios. Assessment should not only evaluate cognitive outcomes (understanding of fiqh material) but also changes in motivation, independent learning abilities, and critical thinking and

problem-solving skills in real-world contexts. In practice, obstacles such as limited facilities, weather factors, and safety requirements need to be anticipated through teacher training, the development of clear guidelines for outdoor activities, and support from schools/madrasas and parents. In general, the success of outdoor learning in fiqh is determined by the synergy among careful curricular planning, disciplined implementation, and systematic evaluation, ensuring that contextual experiences truly enrich students' intellectual capacity and motivation to learn.

The following analysis highlights the cognitive and affective mechanisms mediated by outdoor learning in fiqh learning. Through Kolb's learning experience framework, students experience concrete experiences (interacting directly with the context of fiqh outside the classroom), engage in reflective observation (discussing real cases with peers), develop abstract conceptualisation (linking observations with fiqh principles in theory), and engage in active experimentation (applying fiqh understanding in new situations) (Fadila & Hariyati, 2019). This process not only strengthens conceptual understanding but also increases intrinsic motivation by fulfilling the needs for autonomy, competence, and relatedness (Self-Determination Theory) (Sisi & Parisu, 2025). When students feel relevant, have control over their learning, and see the real-world application of fiqh rules, their interest in learning tends to increase, making fiqh learning more meaningful and sustainable. However, the potential for high cognitive load needs to be prevented through gradual task design, material differentiation, and structured instruction so that students can gradually summarise the relationship between abstract fiqh concepts and contextual examples.

Further analysis emphasises context-oriented, inclusive, and sustainable implementation and evaluation designs (Azizah et al., 2025). Outdoor learning needs to be aligned with the curriculum and teaching modules through planning that integrates collaborative tasks, project-based learning, and documented reflection (e.g., progress portfolios). Assessment should be multidimensional, measuring not only understanding of fiqh material but also changes in motivation, learning independence, and critical thinking and problem-solving skills in real contexts (Tibe, Yanti, & Jamaluddin, 2023). Challenges such as facilities, weather, safety, and access limitations must be overcome through safety procedures, adequate teacher training, clear guidelines for outdoor activities, and support from schools, madrasas, and parents. In addition, inclusive design needs to consider students with special needs, gender, and local cultural factors so that every student can participate fairly. The involvement of stakeholders (teachers, fiqh mentors, parents, community) and gradual trials at the class level can increase the feasibility, efficiency of implementation, and sustainability of the impact on learning motivation and fiqh learning outcomes in the long term (Abimanyu, Narulita, & Purwani, 2024).

D. Conclusion

Based on the results of the study titled "The implementation of the outdoor learning method in the teaching of fiqh to seventh-grade students at MTs Al Muin in Tangerang City," it can be concluded that the application of the outdoor learning method is effective and positively impacts students' learning motivation. The learning process is carried out with careful planning, organised implementation, and systematic evaluation in accordance with the relevant curriculum and teaching modules. The results of the study show that students became more active, enthusiastic, and better able to understand fiqh material more easily because the learning was carried out in a fun, contextual atmosphere. In addition, this method also fostered courage, responsibility, and cooperation among students. Thus, outdoor learning has been proven to enhance the effectiveness of the fiqh teaching and learning process and to serve as an innovative learning strategy that significantly increases student motivation to learn in the madrasah environment.

Based on the conclusions obtained, the Author puts forward several recommendations for consideration by various parties, including: 1) In general, the implementation of the programme in madrasahs is going well, but there are certain aspects that need to be improved to ensure that students can feel the direct benefits of the programme and to optimally realise the vision and mission of MTs Al Muin Kota Tangerang. 2) It is recommended to continue developing insight and creativity in learning strategies so that the teaching and learning process can run effectively, and students can

follow the learning process to the fullest. 3) Further research is recommended to implement a more diverse variety of learning methods, strategies, and techniques, especially in the context of teaching fiqh subjects, in order to obtain more comprehensive and innovative results.

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