

## Implementation of Outdoor Learning for Hyperactive Children to Improve Focus and Discipline

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### ABSTRACT

Naturally, different student characteristics are found in a study group. It is commonly believed that the presence of hyperactive children disrupts learning activities. Researchers studied the outdoor learning approach because of the significance of specialized learning strategies for hyperactive kids. This study intends to address two research topics: 1) how to employ the outdoor learning approach with hyperactive kids, and 2) how using the outdoor learning approach impacts hyperactive kids. The study takes a qualitative approach while using a descriptive method. Nurhadi's theory on the supporting learning model for the outdoor learning approach is one of the hypotheses that scholars cite. The study's findings demonstrated that the outdoor learning method had a positive impact on students' mindset development, learning method variations, learning functions that also functioned recreationally, student insight, character and personality development, learning motivation, and character and personality dedication

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## **INTRODUCTION**

A formal entity that is considered responsible for fulfilling a person's educational needs is a school. An individual receives various forms of instruction that suit their needs at school. As an official educational institution, schools also have a major role in fulfilling the desires and goals of society (Hidayat & Wijaya, 2016).

Students from various backgrounds and characteristics can of course be found in a school. The speed of students in understanding learning activities, in addition to their backgrounds, gives different characters to the learning groups at school. An educator or teacher must of course consider this variability when developing comprehensive and successful teaching strategies for all groups of students.

The diversity of students is determined by their character as well as their background and how quickly they absorb the knowledge they gain during class activities. There will be quiet students in class, regular students, and children who are hyperactive or even autistic.

The inability to focus is a major sign of hyperactivity, which in psychology is characterized as a deviant behavioral disorder caused by neurological malfunction. In contrast, the term "autistic" comes from the word "autism," which refers to a neurodevelopmental disease that affects a child's behavior, social interactions, and communication skills. Ratih (2013, p. 49) emphasized that autism is a disease that affects children and is caused by disorders in brain development that result in abnormal brain activity. Hyperactive children are children who are indicated to be intelligent if they are directed properly (YABU et al. 2020)

Although some educators believe that students with autism and hyperactivity can have a negative impact on other students and hinder the learning process, the distribution of students in schools certainly places these students in different special classes. As a result, educators or teachers are fully responsible for ensuring that learning activities run smoothly and educational goals are achieved. Teachers are tasked with controlling teaching strategies in addition to achieving educational goals, ensuring that children with autism and hyperactivity can still be involved in learning activities as they should.

In fact, there is very little special care or treatment for children with special needs, such as hyperactivity, in Indonesia. In addition, even many formal educational institutions in this country – especially those that deal with special needs – do not separate hyperactive and autistic children into different learning groups. Children with autism and hyperactivity are usually treated the same as other students. This clearly prevents children with autism and hyperactivity from making the most of their educational opportunities and hinders their ability to be creative (Riski, 2020).

Many breakthroughs in the field of education have been discovered as a result of time and technological advances. The development of innovative teaching strategies is one of them. The approach to teaching outdoor learning is also influenced by this rapid development. Outdoor learning, according to Komarudin (in Husamah, 2013, p. 19), is an extracurricular activity that includes

activities outside the classroom or school and in other natural environments, such as playing in parks, agricultural or fishing villages, camping, and adventure-style activities, in addition to developing relevant knowledge aspects. A good teacher is a teacher who is able to recognize the potential of children (Lamadang 2024)

## LITERATURE REVIEW

The distribution pattern of students in diverse learning groups is considered to be able to be handled effectively through learning activities carried out with an outdoor learning approach. One of them is to support the learning of hyperactive children (Fatimah, 2022). A hyperactive child is said to be able to increase his creativity and thinking with the Outdoor Learning approach, free from obstacles that hinder their understanding during the teaching and learning process.

The question of how much the outdoor learning approach affects the objects of learning, most of whom are hyperactive children, and how it helps in teaching and learning activities will certainly arise after it is determined that the method can help teachers deal with hyperactive children. Since influence is related to the direction in which something is headed, it is one of the factors that is often highlighted to assess the level of success of anything. similar to the use of outdoor learning approaches with hyperactive children. To ensure the level of success of this outdoor learning approach, the effects of its implementation must be observed regularly. Hyperactive children must be accompanied well and need to be directed (Lamadang 2020)

## METHODOLOGY

Researchers use research methods to find and collect data for their studies. The descriptive method, which the author used in this study, aims to create a systematic, factual, and accurate description, picture, or illustration of the facts, characteristics, and relationships between the phenomena being investigated (Noor, 2014, p. 28). This is done by describing a number of data obtained, after which the data is analyzed and conclusions are drawn using words or sentences to present the final results of the study.

Because the qualitative approach allows researchers to produce descriptive data derived from dialogue or monologue in a composition or literary work, the researcher decided to use it. According to Bodgan and Taylor (1992, pp. 21-22), a qualitative approach is one of the research methods that produces descriptive data from objects observed in the form of written text or spoken speech. To present ideas or opinions regarding the application of learning methods – specifically, the Outdoor Learning method – the researcher describes the data collected using a qualitative descriptive method, which is based on an understanding of the qualitative approach.

The data from the descriptive study itself consists of field notes, interviews, and other qualitative data; many excerpts of dialogue and monologue are used in this study. Qualitative research allows data collection in the form of dialogue, words, or sentences rather than data in the form of numbers or calculations.

Data collection techniques are a method used by the author to collect some data that will be used in the study. In this study, the author used the participant observation technique. Participant observation is one of the qualitative data collection techniques that involves intensively in the culture or society being observed. This technique is carried out by closely observing the habits and daily lives of the community.

The type of research used in this study is qualitative, the qualitative research method is a research method used to examine the conditions of natural objects. This method is based on the philosophy of postpositivism or interpretive. (Sugiyono, 2017) The methodology used in this study is the experimental method.

The location of the research is at the Cokroaminoto Islamic Kindergarten, Bohotokong Village, Bunta District, Banggai Regency. With the implementation time from February 11 to March 15, 2020. The total number of respondents was 30 children.

## **RESULTS AND DISCUSSION**

Using this outdoor learning strategy, the study was conducted. According to the data above, the learning environment for children at TK Islamiyah Cokroaminoto in Bohotokong Village is centered in the school. The data can support the principle of discovery, one of the seven basic principles of contextual teaching and learning, according to Nurhadi's perspective (2013, pp. 86–87) regarding the principles of contextual teaching and learning, namely discovery or sometimes called exploration. Husamah (2013, pp. 87–88) defines the principle of inquiry in the contextual teaching and learning approach as an activity in which students independently collect information from the field or surrounding area and then connect it with accepted scientific principles to gain knowledge. Based on the data above, the author's approach in implementing learning activities at TK Islamiyah Cokroaminoto in Bohotokong Village has so far shown strong adherence to the principles of contextual learning methods while also considering the advantages of the teaching methods applied.



Figure 1. Outdoor Learning

The learning activities described in the data above reflect contextual learning. This is because hyperactive students learn how to use chalk as a writing tool correctly through concrete activities in the field, such as scribbling on the

hall floor. After learning through field facts directly, the hyperactive students then connect these facts with existing concepts, namely the right and correct way to use chalk as a writing tool.

The information describes a situation where a student is in the classroom and looks out the window to the outside world. When a hyperactive student is in a contemplative mood, he imagines a situation where objects in the surrounding environment are moving and begins to consider the reasons for the movement of objects such as flowers, leaves, and trees. The student's brain is then stimulated to consider various events that occur in front of him by the movement of objects around him.



Figure 2. Outdoor Learning

Feedback from the use of outdoor learning methods in his school included comments about the shadows that cause the movement of objects around him and what causes the objects to move, as well as thoughts about the pleasant learning atmosphere. Students at TK Islamiyah Cokroaminoto also began to believe that the learning environment around their class actually made them comfortable to learn and gain knowledge.

This resilience training also indirectly trains students to develop their mindset towards everything they encounter in front of them. In addition, it is estimated that choosing subjects based on student interests maximizes understanding of the material and helps children develop other skills. Hyperactive students are also trained more to be resilient in facing the difficulties they will encounter during learning activities.

The outdoor learning approach, according to Purwanto (in Husamah, 2013, p. 45), makes learning more enjoyable by providing feedback to students in the form of psychological and physical effects. The first is in the form of a happier feeling resulting from learning activities, while the second is in better health.

## CONCLUSIONS AND RECOMMENDATIONS

The researcher may conclude that there is a beneficial effect based on the focus of the research, findings, and discussion of the findings in this study, which have been explained in the previous chapter. Students at TK Islamiyah Cokroaminoto have shown increased knowledge as a result of the use of outdoor learning methods; this is indicated by their enthusiasm for various subjects, their

personalities, their increasingly developed empathy for others, and their increased motivation and academic achievement, which is indicated by children who want to become teachers. In addition, benefits for educators include using advanced teaching strategies, especially for hyperactive children. For example, presenting science lessons through food packages specifically designed for hyperactive children or delivering content in the form of songs are two examples. It is hoped that teachers at all levels of education will be able to implement teaching strategies that consider the overall development of their students in addition to learning objectives.

#### **FURTHER STUDY**

This research still has limitations, so further research is needed related to the topic of Implementation of Outdoor Learning for Hyperactive Children to Improve Focus and Discipline in order to perfect this research and increase insight for readers.

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