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IMPLEMENTATION OF NATURAL SCHOOL-BASED LEARNING METHODS TO IMPROVE LEARNING INTEREST OF 5TH GRADE STUDENTS AT BANGKANG ELEMENTARY SCHOOL

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ABSTRACTS

Learning at the elementary school level, especially in 5th grade, often faces the challenge of low learning interest due to conventional methods that are monotonous, theoretical, and classroom-centered. This results in students feeling bored, less active, and having difficulty understanding learning concepts concretely. Overly theoretical learning lacks direct experience, even though students at this age require a more contextual and experience-based approach. The research aims as follows: 1. To know how is the implementation of the natural school learning method in grade 5 of Bangkang Elementary School. 2. To know what are the implications of the natural school learning method at Bangkang Elementary School in increasing student learning interest. This research used a qualitative descriptive approach. The research was conducted at Bangkang Elementary School, Pujut District, Central Lombok Regency. Data collection was conducted through interviews, observation, and documentation. Data analysis used the Miles and Huberman model, which includes data collection, data reduction, data presentation, and conclusion drawing. The results of the study indicate that the use of varied or non-monotonous learning methods at Bangkang Elementary School is crucial for increasing student learning interest. Meanwhile, the teacher's role in increasing student learning interest is achieved through the natural school learning process, or learning conducted outside the classroom.

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INTRODUCTION

Instruction at the elementary school level—specifically in the fifth grade—often faces the challenge of low student interest due to conventional teaching methods that are

monotonous, theoretical, and confined to the classroom. This results in students feeling bored and disengaged, while also struggling to grasp learning concepts in a concrete manner. Instruction that is overly theoretical fails to provide direct, hands-on experiences; yet, students at this age require approaches that are contextual and experience-based. In reality, preliminary observations at SDN Bangkang—particularly in the fifth-grade class—revealed that many students lacked interest in learning. They felt bored with the classroom-bound process and monotonous teaching methods, which relied heavily on lectures and fostered passive student behavior. Many students appeared unenthusiastic during lessons, showing little initiative in asking or answering questions.

To address these issues, it is necessary to evaluate the extent of students' understanding of the material taught and to tackle the problem of low learning interest. Implementing the "natural school" (*sekolah alam*) method offers a solution by utilizing the surrounding environment as the primary learning medium. This method integrates learning with nature, effectively stimulating curiosity and enhancing student engagement. Through an experiential learning approach, fifth-grade students are expected to become more enthusiastic, motivated, and active participants in the learning process. Consequently, the researcher recognizes the need to adopt teaching methods that boost student interest and active engagement while fostering positive cooperation among students—specifically, the natural school-based learning method. Education is a humanizing process—often described as the act of "making humans truly human." Ki Hajar Dewantara, the Father of Indonesian National Education, defined the meaning of education as follows: “Education is a guiding force in the growth of children; its purpose is to steer all the innate powers within them so that—as individuals and members of society—they may attain the highest levels of well-being and happiness” (Pristiwanti et al., n.d.).

Meanwhile, according to J.J. Rousseau, education involves equipping us with resources that we lack during childhood but require in adulthood. Education can also be defined as the effort made by educators to develop and enhance the physical and spiritual capabilities of learners, enabling them to carry out their own tasks and apply these abilities in their daily lives (Halawa et al., 2022). Learning is a complex process involving various interrelated aspects. Learning objectives refer to the goals or outcomes that must be achieved during the learning process; these objectives typically relate to cognitive, affective, and psychomotor dimensions. Learning goals are considered achieved when learners successfully master the cognitive and affective dimensions and demonstrate proficiency and skill in the psychomotor aspect. Furthermore, these goals are met when learners are able to optimally express and showcase their talents and potential (Faizah, 2024).

An instructional model is a description of the learning environment that spans curriculum planning, subjects, and lesson components to design learning materials, workbooks, programs, and competency aids; in other words, an instructional model serves as a tool to facilitate student learning. Thus, instructional models assist students in acquiring information, ideas, skills, values, and ways of thinking. Each chosen teaching model must reflect realities suited to the classroom situation and various worldviews, emerging from the collaboration between teacher and students. A "natural school" is essentially a form of alternative education that utilizes the natural world as a learning venue, a source of teaching

materials, and an object of study. Through the natural school concept, students are expected to learn from their surrounding natural environment and connect their lessons—as well as the knowledge they acquire—to real-life situations.

The natural school concept was initiated by Lendo Novo, driven by concerns over the rising cost of education, which was becoming increasingly unaffordable for the general public. The idea behind establishing natural schools was to create high-quality educational institutions that remain affordable.

Based on the background above, it can be concluded that the natural school-based learning method is effective for students who lack interest in learning. Consequently, the researcher is interested in conducting a study titled "Implementation of the Natural School-Based Learning Method on the Learning Interest of 5th-Grade Students at SDN Bangkang." Based on the issues outlined above, the following research questions have been formulated: 1) How is the natural school-based learning method implemented in the 5th-grade class at SDN Bangkang? 2). What are the implications of the natural school learning method at SDN Bangkang regarding the improvement of student learning interest?

RESEARCH METHODS

The type of research employed in this study is field research utilizing a descriptive qualitative approach (Sahir, 2021). This approach is chosen because the study aims to describe, explain, and analyze outcomes within a specific context, without involving manipulation or hypothesis testing. The focus lies more on the process than on the outcome; consequently, this method is widely used for research that examines behaviors, interactions, and lived situations. Researchers choose qualitative research because the data and information gathered in the field consist of explanations provided by the subjects under study. Therefore, a qualitative approach is highly appropriate for this research, as it enables a deep understanding of the data obtained in the field. In this research, we will observe how teachers perceive the implementation of using natural school-based methods on students' interest in learning at SDN Bangkang. So it is hoped that there will be further developments regarding the research findings so that they can be developed further for future researchers. Data collection is the process of identifying and collecting information carried out by researchers, in accordance with the researcher's objectives. The data collection techniques used in this research are observation, interviews and documentation methods. Data analysis techniques are carried out interactively and take place continuously from the beginning to the end of the research. The data analysis technique used consists of three main stages, namely: 1) Data Reducation, 2) Data Display and Conclusion verification.

RESEARCH RESULTS AND DISCUSSION

1. Implementation of the "natural school" based learning method in Grade 5 at SDN Bangkang

   Based on research conducted in the Grade 5 class at SD Negeri Bangkang, the implementation of the "Natural School" based learning method demonstrates that the learning process utilizes the natural environment as a primary learning resource. Learning

activities are conducted not only inside the classroom but also outdoors, utilizing the school's surrounding environment as a medium for learning.

These findings align with the concept of Contextual Teaching and Learning (CTL) proposed by Johnson (2002), which emphasizes that learning becomes more meaningful when students connect subject matter to real-life situations. Thus, utilizing the environment as a learning resource in this study provides students with direct experiences, making the material easier to comprehend.

a. Execution of "natural school" based learning in Grade 5 at SDN Bangkang

In practice, the teacher acts as a facilitator, guiding students to learn through direct experiences such as observing, exploring, and interacting with the environment. This approach is consistent with Piaget's (1970) constructivist theory, which posits that knowledge is actively constructed by students through interaction with their environment. Observations indicate that students are actively engaged in learning activities such as environmental observation, group discussions, fieldwork, and simple experiments. This demonstrates that "Natural School" based learning fosters student-centered learning. According to Trianto (2007), student-centered learning provides students with the opportunity to actively construct their own knowledge. Interviews with the Grade 5 teacher also indicate that the "Natural School" method is capable of enhancing students' learning interest. This aligns with Slameto's (2010) theory, which defines learning interest as a person's liking for and attraction to a learning activity, free from coercion. When students enjoy the process, they become more active and motivated in their learning.

Interviews with students revealed that outdoor learning made them happier, prevented boredom, and facilitated a better understanding of the material. These findings are consistent with the concept of outdoor learning proposed by Husamah (2013), which posits that learning outside the classroom provides real-world experiences that boost student motivation and comprehension. Beyond fostering an interest in learning, the implementation of the "Natural School" approach also shapes student character traits such as cooperation, responsibility, discipline, and environmental awareness.

Furthermore, the Natural School-based learning implemented at SD Negeri Bangkang exhibits characteristics of Contextual Teaching and Learning. According to Johnson (2002), contextual learning is a process that helps students connect lesson material to real-world situations. In this study, students learned directly by observing their surroundings; consequently, the material was not abstract but could be observed and understood concretely.

The research results indicate that the teacher acts as a facilitator, guiding students throughout the learning process. Teachers provide opportunities for students to observe, explore, discuss, and independently draw conclusions from their learning. These findings align with Piaget's constructivist theory, which holds that knowledge cannot simply be transferred from teacher to student but must be constructed by the students themselves through experience and interaction with their environment. Thus,

Natural School-based learning affords students the space to construct their own knowledge through authentic learning experiences.

This is in accordance with Vygotsky's (1978) theory which emphasizes that social interaction and the environment have an important role in the cognitive and social development of students. Overall, the research results show that the implementation of natural school-based learning in class 5 of Bangkang State Elementary School has gone well. Learning that utilizes the environment as a learning resource is able to create an active, fun and meaningful learning atmosphere. Apart from that, direct involvement of students also increases understanding of the material, interest in learning, and character formation.

These findings are in line with the opinion of Slameto (2015) who states that interest in learning is a person's liking and interest in an activity without any coercion from other parties. When students feel interested in the learning activities being carried out, they will show greater attention, be actively involved in the learning process, and have higher motivation to learn. Therefore, the use of the environment as a learning resource in natural school-based learning is able to increase students' interest in learning because it provides a different learning experience from conventional learning in the classroom.

Apart from increasing interest in learning, the implementation of natural school-based learning also contributes to the formation of students' character. The research results show that students are trained to work together, be responsible, disciplined, and care about the surrounding environment. This finding is in accordance with the opinion of Samani and Hariyanto (2017) who state that character education can be developed through habituation and direct experience in everyday life. Through learning activities that involve interaction with the environment, students not only gain academic knowledge but also character values that are important in life. Thus, the natural school method can be used as an effective learning alternative to create contextual, active and student-centered learning.

b. Stages of implementing natural school-based learning in class 5 at SDN Bangkang

Based on the research results, the implementation of natural school-based learning in class 5 of Bangkang State Elementary School was carried out through six stages, namely the preparation stage, environmental observation, exploration and information gathering, group discussions, presentation of results, as well as reflection and drawing conclusions. These stages show that learning is carried out systematically and structured.

At the preparation stage, the teacher prepares learning tools, determines learning objectives, selects materials appropriate to environmental conditions, and prepares the necessary tools and materials. This stage shows the importance of planning in learning as stated by Majid (2014) that learning planning is the process of preparing various learning components that will be used to achieve predetermined goals.

The environmental observation and information exploration stages provide opportunities for students to gain direct learning experience. This finding is in line

with the Experiential Learning theory put forward by Kolb (1984), which states that learning will be more effective if students gain concrete experience as a basis for building understanding. Through environmental observation activities, students not only receive information from the teacher but also discover learning concepts for themselves through interaction with the surrounding environment.

The group discussion and results presentation stages demonstrate a social learning process involving interaction among students. These findings align with Vygotsky's social constructivism theory, which posits that knowledge is constructed through social interaction and collaboration with others. Through group discussions, students can exchange information, express their opinions, and build a shared understanding of the material being studied.

Meanwhile, the reflection and conclusion-drawing stages provide students with the opportunity to evaluate their learning experiences and connect them to the concepts they have studied. According to Kolb (1984), reflection is a crucial part of the learning process as it helps students transform experiences into meaningful knowledge. Therefore, the reflection stage in "natural school"-based learning serves to reinforce students' understanding of the learning material.

Overall, the "natural school"-based learning stages implemented in the 5th-grade class at SD Negeri Bangkang align with the principles of active, contextual, and experience-based learning. Through these systematic stages, students gain not only academic knowledge but also tangible learning experiences, making the learning process more meaningful and capable of boosting student interest in learning.

2. Implications of the "natural school"-based learning method at SDN Bangkang for increasing the learning interest of 5th-grade students

Based on the research findings at SDN Bangkang, the implementation of the "natural school"-based learning method has had a positive impact on increasing the learning interest of 5th-grade students. This is evident from observations, interviews, and documentation, which reveal changes in student attitudes and engagement during the learning process.

The first implication observed is an increase in student enthusiasm for the lessons. Students appear more active, ready to participate in learning activities, and more responsive to the teacher's instructions. This indicates that environment-based learning creates a more engaging learning atmosphere compared to conventional classroom instruction. This aligns with Slameto's (2010) theory, which posits that an interest in learning is characterized by a sense of enjoyment, attraction, and active engagement on the part of the students in learning activities.

A second implication is an increase in students' curiosity regarding the learning material. During learning activities, students ask questions more frequently and attempt to understand the objects they are observing firsthand. This demonstrates that the "Natural School" approach encourages students to think critically and actively seek knowledge. These findings are consistent with Vygotsky's (1978) constructivist theory, which states

that knowledge develops through social interaction and direct experience with the environment.

Another implication is increased student engagement in the learning process. Students do not merely receive information; they actively participate in discussions, express their opinions, and collaborate in groups. This situation indicates that the Natural School method supports student-centered learning. This aligns with Trianto's (2007) view that student-oriented learning can enhance active involvement in the learning process.

Furthermore, the Natural School method creates a learning atmosphere that is more enjoyable and engaging rather than tedious. Students feel more at ease because learning takes place outside the classroom and involves direct, hands-on experiences. This aligns with the concept of outdoor learning proposed by Husamah (2013), which suggests that outdoor instruction can boost learning motivation by providing real-world experiences that are more meaningful to students.

Interview results with teachers reinforce the finding that the "Natural School" method effectively boosts students' interest in learning. Teachers reported that students became more active, felt confident enough to ask questions, and grasped the material more easily. This aligns with Johnson's (2002) theory of Contextual Teaching and Learning (CTL), which posits that learning is more effective when linked to real-life situations experienced by students.

Meanwhile, interviews with students revealed that outdoor learning made them happier, prevented boredom, and facilitated a better understanding of the material. This indicates that direct learning experiences can enhance students' intrinsic motivation. According to Piaget (1970), the learning process is more effective when students actively construct their own knowledge through direct experience.

Overall, the implementation of the Natural School-based learning method at SDN Bangkang resulted in improvements across several key areas: learning enthusiasm, curiosity, student engagement, and the creation of an enjoyable learning atmosphere. These findings confirm that environment-based learning impacts not only cognitive aspects but also affective aspects and student motivation.

Thus, the Natural School method can be considered effective in increasing the learning interest of 5th-grade students, as it provides meaningful, contextual learning experiences that actively involve the students.

CONCLUSION

The conclusions can be drawn: 1). The implementation of the Natural School-based learning method in the 5th grade at SD Negeri Bangkang utilized the school's surrounding environment as both a learning resource and a medium. The learning process took place not only inside the classroom but also through outdoor activities that provided students with direct learning experiences. During implementation, the teacher acted as a facilitator, guiding students through activities such as environmental observation, exploration, fieldwork, group discussions, simple experiments, result presentations, and learning reflection. Through these stages, students can connect learning material to real-life situations, making the learning process more contextual, active, and meaningful. 2). The implementation of the "natural

school" learning method at SD Negeri Bangkang has yielded positive results regarding the students' interest in learning. A key implication of this method is the increased enthusiasm students show during learning activities. Students demonstrate greater spirit, participate more actively in every activity, and show a heightened interest in the subject matter.

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