

## Implementation Of The Outdoor Learning Model As An Environmental Education Strategy At Mts Bina Bersaudara Langkat

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### Abstrak

Penelitian ini berangkat dari masih terbatasnya kajian yang mengintegrasikan model *outdoor learning* dengan nilai-nilai keislaman dalam pendidikan lingkungan di madrasah, padahal pendekatan pembelajaran berbasis pengalaman langsung berpotensi memperkuat kesadaran ekologis peserta didik secara lebih kontekstual. Penelitian ini bertujuan untuk menganalisis perencanaan, pelaksanaan, serta dampak penerapan model *outdoor learning* terhadap pemahaman dan sikap peduli lingkungan peserta didik di MTs Bina Bersaudara Langkat. Penelitian menggunakan pendekatan kualitatif dengan desain deskriptif melalui teknik observasi, wawancara mendalam, dan dokumentasi, sedangkan analisis data dilakukan secara interaktif melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan untuk memperoleh pemahaman yang komprehensif mengenai praktik pembelajaran yang berlangsung. Hasil penelitian menunjukkan bahwa implementasi *outdoor learning* mampu meningkatkan keterlibatan aktif peserta didik, memperkuat pemahaman konsep lingkungan, serta membentuk sikap peduli terhadap kelestarian lingkungan melalui pengalaman belajar langsung di lingkungan sekitar. Kontribusi konseptual penelitian ini terletak pada pengembangan model integratif *outdoor learning* berbasis nilai-nilai Islam yang memadukan pengalaman ekologis dengan dimensi moral dan spiritual, sehingga pendidikan lingkungan di madrasah tidak hanya berorientasi pada aspek kognitif, tetapi juga pada pembentukan tanggung jawab ekologis sebagai bagian dari etika keislaman.

**Kata Kunci:** *Outdoor Learning, Pendidikan Lingkungan, Madrasah, Pembelajaran Kontekstual*

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### Abstract

This study addresses the limited research integrating the outdoor learning model with Islamic values in environmental education within madrasah contexts, despite the potential of experiential learning to strengthen students' ecological awareness in a more contextual manner. The study aims to analyze the planning, implementation, and impact of outdoor learning on students' environmental understanding and environmental care attitudes at MTs Bina Bersaudara Langkat. This research employs a qualitative approach with a descriptive design using observation, in-depth interviews, and documentation as data collection techniques. Data were analyzed through an interactive process consisting of data reduction, data display, and conclusion drawing to obtain a comprehensive understanding of the learning practices implemented. The findings indicate that the implementation of outdoor learning increases students' active engagement, strengthens their understanding of environmental concepts, and fosters environmental care attitudes through direct learning experiences in the surrounding environment. The conceptual contribution of this study lies in proposing an integrative outdoor learning model based on Islamic values that combines ecological experience with moral and spiritual dimensions, thereby positioning environmental education in madrasah not only as a cognitive learning process but also as the development of ecological responsibility grounded in Islamic ethical values.

**Keywords:** experiential learning, Islamic environmental ethics, Islamic school, contextual learning

### INTRODUCTION

Environmental education has become an important issue in the field of education along with the increasing number of ecological problems caused by human activities (Ja'is et al., 2025). Schools, as formal educational institutions, have a strategic role in shaping students' awareness and responsibility toward the environment from an early age. However, the learning process in schools is often still centered in the classroom and emphasizes cognitive aspects alone, thus providing limited real experiences for students to understand the environment directly (Patrama et al., 2024). As a result, the knowledge acquired by students has not been fully internalized into their daily attitudes and behaviors. Madrasah Tsanawiyah, as an educational institution based on Islamic values, carries a dual responsibility: transferring knowledge while instilling values of



environmental care as part of Allah SWT's creation. MTs Bina Bersaudara Langkat has surrounding environmental potential that can be utilized as a contextual learning resource. Therefore, a learning strategy is needed that can connect subject matter with real environmental conditions, one of which is through the implementation of the outdoor learning model (Ningsih et al., 2025).

Conceptually, outdoor learning is understood as a learning model that utilizes the outdoor environment as the main medium and learning resource (Hidayat et al., 2025). Various studies in education show that experiential learning in natural settings can increase students' active engagement, deepen conceptual understanding, and foster environmental awareness. It also provides opportunities for students to observe, explore, and reflect on environmental phenomena directly (Izzati et al., 2023). In the context of environmental education, this approach is considered capable of bridging the gap between theoretical knowledge and practical application (Munawaroh et al., 2025). However, the implementation of outdoor learning in madrasahs still faces several challenges, such as limitations in planning, teacher readiness, and supporting facilities and infrastructure. In addition, studies discussing the in-depth implementation of outdoor learning models in the context of Islamic education are still relatively limited. This indicates the need for further research on how outdoor learning is implemented as an environmental education strategy in MTs, particularly in local contexts such as MTs Bina Bersaudara Langkat (Pasinggi et al., 2023).

This study aims to examine in depth the implementation of the outdoor learning model as an environmental education strategy at MTs Bina Bersaudara Langkat. The main objective of this research is to describe the planning and implementation processes of outdoor learning carried out by teachers in instructional activities (Pasinggi et al., 2023). In addition, this study also aims to explore students' experiences and responses to outdoor-based learning, as well as the environmental values formed through the process. This research is also directed at identifying supporting and inhibiting factors in the implementation of outdoor learning in the madrasah context. Using a qualitative approach, this study is expected to provide a comprehensive description of outdoor learning practices as an environmental education strategy. The results of this study are expected to contribute to the development of more contextual, meaningful learning oriented toward building environmentally responsible character (Aziizah et al., 2025).



Conceptually, the outdoor learning model is considered highly relevant as an environmental education strategy in madrasahs. Learning conducted outside the classroom provides opportunities for students to interact directly with the natural environment, so that the learning process is not only oriented toward knowledge acquisition but also toward the development of attitudes and ecological awareness (Jazuli Yusup et al., 2021). Through direct experience, students are expected to develop a deeper understanding of the importance of environmental preservation. In this context, the basic assumption of this study is that the implementation of outdoor learning can strengthen students' environmental awareness comprehensively, including cognitive, affective, and behavioral aspects (Amaliya et al., 2024). Furthermore, this approach also has the potential to integrate Islamic values into the learning process, particularly regarding human responsibility as khalifah (stewards) on earth. Although this study does not aim to test hypotheses quantitatively, this conceptual assumption serves as the foundation for analyzing the meaning and implications of implementing the outdoor learning model at MTs Bina Bersaudara Langkat.

The normative foundation of environmental education in Islam can be found in the word of Allah SWT in Surah Al-A'raf verse 56:

وَلَا تُفْسِدُوا فِي الْأَرْضِ بَعْدَ إِصْلَاحِهَا وَادْعُوهُ خَوْفًا وَطَمَعًا إِنَّ رَحْمَتَ اللَّهِ قَرِيبٌ مِّنَ الْمُحْسِنِينَ ٥٦

*"And do not cause corruption on the earth after it has been set in order, and call upon Him with fear and hope. Indeed, the mercy of Allah is near to those who do good."*

This verse emphasizes the prohibition for humans to cause damage to the earth and highlights the importance of maintaining environmental balance (Supriadi, 2022). The interpretation of this verse indicates that environmental destruction is a result of irresponsible human behavior toward the trust given by Allah. Environmental education through the outdoor learning model can be understood as an effort to instill spiritual and moral awareness in students so that they respect and protect nature. By learning directly in the surrounding environment, students not only understand environmental concepts academically but also realize their religious responsibility as part of worship and good deeds.

Overall, this study is expected to make a significant contribution to the development of environmental education strategies in madrasahs, particularly through the implementation of the outdoor learning model. A qualitative approach allows researchers to deeply understand the learning



process, including the interactions between teachers, students, and the learning environment. MTs Bina Bersaudara Langkat provides a relevant context for examining the implementation of environment-based learning due to its natural potential that can be utilized as a learning resource. The findings of this study are expected to serve as a reflection for educators in designing more innovative and contextual learning. In addition, this study is also expected to strengthen the integration between environmental education and Islamic values, so that learning is not only oriented toward academic achievement but also toward the development of sustainable environmentally responsible character.

## LITERATURE REVIEW

Environmental education has become an important concern in various educational studies due to its role in shaping students' ecological awareness (Widianti et al., 2022). Various educational studies emphasize that environmental education does not only focus on increasing knowledge about nature, but also on shaping attitudes, values, and behaviors that are responsible for environmental sustainability. In the school context, environmental education should ideally be implemented contextually by involving students' direct experiences with their surrounding environment (Prihadi et al., 2021). Learning that is still predominantly theoretical is considered less effective in fostering sustainable environmental awareness. Therefore, learning approaches that utilize the environment as a source of learning are becoming increasingly relevant. Effective environmental education requires the active involvement of students through processes of observation, exploration, and reflection (Nana Fauzana Azima, 2022). Thus, learning is not only a process of delivering information but also a means of forming deep and meaningful ecological awareness (Anazifa & Hadi, 2016).

The outdoor learning model has developed as one of the learning approaches aligned with the goals of environmental education. Various previous studies explain that outdoor learning is a learning activity conducted outside the classroom by utilizing the natural and social environment as a learning medium (Mulyono & Sunyoto, 2025). This approach provides authentic learning experiences that are difficult to obtain through conventional classroom learning. Through outdoor learning, students can directly observe learning objects, understand environmental phenomena in real terms, and develop a higher level of curiosity (Ningsih et al., 2025). Outdoor learning also encourages students' emotional and social engagement, making the learning process more dynamic and meaningful (Ferdyan et al., 2021). In addition, outdoor learning opens opportunities for collaborative learning and the development of social



skills. With these characteristics, outdoor learning is considered a relevant strategy to support environmental education in educational institutions (Fatria et al., 2024).

From the perspective of learning theory, outdoor learning is closely related to the constructivist approach. Various theoretical views state that knowledge is constructed by students through direct experience and interaction with the environment. In this context, learning becomes more meaningful when students are actively involved in discovering and building their own understanding (Suriyati et al., 2023). Outdoor learning provides opportunities for students to construct knowledge through field observations, group discussions, and reflection on learning experiences. In environmental education, this approach enables students to understand ecological issues contextually and in relation to their daily lives. Thus, outdoor learning not only strengthens conceptual understanding but also promotes the development of sustainable environmental awareness and responsibility.

The results of various educational studies show that the implementation of outdoor learning significantly contributes to the development of students' affective and psychomotor aspects. Learning outside the classroom provides stronger emotional experiences as students interact directly with the real environment. These experiences have the potential to foster empathy, care, and responsibility toward the environment. In addition, outdoor learning activities involve motor skills, such as observing, maintaining environmental cleanliness, and engaging in other exploratory activities. This makes the learning process holistic and not limited to cognitive aspects alone (Anazifa & Hadi, 2016). Various academic findings emphasize that effective environmental education must include knowledge, attitudes, and actions in a balanced manner. Therefore, outdoor learning is considered capable of meeting the need for comprehensive environmental learning.

In the context of Islamic education, environmental education has a strong value foundation through the concept of humans as *khalifah* (stewards) on earth. Various Islamic educational studies emphasize that preserving the environment is part of human moral and spiritual responsibility. Learning that integrates Islamic values with direct experiences in the natural environment is considered capable of strengthening students' religious awareness (Dara Kospa, 2021). Outdoor learning provides space to internalize these values through real practice, not merely normative understanding. By observing the order and beauty of nature, students can develop a sense of gratitude and awareness of the



greatness of Allah SWT. Academic perspectives show that the integration of environmental education and religious values contributes to the holistic character development of students. Therefore, the implementation of outdoor learning in madrasahs has high relevance (Syahputra & Satriyadi, 2023).

Despite its many advantages, various studies also indicate that the implementation of outdoor learning faces several challenges in practice. These challenges include teachers' readiness in designing outdoor learning, time limitations, and the availability of facilities and infrastructure (Satriyadi et al., 2023). In addition, not all educational institutions have systematic planning in integrating outdoor learning as an environmental education strategy. In the madrasah context, challenges are also related to curriculum adjustment and the sustainable management of outdoor learning activities. Various research findings emphasize the importance of the teacher's role as a facilitator in managing outdoor learning so that environmental education objectives can be achieved optimally. Therefore, an in-depth study of the implementation of outdoor learning at MTs Bina Bersaudara Langkat is important to understand the dynamics and realities of learning practices in the field.

## RESEARCH METHODS

This study employs a qualitative approach with a descriptive research design to gain an in-depth understanding of the implementation of the outdoor learning model as an environmental education strategy at MTs Bina Bersaudara Langkat. A qualitative approach was chosen because this study focuses on the processes, meanings, and experiences of research subjects in their natural context (Sugiyono, 2021). The research subjects include the head of the madrasah, subject teachers who implement outdoor learning, and students involved in these learning activities. Data collection techniques were carried out through direct observation of outdoor learning implementation, in-depth interviews with informants, and documentation in the form of learning tools and activity records.

Data analysis was conducted interactively through the stages of data reduction, data display, and conclusion drawing. The validity of the data was ensured through source and technique triangulation, so that the data obtained has an adequate level of credibility. This study was conducted in natural conditions without variable manipulation, allowing it to authentically describe the practice of implementing outdoor learning.



## RESULTS AND DISCUSSION

### Results

The results of the study show that the planning of outdoor learning at MTs Bina Bersaudara Langkat is carried out by adjusting the learning materials to the environmental conditions around the madrasah. Teachers design learning activities by utilizing open spaces such as the school yard, gardens, and the surrounding environment as learning resources. This planning does not only focus on achieving academic competencies but also on instilling environmental awareness values. Teachers formulate learning objectives that emphasize students' ability to observe, understand, and respond directly to environmental conditions. In addition, the planning process includes time management, student organization, and the selection of activities relevant to the subject matter. Although the planning has been arranged systematically, there are variations in the level of teacher readiness in designing sustainable outdoor learning. This indicates that outdoor learning planning still requires strengthening to ensure more optimal and consistent implementation.

The implementation of the outdoor learning model at MTs Bina Bersaudara Langkat involves students actively in learning activities outside the classroom. Teachers act as facilitators who guide students to conduct direct observations of the environment, such as cleanliness conditions, the presence of plants, and human interaction with nature. Students are given opportunities to discuss, record their observations, and present their findings orally. The learning process shows an increase in student engagement compared to classroom-based learning. Students appear more enthusiastic and responsive during the learning activities. The interaction between students and the environment provides real and contextual learning experiences. However, the implementation of outdoor learning also faces technical challenges, such as time limitations and weather conditions. Nevertheless, in general, the implementation runs according to the predetermined learning objectives.

The results of observations indicate that the outdoor learning model has a positive impact on students' understanding of environmental concepts. Through direct experience, students are able to relate learning materials to real environmental conditions they observe. Their understanding is not only conceptual but also contextual, as they can directly see environmental issues around the madrasah. Students demonstrate the ability to identify simple environmental problems, such as waste management and plant care. In addition, they are able to express opinions and propose simple solutions related to maintaining



environmental cleanliness. This shows that outdoor learning encourages students to think critically and reflectively about the environment. Although the level of understanding varies among students, overall, outdoor learning contributes positively to improving environmental education understanding. These findings indicate that direct learning experiences play an important role in deepening students' comprehension.

In addition to cognitive aspects, the study also shows changes in students' attitudes and environmental awareness. Through outdoor learning activities, students demonstrate greater concern for the cleanliness and sustainability of the school environment. Some students begin to show initiative in maintaining environmental cleanliness without being directed by teachers. A sense of responsibility toward the environment is reflected in students' habits of disposing of waste properly and caring for plants around the madrasah. These attitudinal changes emerge as a result of direct experience and reflection during the learning process. Direct interaction with the environment helps students better understand the impact of human behavior on nature. Although changes in attitude do not occur instantly in all students, the study shows a positive trend in the development of environmental awareness. This indicates that outdoor learning plays a role in gradually building environmentally responsible attitudes.

The results of interviews with teachers indicate that outdoor learning is perceived as an effective and relevant learning strategy in environmental education. Teachers believe that outdoor learning creates a more enjoyable and less monotonous learning atmosphere. They also state that outdoor learning helps students understand the material more easily because it is real and contextual. However, teachers also acknowledge challenges in its implementation, such as the need for more thorough planning and more complex classroom management. Teachers must adjust teaching methods to students' characteristics and environmental conditions. Despite these challenges, teachers believe that the benefits of outdoor learning outweigh the obstacles. These findings show that teachers' perceptions of outdoor learning are generally positive and supportive of its implementation.

The study also reveals the integration of Islamic values in the implementation of outdoor learning. Teachers relate learning activities to the concept of human responsibility as stewards of nature. Students are encouraged to understand that preserving the environment is part of their moral and spiritual obligations. This integration is carried out through explanation, reflection, and habituation in learning activities. Students show an understanding that damaging the environment is not in



accordance with religious teachings. This approach helps students interpret environmental learning not only as an academic requirement but also as part of practicing religious values. These findings indicate that outdoor learning can serve as an effective medium for integrating environmental education with Islamic values in madrasahs.

Supporting factors in the implementation of outdoor learning at MTs Bina Bersaudara Langkat include institutional support, the availability of the surrounding environment as a learning resource, and students' enthusiasm. The relatively conducive school environment facilitates the implementation of outdoor learning. Support from the head of the madrasah also provides opportunities for teachers to innovate in teaching. In addition, students show high interest in outdoor learning activities, which becomes a key factor in successful learning. However, there are also inhibiting factors, such as limited learning time and teachers' readiness in managing outdoor classes. These factors affect the optimization of outdoor learning implementation. The findings indicate that the success of outdoor learning is influenced by various internal and external factors.

The results also show that the evaluation of outdoor learning is carried out in a simple manner through observation of students' attitudes and participation. Teachers assess students' understanding and attitudes based on their involvement in learning activities. Evaluation does not only focus on final outcomes but also on the learning process itself. Teachers observe changes in students' attitudes toward the environment as indicators of learning success. Although evaluation has been conducted, there is no specifically structured evaluation instrument for outdoor learning. This indicates the need to develop a more systematic evaluation system so that learning outcomes can be measured more comprehensively. Proper evaluation will help teachers improve the quality of outdoor learning implementation in the future.

Overall, the study shows that the implementation of the outdoor learning model at MTs Bina Bersaudara Langkat makes a positive contribution to environmental education. Outdoor-based learning is able to increase student engagement, deepen environmental understanding, and foster environmentally responsible attitudes. Although there are challenges in its implementation, outdoor learning still shows great potential as a contextual and meaningful learning strategy. These findings demonstrate that learning involving direct experience has a significant impact on both the learning process and outcomes. Therefore, the implementation of outdoor learning needs to be continuously developed and improved to provide more optimal benefits for environmental education in madrasahs.



## Discussions

The findings of this study indicate that the planning of outdoor learning plays an important role in determining the success of its implementation. Planning that aligns learning materials with environmental conditions enables learning to take place in a contextual and relevant manner to students' lives. This strengthens the view that environmental education cannot be separated from the real contexts faced by students. Good planning also helps teachers manage outdoor learning more effectively. However, variations in teacher readiness indicate the need to improve competencies in designing outdoor learning. With well-prepared planning, outdoor learning can become a systematic and sustainable learning strategy.

The implementation of outdoor learning, which actively involves students, shows that experience-based learning can enhance participation and learning motivation. Direct interaction with the environment provides a different learning experience compared to classroom-based learning. These findings reinforce the view that meaningful learning occurs when students are directly involved in the learning process. Outdoor learning allows students to learn through observation, discussion, and reflection. This indicates that active learning approaches have high relevance in environmental education.

The improvement in students' understanding and environmental awareness shows that outdoor learning contributes to the development of environmentally responsible attitudes and behaviors (Syahputra & Putra, 2025). Direct experience helps students understand the impact of human behavior on the environment. These findings suggest that effective environmental education must address both cognitive and affective aspects simultaneously. Outdoor learning serves as a medium that enables the integration of these two aspects in the learning process. Thus, environmental learning is not only informative but also transformative (Segara et al., 2023).

The integration of Islamic values in outdoor learning strengthens the meaning of environmental education in madrasahs. Learning that is linked to spiritual values helps students understand environmental preservation as part of their religious responsibility. This shows that environmental education in madrasahs has a distinctive moral and religious dimension. Outdoor learning provides space to internalize these values through real experiences. Therefore, environmental learning not only builds ecological awareness but also spiritual awareness (Mufida et al., 2023).



The supporting and inhibiting factors identified in this study indicate that the implementation of outdoor learning requires systemic support. Institutional support and the availability of the environment are important factors for successful learning. On the other hand, time limitations and teacher readiness are challenges that need to be addressed. These findings show that the implementation of outdoor learning requires well-prepared institutional planning. With adequate support, outdoor learning can be implemented more optimally and sustainably (Antari et al., 2021).

Overall, the results of this study confirm that the outdoor learning model is a relevant and effective strategy for environmental education in madrasahs. Outdoor-based learning is able to create meaningful learning experiences, increase environmental awareness, and integrate Islamic values. These findings imply that the development of outdoor learning should continue to be encouraged as part of educational innovation. With proper management, outdoor learning can become a learning strategy that contributes to the development of environmentally responsible student character.

## CONCLUSION

This study concludes that the implementation of the outdoor learning model at MTs Bina Bersaudara Langkat can function as an effective and contextual environmental education strategy. The results show that outdoor-based learning provides real learning experiences for students, enabling them to understand environmental concepts more deeply. Outdoor learning encourages students' active involvement in the learning process, through direct observation, discussion, and reflection on the surrounding environmental conditions. Thus, the research question regarding how the implementation of the outdoor learning model serves as an environmental education strategy can be answered: this approach is able to gradually and sustainably improve students' understanding, awareness, and environmentally responsible attitudes.

An important finding of this study is that outdoor learning not only impacts cognitive aspects but also contributes to the development of attitudes and values related to environmental care. The integration of Islamic values in the learning process strengthens the meaning of environmental education as part of moral and spiritual responsibility. The strength of this study lies in its qualitative approach, which allows the researcher to explore the learning process in depth within the natural context of the madrasah. In addition, this study provides a real picture of the implementation of outdoor learning practices in an Islamic educational



environment. However, this study also has limitations, including limited research time and a scope restricted to one madrasah, so the findings cannot yet be generalized widely.

Based on these results and limitations, this study offers important implications for the development of environmental learning in madrasahs. More systematic planning, improvement of teacher competencies, and institutional support are needed to ensure that outdoor learning can be implemented sustainably. Future research is recommended to examine the implementation of outdoor learning in more diverse madrasah contexts and to use more comprehensive approaches.

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