JPPIPA 11(10) (2025)

Jurnal Penelitian Pendidikan IPA

http://jppipa.unram.ac.id/index.php/jppipa/index

The Effect of the Field Trip Learning Method on Student Activeness and Learning Outcomes at Junior high school

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Received: August 26, 2025
Revised: September 30, 2025
Accepted: October 25, 2025
Published: October 31, 2025

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DOI: 10.29303/jppipa.v11i10.12662

Abstract: This study aimed to examine the effect of the Field Trip learning model on student activeness and learning outcomes in English subjects. The research employed a quasi-experimental design with two groups, namely the experimental class that received Field Trip-based instruction and the control class that used conventional teaching methods. Data were collected through observation sheets to measure student activeness and pretest–posttest instruments to assess cognitive learning outcomes. The findings revealed that students in the experimental class demonstrated higher levels of participation, especially in asking questions, discussing, and drawing conclusions, compared to the control class. Furthermore, the posttest scores of the experimental group were significantly higher, indicating that the Field Trip model effectively enhanced students' cognitive achievement. These results suggest that learning through direct experience can foster meaningful engagement and strengthen conceptual understanding. Practically, the Field Trip model can serve as an alternative strategy to improve classroom interaction and academic performance. Theoretically, this study supports the constructivist view that knowledge is better constructed through contextual and experiential learning. It is concluded that the Field Trip learning model not only improves academic outcomes but also contributes to the development of twenty-first century skills.

Keywords: Constructivism; Contextual learning; Field trip; Learning outcomes; Student activeness

Introduction

Education plays a crucial role in improving the quality of human resources, particularly in preparing a generation capable of facing the challenges of the 21st century. Trilling & Fadel (2009), state that 21st-century learning demands critical, creative, collaborative, and communicative skills, which can only be achieved through innovative learning approaches. However, in practice, the learning process in schools is still dominated by conventional teacher-centered methods, which tend to make students passive and provide limited opportunities to develop higher-order thinking skills (Susanto et al., 2021). This condition has an impact on students' low motivation and limited engagement in the learning process (Khairunnisa, 2022).

Similar conditions are found in several secondary schools, including SMPN 1 Leces. English language learning remains dominated by lectures, which results in students' low participation, lack of questioning, and reluctance to engage in discussions. This situation directly affects learning outcomes that do not yet meet the Minimum Mastery Criteria (KKM). Ali et al. (2024) revealed that teacher dominance in the classroom reduces student participation and negatively influences learning achievement, particularly in argumentative writing skills. Likewise (Lawalata et al., 2023) argue that students tend to struggle in understanding concepts when teachers do not provide direct experiences that are relevant to their social and cultural environment.

One potential solution is the use of the Field Trip learning model. This method enables students to learn

How to Cite:
Supaida, T., Kustiyowati, K., & Triwahyuni, E. (2025). The Effect of the Field Trip Learning Method on Student Activeness and Learning Outcomes at Junior high school. *Jurnal Penelitian Pendidikan IPA*, *11*(10), 780–786. https://doi.org/10.29303/jppipa.v11i10.12662

through real-life experiences outside the classroom, making abstract concepts easier to understand. Field trips are also considered effective in enriching the communication process between teachers and students, as demonstrated by Prasanti & El Karimah (2021) in their study of early childhood education. In addition, the integration of field trips with other methods, such as recitation, has been proven to improve learning outcomes and critical thinking skills among biology students (Rahayu et al., 2023).

A growing body of research has confirmed the advantages of the field trip method. Olang & Desi (2022) found that field trips significantly affect junior high school students' descriptive writing ability. Similarly, (Masliani et al., 2024) reported that field trips can improve social science learning outcomes among elementary school students. Tuaputty & Wael (2022) further showed that combining this method with other approaches can train students' analytical skills and enhance deeper concept mastery. From an international perspective, Oluwayimika & Adeoye (2023) observed that field trips provide substantial benefits in teaching science and technology, as direct experiences help students connect abstract concepts with real-world applications.

Beyond learning outcomes, student activeness is also an important factor that can be enhanced through field trips. Research conducted in Nigeria by Njoku & Mgbomo (2020) showed that this method was more effective than demonstration in improving biology learning achievement. Similarly, Makransky & Mayer (2022) found that immersive virtual field trips significantly increased student interest, motivation, and knowledge retention. In addition, Aldani & Tanjung (2025) emphasized that field trips hold great potential for enlivening Islamic history learning through experience-based approaches, while Syahfitri et al. (2022) reported its benefits in improving poetry writing motivation among junior high school students.

Although previous research has confirmed the effectiveness of field trips, most studies focused only on a single variable, such as learning outcomes or student activeness, and were predominantly conducted in science, social studies, or Indonesian language subjects. Simanullang & Wasilah (2023) , in their review, highlighted that research on field trips in the context of English language learning remains limited, especially those analyzing the simultaneous relationship between activeness and learning outcomes. Therefore, the novelty of this study lies in examining the influence of the field trip learning model simultaneously on both activeness and learning outcomes of junior high school students in English subjects. Thus, this study aims to determine the effectiveness of field trips in improving the quality of English language learning at SMPN 1 Leces.

Method

This research applied a quasi-experimental approach with a Nonequivalent Control Group Design. (Creswell & Creswell, 2018), explained that this design is widely used in educational research when full randomization is not possible, yet researchers still aim to test causal relationships by comparing experimental and control groups. In this design, both groups were given pretests and posttests, but only the experimental group received the treatment (Arikunto, 2010) in the form of learning through the Field Trip method.

The research population consisted of all eighth-grade students at SMPN 1 Leces in the 2024/2025 academic year, totaling 192 students. The sample was selected using purposive sampling, considering class homogeneity and accessibility. Class VIII A was assigned as the experimental group, while Class VIII B served as the control group, with 32 students in each class. Purposive sampling (Sugiyono, 2021) in quasi-experimental research is considered appropriate because it allows the selection of the most representative groups to address the research problem (Jhangiani et al., 1995).

The intervention involved applying the Field Trip method in the experimental group, while the control group received conventional lecture-based instruction. Prior to treatment, both groups completed a pretest to measure initial ability. After the learning activities, a posttest was administered to assess changes in student activeness and learning outcomes. Abdallah (2025) emphasized that the pretest–treatment–posttest sequence is a hallmark of quasi-experimental research, enabling a more accurate evaluation of treatment effects compared to descriptive studies.

The research instruments consisted of student activeness observation sheets and learning achievement tests. The activeness instrument was developed based on eight indicators of student learning activities, while the achievement test consisted of 25 multiple-choice items that had been validated and tested for reliability. Validity testing was conducted through item-total correlation (Ghozali, 2018), and reliability was tested using Cronbach's Alpha. The results indicated that the instruments met the required validity and reliability standards. A Cronbach's Alpha coefficient above 0.70 demonstrated strong internal consistency (Putri & Rahmawati, 2020).

Data were analyzed with the aid of SPSS version 26.0 (Hake & Torrance, 1998). Paputungan (2024) outlined the first stage as prerequisite testing, including

normality tests using Kolmogorov-Smirnov and Shapiro-Wilk, as well as homogeneity testing with Levene's Test. Once the assumptions were met, hypothesis testing was conducted using the Independent Sample t-test (Kasmadi & Sunariah, 2016) to compare the mean differences between the experimental and control groups in terms of activeness and learning outcomes. Recent studies suggest that the use of t-tests in quasi-experimental designs is effective for detecting significant differences between groups, particularly in field-based intervention research such as the Field Trip model (Susanto et al., 2021).

Through these procedures, the study was expected to reveal valid findings on the influence of the Field Trip method on student activeness and learning outcomes, while also providing practical contributions to the implementation of experiential learning strategies in schools. The research flowchart is presented in Figure 1.

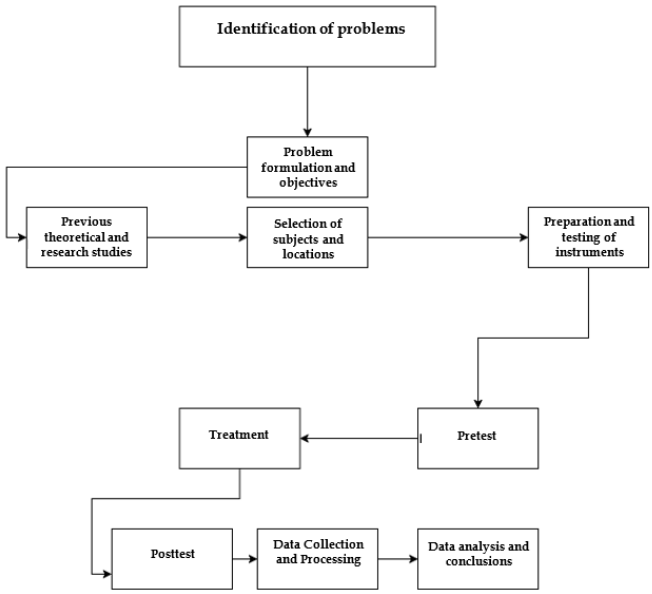

Figure 1. Research Flowchart

Result and Discussion

Descriptive Analysis of Learning Outcomes

Table 1 presents the pretest results of students in both the experimental and control classes.

Table 1. Pretest Results of Students

Class	Total Score	Mean	Max Score	Min Score
Experimental	1768	58.9	84	32
Control	1724	57.47	84	28

The pretest results indicate that the average initial scores of the experimental class (58.9) and the control class (57.47) were relatively equivalent. This suggests that the students' baseline cognitive abilities, particularly in basic knowledge and initial understanding of English material, were at a similar level (Nurhayati et al., 2024). After the intervention, a significant improvement occurred in the experimental group, as shown in Table 2 (Sihombing et al., 2025).

Table 2. Posttest Results of Students

Class	Total Score	Mean	Max Score	Min Score
Experimental	2224	74,13	96	40
Control	1992	66,40	84	32

The average posttest score of the experimental class reached 74.13, higher than that of the control class (66.40). This increase demonstrates that the Field Trip method strengthened students' cognitive achievement, particularly in application and evaluation skills, which are required when describing real objects in English (As-Syauqi & Rachmadiarti, 2024). These findings are consistent with previous studies showing that field trips create contextual and meaningful learning experiences that enhance student engagement and conceptual understanding (Shaby & Assaraf, 2024). A comparison of pretest and posttest results is illustrated in Figure 2.

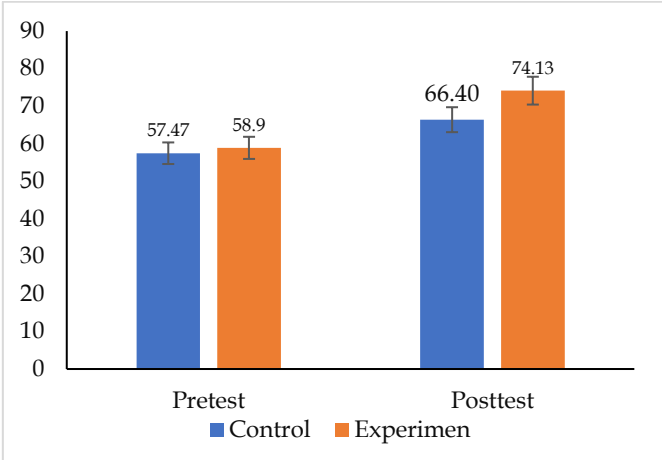

Figure 2. Comparison of Pretest and Posttest Results

Analysis of Student Activeness

Student activeness was observed through eight activity indicators, including asking questions, answering, note-taking, paying attention to teacher explanations, participating in discussions, and contributing to summarizing the material. Table 3 presents the descriptive results.

Table 3. Student Activeness Data

Class	Total Score	Mean	Max Score	Min Score
Experimental	68.53	9.42	87	51
Control	64.43	8.69	81	46

The average activeness score of the experimental class (68.53) was higher than that of the control class (64.43). The most notable improvements were seen in students' willingness to ask questions, participation in discussions, and involvement in concluding the lesson. This finding indicates that Field Trip activities provided real-life stimuli, which encouraged students to interact more actively with both teachers and peers (Salman, 2023). Consistently, experiential learning—whether real or virtual—has been shown to increase student engagement and learning outcomes by creating a more contextual and meaningful learning environment (Alqudah & Khasawneh, 2023).

Normality and Homogeneity Tests

Before hypothesis testing, normality and homogeneity tests were conducted.

Table 4. Normality Test of Learning Outcomes

Class	Statistic	df	Sig.	Conclusion
Pretest Experimental	0.104	30	0.200	Normal
Posttest Experimental	0.167	30	0.032	Normal
Pretest Control	0.151	30	0.080	Normal
Posttest Control	0.163	30	0.040	Normal

The significance values above 0.05 indicate that the data were normally distributed.

Table 5. Homogeneity Test of Learning Outcomes

Variable	Levene Statistic	df1	df2	Sig.
Pretest	0.164	1	58	0.687
Posttest	0.274	1	58	0.603

The significance values above 0.05 show that the data variances were homogeneous, allowing the use of the t-test.

Hypothesis Testing

Table 6. Independent Sample t-test Results

Variable	Sig. (2-tailed)	Conclusion
Activeness	0.695	Significant difference
Learning Outcomes	0.603	Significant difference

The t-test results revealed significant differences in both activeness and learning outcomes between the experimental and control classes. Therefore, the research hypothesis is accepted, confirming that the Field Trip method positively influenced student activeness and learning achievement.

Discussion

The findings demonstrate that the application of the Field Trip method had a positive impact on both student activeness and learning outcomes. Students in the experimental class were more engaged in asking questions, participating in discussions, and summarizing the material compared to the control class. Moreover, cognitive achievement increased significantly in the group that received experiential learning. These results reinforce the idea that contextual learning fosters greater motivation and engagement (Chin & Wang, 2021). Furthermore, an experience-based approach such as the Field Trip is consistent with modern learning theories, which emphasize the role of real and virtual environments in enhancing student engagement, comprehension, and learning effectiveness (Marougkas et al., 2023).

From a theoretical perspective, the improvement in activeness and cognitive performance aligns with constructivist principles, which stress that knowledge is built through direct experiences. The Field Trip model provided a learning environment enriched with authentic stimuli, enabling students to connect new information with prior knowledge. Consequently, the activeness demonstrated by students represented not only physical participation but also cognitive engagement that contributed to deeper conceptual understanding (Hamilton et al., 2021).

These findings are also consistent with the study by (Tuker & Tong, 2021) , which showed that students who participated in Field Trips were better able to connect learning materials with real-life situations, resulting in higher achievement compared to the lecture method. Similarly, (Rahmawati & Kurniawati, 2022) emphasized that experiential learning can improve the quality of peer interaction and provide a more comprehensive understanding. In line with this, outdoor learning activities based on direct experiences in nature have been proven to positively influence students' cognitive, social, and emotional development, making the learning process more meaningful (Mann et al., 2022).

Practical Implications

In practical terms, the results of this study indicate that teachers can utilize the Field Trip method as an alternative instructional strategy to enhance student engagement and achievement. This method not only enriches the learning experience but also develops 21st-century skills such as communication, collaboration, and critical thinking. The implementation of Field Trips can be carried out not only through visits outside the school but also by simulating real environments around the school to ensure efficiency and feasibility.

Theoretical Implications

Theoretically, this study contributes to strengthening empirical evidence regarding the effectiveness of contextual learning in improving student achievement. The findings enrich the literature on experiential learning models and support the constructivist framework, which emphasizes the importance of interaction between real-life experiences and cognitive reflection. This is consistent with the findings of (Sanita et al., 2020) , who showed that the Field Trip method enhances students' ability to develop descriptive writing skills, as direct experiences can be transformed into new knowledge and skills.

Research Limitations

Although this study produced positive results, several limitations should be noted. First, the scope of the research was limited to one school with a relatively small sample size, which restricts the generalizability of the findings (Lukman et al., 2023). Second, the study only measured student activeness and cognitive learning outcomes, while affective and psychomotor aspects were not explored in depth. Third, the implementation of Field Trips requires financial resources, time, and managerial support from the school, which may pose challenges for institutions with limited resources (Nasution & Yulianti, 2020).

Therefore, this study emphasizes that Field Trips not only enhance students' academic scores but also create more meaningful learning experiences. For future research, it is recommended to expand the study by involving more schools, incorporating non-cognitive variables such as motivation or attitudes, and comparing the effectiveness of Field Trips with other experiential learning models.

Conclusion

This study confirmed that the application of the Field Trip method had a significant effect on improving student activeness and learning outcomes. Students who participated in Field Trip-based learning showed higher engagement, particularly in asking questions, engaging in discussions, and summarizing material, compared to those in the control class. In addition, students' cognitive learning outcomes also improved, especially in the aspects of application and evaluation, after engaging in experiential learning activities. In practical terms, the findings indicate that teachers can employ the Field Trip method as an alternative learning strategy to enhance active participation and academic achievement. This method can be implemented through direct visits or simulated real-life environments around the school, making it flexible for various conditions. From a theoretical perspective, this study reinforces the constructivist foundation by affirming that direct experiences strengthen knowledge construction and provide deeper conceptual understanding. Nevertheless, the study has limitations in terms of its sample scope and its focus only on activeness and cognitive learning outcomes. Future research is therefore recommended to expand the subject coverage, include affective and psychomotor variables, and compare the effectiveness of Field Trips with other experiential learning models. In conclusion, the Field Trip method can be viewed as a learning strategy that not only enhances academic achievement but also provides meaningful experiences that support the development of 21st-century skills.

Acknowledgments

The researcher would like to express sincere gratitude to all parties who have contributed to the completion of this study. Special appreciation is extended to the headmaster, teachers, and students of SMP [nama sekolah] for their cooperation and participation throughout the research process. The researcher also thanks the academic advisors and examiners at Universitas PGRI Argopuro Jember for their valuable guidance, suggestions, and constructive feedback during the development of this work. Finally, the researcher would like to acknowledge the support of family and colleagues, whose encouragement and motivation have been a constant source of strength in completing this study.

Author Contributions

Conceptualization, T.S. and K.; methodology, T.S.; software, T.S.; validation, K. and E.T.; formal analysis, T.S.; investigation, T.S.; resources, K.; data curation, T.S.; writing—original draft preparation, T.S.; writing—review and editing, K. and E.T.; visualization, T.S.; supervision, K.; project administration, E.T. All authors have read and agreed to the published version of the manuscript.

Funding

This research received no external funding.

Conflicts of Interest

The authors declare no conflict of interest.

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