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# The effectiveness of the outing class method in history learning: a quantitative and bibliometric approach

**Imada Cahya Septiyaningsih[1*], Risky Setiawan[2], & Dimas Aditia[3]**
[12] Yogyakarta State University, Indonesia
[3] University of Sussex, United Kingdom

* Corresponding Author. Email: imadacahya.2023@student.uny.ac.id

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ABSTRACT

History learning has great potential in building students' historical awareness. However, most students still find it difficult to understand historical concepts, especially those related to past events and cannot be experienced directly. This research evaluates how effective the outing class method is in comparison to traditional methods for enhancing history learning outcomes. Utilizing a quasi-experimental design that incorporates pre-tests and post-tests within the control group, a quantitative approach is employed in this study. A sample comprising two classes X at SMA 1 Dukuhwaru was determined using a random sampling technique. The experimental group engaged with the outing class method, whereas the control group followed the conventional approach. Findings from the paired sample t-test indicated a notable improvement in the experimental group ($p < 0.05$), with the average post-test score rising from 71.3 to 89.0, while the control group only increased from 66.7 to 69.8. Bibliometric analysis also shows a lack of similar research in the historical context. The study confirms that Outing Classes can significantly improve student learning outcomes, as well as recommending broader implementation in the history curriculum for a more contextual and interactive learning experience.



## INTRODUCTION

History learning has great potential in building students' historical awareness. However, in practice, the method used still focuses on conveying information orally and text-based. So, the opportunity for students to experience or feel history directly is still limited. As a result, most students have difficulty understanding historical material, especially those related to past events that they cannot experience directly. In line with research (Wardani, 2016), stated that history learning that is still conventional, such as the lecture method, will not be effective in achieving learning objectives that encourage students' understanding of history. In fact, to enhance the quality of education methods must be updated and implemented effectively. So, it is hoped that interactive learning methods can motivate and involve students in the process of learning activities and can improve student learning outcomes (Setiawan et al., 2022). In line with (Prasetya, n.d.) emphasized that learning motivation is an inherent encouragement and can motivate students to be involved and active during the learning process. Strong motivation is essential because it can increase students' motivation and learning style which will help them achieve their educational goals. Therefore, the

outing class method allows students to see firsthand historical objects such as historical sites and museums, so that learning becomes more concrete and meaningful.

The outing class method is an effective and efficient learning approach because it not only focuses on theory, but also allows students to prove concepts directly in the field. This approach can be a solution to the problem of lack of student understanding in learning that takes place in the classroom (Jaelani et al., 2025). In addition, teaching and learning activities, if relevant to outing classes, can support the independent curriculum program that emphasizes more flexible and experiential learning, where students can be more active in building their understanding because they can explore history directly, explore information through observation and discussion, and develop critical and analytical thinking skills. (Rahmadayanti & Hartoyo, 2022) stated that the independent curriculum provides flexibility by focusing on students, where educators and school institutions have the flexibility to design processes that are in harmony with the needs of students.

But unfortunately, the lack of empirical studies on the effectiveness of outing classes in history learning is a challenge in itself. Although outing classes have been widely applied in various fields of study. Research (Parejo, 2025) revealed that Outing Class is one of the learning innovations of students outside the classroom to observe the learning model directly in various schools. In addition, this activity is also useful to reduce passive information obtained from teaching lesson activities in their classroom. Thus, students' understanding of teaching practices can be deepened through the innovative methodologies they see. (Dewi et al., 2025) discusses the application of the out-of-town classroom-based situational educational approach for improvement in the students. Other research suggests that similar approaches can be effective in improving students' comprehension, for example, in science subjects and descriptive writing skills. By providing a hands-on learning experience, outings help students connect theory and practice, making learning more meaningful and improving learning outcomes.

Research on the effectiveness of this method in history learning is still limited, especially in the context of education in Indonesia. This reality can be seen through bibiliometric analysis using VOSviewer. (Rohanda & Winoto, 2019) explained that bibliographic analysis is a research method that uses statistical and mathematical techniques to analyze patterns of scientific publications.. The goal is to assess various aspects such as author productivity, collaboration between authors, the distribution of research topics, and citation patterns in scientific literature. Therefore, in addition to using an experimental approach, this study also applies bibliometric analysis to understand research trends related to the Outing Class method in history learning. This approach provides a comprehensive overview of how this method has evolved and identifies research gaps that have not been widely explored. The results of the analysis show that previous research focused more on the general aspects of experiential learning, but did not specifically discuss the effectiveness of Outing Class in the historical context. It is hoped that this research will not only make a practical contribution but also theoretically help to direct further studies in their history focus of education.

According to (Akhira et al., 2023) VOSviewer is a software that functions to create a visual representation of the relationship between various bibliometric elements such as scientific articles, authors and other related elements. Through VOSviewer, mapping and analysis can be carried out in a wider and more complex way, resulting in a major bibliographic database with sophisticated visualization and clear labeling. Bibliometric analysis is an effective tool to assess the performance of scientific publications and identify trends and patterns in the academic literature, by utilizing bibliographic data obtained from the latest scientific literature databases and analyzed to gain deeper insights (Sifaiyya & Andriani, 2024).

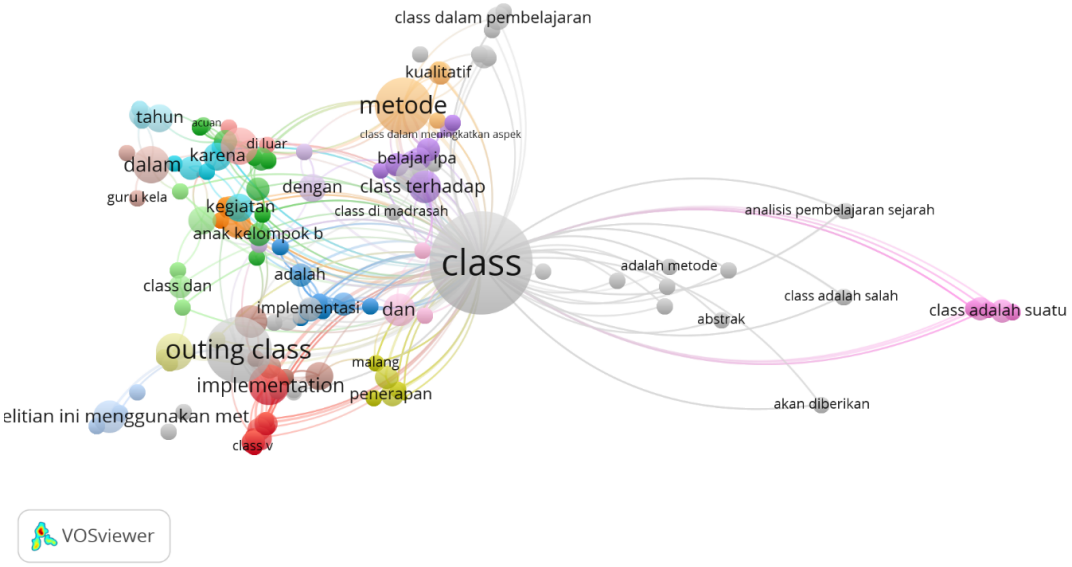


**Figure 1. Bibliometric Analysis Outing Class**

Bibliometric analysis is a method of analyzing scientific literature using statistical techniques, measure and analyzing publications, and citation patterns in a field of study (Bewinda, 2022). The above bibliometric analysis using VOSviewer with the results shows that research on the outing class method is more widely applied in various fields of study other than history. Network visualization shows that the dominant keywords that appear include outing class, method, implementation, influence, and learning. However, terms that specifically refer to history learning such as history learning analysis only appear as small nodes that are separate from the main cluster and have little connection with other keywords. This indicates that empirical studies on the effectiveness of outing classes in history learning are still very limited. In addition, research on this method is more often found in the context of another topic, such as science, madrasah education, and the basic education level of class V. The lack of research in the field of history shows that there is a research gap that needs to be explored further to understand how the outing class method can contribute to the creation of history teaching, especially in the educational context of Indonesia. In the context of education in Indonesia, the application of outing classes in history learning has not become a common practice in all schools. Some schools still rely on text-based learning methods. In fact, according to (Subair, 2024), The outing class method makes learning more interesting and less monotonous. Students are encouraged to delve into the material with the support of an interactive learning environment and encourage exploration. Through this method, they can directly connect history lessons with real events, so that they can strengthen their memory and deepen their understanding of the material and are considered to be able to improve student learning outcomes. Therefore, a deeper study is needed on the effectiveness of the outing class learning method by choosing SMA 1 Dukuhwaru as the object of research. This school has implemented an independent curriculum and faces challenges in increasing student involvement in history learning. Therefore, this study demonstrates how the out-of-classroom approach can be combined with the principles of independent courses, emphasizing flexibility, experiential learning, and active participation of students. Outing Class allows students to be directly involved in the learning process through observation and exploration of historical sites, as conducted in this study at the Tomb of Amangkurat I. It is hoped that this research can provide new insights into how the Outing Class method can be applied in learning history by the demands of a more adaptive and contextual curriculum, as well as significantly increase students' learning motivation.

The initial observations described in figure 2 show that the majority of students are bored with the teacher-centered history learning method and their learning outcomes are still relatively low.

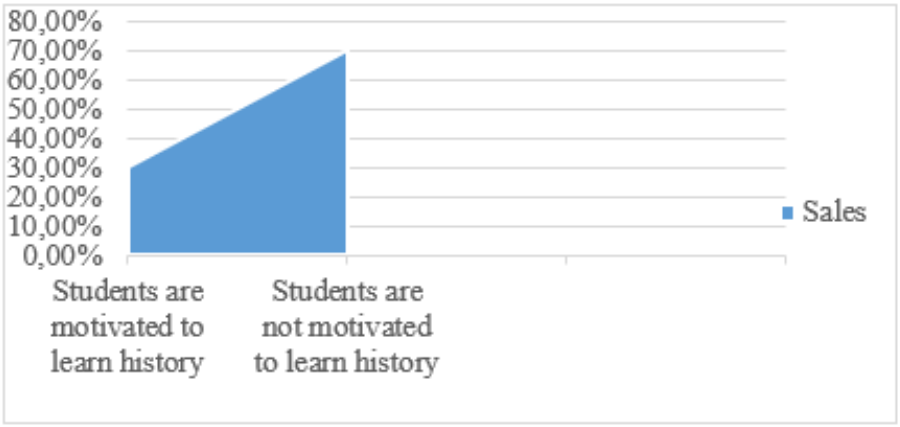


**Figure 2: Results of the researcher's initial observations at SMA 1 Dukuhwaru**

The main problems identified in this study include the lack of focus on the use of the outing class method in history learning, Students are less motivated to learn history and there is a lack of empirical research measuring the effectiveness of excursion classes as part of history lessons in schools. Therefore, this study aimed to test the effectiveness of the excursion class approach through a quasi-experimental quantitative approach., by elaborating the results of bibliometric analysis to strengthen the research gap.

## RESEARCH METHOD

Quantitative research methods are research methods that emphasize objective measurement and numerical data analysis using statistical methods. The goal is to test hypotheses, find patterns, and generalize from sample to population (Adnan & Latief, 2020). This study uses a quantitative approach with a quasi-experimental design based on a pre-test-post-test control group design. The research population is students in grades X-1 and X-2 of SMA 1 Dukuhwaru, Tegal Regency. The population of this research is 36 students in each class. The sampling technique uses the cluster random sampling method to ensure a balanced distribution between the experimental group and the control group. According to (Reken et al., 2024) The scientific method in quantitative research is recognized as a systematic stage in processing scientific knowledge by integrating empirical and rational reasoning. This process builds relationships through the formulation of hypotheses as a bridge between theory and data. The design measures the outcome of the study to assess changes in the following treatment, the experimental gropu showed treatment (the control group methods), while the control group does not receive treatment.

**Table 1. Distribution of control and experimental class treatment**

| Group/class | Student population | Treatment | Measurement 1 | Measurement 2 |
|---|---|---|---|---|
| Eksperimen / x-1 | 36 | Metode outing class | Pre-test | Post-test |
| Control / x-2 | 36 | Conventional learning | Pre-test | Post-test |

*Research instruments*

Research instruments are an important part of research methods and are tools for collecting, examining, and analyzing the issues being studied. Therefore, it can be concluded that research instruments are only a means for researchers to obtain accurate data (Nasution, 2016). This study used written tests as the main means, divided into pre-tests and post-tests to measure students understanding before and after treatment. The validity and reliability of the instrument were tested before use to ensure that the questions asked were of good quality. In addition, we also observed and interviewed teachers and students to obtain more information about their experiences and views on this learning method. The quantitative data were analyzed using paired sample t-tests to determine significant differences between the experimental and control groups.

*Question validity test*

Validity tests have an important purpose: ensuring that research instruments, such as questionnaires or questionnaires, can measure the variables to be studied with high accuracy. By conducting validity tests, researchers can ensure that the data obtained is relevant and meets the measurement objectives. This allows the results of the study to reflect the actual condition of the object being studied (Annisa, 2024). The validity test is carried out to determine whether the questions in the research instrument can collect information in accordance with the measurement objectives that have been set (Situmorang & Purba, 2019). The validity test was carried out using Pearson correlation using Microsoft Excel. The results show that the calculated r values of all items are > r table (0.514), so it can be concluded that all items are valid.

**Table 2. Question Validity Test**

| Question Items | R Table | R Calculate | Status |
|---|---|---|---|
| 1 | 0,514 | 0,746262 | Valid |
| 2 | 0,514 | 0,746262 | Valid |
| 3 | 0,514 | 0,546009 | Valid |
| 4 | 0,514 | 0,746262 | Valid |
| 5 | 0,514 | 0,746262 | Valid |
| 6 | 0,514 | 0,551615 | Valid |
| 7 | 0,514 | 0,746262 | Valid |
| 8 | 0,514 | 0,664154 | Valid |
| 9 | 0,514 | 0,583603 | Valid |
| 10 | 0,514 | 0,7462619 | Valid |
| 11 | 0,514 | 0,74626195 | Valid |
| 12 | 0,514 | 0,74626195 | Valid |
| 13 | 0,514 | 0,54543335 | Valid |
| 14 | 0,514 | 0,52652116 | Valid |
| 15 | 0,514 | 0,746261947 | Valid |

*Question Reliability Test*

Reliability testing is an important process to assess the extent to which a research instrument can produce consistent results when used repeatedly under the same conditions. Instruments that have a high level of reliability will provide stable and reliable data, thereby increasing confidence in the results of the research. The main purpose of reliability testing is to ensure that the measuring instruments used in the study are reliable in the measurement of the variables studied consistently. Therefore, reliability tests play a crucial role in ensuring the consistency and stability of the data obtained, which in turn supports the overall validity of the research (Raihan, 2024). Reliability test is a method used to evaluate the reliability of questionnaires as a measuring tool for certain variables or constructs (Setiawan et al., 2019). The results of the reliability test using Cronbach's Alpha show that the research instrument has very high reliability, with a value of 0.956.

**Table 3. Question Reliability Test**

| Question Items | Varians Total | Varians Butir | Cronbach Alpha Values | Standard | Information |
|---|---|---|---|---|---|
| 1 | 250,1929 | 0,257143 | 1,056226 | 0,956 | Reliable |
| 2 | 250,1929 | 0,257143 | 1,056226 | 0,956 | Reliable |
| 3 | 250,1929 | 0,253968 | 1,056226 | 0,956 | Reliable |
| 4 | 250,1929 | 0,257143 | 1,056226 | 0,956 | Reliable |
| 5 | 250,1929 | 0,257143 | 1,056226 | 0,956 | Reliable |
| 6 | 250,1929 | 0,101587 | 1,056226 | 0,956 | Reliable |
| 7 | 250,1929 | 0,257143 | 1,056226 | 0,956 | Reliable |
| 8 | 250,1929 | 0,257143 | 1,056226 | 0,956 | Reliable |
| 9 | 250,1929 | 0,256349 | 1,056226 | 0,956 | Reliable |
| 10 | 250,1929 | 0,257143 | 1,056226 | 0,956 | Reliable |
| 11 | 250,1929 | 0,257143 | 1,056226 | 0,956 | Reliable |
| 12 | 250,1929 | 0,257143 | 1,056226 | 0,956 | Reliable |
| 13 | 250,1929 | 0,206349 | 1,056226 | 0,956 | Reliable |
| 14 | 250,1929 | 0,256349 | 1,056226 | 0,956 | Reliable |
| 15 | 250,1929 | 0,257143 | 1,056226 | 0,956 | Reliable |
| Sum | | 3,55 | | | |

*Research procedure*

The research procedure involves a series of systematic steps whose purpose is to answer a research question or test a hypothesis. Although the approaches in these two types of studies are different, they still follow similar general stages (Syahrizal & Jailani, 2023). The data analysis tool uses excel software, JAMOVI 2.6.26, Mendeley Desktop, Pupblish or Perish and VOSViewer. The experimental group was treated with an outing class while the control group continued with the regular classroom learning method. The education of the experimental group was conducted by visiting the nearest historical site, the tomb of Amangkurat I at Pesarean Adiwerna in Tegal. The students were given observation and discussion tasks to deepen their understanding. Data analysis was performed using various relevant statistical tests, as follows: to ensure the normal distribution of the data, the Shapiro-Wilk normality test was employed; the homogeneity of variance test was utilized to assess the similarity of score distributions between the experimental and control groups; the paired sample t-test was used to detect significant differences between the pre- and post-test results within each group; the independent sample t-test was employed to compare the differences in post-test results between the experimental and control groups; bibliometric analysis uses VOSviewer to identify global research trends related to outing classes.

## RESULT AND DISCUSSION

In history learning, several problems need to be considered. One of the biggest challenges students faces is using traditional learning methods. In general, teachers tend to rely on lectures as the main approach in delivering material. This results in students often having difficulty understanding abstract and complex concepts related to History (Hidayatullah et al., 2025). Low student engagement in history classes is due to the lack of interactive teaching methods. In many schools, the history learning process is still going in one direction, where teachers tend to deliver material without actively involving students. As a result, students become passive and less motivated, so they often have difficulty remembering and understanding the material taught. Low student engagement in history classes is due to the lack of interactive teaching methods. In many schools, the history learning process is still going in one direction, where teachers tend to deliver material without actively involving students. As a result, students become passive and less motivated, so they often have difficulty remembering and understanding the material taught (Bestari et al., 2025). So, to overcome these problems, innovative learning methods are needed so that students can look active and not feel bored when attending History Lessons.

Outing Class learning is an innovative learning method, carried out outside the classroom to develop students' skills and abilities (Yamsin, 2024). Outing Class learning aims make a fun and interactive learning, so that students can maintain their motivation and enthusiasm. Through this method, students are encouraged to explore their potential in completing various educational games that are part of the learning series. The benefits of Outing Class include increased insight with more concrete material, stimulation of creativity, and reduction of boredom in the learning process (Maretnawati & Rahmawati, 2018). This statement is reinforced by research (Corrales, 2024), Teaching and learning activities by visiting museums are one of the effective ways to improve students' understanding of History because it can provide a comprehensive learning experience.

Outing class is a learning method that involves activities outside the classroom to improve student understanding through hands-on experience. This approach is applied in the teaching of international relations by taking students to historic locations and natural environments, such as botanical gardens. The main goal of this method is to reduce anxiety in the learning process while providing deeper insights through direct interaction with relevant environments. Thus, outing classes create a more contextual and meaningful learning experience for students (Löwenheim, 2024). Outing classes are useful for improving teachers' ability to implement learning methods outside the classroom so that students can effectively participate in innovative educational experiences, so that in the end they can improve the quality and student acheievements (Saminem, 2024). Therefore, this activity can create a more interesting and fun learning atmosphere so that students can interact with people outside the school environment to improve their skills, cooperation, communication, and creativity (Jatmikowati & Husnah, 2023).

Recent research shows that the outing class approach can strengthen students' understanding of history by allowing them to experience first-hand and build their knowledge. According to (Sugrah, 2019) Constructivist learning theory emphasizes the freedom of individuals to acquire knowledge or meet their needs with the ability to find what they want, assisted by others. This theory encourages individuals to actively learn and develop competencies, knowledge, technology, and other aspects needed for self-development. Constructivism holds that knowledge is built by individuals based on their experiences. Through this approach, learning is understood as a constructive process in which learners form an internal understanding as well as interpret their personal experiences. Constructivism-based teaching methods emphasize the active involvement of students in building meaning and knowledge.

However, the implementation of this method at SMA 1 Dukuhwaru faces challenges, such as limited time, access to historical sites, and teachers' readiness to manage learning outside the classroom. The results of the experimental study showed that there was a significant difference in student learning outcomes between the group that used the outing class method and the group that used the conventional method. The mean post-test scores of the experimental group were higher than those of the control group. Thus, this study aims to fill the gap in the study of History education by exploring the effectiveness of the Outing Class method, which was previously more widely applied to other subjects. One example is research from (Class, 2023) stated that the outing class method has a significant positive impact on students' understanding in science lessons, especially on ecosystem materials. The results showed that the average score of the class using the outing class method (experimental class) was 62.89, while the class using the conventional method (control class) had an average score of 24.07. Further statistical analysis confirmed that this difference was significant, so it can be concluded that the outing class method is effective in improving students' understanding of ecosystem materials.

According to (Femmy Effendy, 2021), Bibliometric analysis has an important role in scientific research, especially in tracing the references used in a journal and mapping the scientific field being studied. In addition, this method helps in identifying research trends that are developing in a discipline. Thus, bibliometric analysis allows researchers to understand the structure and development of academic literature and find relevant research directions that have the potential to be further developed. Therefore, bibliometric analysis using VOSviewer shows that research related to Outing Class in History learning is still very limited. Thus, this study can be a pioneer in proving the

effectiveness of this method in improving History learning outcomes empirically. The focus of this research is on learning History, thereby making a new contribution in developing more interactive and hands-on experience-based teaching methods for students.

**Normality Test**

The purpose of statistics is to ensure that the data used has results that are based on mean calculations or what are known as "fairness" results. It is important to perform some normalization exercises when performing the aforementioned fairness test. Various methods, including the Anderson Darling test, the Kolmogorov-Smirnov test, the Pearson Chi-Square test, the Cramer-von Mises test, the Shapiro-Wilk test, and the Fisher cumulus test, can be used for data normality (Permana & Ikasari, 2023) Therefore, based on the description above, the author will conduct a descriptive statistics test using Shapiro-Wilk to find out whether the data is normally distributed or not.

**Table 4: Descriptive Statistical Analysis**

*Descriptive Statistics*

| | Pre-Test Experiment | Pre-Test Control | Post-Test Eksperiment | Post Test Control |
|---|---|---|---|---|
| Valid | 36 | 36 | 36 | 36 |
| Missing | 0 | 0 | 0 | 0 |
| Mean | 74.556 | 66.917 | 90.194 | 69.778 |
| Std. Deviation | 8.303 | 14.639 | 1.546 | 14.724 |
| Shapiro-Wilk | 0.948 | 0.953 | 0.948 | 0.954 |
| P-value of Shapiro-Wilk | 0.093 | 0.133 | 0.090 | 0.141 |
| Minimum | 54.000 | 40.000 | 87.000 | 40.000 |
| Maximum | 96.000 | 90.000 | 93.000 | 98.000 |

The first step in data analysis is to test the normality of the data to ensure that the data is normally distributed and ready for further analysis. (Setyawan, 2021). The results of the normality test using the Shapiro-Wilk method showed that all data groups were normally distributed, with a p-value of 0.093 for the pre-test of the experimental group, a p-value of 0.113 for the pre-test of the control group, a p-value of 0.090 for the post-test of the experimental group, and a p-value of 0.141 for the post-test of the control group. In addition to normality, the variance homogeneity test showed that both groups had homogeneous variances, allowing for valid comparisons between the experimental and control groups.

*Homogeneity Test*

Homogeneity test is one of the requirements in statistical analysis, which aims to determine whether two or more groups of samples have the same variance in a population. In other words, homogeneity indicates that the analyzed data have similar characteristics. This test was conducted to ensure that the data used in the analysis came from a population with uniform variance (Wayan Widana & Putu Lia Muliani, 2020). Selaras denga napa yang disampaikan oleh (Setyawan, 2021) The homogeneity test is a method to find out the variance of two or more data distributions is similar. This test was carried out to find out whether the X and Y variables have homogeneous characteristics or not. Homogeneity tests are generally used as a requirement in statistical analysis, especially in the Independent Test T-Test and ANOVA techniques. The judgment basis of this test is as follows; the analysis results show that the P value is less than 0.05, indicating that the variances between the data groups are not similar and cannot be considered homogeneous; the P value is greater than 0.05, indicating that the variances between the data groups are similar, so they can be considered homogeneous.

**Table 5. Pre-test Homogeneity of Control Experiments**

| F-Test Two-Sample for Variances | | |
|---|---|---|
| | | |
| | *Variable 1* | *Variable 2* |
| Mean | 74,555556 | 66,9166667 |
| Variance | 68,939683 | 214,307143 |
| Observations | 36 | 36 |
| df | 35 | 35 |
| F | 0,3216863 | |
| P(F<=f) one-tail | 0,0005804 | |
| F Critical one-tail | 0,5691068 | |

The homogeneity test results using the two-sample variance F test showed that the mean of the experimental group before treatment (74.56) > the mean of the control group (66.92). However, the variance of the control group (214.31) > the variance of the experimental group (68.98), indicating that the data of the control group has a large dispersion. The number of samples in both groups is 36 students, and the degree of freedom (df) is 35. The analysis results show that the F value is 0.3217, showing the variance ratio between the two groups. The p value (one-tailed) 0.00058 < α = 0.05 indicates that the difference in variance between the two groups is statistically significant.

**Table 6. Post Test Homogeneity of Control Experiments**

| F-Test Two-Sample for Variances | | |
|---|---|---|
| | | |
| | *Variable 1* | *Variable 2* |
| Mean | 90,19444 | 69,77778 |
| Variance | 2,389683 | 216,8063 |
| Observations | 36 | 36 |
| df | 35 | 35 |
| F | 0,011022 | |
| P(F<=f) one-tail | 0 | |
| F Critical one-tail | 0,569107 | |

This table shows the data processing from the post-test homogeneity test using the F-Test Two-Sample for Variances, which compares the variance between X1 (Experimental group), and X2 (Control group) after the treatment is given to the same number of samples, namely from 36 students. The experimental group had an average score of 90.19 > the control group had an average of 69.78. These values showed that after the treatment, the experimental group had a greater increase in scores than the control group. The degree of freedom (df) of each group was 35 with F-Value = 0.0110 which indicates the variance ratio between the two groups. The value of p = 0 < a = 0.05, indicates that the difference in variance between the two groups is statistically significant.

Thus, through the homogeneity test above, it can be concluded that the null hypothesis (H0) is rejected, meaning that there is a significant influence of the treatment given. Whereas, the alternative hypothesis (Ha) was accepted, which means that the learning motivation between the control class and the experiment differed significantly after the treatment was given. Based on the results of the homogeneity test, the analysis was carried out to ensure that the variance between the experimental group and the control group had a similar level that allowed further parametric statistical tests to be carried out. In the control group pre-test, the mean score obtained was 66.919 with a standard deviation of 14.434, while in the experimental group pre-test, the average score was 74.568 with a standard deviation of 8.187. Meanwhile, in the control group post-test, the average

score was 69.784 with a standard deviation of 14.518, while the post-test of the experimental group had an average score of 90.189 with a standard deviation of 1.525.

**Uji t-test for paired samples**

The paired sample t-test, also known as the paired t-test, is one of the parametric statistical methods that can be used to determine whether there is a significant difference between the means of two closely related or correlated data. This type of test is often used in studies that compare two conditions and may involve the same subjects, but also experiencing different situations or events (Wella Ayu Sheilliarika, 2020).

**Tabel 7: Tabel Uji Paired Sample t-Test**

*Paired Samples T-Test*

| Measure 1 | | Measure 2 | t | df | p | Cohen's d | SE Cohen's d |
|---|---|---|---|---|---|---|---|
| Pre-Test Eksperiment | - | Post-Test Eksperiment | -11.749 | 36 | < .001 | -1.932 | 0.361 |

*Note.* Student's t-test.

Paired sample t-test is used to compare the results of two measurements before and after the treatment of the same group. In this case, it is tested whether there is a significant difference between the experimental pre-test and the experimental post-test. The t-value is calculated as t = 11.749 with degrees of freedom df = 36. Therefore, the p-value can be interpreted as < 0.001, which means that the difference between the pre-test and the post-test is statistically significant. The high t-value (11.749) indicates that the increase from the pre-test to the post-test is significant. At the same time, Cohen's d (-1.932) shows a large effect size, indicating that the implemented treatment has a great impact on the learning outcomes of the experimental group. The results of the statistical test using paired sample t-test show that the learning outcomes of students who adopted the outing class method were significantly improved compared to those who used the traditional method. This confirms that real experiential learning is more effective in improving historical understanding compared to the lecture method. Therefore, this study provides strong empirical evidence for the effectiveness of outing classes in history education.

Therefore, based on the paired sample t-test mentioned above, it can be concluded that there is a significant difference between the pre-test and post-test results of the experimental group, which means that the treatment has a significant effect on the learning outcomes.

*Assumption Test*

To ensure the validity of the paired sample t-test results, basic statistical assumptions are required, including the assumption of normality. This assumption is important because the t-test relies on the normal distribution of the data so that the results can be interpreted appropriately. Therefore, a Shapiro-Wilk normality test is conducted to assess whether the pre-test and post-test data of the experimental group meet the assumption of normal distribution. The results of this normality test will determine whether it is statistically acceptable to use the paired sample t-test or whether alternative methods need to be considered.

**Table 8. Assumption Test**

*Test of Normality (Shapiro-Wilk)*

| | | | W | p |
|---|---|---|---|---|
| Pre-Test Eksperiment | - | Post-Test Eksperimen | 0.967 | 0.325 |

*Note.* Significant results suggest a deviation from normality.

Based on the results of the above hypothesis test, the p-value is 0.325 > 0.05, so the data is normally distributed. This means that the normality assumption condition is met, so that statistical analysis based on the t-test can be used effectively. Therefore, the conclusion of the acceptance test is that the pre-test and post-test result data of the experimental group are normally distributed, so the t-test analysis adopted is valid. After ensuring that the data is normally distributed and homogeneous, the next step is to test whether there is a significant difference between the pre-test and post-test of each group. A paired sample t-test is conducted to determine the extent to which the intervention measures have an impact on improving the learning outcomes of the experimental group.

**Table 9. Paired Samples T-Test**

*Paired Samples T-Test*

| Measure 1 | | Measure 2 | t | df | p | Cohen's d | SE Cohen's d |
|---|---|---|---|---|---|---|---|
| Pre-Test Control | - | Post-Test Control | -0.837 | 36 | 0.408 | -0.138 | 0.238 |

*Note.* Student's t-test.

Based on the above analysis results, the pre-test and post-test results of the control group were compared. The value of t = -0.837, df = 36, and p value = 0.408. The p value > 0.05, so there is no significant difference between the pre-test and post-test results of the control group. In addition, the Cohen value d = -0.138 shows a very small size effect with a standard error of 0.238, which indicates that changing the control group has no significant effect on the results.

Therefore, the results of this statistical test show that there is no significant improvement in the control group because the learning method used by this group does not have a large enough effect on the students' learning outcomes. This can be compared with an experimental group to see if certain interventions, such as the field trip class method, have a greater effect on improving students' understanding.

Before drawing further conclusions, a normality hypothesis test is needed to ensure that the data meets the requirements of a normal distribution. The results of the Shapiro-Wilk normality test show W = 0.984, p = 0.867. Since the p-value is greater than a = 0.05, it can be concluded that the pre-test and post-test data of the control group are normally distributed. Therefore, the assumption of normality is met, and therefore the results of the paired sample t-test can be considered valid.

*Assumption Checks*

Overall, these results indicate that the intervention conducted on the control group did not produce a significant change in the learning outcomes. This occurred because the learning method used by this group was not different from the conventional method used before. In contrast, different results were found in the control group. The paired sample t-test showed that there was no significant difference between the pre-test and post-test results of the group. The t-value

obtained was -0.837, df = 36, p = 0.408. Since the p-value is greater than 0.05, it can be concluded that the conventional learning method used by the control group did not lead to a significant improvement in learning outcomes. This difference indicates that the intervention used by the experimental group was more effective than the learning method used by the control group.

**Table 10. Assumption Test**

*Test of Normality (Shapiro-Wilk)*

| | | | W | p |
|---|---|---|---|---|
| Pre-Test Control | - | Post-Test Control | 0.984 | 0.867 |

*Note.* Significant results suggest a deviation from normality.

To confirm the previous results, further analysis was conducted using an independent sample t-test to compare the post-test results between the experimental and control groups. The results of the analysis showed that there was a significant difference between the two groups, indicating that the learning method used by the experimental group was more effective than the method used by the control group. This significant difference provides empirical evidence that the applied interventions improve students' learning outcomes more than traditional methods.

*Uji Independent Sample t-test*

If p-value < 0.05 = Hypothesis Null (H0) is rejected, however, if p-value > 0.05 = Hypothesis Null (H0) is accepted. However, if tstarts > 0.05, then t is critically rejected both sides = H0, but if tstarts < 0.05 = H0 is accepted. Based on the above analysis results for the sample of 36 students, p-value = 5.71281E-12 < 0.05 = Reject Ho, while tstarts = 8.274080557 > t Critical biside = 1.994437112 means reject H0. Therefore, if the null hypothesis (H0) is rejected, we can see that the alternative hypothesis (Ha) is contained in the mean. The average post-test score of the experimental class = 90 > 70, which corresponds to the post-test score of the control class. Therefore, it can be concluded that the experimental method is more effective than the control class.

The findings in this research encourage the development of the Outing Class method with the integration of digital technology to further enrich the history learning experience. These recommendations include the use of interactive applications, digital media, and technology-based learning platforms to improve the accessibility and effectiveness of these methods. Through a combination of hands-on experience and digital technology, Outing Class can also be an innovative solution in history learning that is more interesting and relevant to student needs in the digital era. Therefore, this study not only offers a more dynamic learning model, but also opens up opportunities to develop technology in history learning methods.

Thus, it can be concluded that the learning methods applied in the experimental group have a significant impact on student learning outcomes compared to the control group. This significant difference shows that the method used in the experimental group is more effective in improving learning outcomes. This difference was tested using the Independent Sample t-test, where the results showed a significant difference between the two groups. In other words, the learning methods applied in the experimental group proved to be more effective compared to the learning methods used in the control group.

Overall, the results of this study indicate that the learning strategies used by the experimental group had a significant positive effect on improving learning outcomes. This is consistent with previous research showing that innovative learning methods tend to be more effective than traditional methods in improving student understanding. Therefore, the results of this study can serve as a basis for developing more effective learning strategies in the future.

## CONCLUSION

This study demonstrated that the excursion teaching method can effectively improve learning outcomes in history teaching compared to traditional learning methods. The results of the statistical tests showed significant differences between the experimental and control groups, and students who participated in the field trips gained greater gains in historical understanding.

Based on the results of this study, it is suggested that the outing class method is more often applied in history learning because it is able to improve students' understanding through more real learning experiences. Teachers need to design outing class activities systematically by considering the location, learning objectives, and student involvement in the reflection and discussion process. In addition, further studies can also be carried out with a wider scope, both in terms of population, education level, and the integration of this method with digital technology. With further research, it is hoped that outing classes can be developed into history learning strategies that are increasingly effective and relevant to educational needs in the modern era.

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