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3 Outdoor Learning: Fostering Social Awareness with Community Service

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Indonesia Abstract. This article was mo tivated by the importance of

experiences to foster social awareness. 3 The aim of the study is to proceed
an outdoor learning model in developing character, and nationalism insight of
students. The model was held in the form of service to the poor and street
children. It was expected t o create learning climat e that touched the

hearts of students and to raise compassionate attitude . Usin g research and
development approach , the m ethod was divided into descriptive , evaluative ,
and experimental methods . Descriptive method was used to collec t existing
data . Evaluative method was used to evaluate development model of learning o
utside the classroom; while e xperimental method was also to test the
effectiveness of the model. Subjects in this study were students registered in
Indonesian E conomy co urse of Faculty of Economics and Business, SCU



Indonesia. This article consists of three stages of analysis, i.e. analysis of the potential economic and social issues surrounding community, student characteristic analysis, and analysis of curriculum and syllabus of Indonesian Economy course to be fit with the concept of outdoor learning. An outline of results showed that the learning model was effectively proven to foster a sense of social awareness and nationalism insight in the college. Keywords : Development, national awareness, research, social awareness, . 1 Introduction and background This article was motivated by the importance of experiences to foster social awareness . Social awareness, according to some sources is defined as a person's ability to understand the condition of others in detail at a specific time, for example, what they do, their emotional state, as well as the environmental conditions around them at the time [1, 2]. In a broader scope, social awareness also means that a person's consciousness will be viewed by its contribution to the community, environment, or to the nation [2]. Therefore, social awareness can be inferred as an individual's awareness of the existence and involvement in the social environment where it is located . * Corresponding author: deta.matitaputty@gmail.com SHS Web of Conferences 59, 01026 (2018) <https://doi.org/10.1051/shsconf/20185901026> APRCSL 2017 The Author s, published by EDP Sciences. 5 6 7 8 This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<http://creativecommons.org/licenses/by/4.0/>). 2 SHS Web of Conferences 59, 01026 (2018) <https://doi.org/10.1051/shsconf/20185901026> APRCSL 2017 be skeptical students and have a low sense of nationalism. Students who are smart but low in



nationalism could be a threat to the life of the nation. Greeny and Mark [9] stated in their paper about enhancing social awareness development through interaction with diverse peer. The study included 3 496 students as sample . There were several findings, the two related results were cognitive / knowledge variable influence students social awareness; meanwhile college experience variable is controlling variable in social awareness development.

2 Learning and outdoor learning

There is no single definition of learning. There are various opinions about the definition of learning, which can be grouped into three major theories, namely behaviorist theory, cognitivist, and constructivist theory. Each theory of learning has its own characteristics and emphasis. Basically , learning involves lecturer, students, and interaction of both through selected learning method.

Learning theory table [10].
BEHAVIOURIST
COGNITIVIST
CONSTRUCTIVIST

Knowledge is:
Passive response, mostly automatic against external factors in the environment
Abstract symbolic representation in individual minds
Entities are built by each individual through learning process.

Learning is:
Permanent changes in behavior
Changes in learners' understanding
Discovery and Construction of meaning

The focus of Learning
Association, behavior, conditioning
Improved meanings and increased ability to memorize
Problem solution and construction of meaning

Key Learning Concepts
Reinforcement and learning
Program Elaboration
Intrinsic motivation

Focus on:
Lecturer
Students
Students

Broderick and Blewitt in Huitt [5] clasified foundational social competencies: (i) affective processes (empathy, giving value of relationships, and sense of belonging), (ii) cognitive processes (cognitive



ability, perspective taking, and making moral judgments), (iii) social skills (making eye contact, using appropriate language, and asking appropriate questions), and (iv) high social self -concept . Epistemological theory of social constructivism stated that human thinking is formed by social interaction and conversation. Theory of Constructivism emphasizes the importance of teacher understanding of students' knowledge and how students can incorporate their knowledge into practice. Roya Jafari Amineh and Hanieh Davatgari Asl [11] In particular research on Constructivism, based on the results of their research, they suggest that with the importance given to collaboration, knowledge, and creativity through both social constructivism and constructivism; the learners can start learning in pair work, group work, and teamwork, and later make their own contributions to the world of knowledge. The use of learning outside the classroom (outdoor learning) will help students to see through, to listen to, to touch , and to learn directly through experiences and conditions that are happening around them. Nugroho et al. [12] stated that outdoor learning is a learning 3 SHS Web of Conferences 59, 01026 (2018) <https://doi.org/10.1051/shsconf/20185901026> APRCSL 2017 4 SHS Web of Conferences 59, 01026 (2018) <https://doi.org/10.1051/shsconf/20185901026> APRCSL 2017 5 SHS Web of Conferences 59, 01026 (2018) <https://doi.org/10.1051/shsconf/20185901026> APRCSL 2017 6 SHS Web of Conferences 59, 01026 (2018) <https://doi.org/10.1051/shsconf/20185901026> APRCSL 2017 7 SHS Web of Conferences 59, 01026 (2018) <https://doi.org/10.1051/shsconf/20185901026> APRCSL 2017 8 SHS Web of Conferences 59, 01026 (2018) <https://doi.org/10.1051/shsconf/20185901026>



f/20185901026 APRCSL 2017 feelings when asked to write a reflection on the values of what they get from the activity. In the reflection is read that there is a change in behavior and perspective that so far they do not know. Interesting new experience that there is another side that needs to get attention and the ability of students to do something for their fellowman or society even though they are still in the process of learning. 6 Results An outline of the research results show that the learning model proved effective to foster a sense of social awareness and insight into the nationalism of campus life. Prior to the execution of outdoor learning, student discussions were limited to in-depth theories. Few students actively debate or ask questions about course topics. After interacting with the community in outdoor learning, students can discuss richer and deeper. Students become more diligent in understanding the theories that have been delivered because they are natural to themselves. Their point of view in addressing a problem or a case in the learning process becomes more widespread and critical, not only limited to the theory they obtain but also from other related factors or related factors or related impacts, so that the decision is made more creative and more visionary. All students actively disclose and express their opinions and criticize the theories they have learned. Students can know that the responsibility for poverty alleviation is not solely to the government but also to society as a whole, even including those who are still students or students. Outdoor learning activities have been shown to improve students' social awareness. Students claim that they find the world as a class, as a learning process that they cannot acquire theoretically but can be found in real



life around with various sources of view. Students reveal that they become more grateful for their lives. They are also grateful to be able to interact with the poor and street children directly. Some students are committed to continue to contribute to the activities of Yayasan Emas Indonesia, by helping street children in learning activities. It shows that their sensitivity and concern are sharpened through direct learning process in the field. 7 Conclusion Some previous research reveal that social awareness education is important for students to improve their critical thinking skills, and to encourage social change as well. 3 The aim of the study is to proceed an outdoor learning model in developing character, and nationalism insight of students. The first stage was to collect data of economic and social issues in surrounding community. Topic of poverty and children had been determined because number of poor people was still quite high and there were many street children to be victims of poverty. The second stage was the analysis of the student characteristic, students grouping, learning assignment and evaluation. Students can understand the behavior of children whom they accompany with either academically and non-academically, either at their home and at the street. In the third stage, the effectiveness of outdoor learning methods that had just been implemented was evaluated. Students taught street children and children from poor families, and at the same time motivating them to have future goals. Students were trained to empathize, to have ability to listen, and ability to motivate or share insights and encouragement to the children and families they had met. Students then analyzed the poverty and tried to formulate poverty reduction strategies based



on the results of their observations and group discussions. The best learning process occurs when students engage in active learning when they do something instead of neither passively sitting nor listening. Outdoor learning is a learning that is able to make students active directly on the identification process so that learning becomes meaningful and the main concept cognitive learning can be empowered. An outline of the research results show that the learning model proved effective to foster a sense of social awareness and insight into the nationalism. After interacting with the community in outdoor learning, students can discuss richer and deeper. Students become more diligent in understanding the theories; their point of view in addressing a problem or a case in the learning process becomes more widespread and critical, not only limited to the theory they obtain but also from other related factors or related factors or related impacts, so that the decision is made more creative and more visionary. All students actively disclose and express their opinions and criticize the theories they have learned. Students understand that the responsibility for poverty alleviation is not solely to the government but also to society as a whole, including students. Outdoor learning activities have been shown to improve students' social awareness. Students claim that they find the world as a class, as a learning process that they can not acquire theoretically but can be found in real life around with various sources of view. Students reveal that they become more grateful for their lives. They are also grateful to be able to interact with the poor and street children directly. Some students are committed to continue to contribute to the activities; it shows that their sensitivity and



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