



Exploring The Benefits Of Integrating Outdoor And Experiential Learning Into Traditional Classroom Settings: A Review And Analysis

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ABSTRACT

The abstract presents an empirical investigation into the benefits of integrating outdoor education with traditional classroom learning. The study aims to explore the advantages of this combination, addressing the hypothesis that it strengthens learning and enhances communication. Previous examinations and ethnic perspectives on outdoor education are reviewed to contextualize the study. Quantitative analysis, facilitated by IBM SPSS, is conducted using data gathered from surveys and interviews with seventy participants. The study emphasizes the importance of resource distribution, module relevance, student participation, and teacher preparation for optimal learning outcomes. Conclusions are drawn from the analysis, offering suggestions supported by statistical evidence. This study provides a concise summary of the research findings and interpretations, offering insights into the effectiveness of combining outdoor and classroom learning methodologies.

Key Words: Academics, Diverse education, Experimental Learning, Outdoor activities, Traditional classroom

Introduction

Outdoor and experiential learning has emerged as one of the crucial aspects of the improved learning process. According to the opinion of Mann et al. (2021) implementing relevant outdoor activity aids to experience the textual facts. Therefore, the empirical analysis is associated with analysing the benefits of incorporating outdoor learning with traditional classroom settings.

It was noted that there are certain issues associated with the implication of outdoor activities in the traditional classroom. As stated by van (2023), the allocation of appropriate resources is essential for implementing the learning. On the other hand, it was noted that teachers' experience and teaching process are major issues associated with the same Hunter (2020). Further student engagement was found to be a major issue related to the incorporation of outdoor issues.

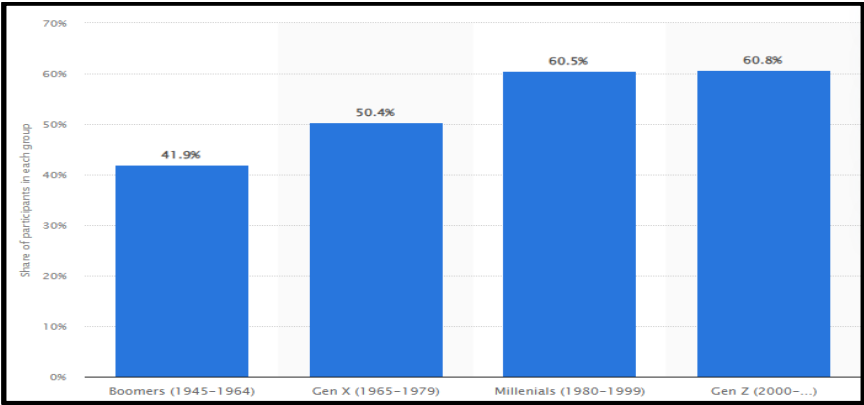


Figure 1: Participation in outdoor activities by generation

(Source: Statista, 2024)

Figure 1 is associated with the participation in outdoor activities by a generation where the share of participants in different generations. As can be seen, the interest in outdoor activities is increasing for the millennials and Gen Z which is around 60.8% (Statista, 2024). Furthermore, it was evident that boomers and Gen X had a low percentage in outdoor activities. Thus, such data justified the rationality and the intention of the study.

Aim

The primary aim of the study is to discuss the advantages of integrating experiential and outdoor learning into conventional classroom environments.

Research Objectives

RO1: To discuss the benefits of outdoor activities in a traditional classroom setting.

RO2: To analyse the factors associated with outdoor learning.

RO3: To understand the issues associated with the implication of outdoor learning in traditional classroom settings.

RO4: To suggest relevant suggestions for countering the issues associated with traditional classroom settings.

Research Questions

RQ1: What are the benefits of outdoor activities in a traditional classroom setting?

RQ2: What are the factors associated with outdoor learning?

RQ3: How to understand the issues associated with the implication of outdoor learning in traditional classroom settings?

RQ4: How to suggest relevant suggestions for countering the issues associated with traditional classroom settings?

Literature Review

Benefits of outdoor activities for improving traditional learning for students

Through the past literature analysis, it was evident that there are certain benefits of incorporating outdoor learning in the traditional setting of learning. According to the opinion of Harvey et al, (2020), learning becomes more solidified with the combination of traditional and outdoor learning. However, Oberle et al. (2021) have stated that in order to procure the maximum benefits of learning it has to be relevant. Therefore, outdoor activities have to be relevant and aligned with traditional learning.

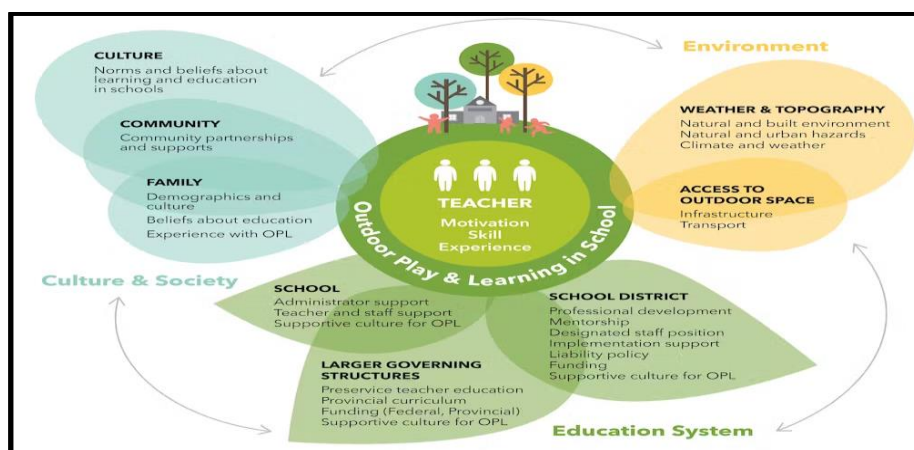


Figure 2: Benefits of outdoor learning with traditional learning.

(Source: Oberle et al. 2021)

Figure 2 is associated with the benefit of outdoor learning with traditional learning. According to the opinion of Waite (2020), the internal communication of the student can be improved with the incorporation of outdoor learning aligned with traditional learning. However, Pambudi et al. (2022) have pointed out that outdoor activities are not relevant in some of the textual learning. Therefore, it can be understood that creativity for outdoor activity needs to be there to procure maximum benefits and it can improve communication among the students.

Factors associated with the incorporation of outdoor learning for the traditional classroom setting.

It was noted that there are some essential factors that need to be considered in order to incorporate traditional learning with outdoor learning. For instance, Getie (2020) has stated that staff capabilities are one of the

essential fats. Moreover, teachers' training and capability to deliver the module is an essential aspect of incorporating outdoor learning.

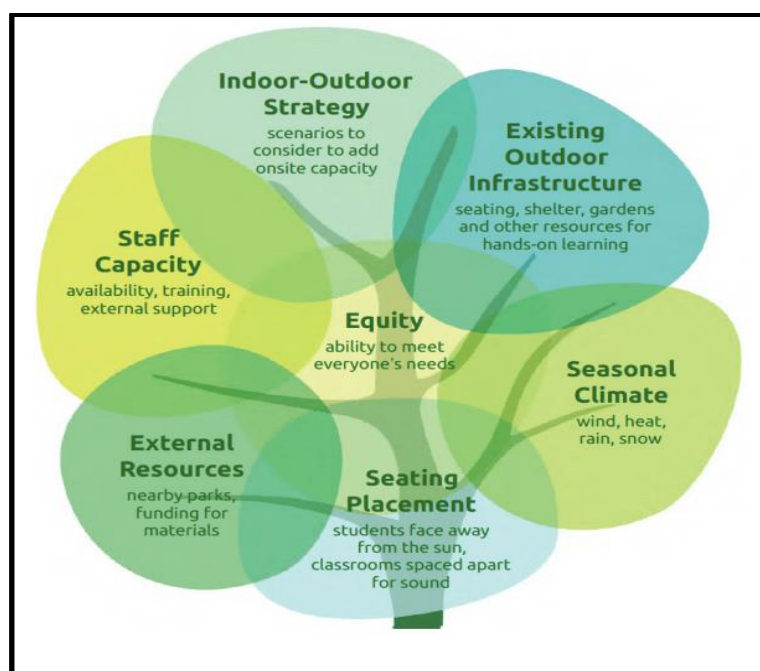


Figure 3:

(Source: Browning et al. 2021)

Figure 3 is associated with the factors for incorporation learning where the factors are mentioned accordingly. Browning et al. (2021) have stated that resource allocation needs to be done accurately in order to improve the outcome of traditional learning with outdoor activities. At the same time, seasonal climates and strategies play a crucial role in the incorporation of outdoor activities in traditional classroom settings.

Methodology

The empirical investigation employed the primary qualitative approach. To better clarify the research issue, the study additionally employed descriptive and deductive research approaches. According to Purwanto (2021), getting original quantitative data makes it easier to get related experience, which helps provide results that are notable. The information was gathered via a questionnaire that included distinct questions for every age group, gender, and socioeconomic level.

Thirteen closed-ended questions made up the survey; ten of them dealt with variables and three with demographic information. Operational datasets have been used to assess the level of knowledge for data analysis (Fasya, Darmayanti, and Arsyad, 2023). SPSS analysis was used throughout the whole research procedure to get pertinent study results. Another approach the research study used to function was determining the importance of the regression analysis where the ANOVA test and correlational analysis were conducted. Therefore, descriptive statistics were provided to determine the size and comprehension of the dataset.

Finding and Analysis

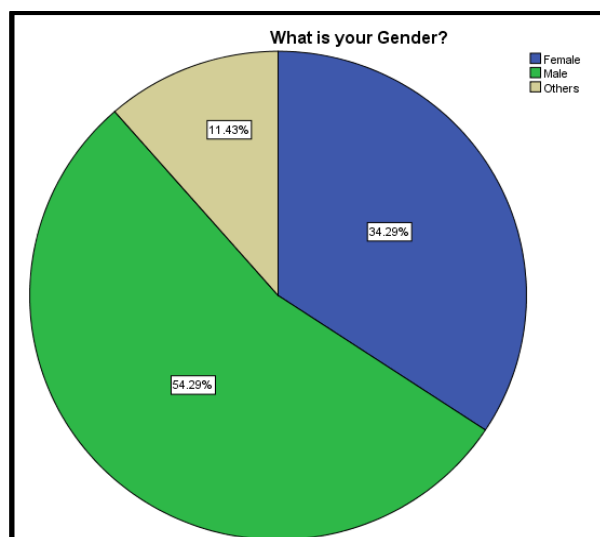
Demographic Analysis

Gender

What is your Gender?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	24	34.3	34.3	34.3
	Male	38	54.3	54.3	88.6
	Others	8	11.4	11.4	100.0
	Total	70	100.0	100.0	

Table 1: Gender

(Source: SPSS analysis)

**Figure 4: Gender**

(Source: SPSS analysis)

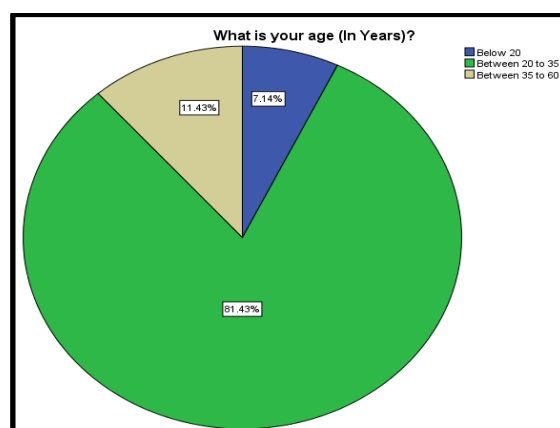
Table 1 and Figure 4 present the frequency and percentage of participants by gender, indicating the gender distribution of the participants. Out of the 70 individuals, 38 were found to be men and 24 to be women; they also made up 54.3% and 34.3% of the sample, respectively. Eight people (11.4%) were classified as belonging to different gender categories.

Age Group

What is your age (In Years)?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 20	5	7.1	7.1	7.1
	Between 20 to 35	57	81.4	81.4	88.6
	Between 35 to 60	8	11.4	11.4	100.0
	Total	70	100.0	100.0	

Table 2: Age Group

(Source: SPSS analysis)

**Figure 5: Age Group**

(Source: SPSS analysis)

Table 2 and Figure 5 display the age distribution of the participants as well as the frequency and percentage of involvement by age. The pie chart displays the participation percentage's equal distribution. It is clear that the frequency of 5 participants, or 7.1% of the sample, is those under the age of twenty. Of the total, 57 individuals, or 81.4%, were in the 20–35 age group. Additionally, the age range of 35 to 60 had a share of 11.4% and a frequency of 8. As a result, it can be concluded that the medium age range included the majority of participants.

Profession

What is your profession?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business	8	11.4	11.4	11.4
	Job	16	22.9	22.9	34.3
	Student	24	34.3	34.3	68.6
	Teacher	22	31.4	31.4	100.0
	Total	70	100.0	100.0	

Table 3: Profession

(Source: SPSS analysis)

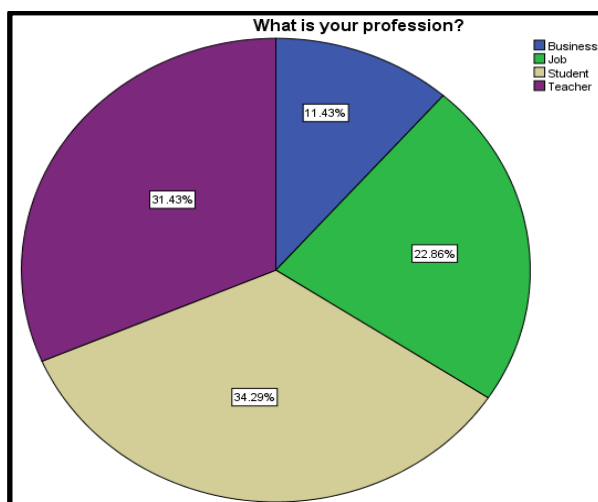


Figure 6: Profession

(Source: SPSS analysis)

Table 3 and Figure 6 are associated with the profession of the participants where frequency and the percentage of the participants. It can be seen that participants associated with business had a frequency of 8 and a percentage of 11.4%. Participants who were teachers had a number of 22 and a percentage of 31.4%. At the same time, students had a number of 24 and a percentage of 34.3%. Furthermore, persons assorted with jobs had a number of 16 and a percentage of 22.9%. Thus it can be seen that all professions are related to education and have a around equal frequency.

Statistical Analysis

Descriptive Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
DV	70	2.00	8.00	3.6571	1.73528
IV1	70	3.00	8.00	4.1571	1.46095
IV2	70	2.00	8.00	3.7286	1.76866
IV3	70	3.00	8.00	4.2143	1.65847
IV4	70	2.00	8.00	3.6571	1.73528
Valid N (listwise)	70				

Table 4: Descriptive analysis of different variables

(Source: SPSS analysis)

Table 4 provides a descriptive evaluation of the study's parameters. Descriptive statistics are useful for analysing the relationship between many parameters, according to Mishra et al. (2019). Descriptive statistics can also be used to account for factor outliers. Thus, the research used descriptive statistics. For the DV, the mean is 3.6571 and the standard deviation is 1.73528. The first independent variable has a mean value of 4.1571 and a standard deviation of 1.46095, whereas the second independent variable has a mean value of 3.7286 and a standard deviation of 1.76866. The standard deviation of the third independent variable is 4.2143, with a mean value of 1.65847. For the fourth independent variable, the mean value is 3.6571 and the standard deviation is 1.73528. Consequently, it makes sense that the data set's speed is not particularly high and that the responses are centred around the mean.

Hypothesis 1: Academic performance and outdoor learning resources are correlated with each other

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.845	.714	.709	.93540

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	148.273	1	148.273	169.460	.000
	Residual	59.498	68	.875		
	Total	207.771	69			

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.514	.339		-1.515	.134
	IV1	1.003	.077	.845	13.018	.000

Table 5: Regression analysis of H1

(Source: SPSS analysis)

The first hypothesis's regression results, which show a connection between job academic performance (DV) and outdoor learning resources (IV1), are connected to Table 5. As per the opinion of Tien et al. (2021), resource management for learning is one of the essential aspects of improving learning. As a result, hypothesis 1 prompted a relation on the connection between the IV1 and the DV. As can be seen, the significance value is 0.000, meaning the hypothesis is supported.

Hypothesis 2: The relevance of outdoor learning is one of the essential factors associated with academic performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.800	.641	.635	1.04801

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	133.085	1	133.085	121.170	.000
	Residual	74.687	68	1.098		
	Total	207.771	69			

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.729	.294		2.481	.016
	IV2	.785	.071	.800	11.008	.000

Table 6: Regression analysis of H2

(Source: SPSS analysis)

Table 6, which presents the regression result for the second hypothesis, indicates a relationship between academic performance (DV) and the relevance of outdoor learning (IV2). As stated by Kennedy & Russell (2021), the relevance of the outdoor activity with textual learning aids to improve the overall learning. Consequently, the second hypothesis demonstrated the connection between DV and IV2. The hypothesis is supported by the significance value of 0.000, as may be demonstrated.

Hypothesis 3: Academic performance and teaching style have a significant relation with each other.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.670	.450	.441	1.29686

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93.405	1	93.405	55.537	.000
	Residual	114.366	68	1.682		
	Total	207.771	69			

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.701	.426		1.645	.105
	IV3	.702	.094	.670	7.452	.000

Table 7: Regression analysis of H3

(Source: SPSS analysis)

The regression analysis of the third hypothesis, which shows a relationship between academic performance (DV) and teaching style (IV3), is linked to Table 7 of the statistical analysis. Teaching style is an essential element of module design. Moreover, with a relevant teaching style student engagement can be achieved (Prince, 2020). Thus, the third hypothesis proposed a link between DV and IV3. Given the significance value of 0.000, the hypothesis is deemed to be supported.

Hypothesis 4: Academic performance and student engagement have a relationship with each other.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.923	.852	.850	.67266

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	177.004	1	177.004	391.195	.000
	Residual	30.768	68	.452		
	Total	207.771	69			

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.282	.189		1.493	.140
	IV4	.923	.047	.923	19.779	.000

Table 8: Regression analysis of H4

(Source: SPSS analysis)

The regression analysis for the fourth hypothesis, which shows a connection between student engagement (IV2) and academic performance (DV), is shown in Table 8. Engagement of students with the outdoor learning activity aids in improving the outcome of the learning activities (Green & Rayner, 2022). Thus, the fourth hypothesis demonstrated a connection. Furthermore, with a significance value of 0.000, the hypothesis is sufficiently supported by the available data.

Discussion

A primary quantitative analysis regarding outdoor learning activities is presented in the study. For the collection of data primary resources were considered and accordingly IBM SPSS softer was used. It was noted that factors such as resource allocation and relevance of outdoor learning are essential factors for effective outdoor learning. According to the opinion of Park & Kim (2022), relevance with traditional learning is essential for improving learning. Moreover, the significance value for IV1 and IV2 can be seen to be 0.000 indicating that the relevance and allocation of resources are essential factors for effective learning.

At the same time, it was noted that teaching style and student engagement are essential facts for learning. Moreover, engagement is one of the essential aspects that depend on the teaching style (YOKUŞ, 2020). The significance value of IV3 and IV4 was 0.000 indicating the same. Therefore, it can be recommended that in order to optimize the outcome of the learning for the student teacher training and communication with the student is essential. At the same time, it is recommended that making a strategy in alignment with traditional textual learning is essential for the success of incorporating outdoor activity.

Conclusion

Based on the analysis presented in Tables 1 through 7, several key findings emerge regarding the relationship between outdoor and experiential learning and its impact on academic performance:

1. **Participant Demographics:** The study encompassed a diverse group of participants, with a majority falling within the 20–35 age range, indicating a significant representation of young adults. The sample also

exhibited a balanced gender distribution, with a slight majority of men. Professionally, participants were predominantly students and educators, highlighting the relevance of the study to the education sector.

2. **Descriptive Evaluation:** Descriptive statistics revealed that the data distribution across variables was centered around the mean, suggesting a moderate variation. This implies that responses were consistent and not skewed towards extreme values, enhancing the reliability of the findings.
3. **Hypothesis Testing:** Regression analysis supported all three hypotheses posited in the study. Firstly, the availability of outdoor learning resources significantly correlated with academic performance, affirming the importance of resource management in educational settings. Secondly, the relevance of outdoor learning activities positively influenced academic performance, aligning with prior research indicating the effectiveness of experiential learning approaches. Lastly, teaching style exhibited a significant relationship with academic performance, underscoring the role of instructional methods in facilitating student engagement and learning outcomes.

Overall, the findings highlight the significance of integrating outdoor and experiential learning into traditional classroom settings. The study provides empirical evidence supporting the notion that such pedagogical approaches enhance academic performance by optimizing resource utilization, ensuring the relevance of learning activities, and employing effective teaching methodologies. These insights have implications for curriculum design and pedagogical practices, emphasizing the need for educators to incorporate diverse learning experiences to foster holistic learning and student success.

Thus, a primary quantitative analysis addressing the benefits of incorporating outdoor activity learning in traditional classroom settings is presented. For the collection of data primary sources were concluded and after the collection of the data quantitative analysis was conducted. It was noted that the resource allocation and relevance of the learning module are essential for the optimal learning outcome. At the same time, teacher training and engagement of the students is essential in the learning process. Thus, benefits such as improved communication and solidified learning can be achieved with the incorporation of outdoor learning with traditional learning.

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