

Experiential Learning through Field Trips: An Overview

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ABSTRACT

The research aimed to describe teachers' and students' views in relation to the Field Trip Strategy on effect field trip in increasing students' writing descriptive text. The respondents of this study were the students and English teachers of both government and private schools. The ideas and views of teachers and students were sought out regarding the benefits of educational field trips at junior and senior schools level. To achieve the purpose of study two questionnaires were designed as research tools separately for teachers and students. One hundred and sixty respondents including 20 of English teachers and 140 students, were randomly selected. The questionnaire was used as a research instrument which was consisted of 25 items, collected data was analyzed by using the simple percentage method. The findings for each statement were made. Majority of the respondents had a view that educational Field Trip Strategy is helpful to explore their learning experience, The vast majority of respondents thought educational field trips helped students deal with advanced learning. According to a large majority of respondents' viewpoints, educational field trips help to provide a practical approach to the curriculum and help pupils acquire a greater interest in studying

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1. INTRODUCTION

English is one of the foreign languages and has become the core subject taught at schools up to universities in Indonesia. One of the four skills of English, writing is one of the most challenging to be mastered. Students' writing skills need improvement; it's necessary to enhance their writing ability. In Indonesia's secondary and higher education systems, students are expected to learn various styles of writing, including descriptive, expository, recounting, and narrative, based on the Ministry of Education's prescribed curriculum. Consequently, most of them have problems with their low oral and written communication skills. They are unable to express themselves in terms that are clear (Silva, 1993). They don't know how to articulate themselves clearly. The ability to use language efficiently is extremely necessary for students to acquire their achievements at school and work.

As long as writing is a complex process, writing is one of the four components of English that should be mastered by students. As a result, most students struggle with writing. Students believe that sometimes they get blank while writing in English. Therefore, the students should be aware of some formal aspects such as correct spelling, proper use of punctuation and vocabulary, and acceptable grammar. Besides considering how to make students' writing meaningful, they also should consider how to organize their thoughts and ideas and present them through their writing. Students are unable to clearly and thoroughly express themselves in writing, their knowledge and experience are essential to the success of their work. The majority of them, however, they must deal with a lack of language understanding, which leads their sentences to be erroneous or have good grammar. Furthermore, they cannot just travel and execute their projects (School, Taneo, Nyoman Sudana Degeng, & Setyosari, 2016). Writing can be a frustrating activity for some students since they are grappling with their thoughts, knowledge, and skills (Obadiora, 2015). This problem could be caused by English teachers who continue to employ the traditional teacher-centred method in the classroom, resulting in monotonous and ineffective writing classes.

On the whole, there are some factors that usually make students unable to write well in a class: (1) environment, writing in a class always makes them worry. They are limited by time, they feel pressured by the teacher who is monitoring them, and they cannot concentrate because of their friends, who are loud and bothering. (2) writer's block. This term means writers or authors do not have any ideas when it comes to how to start their story or continue it. It occurs to the students because of the environment of the class, they have no idea what to write (rugaiyah, 2017)

Instruction is one of the ways to have experience when gaining a body of information. It doesn't mean an instructor would passively make students sit in the class and teach. Students are, of course, really interested in learning things about them through their own discovery or exploration. The teachers will develop their ability to learn and be ready when students ask questions. By providing adequate learning opportunities. In this way no chance of teaching being a hub for teachers will occur. The child will not be helped by mere experience alone. In order to do this the students must ask the right kind of questions at the right time and his/her expertise must be directed in the right direction. Teacher is responsible for encouraging and guiding students to explore and develop skills and values in their knowledge. Therefore, teachers are expected to have different techniques in class to motivate students in writing for various explanations. The technique of the area trip is one of the techniques suggested for teaching text classification. However, students should be encouraged to learn descriptive writing through a field trip because it will make them easy to explore their ideas in written language by encouraging students to come close to the learning object. The students have the ability to take an active part in the training process by field trips. On the other hand, students with high success are not dominated.

Since then, teachers of social studies, especially for English, despite the provision of learner-centric and activity-based teaching strategies that facilitate efficient communication and transactions between teachers and students, teachers remain familiar with conventional teaching methods and didactic techniques. This has led to low performance and attitudes towards social studies as a subject among students. For the reasons above, English teachers conducted field trips on their teaching learning process to overcome students' problems in writing. In other words, in the teaching learning process, students are more interested if the teacher has direct contact with the explained objects in giving materials.

School field trips in Indonesia is growing in popularity now due to several factors. It is recommended field trips for all grade levels. This may lead students to understand that there are cultural assets in their culture. They have an open meeting space for all students. They take students to a new world and make it an exciting place for the family. Field trips expand the classroom opportunities that students have access to. They encourage students to experience how things will be in the future. They are used to demonstrate and imitate what on the projector. Field trips are used by teachers as research material in school lessons. Field trips are important to classroom learning as they are included

in the curriculum. Teachers pick activities and displays to promote developing concepts in students. They identify and explain by making examples of what has been learned and learnt. For this reason, teachers provide field trips in their study units. Field trips are related to the classroom when the school curriculum is contextualised. Teachers pick the desired topics from museum programs and exhibits. Field trips have gained more attention and become more common, particularly in Indonesia. Taking field trips are recommended for all grades of school. Students have chances to visit unfamiliar cultures through the museums. They are a common experience for all new students of the college. Travelling is a demanding and expansive undertaking. Based on above phenomena, this study was aimed to know the perceptions of both students and teacher, and also the impact of Field Trips on students' writing descriptive text.

Adam & Adam, 2016 has done experimental research an title" The Effectiveness of Using Field Trip Technique to The Writing Skill for The Senior High Students. It was an experimental study in which he compared the conventional method and the field strip strategy in teaching writing descriptive text to second-year students at SMA Kota Ternate. The results showed that teaching writing descriptive text using the Field Trips Strategy is more effective than the conventional method.

(Meiranti, 2012) The results suggest that the field trip method encourages students to be more creative in their idea generation, arrange their work, and utilize better grammar. Students who were frightened to learn at the first meeting appeared more confident at the second cycle, as seen by the number of students who dared to ask questions regarding the topic being taught.

(Agung et al., 2020) The field trip learning method is the right choice in the effort to rewrite the folklore because it requires field data from informants. The implementation of the field trip in the rewriting of folklore is carried out in four stages, namely (a) planning, (b) observation, (c) implementation (action), and (d) reflection.

2. METHODS

There were 160 participants used for collecting data, namely 20 English teachers and 140 students from both government and private schools at junior and senior school level. Teachers and students gave information about the usefulness of field trips in terms of helping with effective learning, promoting the required qualities among students, and being beneficial for society and individuals. This research was quantitative research with a survey approach. Study analysis explains the patterns, behaviors, or views of a population in either quantitative or numerical form through analyzing a sample of that population. The survey method is a quantitative research method used to obtain data about beliefs, opinions, characteristics, and behaviors of variable relationships and to test several hypotheses about sociological and psychological variables from a sample (Ahyar & Juliana Sukmana, 2020).

To acquire the data, the researcher met with the respondents who had been chosen as the sample. Then, they gave them a closed-ended questionnaire and asked them to complete it. The researcher distributed the questionnaire in English, and they had to respond to all questions using the Likert scale. Then, analyzed the information and proceeded to the data for the purpose of the research. Therefore, the researcher described every theme, supported it with excerpts of the teacher's and the students' responses from the questionnaire, and interpreted

3. FINDINGS AND DISCUSSION

The data was tallied to get the percentage number that determined the degree of agreement for each item. The majority of participants in this study have been on field trips in previous classes, including co-curricular and collegiate activities.

Table 1: The Students' ideas about Field Trip are helpful in effective learning.

Questions (Field Trip Helpful for affective Learning)	Frequency					%
	Strongly Disagree (1)	Disagree (2)	Slightly Agree (3)	Agree (4)	Strongly Agree (5)	
Field Trips give me opportunity to adopt various strategy of learning	0	1	16	30	3	74
Field Trips provide self-experience & observation to increase Knowledge		0	2	18	30	89.6
Field Trips allow me to express my thoughts more clearly and openly		1	7	25	17	83.20
Field trips contribute to my learning experience positively			8	28	14	82.40
Field Trips help me to solve many problems in the classroom		3	6	22	19	82.80
Field Trips help me to explore my learning experience		3	3	31	15	85.50
Field Trips make me understand the importance of learning from sharing real-world experiences.		6	7	23	10	70
Field Trips enhance my ability to think critically and creatively			4	35	11	82.80
Field Trips enhance my ability to think logically		2	3	28	17	84
Field Trips give me the opportunity to relate my own experiences to the topics covered in the course		7	4	30	9	93.20

The best way to efficiently learn is to set up field trips. Most students, however (93.2%), believe that Field Trips will allow them to relate their personal experiences to the subjects covered in this course 85.5 percent of the students thought that field trips should also help them explore their study experience. Furthermore, 84 percent agreed that field trips provide self-experience and observation opportunities for increasing their awareness through the use of their senses. On the other hand, 70 percent of students believe that field trips teach them the importance of learning from sharing real-world experiences. (Tal & Morag, 2009) Field trips to interactive areas meant for educational reasons were identified as student experiences outside of the classroom. (Haw-Jan, 2009) students that are interested in a field trips appear to have a better understanding of the subject. Some of the previous studies related to this findings are (Raiszadeh & Etkin, 1989) illustrated how field trips provide students with excellent learning opportunities. Field trips can also be used to solve multiple issues in the classroom and improve their capacity to think through feedback and imagination, which adds to their learning experience. (Erickson, Watson, & Greene, n.d.) also point out that it has been suggested that individuals who engage in field experience display an increased interest in the subject. (Behrendt & Franklin, 2006) presented this field trip as the key to effective education: enriching experiences since they are both personal and social experiences that become knowledgeable ones

Table 2. The Students' Ideas about the Benefits of Field Trips Promote the required Qualities among Students

Questions	Frequency					Percentage
	Strongly Disagree (1)	Disagree (2)	Slightly Agree (3)	Agree (4)	Strongly Agree (5)	
Field Trips encourage me to develop myself as a team member		2	4	30	14	82.4%
Field Trips enable me to increase self confidence			3	19	28	90%
Field Trips sharpen my discussion/ interaction skills		1	2	35	12	83.2%
Field Trips make me feel more involved with the class		0	3	35	10	80.9%
Field Trips help me to promote sense of discipline		2	6	29	13	81.2%
Field Trips help me to develop leadership qualities		0	1	35	17	86.4%
Field Trips allow me to communicate more effectively than traditional face-to-face meetings		1	3	35	10	80.9%
Field Trips allow me to comment and discuss ideas with m group more efficiently as compared to traditional classes.			2	37	11	83.6%
Field Trips make me confidence in sharing idea to others in discussion			1	39	10	83.6%

The data analysis reveals that the majority of respondents prefer "Field trips teach them to develop their self-confidence" (90%) this finding consistent with Shakil, at all (2011) argue that an educational Field Trip is a progressive method of learning in which the student, under the leadership and guidance of the teacher, engages in the necessary learning experiences. It allows students to cultivate their full personality, including their physical, mental, social, and emotional well-being. It also allows them to learn first-hand while also exploring the world. However, it enables students to interact with what they have learned. 86.4 percent of respondents emphasizing that field trips allow them to create and become more involved with leadership skills. Moreover, students (83.6 %) believe that field trips make it possible for them to comment and discuss ideas more effectively with their groups and to exchange evidence in conversation with others. Previous studies also consistently indicated that The more authentic the mental analysis of stimuli is (e.g., evaluating, asking, analysing, making mental notes, self-defining and criticizing the previous comprehension), the more complicated schemes are created and developed, (Kennedy, 2014). Moreover, educational field trips provide students with an opportunity for social training since they are carried out in a large community and students come from a wide variety of social backgrounds. However, it was only (80.9%) that field tours allowed them to get more involved in the class and comment and discuss ideas more effectively with member groups compared to conventional classrooms. According to (Mahgoub, Alawad, & Professor, 2014), educational excursions

have allowed pupils to explore and learn the globe first-hand. It allows youngsters to interact with what they know. Field trips allow students to observe or participate in specific tactile encounters. Furthermore, the goal of training is to develop the knowledge, expertise, or character of the learners. In addition, (Mayer, Frantz, Bruehlman, & Dolliver, 2009) thus, education is the learning and information process which is not limited to our school or our textbooks.

Table 3: The Students' Ideas about the Benefits of Field Trips for Society and Individuals

Questions	Frequency					%
	Strongly Disagree (1)	Disagree (2)	Slightly Agree (3)	Agree (4)	Strongly Agree (5)	
The Benefits of Field Trips for Society and Individuals						
Field trips help me to show better performance in studies			1	40	9	83.2%
Field Trips help me appreciate the relevance and importance of what they have learnt in the classroom			1	37	12	84.4%
Field Trips allow me to meet the need of higher education		6	9	25	10	70.8%
This field trips are relevant to my study at writing descriptive text			2	12	36	93.6%
Field trips help me to know the importance of historical places and cultural heritage				35	15	86%
Field Trips encourage me to participate effectively during the trip			1	30	19	87.2%

Table 3 depicts students' perspectives on how beneficial field trips are to society and individuals. 93.6 percent of students reveal that these field trips are relevant to their study of writing descriptive text. Likewise, 87% of them said field trips encourage them to participate effectively during the trip. Further, 86% of the responders claim that field trips allow them to understand the significance and value of what they have learnt in the classroom (84 %). Then (83.2%), students promote enhanced research success. similarly, the study conducted by (Orion, 1993; Wright, 2000) provided the opportunity for experiential research opportunities to engage in theory and practice activities, students became enthusiastic and inspired to learn and stimulate new knowledge. It can be said that field trips promote learning for students. Otherwise, not only is the term understandable, but it is also understood how it applies to their word.

Table 4. The Teachers' Ideas that Field Trip are Helpful in Effective Learning

Questions	Frequency					%
	Strongly Disagree (1)	Disagree (2)	Slightly Agree (3)	Agree (4)	Strongly Agree (5)	
Field Trip Helpful for affective Learning						
Field trips allow students to adopt different learning strategies.				2	8	96%
Field Trips provide self-experience & observation to increase Knowledge				1	9	98%
Field Trips allow students to express their thoughts more clearly and openly				1	9	98%
Field Trips contribute to students' learning experience positively				3	7	94%

Field Trips help students to solve many problems in the classroom	1	9	96%
Field Trips help students to explore their learning experience	0	10	100%
Field Trips make students understand the importance of learning from sharing real-world experiences.	2	8	96%
Field Trips enhance students' ability to think critically and creatively	2	8	96%
Field Trips enhance students' ability to think logically	3	7	94%
Field Trips give students the opportunity to relate their own experiences to the topics covered in the course	1	9	96%

The study found that teachers strongly believed (100%) that field trips allow students to explore their learning experiences. (Scarce, 1997) claimed that field excursions were experiential, real-life social experiences that provided a way of understanding an idea, concept, or process. With regard to field trips, self-experience and observation improve awareness and allow students to communicate their thoughts more explicitly and openly. (Hutson, Cooper, & Talbert, 2011), who claimed that field trips give (1) students a unique opportunity to build connections to improve comprehension and develop learning enjoyment. In other words, teachers (96 percent) agree that field trips enhance students' ability to think and to speak their thoughts more freely and openly. An educational Field Trip is a progressive method of learning in which the student, under the leadership and guidance of the teacher, engages in the necessary learning experiences. It allows students to cultivate their full personality, including their physical, mental, social, and emotional well-being. It also allows them to learn first-hand while also exploring the world. However, it enables students to interact with what they have learned. Furthermore, (Campbell & Gedat, 2021) also point out that the topic creates more optimistic attitudes for students who engage directly in a field encounter. Field trips tend to be helpful in having students evaluate their work even more effectively than conventional face-to-face lessons. In this situation, most students have an eagerness to exchange thoughts with others, and everyone has a concept to explore. This finding was in line with the findings of (National Research Council, 2009) study, which showed that students gaining hands-on, genuine experience would develop an interest and curiosity, leading to a desire to learn more and enhance observational skills. Moreover, it is similar to the recent research by (Nurhasnah, Miarsyah, & Rusdi, 2019), which illustrates the value of educational field trips as a way of getting students closer together. Since the students are better observers, they engage more often, debate concepts, and gradually form more ties between concepts and experience (Kisiel, 2003; Rennie, 2007).

Table 5: The Teachers' ideas that Field Trips could Promote the Required Qualities among Students.

Questions	Frequency					%
	Strongly Disagree (1)	Disagree (2)	Slightly Agree (3)	Agree (4)	Strongly Agree (5)	
Field Trips encourage students to develop themselves as a team member				5	5	90%
Field Trips enable students to increase self confidence				4	6	92%

Questions Field Trips Promote Qualities among Students	Frequency					%
	Strongly Disagree (1)	Disagree (2)	Slightly Agree (3)	Agree (4)	Strongly Agree (5)	
Field Trips sharpen students' discussion an interaction.				2	8	96%
Field Trips make students feel more involved with the class				2	8	96%
Field Trips help students to promote sense of discipline				3	7	94%
Field Trips help students to develop leadership qualities				3	7	94%
Field Trips allow students to communicate more effectively than traditional face-to- face meetings				4	6	92%
Field Trips allow students to comment and discuss ideas with their group more efficiently as compared to traditional face- to-face classes.				1	9	98%
Field Trips make students confidence in sharing idea to others in discussion				3	7	94%

The table above shows that the majority of teachers (98%) believe that a field trip provides the ability for students to comment and speak more effectively with their community than in typical face-to-face classes. Social abilities grow as students express their understanding and experience. However, 96% of teachers believe that field trips help students improve their discussion and interaction skills. Therefore, it enables students to increase their self-confidence. However, the results of the teachers' responses (94%) claimed that a field trip could not only help students develop a sense of discipline and leadership qualities but also make students more confident in sharing ideas with others in discussion. This finding is consistent with (Pantzos, Gumaelius, Buckley, & Pears, 2022) field trips can lead to independence and leadership for the students. However, the facts that are derived from field trips are real-world experiences, quality education, and close relationships between students. Likewise, 92% of teachers' perceptions are that it allows students to communicate more effectively than traditional face-to-face meetings. Therefore, it enables students to increase their self-confidence. Similar results were also discovered in the studies of (Victor, 1965) states that all educational exercises performed by children as a group outside the classroom should be referred to on field trips. (Aggarwal, 2003) explains how the field of education also provides teachers with the ability to explain the exact concepts, meanings, and appreciations, to create, co-relate, and organize these concepts, and to make learning more efficient, effective, interesting, motivating, meaningful, and lively. It can also be said that a field trip in education helps complete the three-way learning process that inspires, explains, and stimulates learning.

Table 6: The Teachers' Ideas that Field Trips are Beneficial for Society and Individuals.

Questions	Frequency					%
	Strongly Disagree (1)	Disagree (2)	Slightly Agree (3)	Agree (4)	Strongly Agree (5)	
Field trips help students to show better performance in studies				4	6	92%
Field Trips help students appreciate the relevance and importance of what they have learnt in the classroom				2	8	96%
Field Trips allow students to meet the need of higher education				3	7	94%
This field trips are relevant to students' study at writing descriptive text				0	10	100%
Field trips help students to know the importance of historical places and cultural heritage				1	9	96%
Field Trips encourage students to participate effectively during the trip				3	7	94%

The above table shows that it is related to the dominant teachers' belief that field trips are relevant to students' study of writing descriptive texts. This finding is relevant to Adam & Adam, 2016 that it is possible to argue that employing field trips to teach descriptive writing is effective. For the reason that, during the field trips, the students have concrete learning experiences in a real situation, which can improve their writing in the descriptive text. Therefore, it is crucial that educators make connections between what students are being taught in their classrooms and the real world. The respondents also deemed that field trips help students learn the importance of historical places and cultural heritage (96%) this case was in line with the study by (Van den Heuvel-Panhuizen & Drijvers, 2020) valuable knowledge with others. This is an easy way to exchange for an educational field trip. Most concepts and phenomena can be easily explained, interpreted, and assimilated, and, with the aid of this, a great deal of energy and time can be saved for both teachers and students. It is obvious that taking a field trip is a great way of expanding an academic experience so that students understand not only the concept but also how it interacts with their environment. For students to see and experience historic sites and social institutions. Field trips, according to (92%) of teachers, could help students perform better in school. However, teachers on the whole believed that field trips benefited society and individuals. When students go on an educational field trip, they get a chance to build their social relationships and contact with their peers and classmates

There were 25 elements in the questionnaire that asked students and teachers to see the benefits of the field trip approach. The questionnaire has three indicators; those are Field trips are beneficial for affective learning, as well as promoting qualities in students and society as a whole. By knowing the perception result of each type, As a result of the study and findings above, it was found that using field trip strategy in teaching writing descriptive texts does increase students' knowledge and enhance their ability to think critically and creatively. Besides, it also helps them to explore their learning experience and enhances student motivation and interest in the subject. Therefore, to meet the students' needs, The main explanation is that teachers need to evaluate classroom learning by offering exposure to new experiences for students. (rugaiyah, 2019), remarked that students who had field experience had a strong positive attitude about the issue. This result is consistent with that of (Nabors, Edwards, & Murray, 2009), which demonstrated that students gain greater knowledge of a subject matter from field trips that build interest. The belief is that field trips lead to creating more interest in classes due to more

interesting facts. In-class discussions after field trips, we find a range of references to field trip examples they have obtained during field trips, and the overall level of student involvement is high among the trip participants.

This means that students have many ideas to be discussed in their writing. This finding is consistent with that of (Falk, 1983, Maciej Serda et al., 2004), who suggest that school field trips can enhance a student's science education by fostering an interest in science topics. (Orion, 1993) concluded that field trips can make it easier, through the establishment of long-term memorized events, to create abstract concepts. This means that field trips add to the learning experience of the students and help them relate the concepts learned in the classroom to real-life situations.

Furthermore, the idea of field trips is beneficial for society and individuals. It helps students understand the importance of historical places and cultural heritage. It also encourages students to participate effectively during the trip in order to achieve the objectives of the study. The students need an appropriate learning strategy in the learning process. However, a field trip is the most important strategy that can help students have a great chance of exploring the different historical sites and social institutions. In this case, the teacher must encourage students to take advantage of opportunities to visit new places, observe, and learn new things. Together with the idea, the field trip learning strategy is significantly useful for teachers to have explanations, to link the concepts accurately to what students have learnt in the class, and to interpret and appreciate the ideas easily. Therefore, it can be said the field trip is an outstanding approach to make students happy with the subjects taught. Besides, it also makes it possible to improve learning motivation. Furthermore, it can be concluded that the variation of students' learning outcomes in this research can be influenced by accuracy in handling learning implementation using the field trip learning strategy. This argument was linked to the description by Eric Powell that field trips are important to see and understand. Students have an opportunity to see and discover historic sites and social structures. They give students a chance to visit a new place and meet new people.

Based on the finding, it seems that educational field trips provide a social training opportunity for students since they take place in large groups and the students' social backgrounds are included, which helps students get acquainted and communicate in a comfortable atmosphere. Field trips from hence often provide several direct learning advantages, including offering practical training, establishing a laboratory for business students, and providing a specific, tangible reality experience that would otherwise not be available in the class. It also helps to regulate or to display controlled emotions in various situations, which means that students who were taught with the educational field trip have higher performance than those taught with the lecture technique. However, it is not restricted to students to learn more about textbooks in the classroom. Otherwise, teachers create any learning activity that is carried on by students as a group outside of the classroom. Therefore, it is expected that a teacher-led school activity outside the classroom is one in which students are expected to learn.

4. CONCLUSION

The results of this study showed that field trips are an effective strategy in enhancing students' knowledge of social studies. Interestingly, after the field trip, students were much more confident in exploring their ideas and sharing ideas with others in discussion in the classroom. It is indicated that field trips could increase students' motivation. Likewise, in terms of promoting students' quality, it seems that students can interact with each other. However, the other most important aspect of the trip is that it serves as a platform to inspire and help students develop an understanding of potential learning experiences. A field trip allows students to comment and explore ideas more effectively together and engage in a course.

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