IMPLEMENTATION OF NATURE APPROACHES IN THE DIGITAL ERA TO IMPROVE PROBLEM SOLVING IN ELEMENTARY SCHOOL

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ABSTRACT

The purpose of this study is to determine whether using a natural approach might enhance problem-solving skills. The focus of the natural environment method is on the interactions that kids have with their immediate environment to learn. The potential of children to learn can be increased by teaching them outside the classroom. Compared to learning in a class with many restrictions, kids can gain more in-depth information about the things they come across. Children will be better able to apply their information if they learn outside of the classroom. Additionally, pupils face greater difficulties when learning outside of the classroom. When encouraged to explore the local natural world, pupils' interest will grow.

Keywords: natural environment approach (PLAS), problem solving.

INTRODUCTION

In general, nobody wants to be bored in life. Similar to this, the teaching and learning process will look monotonous if the teacher does not employ learning techniques that involve the students. If pupils are bored, they will pay less attention and become drowsy, making it harder to meet learning objectives. Students will be less motivated to participate in the learning process when learning strategies exclude them. This is a result of the tedious teaching strategy. If the learning has strong emotional components both happy and negative emotions it is more likely to stick in long-term memory. As a result, teachers must constantly enhance their professional abilities by giving students opportunities to learn and engage them actively in the learning process. The instructor must help students establish strong bonds with other students, teachers, and members of the community.

Children's learning capacity can be improved by exposing them to learning outside of the classroom. Through non-classroom resources, kids can solve challenges and enhance their learning. Additionally, learning outside of the classroom will aid students in putting their knowledge to use and in bridging the gap between academic theory and practical experience.

METHOD

In order to approach a broad environment, this study employs the literature study method, which aims to extract as much information as possible from library data, read and record continuously, and manage research materials. Writing starts with developing a research challenge, then moving on to investigating pertinent research findings that will be combined into a study. Using Google Scholar, researchers tracked for both domestic and foreign

electronic journals in order to collect data. The reading of the abstract and a quick review of the literature study come next.

RESULTS AND DISCUSSION

Researchers in literature studies and literature studies collect data from a number of pertinent prior studies using the following methodology:

a. Eli and Fajar did research (2020, 58) Through the use of the natural environment method, this study seeks to improve fifth-grade elementary school students' learning outcomes and motivation for learning (PLAS). This study is an action research that has two cycles with three meetings each. Teachers and 29 fifth grade students at SDN 2 Karangreja served as the study's subjects. Learning motivation and student learning results have improved since the teacher accurately and fully utilized PLAS at the learning implementation stage. Average student motivation in cycle I was 56.3%, whereas it was 85.1% in cycle II, meaning that there was a 28.8% rise in motivation. It may be concluded that there was an increase in the completeness of student learning outcomes by 36% because the average percentage of completed student learning outcomes in cycle I was 45.9% and cycle II was 81.9. This is also evident when comparing the class averages for cycles I and II, which are 67.21 and 78.45, respectively. This study's conclusion is that the use of PLAS can improve fifth-grade students' learning results and motivation to learn.

b. Taqwan and Haji's investigation (2019, 10) In this study, SMP Negeri 05 Seluma students' conceptual understanding and problem-solving abilities are examined in relation to outdoor learning and learning preferences. This study used a quasi experiment, with class VII1 serving as the experimental group and class VII2 serving as the control group. A sheet of ability test papers for problem solving skills was used to collect the data. Instrument testing analysis methodologies and hypothesis testing analysis made up the data analysis methodology. Mancova was employed to analyze the research hypothesis. The findings demonstrated that outdoor learning and learning preferences had an impact on the students' capacity for problem-solving at SMP Negeri 05 Seluma. A 97.3% correlation exists between outdoor learning and learning preferences and problem-solving skills.

c. Wulandari conducted research (2020, 105) This study is a review of the literature that looks at learning resources, particularly the environment as a learning medium for primary school pupils. Students can see the environment immediately and can also be shown to it directly as a learning item. It is envisaged that using the environment as a learning resource will enhance the standard of student learning throughout the learning process. As is common knowledge, learning resources are educational facilities that play a significant role in the execution of the teaching and learning process in schools, particularly in the settings of primary school students. Based on the findings of the analysis performed by researchers by gathering secondary data from earlier research journals, it is evident that teaching materials based on the environment provide positive stimulation to students in order for them to be able to comprehend teaching materials, especially those with environmental themes and show high scores in some of the journals analyzed. In order to provide learning that encourages students to be active by walking right into the field, this research also intends to collect studies and information about the significance of positive and favorable environmental conditions as a source of learning.

d. Rudi and Seran conducted research (2019, 7) The goal of this study was to ascertain whether class IIIB students at SD Negeri 29 neak tembulan had improved their

understanding of plans utilizing the Surrounding Natural Environment Approach (PLAS) over the 2018–19 academic year. Descriptive research, a qualitative technique, and PTK research are all examples. 36 pupils in total were the study's participants. Observation sheets, test questions, interview guidelines, and documentation were employed as data gathering techniques. The study's findings suggest that: 1) The use of the natural environment approach in an effort to improve students' ability to understand plans is considered successful, as shown by the results of teacher observations, which had a first cycle percentage of 85% and a second cycle percentage of 100%, and the results of student observations, which had a first cycle percentage of 75% and a second cycle percentage of 90%. 2) The test results show that after using PLAS, there is an improvement in the ability to grasp plans. In cycle I, the average score was 60.69 and the classical completeness percentage was 50%, whereas in cycle II, the average score was 72.77 and the classical completeness percentage was 80.55%. 3) The results of interviews with teachers and students who said they were satisfied with the application of the surrounding natural environment approach show that the use of the surrounding natural environment approach received a very positive response. This means that by applying the surrounding natural environment approach to integrated social studies subjects, the material about plans is able to help understanding material to know the plan delive.

DISCUSSION

Each research outcome from the four pertinent studies that have been mentioned has similarities and differences with the author's own research. The positive replies from all parties involved share similarities that can help students' problem-solving skills. These benefits of this outside-of-class learning strategy for students' learning include:

a. It supports the learning process as a whole and can add features of fun and joy by using an open, natural setting as a classroom facility. This encourages student learning motivation.

b. Teachers can experiment with making a learning environment that is similar to playing, which allows them to build an enjoyable learning environment. c. Students employ tangible learning tools and gain an understanding of their surroundings when learning outside the traditional classroom setting. Various children's games including slides, swings, seesaws, and others are utilized as learning aids since they correspond to the real world.

d. Encourage pupils to be more creative and active because they apply learning strategies when completing or practicing assignments. The use of media that is realistic in the children's play area might allow children to continue playing in that space, which has advantages but also disadvantages. This means that the teacher must pay more attention to the students while they are learning.

CONCLUSION

Resources for learning can be found everywhere, especially in the natural world. The entire environment that we are in can be used as a learning resource (Muhammad Efendi, 2013). Three different categories of learning settings the social environment, the natural environment, and the artificial environment may be made up of all the environments that can be utilized in the process of education and teaching in general. Learning activities will be more balanced if they make use of the environment by getting kids outside to observe it.

This proves that learning happens both inside and outside of the classroom. In this situation, the environment serves as a learning resource and has a significant impact on children's physical, social, emotional, and intellectual growth. Outdoor learning has an impact on students' ability to

solve problems in class (outdoor learning can be used to improve mathematical problem solving skills).

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