The 3rd AECon

Asia-Pacific Education Conference

October, 10th-11th, 2015

Vol. I

PROCEEDING

"Enhancing Educational Practices to Face Current Global Challenges"

Editors :

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Lutfi Istikharoh, M.Pd. (The University of Muhammadiyah Purwokerto)

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"Enhancing Educational Practices to Face Current Global Challenges"

Welcoming Speech from the Chairperson of the 3rd AECON Committee

Bismillahirahmannirahim

Assalamu'alaikum Warrahmatullahi Wabarakatuh

Praise be to Allah who has given us His blessing and mercy, and may peace be upon His messenger, the prophet Muhammad.

Ladies and gentlemen, first of all on behalf of the committee, I would like to thank the Rector of University of Muhammadiyah Purwokerto, who has provided us with everything that we need for the success of the conference. Our thanks also goes to the keynote speakers, Dr. Anitha Pillai, from the National Institute of Education, Nayang Technological University, Singapore; Dr. Aaron Wilson, from the School of Curriculum and Pedagogy Department of the Auckland, New Zealand; and Dr. Furqanul Aziez of the English Department of the University of Muhammadiyah Purwokerto.

Our conference theme this year *is Enhancing Educational Practice to face Current Global Challenges,* which, we hope, will give us insights about the challenges the world is facing and ways to turn them into opportunities through education. For Indonesia, the nearest challenges will be the coming era of ASEAN Economic Community, an era which put ASEAN member countries under the pressure of competition which have to be faced by preparing better qualified and skilled professionals and labours, which in turn give challenges to the field of education to improve its practice to produce graduates who are ready to benefit from this economically borderless era.

Ladies and gentlemen, we also would like to express our gratitude to contributors of papers which will be presented in parallel sessions and participants of this conference who have been willing to share their visions, insights, and ideas

Our challenge as committee is to increase the number of papers on non-English subject matter and the number of junior and senior high school teachers to present papers in this conference, the result of which, I am afraid, shows that we need to work harder in the future.

Last but not least, we have tried to do our best to make the organization of this conference perfect for all of you, but we realize that nothing is perfect and therefore we apologize should there be any inconvenience which you may experience as a result of our limitedness. However, with all that we can offer and provide, we wish you a meaningful and joyful discussion in this conference. May Allah bless what we do in this conference.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh

Purwokerto, October 2015

Drs. Bambang Suroso, M.Hum

Chairperson of the 3rd Asia-Pacific Education Conference

| *"Enhancing Educational Practices to Face Current Global Challenges"*

OPENING SPEECH

Assalamu'alaikum Warrahmatullahi Wabarakatuh

Ladies and gentlemen. Good morning.

First of all let's thank Allah subhanallahu wa ta'ala, God the almighty, who has blessed us with well-being so that we can gather here in the third Asia Pacific Education Conference, October 2015. May peace be upon the holy prophet and messenger of God, Muhammad.

Ladies and gentlemen, in this opportunity, I would like to express my deepest gratitude to everyone who have fulfilled our invitation to attend this conference. My special thankfulness goes to the keynote speakers Dr. Aaron Wilson from Auckland University New Zealand, Dr. Anitha Devi Pillai from the National University of Singapore and Dr. Furqanul Aziez from Univeristy of Muhammadiyah Purwokerto, who, I know, will contribute to all of us valuable insights about education. I also thank all the presenters who also have contributed ideas through their papers.

This is the third conference that we have been organizing and ideally this should be better than the previous ones and indeed it is better at least in the number of papers that we received which is more than double that of the last year's conference. The central theme of this conference is related with the coming integration of ASEAN market which means that there will be free flow of goods and services among ASEAN member states. Of course this provides opportunities in one hand and challenges on the other. There is no other choice for us in facing that era than improving our human resources and the only way is through the improvement of our education quality. I, as the host of this conference, hope that everyone who participate in this conference can get the maximum benefit from this gathering in the forms of better vision of how we should educate people and improve the quality of human resource. As the host of this conference I also hope that all the resources that we have, the rooms, the multi-media facilities, the refreshment and so on, can support all the presentations, discussions of this conference.

In this occasion I also do not forget to extend my deep appreciation to the committee of this conference who has worked hard to prepare everything for the success of this event.

To keynote speakers, presenters and all participant of this conference, I would like to apologize, should there be any inconvenience you may experience during this conference, and on behalf of University of Muhammadiyah Purwokerto I wish you an inspiring and meaningful conference. By saying bismillahirahmanirahim I declare this conference open.

Wassalamu'alaikum Warakhmatullahi Wabarakatuh

Purwokerto, October 2015

Dr. Syamsuhadi Irsyad, M.H.

Rector of UMP

FOREWORD

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dear Readers,

It's a pleasure and honor to have an opportunity to give introductory remarks to a proceeding containing great ideas presented in the third Asia-Pacific Education Conference. First of all, we would like to express our gratitude to all contributors and presenters, who have sent their papers to us which we can share with the world the great ideas. These ideas will hopefully enlighten our ways of viewing the pedagogical issues around us.

We are glad that the topics of the papers in this proceeding cover a diverse area of studies; from language, math, IT, to biology. Those papers show the writers concerns toward education in the imminent globalization and therefore support this year's conference theme,'enhancing educational practices to face current global challenges'.

As we all know that no ideas are perfect and no method is the best method. Therefore, they have to be discussed to see the strength and weaknesses and find ways to make them more applicable in different contexts and in manners which are more effective and efficient.

We, editors, have done our best to review all papers and make some necessary efforts to minimize inconvenience in reading and understanding them. At last, we thank all the paper contributors who had been willing to respond to our call for papers for this conference. We would also like to apologize for any, despite our effort, errors in this proceeding which may be inconvenient for both the writers and the readers.

Thank you,

Wassalamu'alaikum wa rahmatullahi wa barakatuh
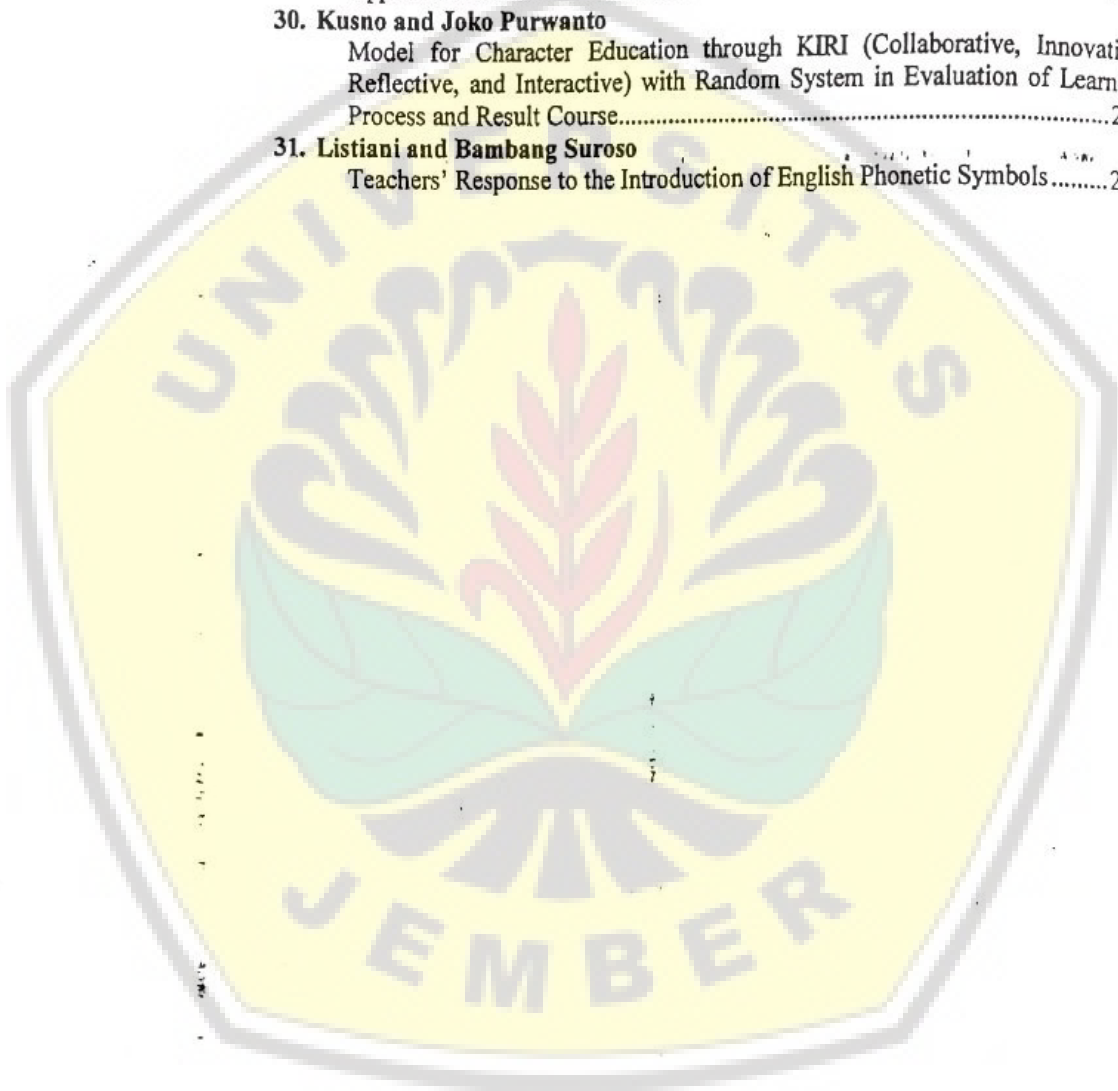
Purwokerto, October 2015

Editors

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Outdoor Learning to Foster Learners' Outcome: A Contextual Learning Practice

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Abstract

Many students have difficulty in understanding academic concepts being taught using an abstract, lecture method; yet they need to understand them to relate the workplace and larger society where they will live and work. Traditionally, students are expected to actively make these connections on their own, done outside the classroom. They become *contextual learners* who are exposed to a broad range of *learning* outcomes. They need to move beyond the classrooms, including *learning outdoor* to create meaning in their own understanding. Teachers today discover that most students' interest and achievement in studying a language improve dramatically when they are helped to make connections between new knowledge and experiences they have had, or with other knowledge they have already mastered. Students' engagement in their schoolwork increases significantly when they are taught why they are learning the concepts and how those concepts can be used in real-world contexts. This article will tell the readers about outdoor learning activity as a part of contextual learning to foster learner's outcome in English.

Key words: contextual learning, outdoor learning

1. Introduction

There is a saying says "Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand" (Confucius, 500 BC). The similar saying says "If we read a book in a lesson, we forget it; if we're out on a walk, we'll remember the walk and remember what we did" (Dulverton, Year 7 student, 2009AD). These sayings try to remind us that it is very easy for people to forget something if it is only said or told. It is due to the limitation of the human's brain to memorize everything spoken or written by the other interlocutor. Meanwhile, it is easier for us to remember something showed or performed. Yet, the best one to do is to get someone involved in the process of something so that the details will remain longer in the brain.

This also happens in education. If a teacher explains something without doing anything to make the explanation clearer, then it is quite possible that the students forget everything given by the teacher because listening to the explanation all the time is boring. Besides, it makes the students have difficulty in understanding academic concepts being taught using an abstract, lecture method; they need to understand them to relate the workplace and larger society where they will live and work. This phenomena is going to happen when a teacher shows something (it can be a picture, realia, or the real thing) dealing with the material to make it more interesting for the students so that they may pay more attention on the material being explained. In other words, if the teacher engages the students in any particular activity or even do something physically dealing with the thing shown then it will be much more remembered because they experience what is trying to be explained.

Nowadays, the teaching and learning process in formal education is regarded as a routine activity which does not consider students' creativity as the top priority because of the linear pattern in the class (pedagogy indoor learning). Very often, the method applied is exactly the same as what it is written in the book, or teacher asks the students to memorize the materials so that something which is not as it is written in the book is going to be considered as something wrong. Hernowo (2005:15) states that there is a tendency to go back to the opinion that learners will learn better if the teacher provides natural environment. The teaching and learning process will be more interesting when teachers can deliver the material in a not-boring situation. One of the suggested ways to achieve this situation is by doing outdoor learning which combines playing and learning. However, it should be programmed well to enhance students' outcome.

2. Outdoor Learning

The "What is Outdoor Learning?" research was undertaken by Dr. Roger Greenaway, an author of publications such as 'Playback'. The idea for the research project came from the English Outdoor Council, and has been funded by IOL (Institute of Outdoor Learning) which is potentially a key resource for the field. The research dealing with "What is Outdoor Learning?" was published in 2005.

There are some definitions given by the experts about outdoor learning. One of them is given by Neil (2008) who states that Outdoor Learning is a broad term that includes: outdoor play in the early years, school grounds projects, environmental education, recreational and adventure activities, personal and social development programs, expeditions, team building, leadership training, management development, education for sustainability and much more. Another definition of outdoor learning is given by Komarudin (in Husamah, 2013:18) who states that it is an activity done out of the classroom such as playing in the school ground, park, farm, camping or other adventurous activity to develop relevant knowledge. Thus, Outdoor Learning does not have a clearly defined boundary but it does have a common core.

According to Institute of Outdoor Learning, it is an engaging, effective and enjoyable form of learning, whether the emphasis is personal, social or environmental, or is about learning itself. Outdoor Learning provides first-hand experience for learning about our natural world. It is a powerful medium for personal, organizational and cultural change. Many socially useful purposes are readily achieved through Outdoor Learning.

In term of outdoor learning, Institute of Outdoor Learning encourages outdoor learning by developing quality, safety and opportunity to experience outdoor activity provision and by supporting the good practice of outdoor professionals. By representing and lobbying on behalf of our members, we can help ensure the development and progression of outdoor learning." (IOL, 2011)

2.1 The Advantages of Outdoor Learning

Some experts propose advantages of outdoor learning. The first ones are given by the Institute of Outdoor Learning which states that the advantages of outdoor learning are as follows:

2.1.1 Outdoor Learning Gives Students Direct Experience

Outdoor learning is considered to be something contrasts to the indoor learning. It is because when the students are outdoor, they are experiencing something directly, not only an abstract concept which usually happens inside the classroom. Asking the students to be out of the door will make them more motivated so that the learning will have more impact and is more credible. Yet, teachers should be skillful in teaching the students if they want to apply outdoor learning. They should have good interpretation and facilitation

to make outdoor learning a stimulating source of fascination and breakthrough to enhance students' personal growth.

2.1.2 Outdoor Learning is Active Learning Happens Outdoors

While doing outdoor learning, the participants learn through what they do, what they encounter and what they discover outdoor. In this case, they learn about the phenomena happens outdoors, about themselves and each other while also learning the skills needed outdoor. Thus, it is clear that the students are active in learning something which will develop the students' skills of enquiry, experiment, feedback, reflection, and cooperative learning.

2.1.3 Outdoor Learning is Real Learning

Outdoor learning happens in the natural environments where participants can see, hear, touch and smell the real thing; therefore, it means that the actions have real results and consequences. It is also said that outdoor learning can help teachers bring many school subjects alive by providing experiential opportunities to enable learners to react positively to opportunities, challenges and responsibilities.

2.1.4 Outdoor Learning is Becoming More Integrated

This point of advantage refers to the different forms of outdoor learning which cross traditional boundaries. For examples: *recreation providers* are paying more attention to personal and social development; *development training providers* are showing more interest in the environment and sustainability; *field studies* is becoming more active and developmental. Participants' experiences are enriched as providers develop a broader vision and more integrated practice. Besides the above opinion, Moris (2003) also states that the benefits of outdoor learning are grouped in four broad categories: background, planned, bonus and wider benefits.

2.1.5 Background Benefits of Outdoor Learning

They are the benefits that arise from spending time in the natural environment, especially in term of human's health. They are: (1) enhancing personal and social communication skills. In doing outdoor learning, the learners will of course have contact with others. In this case, it will drill the learners' skill in communicating with others, (2) increasing physical health because the learners are outdoor so that they are more active than only sit down in their seat in the class, (3) enhancing mental and spiritual health because they are supposed to be more familiar with their surroundings and their creator, (4) asserting personal control and increasing sensitivity to one's own well being, because they are outdoor so that it means that they are dealing with someone else in their surrounding, thus, they should have the ability to control their emotion.

2.1.6 Planned Benefits of Outdoor Learning

These benefits are determined by the provider of Outdoor Learning. For example, the City of Salford (2003) expects Educational Trips and Visits to help young people to: (1) develop self esteem, take personal responsibility, co-operate with and respect the needs of others; it is clear because in doing outdoor learning the participants deal with someone else so that they have to be responsible for themselves and other people around them, (2) extend their personal horizons through greater appreciation and understanding of the world and its peoples around them; (3) understand the need for sustainable relationships between people and their environment; (4) enhance practical problem solving and team work skills; (5) promote a positive and knowledgeable response towards personal health and well being. Further, it is said that Educational Trips and Visits are particularly effective when learners are engaged in well planned and structured, first hand

experiences in small groups, and with opportunities to reflect and build upon those experiences. Some other benefits are also mentioned below.

2.1.7. Learners Who Usually Struggle can Excel in the Outdoor Classroom

Outdoor Learning provides different situation for learners so that those who usually struggle in class often become motivated and capable in the outdoors. The abilities and interest shown by 'poorly performing' students when they are outdoors and the extent to which Outdoor Learning has awakened their potential probably surprised the teachers.

2.1.8. Excellent Learners Become More Versatile

Excellent learners in indoor environments encounter very different learning experiences outdoors. For example, some outdoor programs are designed to help learners become more rounded, employable, versatile and more skillful. This matters even more in a fast-changing world that needs lifelong learners.

2.1.9. Team development: "If we can do this, we can do anything!"

On many outdoor programs, especially team building programs, participants discover that they can achieve much when they work well together. It is also good news for schools, communities when participants' team skills and team spirit continue into the future.

To sum up, it can be said that outdoor learning is an active, experiential approach to learning which is open to all and involves being outdoors as a central part of the experience. It uses the outdoor environment as the medium to transform the experience into knowledge, skills, attitude and behaviours. Outdoor learning is also said to make learners develop personal, social and environmental understanding and skill which foster learners' positive attitudes and actions towards risk, health and community. It also develops learners' cognitive, affective and psychomotor skills, and encourages empathy, tolerance, understanding, cooperation and collaboration.

3. Contextual Teaching and Learning

Aqib (2013:3) mentions that there is a tendency to go back to the opinion that learners will learn better if they are in natural environment. It has the understanding that learning will be more meaningful if the learners experience what they are learning, not only knowing of what they are learning. It is based on the fact that learning oriented on achieving the material is proven to be successful in short term but it is failed to make the students have the ability to solve the problems faced.

Contextual teaching and learning is a concept which helps teachers connect the materials taught in the classroom with the real world and reinforces the learners to make connections between the knowledge that they have and its application in their daily life as the members of family and society. Thus, it applied to understand the meaning of the materials learned by the learners and connect them with the material in the daily context to enable the learners have the knowledge that can be applied from one context to the others. By doing so, it is expected that the result of the learning will be more meaningful. The activities happen in the form of students doing and experiencing something. Thus, it is not transferring knowledge from teachers to students.

In term of contextual class, teachers' role is to assist the learners achieve their goal. They deal much more with the strategies rather than giving information. They manage the class as a team working together to find something new for the members of the class (inquiry).

3.1 Learning in Contextual Teaching and Learning

Contextual Teaching and Learning makes it possible to have five forms of learning. They are: (1) Relating. It is the core of constructivism. The teacher uses this strategy when they try to relate the new concept to the learned concept. (2) Experiencing. It is the core of contextual teaching and learning in which the students try to connect the new obtained information with the experience or knowledge that they have got, (3) Applying. Learners try to apply a concept when they are trying to solve a problem. Meanwhile, the teachers motivate them by giving realistic and relevant exercises, (4) Cooperating. Learners studying in groups can help each other solve the problems, (5) Transferring. It deals with the teacher's role to create different learning experience focusing on understanding not memorizing.

Meanwhile, Blanchard (in Huzamah, 2013:86) mentions that the characteristics of contextual learning are as follows: (1) focusing on the importance of problem solving, (2) the learning activities are done in different contexts, (3) learning activities are monitored and directed to make the learners be independent learners, (4) encouraging the learners to learn with their friends in group or individual, (5) learning activities are emphasized on the learners' different context, (6) applying authentic assessment.

4. Outdoor Learning Activities to Foster Students' Outcome

Dealing with outdoor learning, there are some activities that can be done by the teachers, especially English teachers.

4.1 Study Tour

It aims at giving the students concrete explanation about something that cannot occur in class. In this case, teachers ask the learners to go to particular place where the students can get information from the first-hand informant so that the students understand and get wider and deeper information about the material learned in the classroom. In term of education, Sudjana and Rivai (2010:30) mention that study tour is the students' going out of class to learn particular subject as the integral part of the curriculum. It is making the students' real life become the students' learning resources. Furthermore, according to Supriatna (2007) in Husamah (2013:54) the main objectives of study tour are: (1) to give a chance to the learners to compare what they learn in class theoretically with the real life or to compare the theory and how the theory is applied in the real life, (2) to avoid students' boredom in learning inside the classroom, (3) having recreational activity while learning something.

Dealing with study tour, the writer is lucky to have this program as the annual program so that she can ask her students to compare what they have got in class with the reality in their life. Very often, it is conducted by visiting places where the students can meet and have a dialog with the foreigners especially those who are speaking English. Before going to a certain place, the writer gives clear instruction of what the students have to do when they have a conversation with the foreigners. The students record what they do and later, at home, they should write down a report dealing with the assignment. In this case, the students try to apply what they get in class to the real life. On some other occasion, as the application of the subject of "tourism" the students went to a certain institution and get deeper information from the first-hand people who are the expert in "tourism" field.

4.2 Teaching Practice

In the writer's institution, there is a subject called teaching practice which is obligatory for the students to take. It aims at applying the theory obtained by the students with the real teaching so that they become more creative and more skillful in applying the knowledge. In this case, the students have to go to a particular school determined by the

institution. They have to learn to adapt what they have got in class with the reality in school that they are assigned to.

4.3 Visiting Shops

This activity can be given to the elementary to upper intermediate students. The focus of this activity in on vocabulary building (Products, Numbers, Prices); Question Forms; Spelling; Comparative Forms. Low level students can carry out simple activities such as finding products or prices in a supermarket. Meanwhile, for the intermediate ones, students can be asked to seek out examples of products whose names contain intentionally misspelled English words, example: Kit **Kat** (chocolate). For the higher levels, students might be directed to find more obscure items which they have to ask for (in English), or to compare overall prices and value in different stores. For instance, one successful activity I conducted at upper intermediate level is involving students to going into the shopping district of a city and finding the best low-cost shops in which to buy a variety of different items, from shoelaces and lighters to guidebooks and foreign newspapers. The winning group was the one with the lowest "shopping bill" at the end.

4.4 Conducting Interviews & Surveys

This activity can be assigned to elementary to advanced students. It focuses on: Direct & Indirect Question Forms; Vocabulary Building (depending on subject area(s) selected). For the elementary students, they may be assigned to interview other English teachers (lecturers), record the answers to questions such as **What is your name?** and **Where are you from?** Meanwhile, the higher level students work in groups to compose their own interview or survey questions which they then find from the net. The people they are going to interview must be from English speaking countries. Students can be invited to ask about subjects in which they are particularly interested, or which relate to the fields they hope to study in the future.

4.5 Visiting Museums, Art Galleries, Historical Sites

It can be applied to elementary to advanced students. It focuses on: Vocabulary Building, Listening Skills and Question Forms. The lower level students might be asked to find items, names or dates, or to respond to art in a simple way, such as ranking paintings in order of age or personal preference, or just identifying the subject of paintings listed on a worksheet. Meanwhile, the higher level students could be asked to find information about historical sites or museums. If they cannot find ones in their hometown, they may find one from the internet. They could be encouraged to ask questions of sites. Many museums provide worksheets for completion on the spot. These can also be made up by the teacher; such visits can give rise to follow-up class discussions or report-writing.

4.6 Surfing the Internet

This activity can be assigned to the students from pre intermediate to advanced ones. It focuses on Vocabulary Building (depending on subject area); Reading Skills; Report-Writing Skills. Students are requested to find out information about current events, famous people and places, culture and pop music. Lower level students may primarily do simple factual quizzes, or "Internet Treasure Hunts" (Brown 1999) listed by The Internet TESL Journal. Meanwhile, higher level students could be involved in analyzing the value of websites or making synthesis such of a particular event from different newspapers across the political spectrum. The surfing should be done out of the classroom in order not to spend the time for doing the core activity.

This activity may lead to group work and extended projects, such as planning trips and holidays. I ever involved students working in groups of 4 or 5 to plan a 1-week holiday to an English-speaking city of their choice, such as New York or Sydney, where they found out all the information regarding flights, hotels, tours, etc, from the net, and produce an itinerary and costing for their trip. Not only does the internet enjoy great popularity among students, but WWW activities can be conducted from anywhere in the world, out of the classroom, with virtually no modifications.

4.7 Emailing

This activity can be given to pre intermediate to advanced students where the focus of this activity is: Writing Skills; Informal/Formal Language (depending on correspondent(s) selected); Reading Skills; Vocabulary Building. Students are encouraged to link up with native speaker (in this case English) "pen-friends" from different countries. Chat sessions are another possibility. Students can also be assigned to correspond with site editors of, for example, fan club pages. Meanwhile, the higher level students can be asked to write emails to online newspapers. Very often, students receive motivating replies which lead them into an exchange of emails, providing extra language practice in a communicative setting. The students may be asked to find answers to certain scientific questions on websites which invite net surfers to send in questions, to which the answers may be published online and then worked in groups to come up with an interesting question of their own (just one per group so as not to overload the site), check the questions and have the students post the questions and look regularly to see if answers appear.

4.8 Television & Radio

This activity focuses on Listening Skills, Report-Writing/Summarizing Skill and Oral Presentation Skills and can be applied to intermediate to advanced students where they have to watch TV programs or listen to radio broadcasts on particular subjects, bearing in mind that the latter are more difficult because of the lack of visual support. This activity is done outside the class. The higher level students may be assigned to report on and summarize the previous day's main news stories, sports stories and/or weather. Then, students make use of any media such as TV, radio, newspapers and internet to construct their class presentations.

4.9 Attending Talks, Lectures, Seminar and Debates

This activity can be assigned to the students of upper intermediate to advanced level. It focuses on: Gist Listening Skills, Turn-Taking and Other Discourse Markers, Indirect Question Forms, Vocabulary Building (depending on subject(s) discussed). If the topics are of interest to the majority of students, they can provide opportunities for listening to native speakers (in this case English) or at least other people speaking English. Advanced students often enjoy attending debates, both for the subject matter and to hear the patterns of interaction between speakers. In some situations, it is possible that students ask questions, though they need to be well-prepared for this. Alternatively, speakers can be invited into the classroom for a more informal talk such as someone's culture. Teachers can also invite a journalist from "The Jakarta Post" (newspaper written in English) to talk about the nature and role of tabloid newspapers.

5. Problems with Using the Outside World as a Resource for Outdoor Learning

According to Pegrum (2012), some problems dealing with the usage of outside world as a resource for outdoor learning are as follows:

- there are no "'teacher-proof' teaching materials" (Allwright 1990:136) or resources; in argument to this problem it can be said that the best resources in the world will not yield linguistic profit if they are accompanied with carefully thought-out activities which are appropriate to the level
- Before trying to ask the students to use the outside world as the resource for outdoor learning, teachers should have good preparation. If not, learners may fail and it would be demotivating.
- teachers must firstly check out details such as what products are stocked in which shops, what kinds of displays are contained in museums, and so on
- the answers to set quizzes may alter over time so that these may need to be checked out each time such an activity is conducted
- ideally, because of the cost of living as a student, if there is a small cost involved (say, entry fees to a an art gallery) this should be cleared with all students
- activities involving the internet or email can only be conducted when the teacher is computer-literate; also, while many younger students are relatively familiar with computers nowadays, some others may require additional help.

6. Conclusion

The use of the outside world as the resources for doing outdoor learning makes the students able to put into practice what they have learned, and how to make use of their surroundings as a source of comprehensible input. We should begin this process at lower levels, and expand it as students advance in their learning. It will not only make language study more meaningful and motivating, but will stand the students in good stead when they have to go forth as independent learners, without the support of teachers, classmates or a language classroom.

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