

The Implementation of Field Trip in Higher Secondary Level in Sekolah Tunas Bangsa, Kubu Raya Regency

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Field Trip,
Sekolah
Tunas
Bangsa

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***Abstract** - This paper is written to bring awareness to principals and teachers of schools in West Kalimantan that implementing field trip as one of the options for their learning activities can be very useful and effective to achieve the learning goals. Field trip which is the excursion is an experiential learning which brings many advantages to the students, such as skill improvement, learning motivation, and self-experience on learning. The writer in this paper takes one school which is Sekolah SPK Tunas Bangsa as the school model due to its consistency in implementing the field trip. The writer discusses how the field trip programs have been conducted so far in Sekolah SPK Tunas Bangsa by interviewing the principal. The result shows the enthusiastic in learning, confidence, and independency of students improve highly after implementing the programs. It also confirmed that the learning quality and achievements are much better after conducting field trip programs.*

***Keywords:** Field Trip, Sekolah Tunas Bangsa*

I. INTRODUCTION

Background

Learning can take place in any forms; one of them is a field trip program. Field trip is a learning process in the form of trips where students learn through the real experiences in real-world contexts. It closes the gaps between the theories (students' knowledge) with the practice in real setting (Higgins, Dewhurst, & Watkins, 2012). According to many researchers and scholars, such as Noelle Higgins and friends (2012), Jeremy Stoddard (2009), Marc Behrendt and Teresa Franklin (2014), doing a field trip brings many advantages for the students, especially higher secondary ones. It forms students' attitudes and profiles; trains students to be an independent-learner, motivates them to learn more about the subjects, and also deepens the knowledge of the students by having real practices. Therefore, no wonder, in the countries where the schools implement the field trips regularly, their education rate is high.

Unfortunately, field trip is quite unfamiliar in Indonesia. There is no obvious reason why the government does not include field trip as an official program in

Indonesia in curriculum. One thing for sure, the ways of learning adopted in most of schools in Indonesia are still conventional. This also happens in Kubu Raya regency, except *Sekolah Satuan Kerja Sama (SPK) Tunas Bangsa*.

In *Sekolah SPK Tunas Bangsa*, field trip is a regular program which is held every term (every three months). It has been implemented for about ten years as the excursion program of the school. According to Mr. Rahmad, the principal of Secondary Level of *Sekolah SPK Tunas Bangsa*, the school implements field trip because of its strengths and advantages to build students' characteristics and values, as well as the learning qualities. Therefore, the field trip program is required for all grades of higher secondary : grade 10 – grade 12; and the teachers must design the program as propitious as possible for the students.

As a school which has conducted the field trip for about ten years, it has to be interesting and beneficial for other schools to know how the programs are implemented and the advantages the school has obtained from it. As for this, the researcher conducted a qualitative-based research with the purpose of providing analysis results of field trip implementation in *Sekolah SPK Tunas Bangsa* Kubu Raya regency.

Field Trip

In developed countries where the education rates are high, field trip is one of the popular regular programs implemented by many teachers; although they are not explicitly stated in the official curriculum of the states. The educators ensured that field trip programs have helped the students understand about the materials, and also built the students' characteristics to learn independently and think more critically (Wu, 2009). Lots of professors in education feel more comfortable using field trip as an integral part of their pedagogy because of the widely accepted ideas of active learning and emphasis on student learning (Higgs & McCarthy, 2005).

According to Nabors, Edwards, & Murray (2009), field trip is a novel concept of development in education which is optimized through active, explorative, and experiences. It is a type of experiential learning that allows the students to get away from traditional classroom setting and into a new mode of learning. Implementing a field trip does give students more opportunities to apply and elaborate the knowledge and skills they have obtained from books or class meetings directly on

the content area (Kisiel, 2006). It also provides chances for them to explore and discover any new materials or information and skills for enhancing their knowledge and ability (Nabors, Edwards, & Murray, 2009).

Staudt (2014) suggested two types of field trip implemented at schools based on the funding system and the administration issues. Firstly, it is called by a school-sponsored in which the field trip is funded, arranged, conducted, and accounted by the school. A school-funded field trip has to be approved by school administration, executive boards of school, and risk management staff. Secondly, it is called by privately – sponsored field trip which is held, funded and organized by parents or other institutions. The administrative issues are not handled by the school; and the activity is held beyond the school hour.

Furthermore, Staudt (2014) also provided five common categories of field trip in his procedure. Firstly, a field trip that is integral to a specific curriculum unit or serves a broader educational purpose which is called by curricular / educational field trip. This includes visiting a college, a museum, an historic location, or a nature reserve. Secondly, cultural field trip is a field trip where content of the trip is cultural in nature. This field trip includes visiting a dance or an art exhibition or visiting a foreign country for a language immersion experience.

The third category is community building field trip. This type of trip reinforces in existing group of students, prepares students for a significant transition into a new structure or a community, helps students work collaboratively, or assists in the development of leadership and decision making skill. These trips include an outdoor education day trip or camping trip experience with an overnight commitment. Next category is service learning field trip which is voluntary field trip where students learn the value of helping others in their own community and beyond. It shows how to empower service to others while developing their leadership skills.

The fifth category is athletic field trip. It is a field trip which enables a team to participate in athletic training, practice or competition. This involves visiting or meeting sports and activities team, approved club sport teams, or individual competitors of a state or regional. The implementation of field trip at school may meet more than one category or a combination of two or more of those categories.

The program of field trip itself depends on the purposes or objectives which would like to be achieved by the field trip holder. The design of the program can be different even if it is held by the same school. In contrary, it can be similar in terms of the contents from one school to another school, especially in curricular field trip. However, one thing the school has to consider in designing the field trip program is that the logistic of the field trip which is mainly focusing on the planning before the actual field trip starts (Nabors, Edwards, & Murray, 2009)

Before the implementation, one thing the school has to consider is the logistic of the trip which is mainly focusing on the planning before the actual field trip starts (Nabors, Edwards, & Murray, 2009). This includes completing a number of traditional tasks which involves applying for administrative approval from the appropriate individuals; notifying parents/guardians to get the permission for their children to join the field trip; visiting the site or place of the field trip in advance which includes observing the place and talking to the person in charge about the program of the field trip; and also preparing for the equipment which include obtaining health emergency information, distributing name tag, rules and field trip tasks to the students. By paying attention on those logistic matters as the field trip planning, the actual field trip will be implemented well or even perfectly (Hopkins, 2001).

II. METHODS

The research methodology conducted to this study is a qualitative study since its aim is to bring understanding about the concept and information of the field trip implementation in *Sekolah SPK Tunas Bangsa*. It is more focusing on generating words (elaboration) rather than the data calculation (Brikci, 2007). In other words, the data which had been gathered in this study were interpreted and elaborated in form of explanation by providing definitions, cases, and further examples.

The data was in form of semi structured interview in which the questions were concentrated to find the information about how *Sekolah SPK Tunas Bangsa* implemented the field trip programs. The principal of Secondary Level was the main source or participant of the research. The processes of data analysis were sequentially starting from recording the interview, transcribing the recording,

validating the transcription with the participants, analyzing / interpreting the interview transcription, and communicating the results of analysis. Below is the diagram for the process.

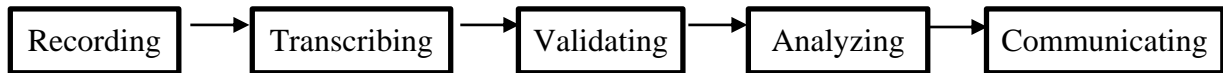


Diagram 1 : Data Analysis Process

III. FINDINGS AND DISCUSSION

A field trip has been a common program in *Sekolah SPK Tunas Bangsa*, Kubu Raya. It has been a decade since the school implemented this program. It was mentioned by the Principal of this school that since 2006, *Sekolah Internasional Tunas Bangsa*, its former name, has applied field trip has an excursion program to develop students' understanding about the real implementation of the subjects.

Historically, according to the Principal who has been teaching in *Sekolah Tunas Bangsa* for almost fourteen years, before 2016, the field trip program had been firstly implemented to the primary students because the IB program that the primary adopted required the every IB school to have field trip programs, at least once in a year. However, it was not done regularly because of some obstacles. Fortunately, since the responses of the students, parents, and foundation stakeholders were positive towards the field trip, then, through several meetings the field trip was decided as the excursion program of the school for primary students. In addition, it was written legally in the Book of School Programs and Regulations for primary students. This decision was, of course, settled by considering the advantages and disadvantages of the program. Afterwards, the field trip program had to be implemented, too, in Secondary Level.

In Secondary level its self (both lower and higher secondary), the field trip program has started to be implemented regularly since 2013. Before 2013, the program was rarely implemented because there was another excursion program that needed more preparations than the field trip. It was the School Camp program. For the information, School Camp is an annual program for grade 7 and grade 8 of lower secondary students only which focuses on educative traveling. This program

takes place outside of the city or even country. In 2017, according to the Principal, the students of grade 7 and grade 8 visited Singapore for the destination. Since School Camp needs more affairs to do, the Secondary principal and teachers did not prioritize the field trip program.

Then, in 2013, because both excursion programs are important for the students; moreover, field trip covers both higher and lower secondary students, the Principal at that time decided to set the field trip as the regular program in Secondary level. Starting from 2013 – 2016, the field trip was implemented annually; meaning that every year, usually in Term 2, the students would have the field trip program once. This covered all subjects (both knowledge and the required skills) for the tasks. It means that the students also studied and learned many lessons from the trip, but in form of more real experience and funnier.

However, since new academic year of 2017, the current Principal decided a new regulation to the program that the students must have the field trip program every term every year. This is because the Principal believed that knowledge and skills must be realized and executed in such as way (or in a direct practice) so that the teachers can recognize the students' achievements really well. The Principal said that experiencing the lessons in real context was one of the learning principles which has been successful and useful for the students' growth, quality and achievements. Therefore, by taking this benefit as one of the main considerations, the current Principal, decided to implement field trip program from Term 1 to Term 4 to all students of Secondary level.

In its implementations and regarding to the purposes of the programs, *Tunas Bangsa* field trip adopts curricular or educational type. In 2016 and 2017, the school has visited places which are related to the subjects or lessons programmed in its curriculum. The tasks which have been given to the students are also integrated to the specific units in curriculum (Staudt, 2014). Furthermore, the purposes of the programs, as well, serves a broader educational purposes which are experiencing the real contexts and contents of the units / materials of the subjects, as being suggested by Staudt, 2014.

The principal emphasized that *Sekolah Tunas Bangsa* was a school – sponsored field trip. All the affairs; including designing the program, funding the equipment,

and providing the facilities for the students were handled by the school (Staudt, 2014). Furthermore, the school followed the administrative procedure which involved cooperating with Parent Teacher Association, Foundation, and the School stakeholders. The implementers or the managers of the field trip were the teachers of *Sekolah Tunas Bangsa*. In other words, the school is responsible for every issue to the field trip program.

According to the Principal, before executing the field trip, there were some procedures which had to be completed by the implementers. Firstly, each Head of Department : English Department, Specialist Department (Bahasa Indonesia, Mandarin, Arts and Music, ICT, and Physical Education), Science Department, and Social Department, must conduct several meetings to set and fix the places, permission, time, programs, tasks, and facilities completeness. The meeting was done separately in each department. The teachers discussed and designed every matter which was needed for the field trip.

Next, the Head of Departments proposed the field trip program to the principal. During this time, the proposal was in form of a meeting between the Principal, the Head of Departments, and the Vice Principle of Curriculum. In the meeting, each of Head Department proposed the programs, places and time, and the facilities to the Principal and the Vice Principal. Thirdly, the Principal would have a meeting with the Head of Foundation to inform and confirm about the field trip program, as well as to get approval from the foundation. Lastly, the Principal would announce the field trip program to the students during the assembly; while the parents were informed through letter of announcement.

In 2016, the field trip program was conducted once which was in Term 3 during March. The places to visit were *Dinas Perusahaan Daerah Air Minum (PDAM) Kalimantan Barat*, *Taman Digulis Pontianak* and *Alun – Alun Kapuas Park*, Kompas Newspaper Office Pontianak, Pontianak Post Pontianak, Semen Gresik Company Pontianak, and Indofood Company. Meanwhile, in the field trip 2017, the event was done in every term in which the places were also different in each term. For example in Term 1, the places were Indonesian Agency for Meteorological, Climatological and Geophysics in *West Kalimantan*; and in Term 2, the school visited *Angkasa Pura Airport*. The places were chosen based on the

needs of the materials of the subjects. The participants were the students of lower and higher secondary levels with the total of 172 students.

In each of the field trip programs, the students were given projects or assignments from each subjects. Those projects were their learning problems in which they had to solve either individually or in group. The students were required to directly participate in solving the problems that forced them to experience the onsite learning (Nabors, Edwards, & Murray, 2009). According to the principal, the projects were submitted three days after the field trip was conducted. Then, the teachers assessed the projects, after that displaying them so that other students could assess, too. In this case, the students were involved to do peer assessment.

After doing the field trips, the results showed the students' understanding and motivation towards learning improved. They were shown by the activeness and engagement of the students in the classroom process, as well as the increasing of the students' academic achievement in form of assignment scores. The students became more enthusiastic in learning which is the main goal of conducting the field trip program (Higgs & McCarthy, 2005).

IV. CONCLUSION

Learning does not only happen in the classroom and is not always based on the textbook. Learning can take place in any places. The form of the learning, too, can be varied. One of them is by implementing the field trip which is more fun, more effective, and more interesting, as what has been done by *Sekolah SPK Tunas Bangsa*.

The field trip brings experiential learning of the students that they obtain both knowledge of the subject matters and skills of learning, especially problem solving skills. The field trip also can be one of the appropriate options for the teachers to assess the students' advanced understanding and performance. Finally, and the most important is implementing the field trip in learning create independency to the students in learning. They do not depend to the teachers that they can find their own styles in learning which can be used throughout their lives.

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