

Outdoor Study Method to Enhance Explanatory Text Writing in Indonesian Language Learning

Novia Zelayanti^{1*}, Irwan Satria² and Ixsir Eliya³

^{1,2,3} Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia

ABSTRACT

This study aims to describe in detail the planning, enactment, and evaluation of an outdoor-study approach for the explanatory-text unit in Bahasa Indonesia instruction, and to identify the enabling and constraining factors that condition its success in a typical Indonesian public junior high school. Using a descriptive qualitative bounded case design focused on one intact class (Grade VIII-A, SMPN 13 Bengkulu), fieldwork spanned two Plan-Act-Observe-Reflect cycles (January–March 2022). Data sources comprised participant observation, lesson artefacts (observation sheets, drafts, rubrics), peer reviews, teacher feedback, and semi-structured interviews, and were analysed with Miles and Saldaña's iterative procedures of data reduction, display, and conclusion drawing; trustworthiness was supported through triangulation, audit trails, member checks, and prolonged engagement. Based on research results, two key findings emerged. First, when structured by explicit objectives, focused observation instruments, annotated text modelling, and iterative feedback cycles, outdoor study substantially improved students' rhetorical organisation, cohesion, use of technical vocabulary, and causal reasoning in explanatory writing. Second, effectiveness was enabled by careful task design, active teacher facilitation, and targeted language scaffolding, yet constrained by weather/time disruptions, uneven participation, documentation distractions, and limited vocabulary; these challenges were mitigated through time-boxing, role rotation, a no-face photo policy, and consistent rubric use, thereby stabilising writing quality across cycles. Overall, outdoor study functions not as a recreational supplement but as an evidence-based pedagogical strategy aligned with national curriculum demands, offering a replicable pathway for strengthening explanatory writing and causal reasoning while informing teacher practice and school-level design.

ARTICLE HISTORY

Received: 25 January 2024

Revised: 2 March 2024

Accepted: 5 April 2025

KEYWORDS

explanatory text; formative assessment; genre-based approach; outdoor study.

PUBLISHER'S NOTE

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike (CC BY 4.0) license



CORRESPONDING AUTHOR

Novia Zelayanti, Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia. Email: noviaherwantoni@gmail.com

Introduction

The rapid diffusion of mobile technologies and social media has reshaped how adolescents read, write, and participate in knowledge-building. For language education, these platforms are not just additional channels of communication; they reconfigure audiences, genres, and feedback loops that influence students' motivation and the quality of their writing. Contemporary syntheses argue that social media can be pedagogically potent when its affordances are deliberately aligned with learning goals and grounded in theory rather than adopted for novelty alone. This line of work has expanded markedly in the past five years and emphasizes the need for principled designs that connect platform

features (audience reach, multimodality, instant feedback) to specific literacy outcomes (Perez et al., 2023). In parallel, education policy discourse has foregrounded the competencies needed for an increasingly digital, interconnected, and volatile world, highlighting learning pathways that cultivate higher-order thinking, collaboration, and adaptive communication. These global frameworks underscore the urgency of moving beyond rote memorization toward authentic, meaningful tasks that engage learners with real problems and diverse media (Tulyaganova & Fontaine, 2024).

Empirical studies in language education provide granular evidence for these claims. Platform-specific interventions have reported measurable improvements in targeted outcomes when tasks are structured and assessment is clear. For example, controlled classroom experiments show that Instagram feed-based tasks, when coupled with explicit instruction, can outperform conventional webinar-based lessons for grammar learning and foster positive learner attitudes (Teng et al., 2022). Systematic reviews likewise document how WhatsApp, when used purposefully, supports motivation, participation, and self-paced learning while warning that outcomes depend on alignment with curricular aims and assessment (Syairofi et al., 2023). Beyond performance gains, the theoretical grounding of social-media-supported pedagogy remains a critical concern; recent reviews explicitly call for designs that make the pedagogical “why” transparent (Perez et al., 2023).

The Indonesian context adds a sociolinguistic layer that is directly relevant for classroom practice. Analyses of Indonesian language use on social media show dynamic variation in informal registers, code-mixing, and creative orthography that differs substantially from academic varieties expected in school genres. These findings have explicit implications for teaching: rather than treating digital discourse only as a threat to standard language norms, educators can leverage it as a contrastive resource for raising genre and register awareness, provided that tasks include clear models and reflective comparison with formal targets (Mardikantoro et al., 2023). In short, technology and social media can be useful scaffolds for language learning, but their classroom value depends on task design, assessment clarity, and explicit bridges to curricular standards.

A complementary strand of research points to the benefits of *outdoor learning* in natural or community environments outside the traditional classroom. A comprehensive systematic review finds consistent socio-emotional and, in many cases, academic benefits when outdoor learning is thoughtfully designed, contextualized, and supported by teacher preparation (Mann et al., 2022). Outdoor tasks typically cultivate observational precision, collaboration, and inquiry dispositions as students investigate authentic phenomena. These characteristics align closely with the communicative purposes of explanatory writing, which requires learners to transform observations of processes and causal relations into coherent, audience-aware texts.

For Bahasa Indonesia at the junior secondary level, *teks eksplanasi* (explanatory text) is a core genre whose structure and linguistic features are clearly codified in national curriculum documents and teaching modules (e.g., *pernyataan umum*, *deret penjelas*, *interpretasi*; use of causal-temporal conjunctions, technical terms, and, where appropriate, passive constructions) (Mahmudah et al., 2024). Recent scholarly work consolidates evidence that a genre-based approach (GBA), with its staged pedagogy *Building Knowledge of the Field*, *Modeling of Text*, *Joint Construction*, and *Independent Construction* improves organization, cohesion, and audience awareness in students’ explanatory writing; nevertheless, the literature also notes uneven coverage across contexts and genres, and calls for studies that attend to implementation detail (Hitimala et al., 2024).

Bringing these strands together suggests a promising, underexplored opportunity: using *outdoor study* as a content-generation engine for explanatory writing, then harnessing school-managed technology and (when appropriate) social media to extend audience, feedback, and motivation. Under such a design, students first observe local phenomena (rainwater flow in school drains, waste sorting, erosion in a school garden), collect field notes and photos, and then transform these observations into texts that explain processes and causal chains for real readers. The outdoor phase anchors writing in concrete, shared experiences, while the digital phase supports iterative drafting, multimodal enrichment, and peer response. This coupling answers repeated calls in the social media literature for theoretically grounded tasks and for the integration of digital production with disciplinary content and genre instruction, rather than treating platforms as stand-alone add-ons (Perez et al., 2023).

Early evidence from Indonesian classrooms is encouraging. Quasi-experimental studies report that project-based learning models which deliberately capitalize on outdoor or place-based inquiry can significantly improve writing performance in Bahasa Indonesia. One study at the primary level, for instance, found that a Project-Based Learning model *berbasis outdoor study* produced statistically significant gains in students' writing tasks compared with conventional instruction gains attributed to authentic data collection and sustained audience-oriented drafting. Although situated in a different grade and genre, this work illustrates a mechanism of change relevant to explanatory writing at the junior secondary level (Candin & Kristiantari, 2023). At the same time, international syntheses caution that outdoor learning's impact varies with task structure, safety and logistics planning, and teacher facilitation factors that need careful documentation in school-based research (Mann et al., 2022).

Despite these converging insights, two notable gaps persist in the past five years of research. First, studies of social-media-supported language learning largely operate in purely digital settings; they rarely couple field-based observation (as the generator of content) with genre-specific composing and platform-mediated feedback in Indonesian-language classrooms (Perez et al., 2023). Second, within the junior secondary context in Indonesia especially for Bahasa Indonesia rather than English there is a dearth of descriptive implementation studies that detail how teachers plan, enact, and evaluate outdoor-to-digital task sequences for the explanatory genre, including the enabling and constraining conditions in ordinary public schools. The sociolinguistic particularities of Indonesian digital discourse further heighten the need for such contextualized accounts that explicitly bridge informal registers to academic genres through modeling and reflection (Mardikantoro et al., 2023). Addressing these gaps is both timely and practically important for schools implementing the Kurikulum Merdeka, which emphasizes authentic tasks, multimodal literacy, and community-connected learning.

Responding to these gaps, the present study focuses on Class VIII A at SMP Negeri 13 Kota Bengkulu and asks three guiding questions: How is the *outdoor study* method planned and implemented in Bahasa Indonesia lessons for explanatory texts? What enabling factors and constraining factors shape its enactment? And in what ways does pairing outdoor observation with structured composing and, where school policies allow, moderated social-media-mediated sharing contribute to students' ability to produce coherent, evidence-based explanatory texts aligned with curriculum descriptors? These questions are formulated to align directly with the gaps identified above and to yield transferable insights for schools with similar profiles.

The objectives are correspondingly threefold: first, to describe in detail the planning, enactment, and evaluation of *outdoor study* for the explanatory text unit; second, to identify the enabling and constraining factors that condition success in a typical Indonesian public junior high school. By making the design logic explicit why these steps, why this order, why these tools the study contributes methodological transparency that current reviews demand of social-media-supported learning designs (Perez et al., 2023).

The study's novelty lies in its integration of three elements that, while individually studied, are rarely combined in Bahasa Indonesia classrooms at the junior secondary level: (a) *outdoor study* as a generator of authentic, shared experiences to be explained; (b) genre-based instruction that explicitly teaches the rhetorical architecture and linguistic resources of explanatory texts; and (c) technology/social media (school-managed and policy-compliant) to extend audience, facilitate iterative feedback, and support multimodal composing. Evidence suggests that each element has promise on its own outdoor learning for engagement and academic benefits, GBA for writing quality, and platform-supported tasks for motivation and targeted skills (Hitimala et al., 2024; Mann et al., 2022; Syairofi et al., 2023; Teng et al., 2022). The contribution here is to orchestrate these elements into a coherent sequence aligned with national curriculum descriptors for Bahasa Indonesia, with clear roles for teacher modeling and assessment rubrics, and with safety/ethical protocols appropriate for field-based activities.

A further contribution is contextual. Much of the social-media-in-education literature focuses on higher education or English as a foreign language; by contrast, this study documents implementation in a public junior high school's Bahasa Indonesia class (Perez et al., 2023). The intent is not only to demonstrate feasibility and illuminate constraints but also to offer design heuristics that other teachers can adapt such as lightweight observation guides, checklists linking field notes to paragraph plans, and moderation protocols for any online sharing consistent with school policy and child safeguarding. This practical orientation responds to teachers' needs for models that are rigorous yet realistic within typical constraints of time, staffing, and facilities.

Finally, the study complements policy-level aspirations with classroom-level evidence. International frameworks call for learning that is collaborative, authentic, and future-oriented; national curriculum documents specify the structural and linguistic expectations of explanatory texts (Kramer-Dahl, 2008; OECD, 2019). What teachers and schools often lack are granular accounts of how to connect these agendas in day-to-day practice: how to translate a walk around the school grounds into a well-structured text with causal cohesion; how to harness digital tools to publish for a real audience without sacrificing attention to register and accuracy; and how to assess both process and product in ways that are fair, reliable, and instructionally useful. By documenting enactment and analyzing supports and barriers in a live school context, this study seeks to advance that middle layer where policy meets pedagogy.

The remainder of the paper is organized as follows. The next section details the methodological approach, participants, and data sources. This is followed by findings on implementation, enabling conditions, and constraints, illustrated with classroom artifacts and, where permitted, anonymized exemplars of student work. The discussion then situates the results within research on outdoor learning, genre-based writing pedagogy, and social-media-supported instruction, drawing implications for teacher professional learning and school policy. The paper concludes with limitations and directions for future research, including opportunities to examine

learning outcomes at scale and to compare variations of the model across different school environments.

Methods

This study adopts a descriptive qualitative design with a bounded case centered on a single class (Grade VIII-A) at SMPN 13 Bengkulu, aimed at generating a rich, contextual understanding of how the *outdoor study* method is planned, enacted, and evaluated in Bahasa Indonesia instruction on explanatory texts, including its enabling and constraining conditions. Within the qualitative paradigm, the researcher functions as the key instrument, conducting in-depth observation in a naturalistic setting to capture processes and meanings as they unfold (Creswell & Poth, 2018; Lincoln & Guba, 1985). Because the case is clearly delimited by one class and a defined time window, an applied case-study approach is used to frame the bounded system and to guide data collection and analysis procedures (Erlina et al., 2025; Koderi et al., 2023; Yin, 2018). The fieldwork was conducted from January to March 2022 with one Bahasa Indonesia teacher and all students in Grade VIII-A, participants were selected via purposive sampling (an intact class already implementing or scheduled to implement *outdoor study*), with maximum-variation sampling applied to a student sub-sample when deeper probing was needed to represent different engagement/ability profiles (Patton, 2015).

The research unfolded over two cycles following a Plan Act Observe Reflect sequence. During planning, the researcher and teacher co-developed lesson plans/modules for *outdoor study* aligned to the structure and linguistics of explanatory texts (general statement sequence of explanations interpretation, causal/temporal conjunctions, technical terminology) and prepared fieldwork sheets, a writing rubric, an implementation checklist, interview protocols (for teacher and students), and a safety plan (safe routes, weather checks, chaperone ratios). The action phase implemented *outdoor study*: students observed phenomena in and around the school, collected data using an observation sheet focused on causal chains and procedural sequence, then moved to teacher-led modeling, joint construction, and independent construction of texts. In observation & documentation, the researcher/collaborator monitored fidelity of implementation, teacher roles, student engagement, and emergent constraints, while archiving artefacts. The reflection phase conducted with the teacher set targets for the next cycle (clarifying instructions, managing drafting time, bolstering technical vocabulary) to ensure practices are finely documented and replicable (Creswell & Poth, 2018; Yin, 2018).

Data were gathered in the naturalistic setting from participant observation, in-depth interviews, and documentation, with method/source triangulation to integrate converging evidence across these streams (Denzin & Lincoln, 1996; Lincoln & Guba, 1985). Analysis followed the Miles M. B. & Saldana, (2014) interactive-iterative model data reduction, data display, and conclusion drawing/verification conducted continuously to saturation; initial coding was derived from the research aims and field evidence, followed by constant comparison to develop themes and trace convergent/contradictory patterns. All analytic steps were logged through memos and matrices to maintain an audit trail and transparency (Creswell & Poth, 2018). Trustworthiness was supported through prolonged engagement, triangulation, brief member checking, peer debriefing, audit trails, and thick description (Lincoln & Guba, 1985). Limitations include the focus on a single non-randomized class without a comparison group (constraining transferability and precluding causal

inference), a sample size tied to one class, and possible influences of season/weather and school logistics. Findings are therefore positioned as contextual evidence that may be cautiously transferred to similar settings (Patton, 2015; Yin, 2018).

Results and Discussion

Implementation of the Outdoor Study Method in Learning Indonesian Language Explanatory Text Material

The instructional process was carried out in two cycles, each following the sequence of Planning–Action–Observation–Reflection. During the planning stage, the teacher and researcher jointly developed lesson plans and supporting materials that explicitly guided students in tracing process sequences and causal chains. The field observation sheet was designed to be concise and focused (checkboxes plus note-taking space), with special columns for “visual evidence” (sketches/photos without identity), “causal indicators,” and “follow-up questions.” The assessment rubric emphasized five aspects structure, cohesion/coherence, accuracy of information based on field data, language use, and mechanics so that learning objectives and success criteria were communicated from the outset.

In the first cycle’s action stage, lessons began with a pre-briefing on safety (routes, area boundaries, weather check, companion ratio). Students worked in small groups (3–4 members) to observe real phenomena in the school environment, such as rainwater flow in drains, garbage accumulation at certain points, and erosion marks in garden areas. Throughout the observations, the teacher adopted the role of facilitator/motivator, directing attention without providing ready-made answers, for example through guiding questions: “Which part of the ditch accelerates the flow?” or “What happens if the outlet is blocked?” These open-ended prompts triggered investigation, group discussion, and the formulation of simple hypotheses. Documentation was conducted through brief field notes, simple flow diagrams (e.g., heavy rain → garbage clogging → reduced flow capacity → water pooling), and photographs that excluded student identities.

The transition from the field to the classroom was managed through a short debriefing at a “gathering point.” Here, each group presented initial findings (1–2 minutes) and received micro-feedback to refine causal focus or process sequence prior to writing. Text modeling was then carried out using a short annotated explanatory text: the teacher highlighted the general statement, emphasized explanatory sequences with causal/temporal discourse markers (when, because, therefore, subsequently, finally), and demonstrated interpretation linking observations to local conditions (slope, roof guttering, surface type). Students then proceeded to joint construction (collaboratively writing an introduction and one explanatory paragraph using sentence starters) followed by independent construction (completing additional paragraphs and the interpretation). At the end of the session, drafts were exchanged between groups for peer review using the rubric, with two mandatory comments (one specific strength, one specific suggestion).

Findings from Cycle I revealed several patterns. First, the genre structure began to emerge but was inconsistent, with examples, opinions, and generalizations often mixed in explanatory paragraphs. Second, causal/temporal cohesion was present but inconsistent markers existed but often failed to connect the correct clauses or referred ambiguously (e.g., “this” without a clear referent). Third, technical vocabulary was limited, with students relying on everyday expressions

such as “water piles up,” “blocked ditch,” or “eroded soil.” Fourth, there were signs of unequal participation: one or two students dominated the writing while others tended to only document.

Insights from Cycle I informed adjustments for Cycle II. During planning, several refinements were made: (a) observation sheets were streamlined with fewer items but a sharper focus (separating “process sequence” from “causes/triggers”); (b) a mini-glossary of relevant technical vocabulary was prepared (e.g., discharge, runoff, sediment, drainage, slope, porosity); (c) the rubric included before–after sentence examples to illustrate effective revision (e.g., clarifying pronominal references, articulating mechanisms); (d) documentation protocols were tightened (photo quota per group, *no-face policy*); and (e) group composition was rotated to equalize roles.

During Cycle II, student engagement improved noticeably: more clarification questions were raised, field notes were more detailed, and intra-group discussions became more productive. The teacher remained in the facilitator role but introduced additional linguistic scaffolds through sentence frames (e.g., “The sequence of processes in this phenomenon is ...,” “The condition that causes X is ...,” “As a result ...”). In the writing session, modeling focused on demonstrating how to break down complex mechanisms into sequential steps, then organizing sentences with consistent temporal/causal markers. Revision was structured into two rounds: a self-check using the rubric checklist, followed by structured peer review (two required comments, plus one clarification question).

Artifacts across draft–revision–final versions showed clear improvements compared to Cycle I in two key aspects. First, the genre structure became more explicit: the opening paragraph functioned as a clear general statement (defining/situating the phenomenon), the explanatory sequence outlined mechanisms with consistent markers, and the interpretation linked the phenomenon to local context (e.g., “impervious surfaces accelerate runoff in area X”). Second, causal/temporal cohesion strengthened: connectives such as because, therefore, as a result, subsequently, and finally now consistently linked clauses that bore true causal or sequential relations; ambiguous pronominal references were reduced. Linguistically, the mini-glossary enabled students to replace general phrases with precise technical terms while maintaining readability. In terms of information accuracy, evidence-based revisions (from notes/sketches/photos) transformed generic claims (“trash causes flooding”) into mechanistic explanations (“trash blocks the outlet, flow capacity decreases, so when rainfall intensity rises, water overflows and pools in the lowest area”). Overall, the teacher’s shift from content deliverer to facilitator was consistent across sessions and valued by students, as indicated by greater requests for clarification, more discussions about causal markers, and increased willingness to revise drafts.

Supporting and Inhibiting Factors of Outdoor Study Implementation

The success of implementing outdoor study was primarily sustained by precise and consistent instructional design. Detailed planning with explicit learning objectives, observation sheets explicitly targeting process sequences and causal chains, cohesion checklists, and transparent rubrics made expectations clear from the outset and guided students as they transformed field data into explanatory paragraphs. Annotated modeling (sample texts color-coded/labeled into general statement–explanatory sequence–interpretation sections, along with discourse markers) provided an accessible “map” to follow, while the formative feedback cycle of self-check → peer review → teacher feedback, grounded in criteria, encouraged structural rather than merely cosmetic revisions.

Strong field management through safety protocols (safe routes, time-boxing of approximately 20 minutes for observation plus 10 minutes for debriefing, and a no-face policy) maintained focus, ethics, and efficiency. Additional supports such as a mini-glossary of technical terms, sentence frames for guiding causal/temporal constructions, and role rotation (observer–note-taker–writer–presenter) further ensured that every student contributed and developed an understanding of *how to write* rather than simply *what was observed*.

On the other hand, the effectiveness of practice could be undermined by several field frictions. Weather and time constraints (sudden rain, intense heat) shortened observation duration and reduced concentration; unequal participation led to groups dominated by two active students; limited technical vocabulary hampered the transfer of notes into accurate terminology; and enthusiasm for documentation sometimes diverted attention from mechanisms to the aesthetic aspects of phenomena. Mitigation measures thus needed to be applied consistently across cycles: contingency planning (brief indoor tasks using existing data/photos during bad weather); role rotation plus “participation tokens” to balance contributions; staged mini-glossaries and micro-teaching of vocabulary prior to drafting; photo quotas and observation prompts emphasizing cause–effect; and immediate debriefing to “lock” findings into paragraph frameworks. Combined with simple log monitoring (time, weather, obstacles, follow-up) and the use of a single rubric consistently from planning through assessment, these measures stabilized the quality of student writing and ensured that outdoor study truly functioned as a content generator for coherent, accurate, curriculum-aligned explanatory texts.

Discussion

The findings on implementation and classroom dynamics resonate strongly with the broader literature on outdoor learning, which emphasizes that learning beyond the classroom, when contextually designed and adequately facilitated, can significantly enhance student engagement, sense of ownership in the learning process, and academic achievement indicators, alongside socio-emotional benefits (Mann et al., 2022). The observed transformation of the teacher’s role into that of a facilitator nurturing inquiry, as demonstrated in this study’s instructional cycles, also aligns with such recommendations: teachers guided observational focus (what to attend to), stimulated causal questioning (“why/how”), and helped students crystallize findings into coherent explanations (Eick, 2012). In this sense, the outdoor phase was not an optional add-on but rather a content engine generating raw material to be shaped into explanatory texts.

The improvement in the structure and cohesion of students’ writing aligns with evidence on the Genre-Based Approach (GBA) in explanatory genres. When instruction proceeds from Building Knowledge of the Field (BKOF), followed by annotated text modeling, joint construction, and ultimately independent construction, students more readily organize knowledge into appropriate rhetorical structures (Hitimala et al., 2024; Li & Lai, 2022). In this study, BKOF was enriched through field observation providing empirical data; modeling illustrated “how to write” with causal/temporal markers; joint construction enabled students to reason through mechanisms collaboratively; and independent construction tested their capacity for autonomous composition. As a result, explanatory sequences in Cycle II increasingly focused on mechanisms rather than mere examples, while interpretations shifted from generic expectations to locally grounded insights.

This transition from global claims to mechanistic explanations reflects the development of causal reasoning, which lies at the core of explanatory texts. Cognitive development literature underscores that causal understanding is strengthened when students observe authentic phenomena and are asked to explain how and why events occur, rather than merely what happens (Keil, 2024). Outdoor study provides such concrete phenomena; GBA supplies the rhetorical architecture for transforming observations into coherent explanations; and formative assessment (rubrics, self-checks, peer review) drives revisions toward higher-quality texts. In other words, these three pillars are mutually reinforcing: authentic content → genre architecture → evidence-based improvement.

Linguistic dimensions, particularly the use of technical vocabulary and pronominal reference, also showed marked progress. The Indonesian Language Learning Outcomes (Phase D) require the use of technical terms and accurate causal/temporal markers in explanatory writing (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemdikbudristek), 2022). Light-touch interventions such as mini-glossaries and sentence frames proved effective in reducing overreliance on vague phrases (“this,” “that”) and encouraged more precise naming of entities and processes. Attention to pronominal referencing improved readability and reduced the “dangling reference” problems common in early drafts and also reported in higher-level EFL contexts (Diep & Le, 2024). These outcomes affirm that lexical reinforcement and explicit instruction on cohesive devices form a strategic pairing, particularly when students are required to write process- and causality-based texts.

From the perspective of assessment, rubric-based self-checks, structured peer reviews, and teacher feedback anchored in explicit criteria proved to be evidence-supported practices. Meta-analyses have found that rubrics exert a moderate positive effect on academic performance and self-regulation, provided they are clear, understood by students, and embedded within the learning process rather than reserved for summative judgment (Panadero et al., 2023). Similarly, umbrella reviews of formative assessment in K–12 report positive impacts across subjects, especially when designs incorporate consistent scaffolding and repeated feedback cycles (Sortwell et al., 2024). In the writing domain, peer review is most effective when structured with rubrics, feedback examples, and commentary prompts, yielding benefits for revision quality and metacognitive awareness (S. Wang et al., 2023). In this study, the implementation of two revision rounds, mandatory specific comments, and before–after comparisons conformed closely to such recommendations and explained why students’ revisions shifted from surface-level corrections to structural improvements (adding mechanistic steps, clarifying referents, organizing transitions).

Findings on the linkage between outdoor activity and learning readiness further reinforce health–education evidence. School-based studies using objective monitoring of outdoor time confirm a positive, though nonlinear, association between time spent outdoors and academic performance up to a certain threshold (J. Wang et al., 2020). This challenges the concern that “leaving the classroom” undermines academic achievement, provided the activities are structurally designed and reconnected to explicit learning goals. In this context, instructional design that transformed field observations into explanatory texts via GBA and formative assessment offered a robust conceptual foundation (Alwasilah, 2025). This perspective carries practical significance for communication with stakeholders including parents and school committees so that outdoor study is recognized as an evidence-based academic strategy rather than merely recreational activity.

Conversely, the effectiveness of outdoor learning is shaped by recurring challenges such as external conditions (weather and scheduling), unequal participation, distractions from documentation, and limited technical vocabulary. These challenges are consistent with Mann et al., (2022), who note that such barriers are common in both outdoor learning and process-oriented writing instruction. Addressing them requires three complementary mitigation strategies. First, rigorous task design including time-boxing, focused observation instruments, limited photo quotas, and a no-face policy helps sustain attention and uphold ethical standards. Second, active teacher facilitation through causal prompts, immediate debriefing to transfer experiences into writing plans, and acting as the “first editor” steering revisions toward structure proves essential for strengthening learning. Third, targeted language support such as thematic mini-glossaries, sentence frames, and lists of relevant discourse markers enables students to articulate ideas more systematically. When implemented consistently from the beginning of the semester, not merely during pilot phases, these strategies stabilize writing quality across diverse environmental phenomena (e.g., drainage, waste management, erosion, water cycles), ensuring the sustainability of experiential pedagogy (Gillies et al., 2023; Mann et al., 2022; Wijnen-Meijer et al., 2022).

Within the framework of the national curriculum, the integration of outdoor study, GBA, and formative assessment aligns well with Indonesian Language Learning Outcomes (Phase D), which require students to produce explanatory texts that demonstrate understanding of processes and causality, employ technical vocabulary, and maintain cohesive structure (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemdikbudristek), 2022). This study illustrates an operational pathway for achieving such targets: experience first (observation), followed by model–joint–independent writing, reinforced through continuous feedback loops. This pathway also resonates with international calls for task-based, meaningful learning designs that foster causal reasoning and academic communication across disciplines (Keil, 2024; Mann et al., 2022). In sum, the intervention not only “fits” the curriculum but is also underpinned by cross-disciplinary evidence.

Overall, the integration of outdoor study, the Genre-Based Approach, and formative assessment demonstrates strong potential as an evidence-based pedagogical strategy. By transforming authentic field experiences into structured explanatory texts, this model enhances students’ rhetorical competence, causal reasoning, and engagement while remaining aligned with national curriculum goals. Despite contextual challenges, the careful orchestration of task design, active facilitation, and targeted language scaffolding ensures effectiveness, positioning outdoor study not as a recreational diversion but as a sustainable academic practice.

Conclusion

This study concludes that the implementation of the outdoor study method in Bahasa Indonesia lessons on explanatory texts at SMPN 13 Bengkulu effectively strengthened students’ rhetorical competence, cohesion, technical vocabulary, and causal reasoning when supported by genre-based pedagogy and formative assessment. Careful lesson planning, annotated modeling, and iterative feedback cycles enabled students to transform authentic field observations into coherent explanatory texts, while teacher facilitation and targeted linguistic scaffolds ensured active participation and conceptual clarity. At the same time, constraining factors such as weather conditions, unequal participation, documentation distractions, and limited vocabulary highlight the importance of contingency planning, role rotation, and consistent rubrics as sustaining mechanisms.

The findings reinforce outdoor study not as a recreational supplement but as a viable evidence-based academic strategy aligned with the national curriculum and enriched by international scholarship. Theoretically, this research contributes to the literature on the integration of language, pedagogy, and experiential learning, while practically offering schools and teachers replicable models for designing contextualized, curriculum-relevant writing instruction.

The study's primary contribution lies in its novel insights into how language, contextual learning experiences, and the support of school-based technology and social media can synergize to strengthen students' academic literacy. Practically, these findings hold implications for teachers in designing effective experiential learning, for schools in shaping curriculum policies that foster pedagogical innovation, and for educational stakeholders in recognizing outdoor study as a legitimate academic strategy rather than a recreational activity. Theoretically, this research enriches the literature on the interplay between language, pedagogy, and media, while opening avenues for further inquiry. Future research should logically build on the study's limitations by comparing different models of outdoor study, testing implementation intensity, and extending the approach to other genres and disciplines, thereby advancing understanding of the interconnections among language, technology, and learning contexts.

Reference

- Alwasilah, Y. A. (2025). Students' learning outcomes on genre-based approach implementation in teaching a recount text writing. *Journal of English Pedagogy and Applied Linguistics*, 5(2), 223-237. <https://doi.org/10.32627/jepal.v5i2.1245>
- Candin, A. D., & Kristiantari, M. G. R. (2023). Model Project Based Learning Berbasis Outdoor Study Meningkatkan Keterampilan Menulis Cerpen Berbahasa Indonesia Pada Kelas V SD. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 7(3), 408-415. <https://doi.org/10.23887/jipp.v7i3.63157>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Sage.
- Denzin, N. K., & Lincoln, Y. S. (1996). *Handbook of qualitative research*. *Journal of Leisure Research*, 28(2), 132.
- Diep, G. L., & Le, T. N. D. (2024). An analysis of coherence and cohesion in English majors' academic essays. *International Journal of Language Instruction*, 3(3), 1-21. <https://doi.org/10.54855/ijli.24331>
- Eick, C. J. (2012). Use of the outdoor classroom and nature-study to support science and literacy learning: A narrative case study of a third-grade classroom. *Journal of Science Teacher Education*, 23(7), 789-803. <https://doi.org/10.1007/s10972-011-9236-1>
- Erlina, E., Koderi, K., & Sufian, M. (2025). Designing a gender-responsive Qira'ah learning module: Bridging equality and inclusivity in Islamic higher education. *Jurnal Ilmiah Islam Futura*, 25(1), 239-262. <https://doi.org/10.22373/jiif.v25i1.29305>
- Gillies, R. M., Millis, B., & Davidson, N. (2023). *Contemporary Global Perspectives on Cooperative Learning*. Routledge. <https://doi.org/10.4324/9781003268192>
- Hitimala, H., Damayanti, I. L., & Yusuf, F. N. (2024). Genre-based approach in writing explanation text: A systematic literature review. *EduLite: Journal of English Education, Literature and Culture*, 9(1), 32. <https://doi.org/10.30659/e.9.1.32-49>
- Keil, F. C. (2024). Attention and the development of scientific thinking. *Annual Review of Developmental Psychology*, 6, 93-113. <https://doi.org/10.1146/annurev-devpsych-010923-103603>
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemdikbudristek). (2022). Capaian pembelajaran mata pelajaran Bahasa Indonesia (Fase A-F). Retrieved from <https://kurikulum.kemdikbud.go.id/file/cp/dasmen/8.%20CP%20Bahasa%20Indonesia.pdf>
- Koderi, Sufian, M., & Erlina. (2023). Developing Lampung local wisdom film of Arabic communication skills for Madrasah Tsanawiyah students. *International Journal of Information and Education Technology*, 13(12), 2004-2013. <https://doi.org/10.18178/ijiet.2023.13.12.2015>
- Kramer-Dahl, A. (2008). Negotiating what counts as English language teaching: Official curriculum and its

- enactment in two Singaporean secondary classrooms. *Research Papers in Education*, 23(1), 85-107. <https://doi.org/10.1080/02671520701694417>
- Li, S. C., & Lai, T. K. H. (2022). Unfolding-knowledge-coconstruction-processes-through-social-annotation-and-online-collaborative-writing-with-text-mining-techniques_2022_Australasian-Society-for-Computers-in-Learning-in-Tertiary-Education-ASCILITE.pdf. 38(1), 148-163. <https://doi.org/10.14742/ajet.6834>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Sage Publications. [https://doi.org/10.1016/0147-1767\(85\)90062-8](https://doi.org/10.1016/0147-1767(85)90062-8)
- Mahmudah, N. R., Sufian, M., Koderi, & Erlina. (2024). Peningkatan penguasaan mufrodat melalui metode As-Sam'iyah Asy-Syafawiyah di SD Islam Assuniyah Tulang Bawang Barat. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 5(1), 35-47. <https://doi.org/10.30997/tjpba.v5i1.10775>
- Mann, J., Gray, T., Truong, S., Brymer, E., Passy, R., Ho, S., Sahlberg, P., Ward, K., Bentsen, P., Curry, C., Cowper, R. (2022). Getting out of the classroom and into nature: A systematic review of nature-specific outdoor learning on school children's learning and development. *Frontiers in Public Health*, 10(May). <https://doi.org/10.3389/fpubh.2022.877058>
- Mardikantoro, H. B., Siroj, M. B., Utami, E. S., & Kurniati, E. (2023). Investigating Indonesian language varieties in social media interactions: Implications to teaching practices. *Indonesian Journal of Applied Linguistics*, 13(2), 306-316. <https://doi.org/10.17509/ijal.v13i2.63069>
- Miles M. B., H. A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Sage.
- OECD. (2019). *OECD Skills Strategy 2019 Skills to Shape a Better Future: Skills to Shape a Better Future*. OECD Publishing. Retrieved from <https://books.google.co.id/books?id=l8SZDwAAQBAJ>
- Panadero, E., Jonsson, A., Pinedo, L., & Fernández-Castilla, B. (2023). Effects of rubrics on academic performance, self-regulated learning, and self-efficacy: A meta-analytic review. *Educational Psychology Review*, 35, 113. <https://doi.org/10.1007/s10648-023-09823-4>
- Patton, M. Q. (2015). *Qualitative Research and Evaluation Methods* (4th ed.). Sage.
- Perez, E., Manca, S., Fernández-Pascual, R., & Mc Guckin, C. (2023). A systematic review of social media as a teaching and learning tool in higher education: A theoretical grounding perspective. *Education and Information Technologies*, 28(9), 11921-11950. <https://doi.org/10.1007/s10639-023-11647-2>
- Syairofi, A., Suherdi, D., & Purnawarman, P. (2023). Using WhatsApp to support English language learning: A systematic review. *Call-Ej*, 24(1), 305-337.
- Teng, C., Heydarnejad, T., Hasan, M. K., Omar, A., & Sarabani, L. (2022). Mobile assisted language learning in learning English through social networking tools: An account of Instagram feed-based tasks on learning grammar and attitude among English as a foreign language learners. *Frontiers in Psychology*, 13, 1012004. <https://doi.org/10.3389/fpsyg.2022.1012004>
- Tulyaganova, R., & Fontaine, J. (2024). Rethinking education for the modern generation: Embracing innovation in pedagogy. *The Future of Education*. Retrieved from https://conference.pixel-online.net/library_scheda.php?id_abs=6734
- Wang, J., Antonenko, P., & Dawson, K. (2020). Does visual attention to the instructor in online video affect learning and learner perceptions? An eye-tracking analysis. *Computers and Education*, 146, 103779. <https://doi.org/10.1016/j.compedu.2019.103779>
- Wang, S., Christensen, C., Cui, W., Tong, R., Yarnall, L., Shear, L., & Feng, M. (2023). When adaptive learning is effective learning: Comparison of an adaptive learning system to teacher-led instruction. *Interactive Learning Environments*, 31(2), 793-803. <https://doi.org/10.1080/10494820.2020.1808794>
- Wijnen-Meijer, M., Brandhuber, T., Schneider, A., & Berberat, P. O. (2022). Implementing Kolb's experiential learning cycle by linking real experience, case-based discussion, and simulation. *Journal of Medical Education and Curricular Development*, 9, 1-5. <https://doi.org/10.1177/23821205221091511>
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods*. Publications, Inc.