



Application of Field Trip Method to Support Elementary School Children in Learning Sains Material of Living Things

Febrina Siska Widyaningtyas¹, Rahma Dyani Jelang Syafitri², Desy Septia Kartikasari³, Dora Natasya Napitupulu⁴, Anisa Uswatun Khasanah⁵

¹²³⁴⁵Universitas Negeri Yogyakarta, Indonesia

Jl. Colombo Yogyakarta No.1, Karang Malang, Caturtunggal, Depok, Sleman, Daerah Istimewa Yogyakarta, Indonesia

✉Corresponding Author: febrinawidyaningtyas@uny.ac.id

Abstract

Informal learning that occurs within the family environment is very important for children. Additionally, children's basic understanding and experience of living things around them by using the environment as a medium serve as a foundation for continuing formal education. This aligns with the research objectives, which aim to assess the application of the field trip method to support elementary school children's learning in understanding science material, focusing on animals as living things. This study employs a qualitative approach with case studies. Data collection was through observation, interviews, and documentation. Data analysis included stages such as data reduction, data exposure, conclusion drawing, and verification. The research subjects were parents and children. The researcher also observed one educational tourist attraction in Yogyakarta aimed at supporting informal learning, specifically Gembira Loka Zoo. The observation results indicated that Gembira Loka Zoo in Yogyakarta offers facilities and rides that visitors, especially parents and children, can use to learn science. Moreover, interviews revealed that the field trip method to Gembira Loka Zoo fully supports informal learning by providing meaningful understanding and direct experiences for children. Therefore, this research can serve as a reference for families to implement the field trip method in learning science.

Keywords: informal learning, field trip method, science, Gembira Loka Zoo

Penerapan Metode Field Trip Guna Mendukung Anak Sekolah Dasar dalam Belajar Sains Materi Makhluk Hidup

Abstrak

Pembelajaran informal yang berlangsung di lingkungan keluarga sangatlah penting bagi anak. Terlebih lagi, pemahaman dan pengalaman dasar anak mengenai makhluk hidup di sekitar dengan menggunakan lingkungan sebagai medianya menjadi bekal dalam melanjutkan jenjang pendidikan formal. Hal ini sejalan dengan tujuan penelitian, yaitu mengetahui penerapan metode *field trip* guna mendukung belajar anak sekolah dasar dalam memahami materi sains dengan fokus hewan sebagai makhluk hidup. Penelitian ini menggunakan pendekatan kualitatif dengan studi kasus. Metode pengumpulan data melalui observasi, wawancara, dan dokumentasi. Sementara itu, tahapan teknik analisis data meliputi reduksi data, paparan data, dan penarikan kesimpulan sekaligus verifikasi. Subjek penelitian adalah orang tua dan anak. Peneliti pun melakukan pengamatan ke salah satu tempat wisata edukasi di Yogyakarta sebagai sasaran keluarga dalam mendukung pembelajaran informal, yakni kebun binatang Gembira Loka. Hasil observasi menyatakan bahwa di kebun binatang Gembira Loka Yogyakarta ditemukan fasilitas dan wahana yang dapat digunakan pengunjung khususnya orang tua dan anak-anak dalam belajar sains. Disisi lain, dari hasil wawancara ditemukan bahwa metode *field trip* ke kebun binatang Gembira Loka mendukung penuh pembelajaran informal karena memberikan pemahaman bermakna dan pengalaman langsung kepada anak. Dengan demikian, penelitian ini dapat menjadi referensi bagi keluarga untuk menerapkan metode *field trip* dalam mendukung anak belajar ilmu sains.

Kata kunci: pembelajaran informal, metode *field trip*, sains, kebun binatang Gembira Loka

INTRODUCTION

Education is a long and continuous process that lasts until the end of a person's life, so it is not surprising that educational issues must always be relevant and constantly related to the dynamics of life (Laili, 2020). Education is considered the most important thing in any country. The quality of education in a country is one of the key factors in its development (Kurniawati, 2022). Education plays an important role in improving learning outcomes. Education is expected to produce students who can develop their attitudes, skills, and intellectual intelligence to become capable, intelligent, and noble human beings. According to Ki Hajar Dewantara (the Father of Indonesian National Education), education is a prerequisite for the development of a child's life. Education is defined as nurturing all the natural abilities within a child so that they, as human beings and members of society, can achieve the highest possible level of safety and happiness.

Education is a shared responsibility and requires cooperation between the government, society, and families. If the three aspects of formal, non-formal, and informal education synergize optimally, it will not be difficult to improve the quality of the nation in terms of education. However, the reality on the ground shows that there is still a dividing wall between formal, non-formal, and informal education (Putra, et al., 2021). The contribution of informal education has not been fully integrated into the learning process at school because it is considered irrelevant to classroom learning plans, making it difficult for students to connect lesson materials with the real-life contexts they encounter in their daily lives. Learning that should be connected to daily life becomes rigid and detached from existing social realities. This makes it difficult to create contextual learning in the classroom.

Education is a conscious and planned effort to create an atmosphere or learning process so that students can actively develop their potential (Makkawaru, 2019). Education is the most important thing in shaping personality. Education does not always come from formal education such as schools or universities. Informal and non-formal education also play an equally important role in shaping personality, especially for children or learners (Ilma, 2015). The family is the smallest unit in society, consisting of a father, mother, and children. Each family member plays an important role. Another definition of the family is the oldest informal educational institution, primarily experienced by children, and serves as a natural educational institution. Facts show that informal education is a truly "lifelong" process in which everyone acquires attitudes, values, skills, and knowledge from daily experiences (Mursalim, 2019). Parents are responsible for feeding, caring for, protecting, and educating their children so that they grow and develop well (Syaadah et al., 2023).

Informal education is a family and environmental education pathway in the form of self-directed learning activities carried out consciously and responsibly. As explained by Chalidjah Hasan: "The presence of parents in the family is crucial in determining a child's future, especially the child's future life. In the psychological dimension, a child indeed needs mentors and coaches to guide the development of their soul. Trianingsih (2016) revealed that parents also play a role in children's cognitive or knowledge development by providing an environment rich in stimulation and learning. However, to this day, there are still parents who are not fully aware of their role as a source of literacy and facilitators in children's cognitive development (Solichah et al., 2022). This lack of awareness causes children to miss out on learning opportunities from their surroundings, and informal education within the family has not been optimized to its full potential. Many parents believe that education is solely the responsibility of schools, some parents are insufficient in guiding children to learn effectively in their surroundings, and there is a lack of parental involvement in stimulating children's knowledge to think critically through activities in their surroundings.

Science is a subject closely related to the universe and the phenomena of life that occur within it (Kristyowati & Purwanto, 2019). Additionally, we can also examine the relationship between humans and nature through science. Risnawati (2020) argues that through science education, we can understand the concept of nature. One subject within science is living organisms. Living organisms are not only humans but also animals and plants that we commonly encounter in our surroundings (Anisa et al., 2022). Ismawati and Sugiyarto in Afifah (2017) reveal that living things have characteristics, namely movement, adaptation to environmental temperature, breathing, growth and development, reproduction, eating and drinking, excretion, and sensitivity to stimuli. Although humans, animals, and plants share the same characteristics as living organisms, their survival mechanisms differ significantly (Hidayah, 2020). Science education is still largely textual and theoretical, including the conventional, textbook-centered approach to teaching students about living organisms.

Among living things, there is, of course, a close relationship in terms of survival. Plants and animals need each other to fulfill their nutritional needs. The reciprocal relationship between living things that occur in the environment is the cornerstone of the cycle of life (Effendi et al., 2018). Similarly, the relationship between humans and animals tends to be closer. Therefore, humans must recognize the animals in their surroundings. Humans need to understand how animals meet their nutritional needs, how they move, and so on. The goal is for humans to treat animals appropriately. This is what parents should do to introduce animals to their children from an early age. Children's basic knowledge and experience of animal life will help them learn about living things in a formal educational environment (Sari, 2021). In science lessons in elementary school, the material on living things that is studied includes animal body parts and their functions, animal life cycles, animal classification, animal adaptation to the environment, and the relationship between animals and other living things.

One implementation of informal science learning can be done through field trips. According to Nugraha (2024), field trips are learning activities conducted outside of school using the environment as a medium in the form of educational tourist attractions. In family-based learning, parents play a role like that of educators in schools or formal settings (Fatmawati, 2020). Families act as facilitators, motivators, guides, and supervisors. Parents can teach children with love and care. A safe, comfortable, and enjoyable family environment can support children in their learning process (Lubis, 2021). One tourist attraction in Yogyakarta that can be used as a learning tool for children related to science is the Gembira Loka Zoo. Mahfuzhoh and Saputra (2020) emphasize that Gembira Loka Yogyakarta is the main target of educational tourism, suitable for parents to introduce children to the world of animals. The existence of educational tourism such as zoos shifts the family's function as a place for true recreation (Bariyah, 2019). However, families can utilize zoo attractions as a learning tool for children. Children can observe and interact directly with various types of reptiles, mammals, primates, birds, and many more.

The implementation of science education in an informal environment is certainly different from formal education, which is centralized and structured (AF & Hilman, 2022). Mudah (2018) argues that learning outside of school using the environment as a medium with family support is more beneficial for children because they receive full supervision and direct experience. Based on the above description, we are interested in conducting research with the title "The Application of Field Trips to Support Elementary School Children in Science Learning on Living Things." This research aims to determine the implementation of informal education in the family environment by applying field trips in science learning, specifically on the topic of animals as living things.

METHODS

This type of research uses a qualitative approach with case studies to find data and information related to the Application of the Field Trip Method to Support Elementary School Children in Learning Science Material of Living Things. Descriptive research describes the state of the subject or object in research which can be a society, institution, person, and others based on existing facts or facts that appear. According to Mukhtar (2013, p. 30) qualitative research is a research procedure that produces written or spoken words in the form of descriptive data from someone and something that can be observed such as behavior.

The observation was conducted on November 29, 2023, from 8:00 a.m. to 11:00 a.m. at Gembira Loka Zoo in Yogyakarta. Meanwhile, the interviews were conducted on June 1-3, 2024. This research was conducted at the home of one of the students located in Notoyudan, Yogyakarta. The reason for choosing this location was to facilitate the data collection and interview process. The research subjects were members of the public who visited the zoo, with the criterion that the subjects visited the zoo with their families or intergenerational groups. The research subjects consisted of intergenerational family groups comprising parents and children aged 8–10 years with elementary school education who lived in Yogyakarta.

Qualitative research was conducted because the researcher's focus was to explore the application of the Field Trip Method to Support Elementary School Children in Learning Science Material of Living Things which is descriptive in nature. Data collection methods used were observation, documentation, and interviews using instruments that contained several interview questions. The data analysis technique used in this research is using the analysis model (Miles & Huberman, 1992: 16). According to him, there are three stages that must be done in qualitative research. The three stages are Data Reduction, Data Display, and Conclusion Drawing/Verifying. Data reduction is done by summarizing, selecting key things and focusing on important parts of the results of observations, interviews, and documentation results. Data

display is done by describing the data obtained, the interview data is presented in narrative form. In drawing conclusions in this study, it is expressed about the meaning collected (Satori, D. A., & Komariah, A, 2017).

Qualitative data obtained in the form of results from interviews with grade 3 and 4 elementary school students and parents, observations and existing documentation of both students and parents. The data collection methods used were observation, documentation, and interviews. The data analysis technique used in this research is using the analysis model (Miles & Huberman, 1992: 16). The data collection techniques used in this study are: 1) Observation, 2) Open Interview, 3) Documentation. Researchers used several research instruments used to obtain data in the form of questions aimed at intergenerational family groups.

RESULTS AND DISCUSSION

Results

a. Description of Observation

On Wednesday, November 29, 2023, researchers visited Gembira Loka Zoo Yogyakarta. Researchers visited at 08.00 WIB. Before entering the tour, researchers bought an entrance ticket first. Even though it was a weekday, the atmosphere there was quite crowded. When about to enter the Gembira Loka area, researchers were given directions by the guide regarding the travel route and regulations that must be obeyed when touring the area. The researcher also saw the travel route of the Gembira Loka area posted on the wall near the entrance. Researchers felt the atmosphere there was quite cool, beautiful, and shady. This is because there are many trees around the enclosure.



Picture 1. Observation at Gembira Loka Zoo, Yogyakarta

Gembira Loka attraction provides various facilities for visitors to support the trip while traveling around the zoo area. These facilities include toilets, handwashing stations at several points near the cages, visitor seats, playgrounds, supermarkets, knick-knack shops, prayer rooms, and a sightseeing train with stops at several points. On the other hand, there are also paid rides including feeding the animals, photos of birds, speed boats, and pedal duck boats. The condition of the animals there is very well maintained because each animal has its own officer who takes care of and cleans its cage.

In addition to interesting rides, Gembira Loka Zoo consists of several animal zones. The division of these zones makes it easier for visitors, including children, to learn the classification of animal species. Gembira Loka's animal zones include the pisces zone, reptile zone, primate zone, bird zone, mammal zone, claw zone, and petting zoo zone. In front of each enclosure, there is a board that contains information about the name of the animal and the characteristics of the animal in Indonesian and English. With that, visitors, including children, can learn more about the animals they observe. The first zone visited by researchers was the pisces zone. In this area, researchers observed various types of fish ranging from small to large. Both freshwater and marine fish were placed in aquariums and large ponds.

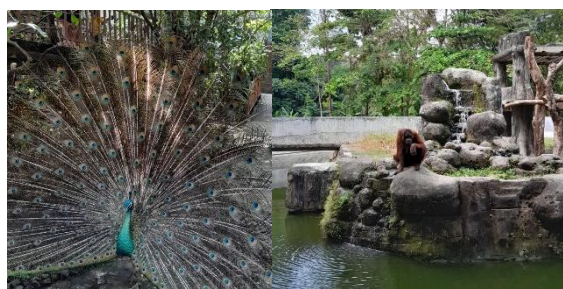
The next zone observed by researchers was the petting zoo zone. The petting zoo zone contains tame animals that can be kept and not including rare animals, namely etawa goats, donkeys, batur sheep, pigs, ponies, deer, rabbits, guinea pigs, brahma chickens, turkeys, alpacas, and turtles. The researcher saw that the animals were quite well maintained because they looked clean and healthy. During the visit, we also saw many staff cleaning the cages. The distance between the petting zoo zone and the mammal zone is quite far so we had to walk about 500 meters. The third zone visited by researchers was the mammal zone. We went around the mammal zone by traveling train with other visitors. In this zone, we saw animals that live freely both on the ground and in the trees.

Animals seen in the mammal zone included Sumatran elephants, tapirs, hippos, capybaras, binturongs, meerkats, deer, watusi and camels. Many animals with new species were encountered by researchers because the population is small. We continued our journey to the reptile zone. There we saw turtles, various types of snakes, iguanas, estuarine crocodiles and blue tongue lizards. Moving on to the bird zone, we saw dozens of bird species that were busy whistling. Bird species in Gembira Loka include cockatoos, penguins, eagles, parrots, cassowaries, peacocks, swans, beluk ketupa, benjut ducks, rainbow perkici, starlings, flamingos, and many more. The bird breeding area is quite large with lots of tree branches and water so that the animals can fly more freely.

After the bird zone, researchers headed to the claw zone, which contains clawed, savage and meat-eating animals. Each cage occupied by clawed animals has a large size and a safe barrier. In addition, the concept of the claw zone is made to look like a forest area on a small island with a river flowing around it. Animals seen by researchers included Sumatran tigers, sun bears, leopards, jungle cats, lions, hyenas and more. The last zone we visited was the primate zone. This primate zone contains animals such as chimpanzees, Bornean orangutans, common, monkeys, gibbons, langurs, and siamangs.

Gembira Loka Zoo not only provides game rides and animal zones but there are also attractions from several animals. The first attraction that researchers witnessed was the bird show. Bird show is an attraction performed by several types of birds such as cockatoos, eagles, and owls. From the attraction, researchers can observe the behavior of birds when flying in the wild directly. The next attraction that attracts the most visitors is the Animal Education Presentation (PES). In this activity, officers display animals such as capybaras with their agile behavior when taking food from officers. In addition, there is also a well-known orangutan named "desi" with his large body he can hang on a rope and the strength of his limbs when drinking coconut water. While watching the attraction, the researcher listened to the explanation given by the officer about the name of the animals, their characteristics and uniqueness.

The researcher watched the attraction together with a group of schoolchildren who looked very happy and enthusiastic. After the attraction was over, visitors clapped their hands to show their appreciation. The officer also happily invited visitors who wanted to take pictures with the orangutans. Many information states that the animals in Gembira Loka are rare animals of certain regions in Indonesia. In fact, not a few animals whose natural habitat is in foreign countries such as marmosets from Brazil and jackass penguins from Africa. Therefore, the breeding place is designed in such a way as to match the original habitat so that the animals can adapt and live comfortably.



Picture 2. Animal Attractions and Education

b. Interview Results

Table 1. Interview Results

No	Interview Instruments	Results
1.	Things learned about living things during a visit to the gembira loka zoo.	When visiting the gembira loka zoo, children learn a lot about living things. They can understand that each animal has a different habitat and food needs. For example, elephants eat grass and leaves and lions eat meat. In addition, they also realize the importance of keeping the cages clean and the animals healthy through proper feeding.
2.	Experiences gained while visiting the gembira loka zoo.	The visit to the zoo provided a variety of valuable experiences because the children felt the excitement of seeing a variety of animals firsthand, which they can usually only see through books or television. A memorable experience was when the

No	Interview Instruments	Results
		children fed various animals, one of which was a giraffe. During the visit, the children also gained in-depth knowledge about the importance of caring for and maintaining animal health. They saw first-hand how zoo staff clean the cages and provide appropriate food for each type of animal. In addition, students learned about the role of zoos in efforts to protect endangered animals from extinction. This experience fostered students' sense of empathy and concern for living things and the environment, encouraging them to play an active role in maintaining the sustainability of nature in the future.
3.	Types of living things seen in the zoo gembira loka.	Based on the results of the visit, the types of living things that attracted children's attention were elephants, lions, tigers, giraffes, orangutans and monkeys. The children were amazed at the uniqueness of each species they observed. In addition, they also saw various types of birds, ranging from owls to exotic birds with bright colors and beautiful sounds. Such direct observation can help children gain a better understanding of the diversity of life in nature and the importance of maintaining animal diversity.
4.	The habitat and natural environment of the creatures observed.	Based on the results of the visit, the children gained an understanding of the habitat and natural environment of the living creatures being observed. This direct observation helped the children understand that the natural environment plays a very important role in the survival of animals, and that each species has specific adaptations to survive in its habitat. For example, the children observed that giraffes use trees as shelter and food sources, while fish need clean and well-maintained water to survive.
5.	Things that can be learned at the zoo but cannot be learned in class.	A visit to the zoo provides experiences that cannot be learned in the classroom. One of the highlights is the hands-on experience of observing the behavior and characteristics of animals in real life. The children realized that seeing the animals in person provided a deeper understanding than just looking at pictures or reading texts in the classroom.
6.	The difference between learning in class and learning at the zoo.	There is a very significant difference between learning inside school and outside. In the classroom, learning is usually done through textbooks, pictures and videos that provide theoretical information. Children admit that they feel limited in deeply understanding the behavior and characteristics of animals because they cannot see and interact directly with the animals. While learning at the zoo provides many more interactive and fun experiences. Children can directly see the diversity of animals and observe their behavior in real life. This experience makes learning more interesting, and helps children remember the information better. They also become motivated and enthusiastic to learn because they can interact directly with animals and the natural environment. Children are also given the opportunity to ask questions directly to the animal guide or keeper, so that they get more and deeper knowledge.

Discussion

Science material, especially related to living things, is indeed very diverse and requires time and appropriate learning methods so that students can easily and meaningfully receive information. From the results of interviews conducted with several elementary school students above, it appears that informal science learning activities or science learning through field trips provide science education that is informative, interactive, and enjoyable. This aligns with the statement by Lubis (2022) that a safe, comfortable, and enjoyable family environment can support children in their learning process. Field trips to places students have never visited before encouraging them to better understand their surroundings, make the learning process more meaningful, and foster greater student engagement as they can interact directly with living organisms within ecosystems and other types of living beings.

Such out-of-school learning activities naturally require guidance from parents and adults who can protect and guide children in acquiring knowledge and information. During this educational field trip, children can gain direct learning experiences and important information while still under parental supervision, as stated by Mudah (2018), who asserts that learning outside of school using the environment as a medium alongside family members better supports children in their learning because they receive full supervision and direct experiences. Not only is it beneficial for students or children, field trips to educational tourist sites like Gembira Loka Zoo are also beneficial for parents and the public. In this field trip activity, students and parents can learn together because Gembira Loka Zoo itself has a mission as an educational facility capable of providing information about animals to enhance knowledge about the benefits of animal conservation in conservation institutions, increase public awareness to love and preserve plant and animal species from the threat of extinction, an environmentally friendly recreational area so that its benefits are more felt for the balance and benefits of the existing ecosystem, as well as developing creative, attractive, and educational recreational areas.

According to Roestiyah in Hindayati (2023) this field trip method has several advantages so that it is feasible to be applied to informal education for intergenerational family groups, as follows: 1) Learners can experience activities directly and can participate in activities carried out by actors in the tourist attraction. 2) Learners can deepen and broaden their experience directly through seeing the activities of the actors in the tourist attraction both individually and in groups. 3) Learners can obtain and explore information directly through questions and answers that occur so that they can solve the problems they are facing. 4) Learners gain integrated knowledge and experience with the object under review.

Based on the advantages of the field trip method that have been stated, it can be identified that field trip learning can be applied to elementary school students so that they are able to explore, obtain information, and deepen understanding in accordance with the material taught through direct experience and factual phenomena encountered in the field. According to Bramasta, Sutomo, and Sriyanto (2022, p. 254) this field trip method supports students to be able to explore directly related to things that are being studied through observations, interviews, discussions can be carried out by students directly, so that it will provide meaning in learning as well as students get new experiences that have not previously been obtained.

From the research and interviews that have been conducted, there are several positive benefits of applying the field trip method to the Gembira Loka Zoo to elementary school students, especially the material of living things, as follows: 1) Introduction to Biodiversity: A visit to Gembira Loka Zoo provides a valuable experience for children to learn about the diversity of living things. They can gain an understanding of the differences in habitat and food requirements between one species and another. 2) Ecological Education: Children can learn about basic ecological concepts, such as the relationship between animals and their environment. For example, they understand that each species has its own role and place in the ecosystem. 3) Hands-on Experience: The visit provides a hands-on experience that is different from simply reading a book or watching television. Seeing animals in person helps children deepen their understanding of animal characteristics and behavior. 4) Importance of Conservation: Children are invited to understand the importance of keeping these species alive. They learn about the conservation efforts made by zoos, such as protecting endangered animals from extinction. 5) Development of Empathy and Caring: This experience can also help in the development of values such as empathy and care for living things and the environment. Children become more sensitized to the importance of caring for and protecting animals and the environment in which they live. 5) Animal Health Education: During the visit, children can gain knowledge on how to care for and keep animals healthy. They see first-hand how zoo staff clean the cages and provide appropriate food for each type of animal. 6) Introduction to Animal Characteristics: Children also gain an understanding of the unique characteristics of some species, such as

giraffes that have long tongues and necks to pick up leaves from trees. This helps them appreciate the diversity of animal forms and behaviors in nature.

The selection of the field trip to Gembira Loka Zoo certainly fulfills the characteristics that have been determined in family-friendly informal learning. According to Clayton (2017), the characteristics that are in accordance with this research are as follows: 1) The learning environment is carried out outside the educational institution by prioritizing the acquisition of information derived from the intergenerational environment. 2) The zoo environment is a natural center for children that has several important attributes in its role in intergenerational communication as an information center. 3) Encouraging a social context derived from intergenerational communication, i.e. adults and children. 4) Children can receive messages from looking at the animals, ecology, and natural environment that exists so that it creates social interaction between generations. 5) Can develop intergenerational understanding and responses to the content. 6) Provides a social experience that provides an opportunity to affirm shared values towards nature. 7) Provides an emotionally engaging experience. Personal experiences of curiosity, awe and connection with nature can be dramatic, as can be seen by observing visitors at zoo exhibits. This kind of connection can provide a strong basis for empathy, a precursor to concern for the impacts of climate change on animals and ecosystems.

CONCLUSION

We examined the intergenerational interactions that took place, as well as the acquisition of information that supported elementary school students in learning about living things through informal means. Given that the field trip method is widely applied in both formal and informal education settings, we also investigated how intergenerational interactions were fostered through social contact and conversations among family members of different generations. Engaging in informal learning activities at Gembira Loka Zoo provides valuable experiences for children to learn directly about living organisms. This includes understanding animals' habitats, dietary needs, characteristics, and the importance of maintaining their health. The experience offers insights into the zoo's facilities, the condition of the animals, and the organization of animal zones. Additionally, exciting attractions such as bird shows and Animal Education Presentations (PES) offer visitors firsthand exposure to animal behaviors and uniqueness. These hands-on experiences provide a deeper understanding of animals compared to learning through books or television.

Furthermore, outdoor learning experiences such as field trips to the zoo are more interactive and enjoyable for children, helping them retain information more effectively and fostering a better understanding of science concepts. The field trip method also presents several advantages including delivering technical information directly to students; offering opportunities to observe real-life practices and activities; and enhancing students' appreciation of what they learn, thus making the learning process more successful. A visit to the zoo also aligns with the characteristics of family-friendly informal learning, where students gain knowledge from intergenerational sources such as parents and other adult family members. Moreover, the field trip method encourages students to explore science concepts directly through observation, interviews, and discussions. This provides meaningful learning experiences and enhances their understanding of the subject matter.

In addition to serving as a recreational space, Gembira Loka Zoo functions as an educational and conservation center for endangered animals. It effectively educates visitors, especially children, about the importance of preserving biodiversity and protecting animal habitats. Therefore, a visit to Gembira Loka Zoo offers numerous benefits for elementary school students in learning about living things, including hands-on experiences, deeper conceptual understanding of science, and the development of values such as empathy and environmental awareness.

REFERENCES

- AF, M. A., Nurfadilah, K., & Hilman, C. (2022). Out-of-School Education in the Framework of Lifelong Education. *Journal of Innovation, Evaluation and Learning Development (JIEPP)*, 2(2), 90-95. DOI: <https://doi.org/10.54371/jiepp.v2i2.216>
- Afifah, N., Sari, E. P., & Lestari, R. (2017). Development of Integrated Science Student Worksheets (Lks) Oriented Contextual Teaching and Learning (Ctl) on the Material Characteristics of Living Things Class VII at SMP Negeri 1 Rambah Hilir (Doctoral dissertation, Pasir Pengaraian University).

- Anisa, A., Kinanti, F. M., Panjaitan, A. R. A., & Octaviani, R. (2022). Breeding and growth of living things. *Tambusai Education Journal*, 6(1), 203-205.
- Anisatun Nur Laili. (2020). The Concept of Informal Education in the Perspective of Ibn Sahnun (Review of Kitab Adab Al-Muallimin). *Indonesian Journal of Islamic Education Studies (IJIES)*, 3(1), 31-47. DOI: <https://doi.org/10.33367/ijies.v3i1.1133>
- Bariyah, S. K. (2019). The role of the three centers of education in shaping children's personality. *Journal of Education*, 7(2), 228-239. DOI: <https://doi.org/10.24090/jk.v7i2.3043>
- Clayton, S. (2017). *Zoos and Aquariums as Informal Learning Environments for Climate Change Communication*. Oxford: Oxford University Press.
- Dhi Bramasta, Sutomo and Sriyanto. (2022). Social Studies Learning Innovation with the Implementation of Field Trip Method. *Proceedings of Social Studies Learning Challenge in the 21st Century*. DOI: <https://doi.org/10.30595/pssh.v3i.386>
- Dr. Mursalim, M.Pd., M. I. T. (2019). Building Interconnections between Formal, Non-Formal, and Informal Education. *Researchgate*, August 2008, 1-10.
- Effendi, R., Salsabila, H., & Malik, A. (2018). Understanding the sustainable environment. *Modul*, 18(2), 75-82. DOI: <https://doi.org/10.14710/mdl.18.2.2018.75-82>
- Fatmawati, E. (2020). Cooperation between parents and teachers in increasing students' learning motivation. *IBTIDA'*, 1(2), 135-150. DOI: <https://doi.org/10.37850/ibtida.v1i2.147>
- Hidayah, N. W. (2020). *Teaching Book for the Growth and Development of Living Things in Madrasah Ibtidaiyah*. University of Muhammadiyah Sidoarjo.
- Hindayati, I. (2023, February). Analysis of Field Trip Learning Methods on Student Learning Outcomes in Senior High School (SMA). *Geography Science Education*, Volume 4, 13-18. Retrieved from <http://jurnal.unsil.ac.id/index.php/geosee/index>
- Ilma, N. (2015). The Main Capital of Building National Character. *Journal of Islamic Education Management*, 3(1), 82-87.
- Komariah, Djam'an Satori and Aan. "Djam'an Satori and Aan Komariah, Qualitative Research Methodology, Bandung: Alfabeta, 2011, pp.25 20 19." (November 2017): 19-25.
- Kristyowati, R., & Purwanto, A. (2019). Science literacy learning through environmental utilization. *Scholaria: Journal of Education and Culture*, 9(2), 183-191. DOI: <https://doi.org/10.24246/j.js.2019.v9.i2.p183-191>
- Kurniawati, F. N. A. (2022). Reviewing the Problems of Low Quality Education in Indonesia and Solutions. *Academy of Education Journal*, 13(1), 1-13. DOI: <https://doi.org/10.47200/aoej.v13i1.765>
- Lubis, Z., Ariani, E., Segala, S. M., & Wulan, W. (2021). Family education as the basis for children's education. *Pema (Journal of Education and Community Service)*, 1(2), 92-106. DOI: <https://doi.org/10.56832/pema.v1i2.98>
- Mahfuzhoh, E., & Saputra, A. (2020). Behavior of Children Visitors in Animal Educational Tourism Parks Case Study: Gembira Loka Zoo in Yogyakarta. *Sinektika: Journal of Architecture*, 17(1), 26-33.
- Makkawaru, M. (2019). The Importance of Education for Life and Character Education in Education. *Journal of Conception*, 8(3), 116-119.
- Miles, Matthew B. and A. Michael Huberman. 1992. *Qualitative Data Analysis: A Sourcebook of New Methods*. Translation of Tjetjep Rohendi Rohidi. *Qualitative Data Analysis: A Sourcebook of New Methods*. Jakarta: University of Indonesia Publisher (UI-PRESS).
- Mudah, M. (2018). The Use of the Natural Environment as an Early Childhood Learning Resource on Children's Cognitive Development with the Theme of Kelomook B Plants at PAUD Anggrek Aluh-Aluh Kecil muara.
- Nugraha, R. G. (2015). Improving Ecoliteracy of Elementary Students Through Fieldtrip Method of Economic Activities in Social Science Subjects. *Jurnal Mimbar Sekolah Dasar*, Vol 3(2), p. 60-72. DOI: <https://doi.org/10.53400/mimbar-sd.v2i1.1322>
- Nugraha, Y. A. (2024). Application Of Field Trip Method Assisted By Environmental Media To Elementary School Students. *Journal Of Basic Education Science Analysis*, 5(1), 1-4.

- Nusi, K. (2016). Application of Field Trip Method in Improving Speaking Ability of Fifth Grade Students of SD Inpres 2 Tanamodindi Palu. e-Journal Bahasantodea, Vol 4(2), p 79-88
- Risnawati, A. (2020). The Importance of Science Learning for Early Childhood Education. Proceedings of the Conference on Integration of Interconnection of Islam and Science, 2, 513-515.
- Sari, W. A. S. (2021). The Importance of Science and the Role of Parents in Teaching Science to Children at Home. Ashil Journal: Journal of Early Childhood Education, 1(1), 52-66. DOI: <https://doi.org/10.33367/piaud.v1i1.1572>
- Solichah, N., Solehah, H. Y., & Hikam, R. (2022). Persepsi serta peran orang tua dan guru terhadap pentingnya stimulasi literasi pada anak usia dini. *Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 3931-3943. : 10.31004/obsesi.v6i5.2453
- Syaadah, R., Ary, M. H. A. A., Silitonga, N., & Rangkuty, S. F. (2023). Formal Education, Non-Formal Education and Informal Education. Pema (Journal of Education and Community Service), 2(2), 125-131. DOI: <https://doi.org/10.56832/pema.v2i2.298>
- Putra, K. T. H., Prananda, G., Meilana, S. F., Silitonga, M., Amon, L., Pertiwi, S., ... & Simorangkir, S. B. (2021). *Teori Landasan Pendidikan Sekolah Dasar*. Yayasan Penerbit Muhammad Zaini.
- Trianingsih, R. (2016). Introduction to the practice of educating elementary school-age children. Al Ibtida: Journal of MI Teacher Education, 3(2), 197-211. DOI: 10.24235/al.ibtida.snj.v3i2.880
- Zoo, Gembira Loka. (2024). Information related to Gembira Loka Zoo. <https://gembiralokazoo.com/about-us>