

## **The Influence of Field Trips and Inquiry Learning Methods on Understanding the Concept of Local History**

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### **Abstract**

In this paper, we investigated the influence of field trips and inquiry learning methods by applying them to third year students of the History Department, Faculty of Teacher Training and Education, University of Nusa Cendana Kupang, East Nusa Tenggara, Indonesia. This was conducted to enhance the learning outcomes of a Local History course. This research adopts a quasi-experimental research methodology. The sample population used in this study was 70 students, and they were divided into two groups: group A (n=35) and group B (n=35). The field trip method was applied in group A, whereas the inquiry method was used in group B. The collected data in this research was statistically analysed using a t-test with test prerequisite analysis, that is, normality test by Lilliefors's significant correction method, from the Kolmogorov-Smirnov Test and the Homogeneity test with F test. The results indicated that there are differences in the learning outcome of students who have been taught using the field trip study method and the inquiry learning method. The pre-test scores for group A and group B were 80.28 with a standard deviation of 1.58 and 75.4 with standard deviation of 3.46 respectively. After the application of both methods, the post-test scores were significantly higher than that of the pre-test for both methods, with the score for group A being 86.37 with a standard deviation of 6.04, and group B being 79.05

with a standard deviation of 5.70. The results have indicated that the field study method was more suitable for this subject compared to the inquiry method.

**Keywords:** field trip learning method; inquiry learning method; understanding of local history concepts

## Introduction

### *Field Trips*

Students, as the next generation of this nation, need to be well-equipped with the appropriate science and technology. The current technological advances have greatly impacted on students' knowledge of history in regard to the struggles of the heroes who strived to retain the independence of the presently occupied land. This is evident from the low student learning outcomes in the history course “lokla” (East Nusa Tenggara). It is important to note that local history is capable of increasing the curiosity and ability to observe historic sites where students are educated. In addition, it can also train their memory, develop a much better perspective on life with their environment, and train them in solving problems that occur in day-to-day activities. Local history as a science, which falls in the social science group, has been incorporated into the college curriculum as a subject taught at a higher education level. The educational value of learning local history is to provide substantial knowledge and understanding to the learners in terms of their existence, the existence of culture in their environment, and the interaction of human beings with the culture in which they live. This attention has been stimulated by the continuously stated importance of local history as a popular cultural activity. Paradoxically, there has recently been a relative decline in academic teaching provisions for the subject. A reflection on the characteristics and role of local history has resulted in examining its relationship with the pursuit of history on a broader term, most especially in the academic discipline. However, insufficient efforts have been invested into the comprehension of local history as regards its nature and heritage (Jackson, 2008).



In order for this crucial educational value to be embedded in the students, the learning process requires appropriate learning methods, enabling learners to understand and apply the contents of local history materials in their lives. Learning local history should not only be through lecturing methods with the lecturer-learner orientation, but also direct learning methods to educate learners, which are students in this case. A direct learning method provides learners with an opportunity to directly experience and understand the concepts of local history. They also get the chance to observe the environment associated with learning, and identifying the problems to be solved. The collaboration between students and teachers; students and students; students and context; as well as students and learning environments create a collaborative exchanging environment (Sriarunrasmee, Suwannathachote, & Dachakupt, 2015). However, in a classroom teaching practice, the traditional classroom often looks like a one-person show with a largely uninvolved learner. Traditional classes are usually dominated by direct and unilateral instructions. Strong adherents of the traditional approach assume that there is a fixed body of knowledge that students must come to acquire. Students are expected to blindly accept whatever information they are given, without questioning the instructor (Stofflett, 1999). In accordance with that view, Winkel (1991) explains that the learners still believe that they will become more intelligent by grasping more facts. This opinion portrays learning as an activity for memorising as many facts as possible. In this learning pattern, there is a diffusion of more facts and concepts from the lecturer to the learner, without the latter interpreting or reconstructing the taught concepts. This method is referred to as the conventional method of learning, which according to Lord (1999), this teacher-centered method of teaching also comes with the assumption that all students have an equal level of background knowledge in the subject matter and are able to absorb the material at the same pace.

The success of learners (students) in understanding the learning materials cannot be isolated from the methods of learning applied by educators. Learning outcomes are an effect that can serve

as an indicator for the value of learning methods under different conditions (Csapó, 2007; Reigeluth & Merrill, 1978), and these learning outcomes are significantly influenced by the applied learning methods (Csapó, 2007; Moore, 2014). The responsibility of improving the quality of local history learning in the department of historical education is largely placed on the educator (Demirkaya & Atayeter, 2011). Learners are a vital component in improving the quality of learning. They are central factors in the implementation of learning in the classroom. There is a low understanding of this concept, and this is because the applied learning method does not empower learners in learning activities. The learning method that resolves this issue is the field trip study method. The application of this study method is essential in exercising the critical power of learners and also in developing how they work together in discovering data and information based on the problems they have previously studied. However, this method requires the ability of the educator in implementing it, because the learning process is rather long, so this will turn out being a less productive method if done without an established plan (Demirkaya & Atayeter, 2011). Tan (2005) stated that field trips are excursions outside the classroom, laboratory, or greenhouse which can be used to complement materials taught or be a primary teaching activity for students in a semester-long field-oriented course, in order to learn and apply the contents taught from a previous coursework.

Ramachandiran and Dhanapal (2016) defined the field trip as a form of experiential learning that gets students out of the traditional classroom setting, into a new mode of learning. It is advocated that field trips are one of the most important things educators can provide for their students, as they not only expand students' learning and experiences, but also develop students' knowledge and understanding of the world in which they live. Despite ample evidence shown through research on the effectiveness of field trips which emphasise hands-on, real life, and practical applications of learning, the dilemma faced by educators lies in providing proof of student learning, as the current trend in education tends to mainly emphasise assessments. As Kisiel (2006)

stated, a field trip could serve as an introduction to a new concept or provide experiences to reinforce ideas introduced in the classroom.

Rudmann (1994) argues that the objectives of the field trip have not changed much through history. She claims that the field trip could serve as a tool for improving thinking skills, interest and success in science learning. This does not mean that field trip study methods can not be implemented in classroom teaching activities, but what is required is to properly prepare the learning steps or syntax for easy implementation, in order to achieve the desired learning objectives.

Previously, various research was conducted on learning using the field trip method and have indicated that there is an increase in the ability of learners in aspects of questioning, formulating hypotheses, representing results, and also increasing understanding of the concept and acquisition of learning (Behrendt & Franklin, 2014; Leatherbury, 2011; Nadelson & Jordan, 2012; Whitesell, 2016).

### ***Inquiry***

In addition to the field trip study method, one of the learning methods that can improve critical thinking skills and enable students (learners) to be more active, is the method of inquiry learning. The inquiry method was initially applied to many sciences of nature (natural science). Nevertheless, social sciences education experts adopted this method, which was then called a social inquiry. This was based on the realised importance of Social Science learning in a rapidly evolving society, which is in accordance with what was put forward by Whitesell (2016), that in the life of a constantly evolving society, the teaching of social studies should emphasise the development of critical thinking. The social inquiry is a learning method for social groups as regards the concept of a society. This subgroup is based on the assumption that educational methods are aimed towards

developing members of an ideal society that can live and enhance the quality of people's lives. Students should therefore be given adequate experience on how to solve societal problems.

Through the gained experience, each individual will be capable of building useful knowledge for themselves and the society. The social inquiry may be viewed as a learning-oriented method for student experience. Weil, et al. (2000) explained that for over a century, the term inquiry has been regarded as one's effort towards the integration of education. However, it is often used in a variety of ways having different meanings, such as dealing with student-centred teaching methods, and also associating the term with the development of the student's ability to discover and reflect the properties of social life, especially to train students to live independently in the society. There are three characteristics of the development of social inquiry methods, namely: (1) the existence of social problems within the class that are considered important and can encourage the commencement of a class discussion; (2) the hypothesis formulation as the focus for inquiry; (3) and the use of fact as hypothesis testing. Social inquiry focuses its assessment on social issues or issues regarding community life. The inquiry-based learning is an approach wherein the students' quest for knowledge, thinking, opinions and observations make up the core of the learning process. The underpinning postulation of inquiry-based learning is that both teachers and students are mutually accountable for learning. Faculties and teachers need to actively participate in the process, and foster a culture wherein students are encouraged to express their ideas, which are then reverently challenged, verified, refined and improvised (Nedungadi, Malini, & Raman, 2015). The thought process itself is usually carried out through a question and answer session between teachers and students. This method of learning is also often called heuristics which means "I find". There are several things that characterise the method of inquiry learning, and they are: (1) it emphasises the maximising of student activities to seek and find, meaning that this method puts the student as the subject of learning; (2) all activities of students are directed towards seeking and finding answers of their own from questions raised, so as to grow self-confidence. This method of

inquiry presents the teacher as a facilitator and motivator for the students; (3) the inquiry method also develops the ability to think systematically, logically and critically, and develops intellectual ability as part of the mental processes. In addition to teaching students to master the subject matter, it can also help them realise their full potential.

The inquiry learning method is considered to be a form of student-oriented learning approach (student-centred approach), owing to the fact that students hold a very dominant role in this learning process. This method is effective because inquiry is a multifaceted activity that involves making observations; posing questions; examining books and other sources of information to confirm what is already known; planning investigations; reviewing what is already known in light of experimental evidence; employing tools to gather, analyse, and interpret data; proposing answers, explanations and predictions; and communicating the results. Inquiry requires an identification of assumptions, the use of critical and logical thinking, and the consideration of alternative explanations. However, scientific inquiry refers to the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work (Saunders-Stewart, Gyles, & Shore, 2012). Furthermore, Khalid (2010) explained that, “In this integrated inquiry, students in elementary teaching methods class investigate a real world problem outside the classroom”. The students make use of the Cognitive of Research Trust (CoRT) thinking strategy to establish the causes, impacts, and possible solutions to the problem.

Thus, learning with the inquiry approach presents an opportunity for students to investigate a problem by establishing the cause, its impact, and possible solutions in solving the problem. According to Terwel et al., (2009), inquiry is the process of converting social activities to knowledge by co-constructing, where the teacher is required to play a crucial role. This is because the goal of inquiry is to help students formulate questions, seek answers or solve problems to satisfy their curiosity, as well as to develop theories and ideas about the world, which in turn develops their level of thinking and critical thinking skills. In the implementation of the inquiry method, there are

a number of principles that the learner must put into consideration: (1) Inquiry-based teaching, (2) Dialogic teaching (3) The communicative approach (Lehesvuori, Ratinen, Kuhomäki, Lappia, & Viiri, 2011). These principles serve as guidelines for learners in carrying out their inquiry-based learning. With the existing principles, it is expected that the application of this method can achieve the learning objectives that have originally been set. Based on this fact, it is essential to make efforts towards improving the quality of education, especially that of learning in the classroom conducted by the educator (lecturer) in order to improve the mastery of the concept of science. This then results in the achievement of optimal learning outcomes, and the formation of scientific attitudes. The researcher therefore raised the standard of this learning problem with the title “The influence of the field trip and inquiry study methods to understanding the concept of students in local history courses”.

### ***Research Questions***

This research is conducted to provide students with a better understanding of the local history concepts, especially students as prospective teachers. In addition, this research is expected to arouse students' sense of nationalism as regards the importance of the fighting spirit required in confronting the real life "invaders", and this translates that, when they face problems, they are capable of overcoming them with a patriotic attitude. Finally, students must reestablish social interaction among their colleagues as learning shifts from within the classroom to the real context through visits to historical sites. In general, from a theoretical perspective, it is unclear whether field visits to these historic sites can effectively improve student competency or not. Relevant empirical data is unavailable. This study therefore explores the effect of the two methods of learning which are implemented in different ways. Based on this description, research questions can be formulated: is there a difference in the understanding of the concept of local history in students who are taught using field trips and inquiry study methods? The aim of this research is to

examine the effect of both methods on the results of student learning of history education, fifth semester in a local history course.

## Methods

### *Design of the Project*

This type of research is a quasi experimental research. It was conducted in the Department of History Education, Faculty of Teacher Training and Education, University of Nusa Cendana Kupang. The sample population of this study was all the students of History Education, with a sample size of 70 students in the fifth Semester. Whereas, 35 students in group A were taught using the field trip study method and the other 35 in group B were taught using the inquiry method.

In the classroom that made use of the field trip learning method, several preparations had to be put in place, and among them were: (1) Clearly setting learning objectives; (2) Contacting the party responsible for the location in which the field trip is to be carried out; (3) Arranging the time, place and activities to be performed; (4) Preparing the implementation plan and order; (5) Enlightening the students about the rules and regulations concerning the learning activities at the location of the foreign relics in NTT; (6) Dividing the students into 7 groups, with each group consisting of 5 people; (7) Visiting Portuguese heritage sites and seeking information from various sources in East Nusa Tenggara; (8) Providing a brief description of Portuguese heritage forms in East Nusa Tenggara; (9) Compiling and making report presentations. In the classroom that made use of guided inquiry, a number of preparations had to be put in place, and among them were: (1) Presenting natural/social phenomena to attract students about Cendana Earth under the influence of Portuguese power; (2) Dividing students into 7 groups, with each group having 5 people; (3) Distributing tools/materials (MFIs) to be used in data collection, and guiding students to design its procedures through advisory questions; (4) Guiding students in presenting observation results and group discussions in front of the class and drawing conclusions from them. At the end of the

lecture, a final test is taken to assess the level of understanding of local historical concepts for both groups of students.

### ***Test Instrument***

The instruments used in this study are grouped into two types, namely: (1) instruments for the implementation of interventions and (2) instruments to measure intervention outcomes. The first type of instruments are those for the implementation of treatment, such as teaching preparation, and required Student Worksheets. On the other hand, the second type is that used in measuring the dependent variable as a direct result of the treatment. The obtained results are used as a unit of research analysis. This instrument consists of concept comprehension tests.

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The test is an instrument used in measuring the understanding of local historical concepts. It is aimed towards revealing local historical concepts that are properly understood by students. The concept of the comprehension test comprises of multiple choice and description questions. In each conceptual question, a multiple choice was composed of five items of choice, with one alternative answer. This conceptual understanding test was developed by the researcher, alongside the model lecturer. Before this test was used, the instrument was first put to a test. The instrument is tested with an intension of determining the level of validity and reliability. The concept comprehension test instrument is structured on the grid of the compilation of questions.



- |  |    |
|--|----|
| 2. Students can explain the methods used in resistance against the Portuguese in NTT       | 10 |
| 3. Students can explain the values contained in the struggle against the Portuguese in NTT | 11 |
| 4. Students can explain the reason the natives built a fortress in hilly areas             | 12 |
| 5. Students can explain the impact of resistance against the Portuguese for the Natives    | 13 |
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### ***Data Analysis***

The data collected in this study were analysed using the descriptive analysis technique and inferential analysis. Descriptive analysis is used in describing the mean value and standard deviation of student comprehension variables on local history courses. The inferential analysis is employed in the testing of the research hypothesis. Prior to testing the research hypothesis, the normality of testing the distribution of data and the homogeneity of variants between both groups were first put to a test. The normality test of the distribution of data for each treatment group was conducted using the Kolmogorof-Simironov statistical test (Stigler, 1982). The homogeneity test of two dependent variables simultaneously in the treatment group was carried out using Box's M Test method, while the homogeneity of individual variants were tested using Levene's Test (Miller & Chapman, 2001). Hypothesis testing nil (null hypothesis) was carried out at a level of significance of 5% or  $\alpha = 0.05$ .

### ***Sample***

The subjects of this research were fifth semester students of the History Education Department, Teacher Training and Education Faculty of Nusa Cendana University, East Nusa Tenggara Province, while attending lectures on local history. These students were selected on the basis that they are studying local history courses, and thus had relatively similar initial knowledge.

The study group chosen to be the subject of this research was a five-semester learning group consisting of two classes, and with each class having 35 students. From 2 (two) study groups, 1 (one) was used as the experiment class which made use of the Trip field learning method, while the other represented the control class, using the inquiry method.

## **Result and Discussion**

### ***Result***

#### ***Initial Condition***

Prior to the treatment, tests were conducted for students of both groups (control and research groups). The average pre-test score for the experimental group was 80.28 with a standard deviation of 1.58. On the other hand, the control group had a pre-test average score of 75.4 with a standard deviation of 3.46. This translates that there is no substantial difference between the average of both groups. The pre-test of student learning outcomes for both groups have a probability value greater than 0.05 ( $0.120 > 0.05$ ). This indicates that the pre-test outcome for both groups is normally distributed.

Table 2. Pre-Test Results Learning

Group	N	Mean	Std. Deviation	Std. Error Mean
Group 1:				
Using the field trip learning method	35	80.2857	1.5824	0.2674
Group 2:				
Using the Inquiry method	35	75.4000	3.4573	0.5843

### *Learning effects*

The average of student learning outcomes taught using the field trip learning method is 86.37, with a standard deviation equal to 6.04, and that of the inquiry method being 79.05, with a standard deviation equal to 5.70. While for the post-test data, understanding of local history concept after the social experiments, indicated that learning outcomes for both groups remained normally distributed as the significance value (0.124) was more than 0.05.

As for the homogeneity test, Box's M value is known to be 34.92, with a significance of 0.00. If the value of this significance is compared with the 0.05 significance level of the variance matrix for the experimental and control groups, it is considered to be the same or homogeneous.

Table 3. Post Test Understanding the Concept

Group	N	Mean	Std. Deviation	Std. Error Mean
Group 1: Using the field trip learning method	35	86.3714	6.04437	1.02169
Group 2: Using the Inquiry method	35	79.0571	5.70316	0.96401

In the assumption or prerequisite test that has been described, it can be observed that a number of assumptions required for testing the hypothesis have been met. This therefore makes further analysis feasible. For more details, see the following table (Table 4).

Table 4. T-Test Results for posttest values (understanding local historical concepts) of control and experiment groups

Groups	N	Mean	$t_{value}$	$t_{table}$	Conclusion
Control	35	79.05	5.207	1.99	There are differences in learning outcomes of both sample groups
Experiment	35	86.37	5.207	1.99	

In this study, the first thing to investigate is the difference in the application of field trip and inquiry study methods to student learning outcomes. It can be observed from the table that there are differences in the learning outcomes of students taught by using field trip learning methods and those taught using the inquiry method.

### *Discussion*

#### *Sequence*

First of all, to improve the students' competence related to the understanding of local history concept, the two sample classes were conducted according to the designated research design. In the experimental class, the lecturing activities were conducted outdoors by visiting the sites of a Portuguese relic in eastern Southeast region. And on the other hand, the implementation of learning activities in the control class with the same topic was carried out in the lecture room with the guidance of the lecturer.

#### *Field Trips*

Based on the results of statistical tests, the average achievement of students taught by using the field trip method was observed to be better than that of the students taught by the inquiry method. There is a possibility that the improvement in student learning outcomes was triggered by the field trip learning method, of which it's implementation constantly pays attention to the principles and characteristics of the field trip. Through the principles of learning, the field trip placed its focus on the students' ability in reinventing historical values. The process of rediscovering these historical values is packaged in student worksheets (MFIs). The contexts are developed according to the characteristics or syntax of this methods of learning. Eric Powel stated that field trips are very important for students, as they provide an opportunity to explore

several historical locations and social institutions (Shakil & Hafeez, 2011). It is important for teachers (lecturers) to provide opportunities for students to visit new places, meet new people, as well as see and understand many new things. In line with that opinion, Aggarwal (2009) stated that field trip study is a very helpful process for teachers in making explanations, connecting concepts accurately, reproductively and appreciatively. Was also stated that it enable teachers to carry out learning in a more concentrated, effective, fun, inspiring, meaningful and expressive approach. It can then be said that field trip learning is useful in completing the three processes of learning, namely: motivation, explanation and simulation. Shakil and Hafeez (2011) identified field trip study to be an excellent approach to make students happy with subjects (courses). This enables students to see and experience directly, so as to enhance their achievement motivation. Thus, it can be said that the difference in student learning outcomes in this study was influenced by the accuracy in the implementation of learning with the use of field trip learning methods.

The results of this study fit and strengthen those of a previously conducted research by Amosa et al., (2015). By placing a comparison between field trip and expository learning methods, they came to a conclusion that field trip study methods had a better effect on student learning outcomes. This is because this method of learning will always assist learners acquiring, maintaining and transfiguring abstract ideas into reality. Stoddard (2009) and Yusuf (2006) concluded that students who were taught through this study method had different learning outcomes from those taught using conventional methods in social science learning. Knapp (2000), conducted a research showing that field-trip destinations can prompt students to inquire about various content related information by observing, asking questions, and devising their own explanations for how and what they are learning. Students also get to establish personal connections with their teachers, peers, and site coordinators, who are capable of opening new doors into the learning process. We can only guess the full extent of learning behaviours (both

cognitive and affective) that students will exhibit as a result of engaging in discovery and personally meaningful field-trip environments.

An appropriate learning method to achieve learning objectives in the history course (local history) is a field trip learning method where local history courses require students to recognise historical evidence through direct observation in the field. According to Krepel and DuVall (1981), "To be a school or class with an educational intent, in which students interact with the setting, displays, and exhibits to gain an experiential connection to the ideas, concepts, and subject matter". Furthermore, Julius (2016) stated that the field trip has been undertaken within the majority of earth sciences and professions. More than a set of skills, environmental research is a way of critically thinking and examining the various aspects of our physical environment. It is a habit of questioning what you do in your environment, and empirical examination to discover answers to environmental problems, with a view to instituting appropriate changes for a more environmental friendly habitat. Several results pointed out that field trip study methods can be beneficial to students' science learning skills by providing hands-on experience, direct contact with real objects, and simulating more interesting topics (Davidson, Passmore, & Anderson, 2010; DeWitt & Hohenstein, 2010). In addition to students experiencing a direct contact with an object that had been previously described by the lecturer, it is very essential for the lecturers to have the ability to apply the learning method being discussed. The lecturer needs to integrate the concept with a direct observation of the object described, in order for the students to understand and have a sense of belonging to the values they acquire in the classroom. In accordance with the emphasis placed on the lecturers' ability to apply field trip study methods, (Stronck, 1983) in his research indicated that students had significantly greater cognitive learning outcome when they participated in a well structured tour, i.e., one led by a museum docent. Students however had significantly more positive attitudes when they participated in a less structured tour, i.e., one guided only by their classroom teacher. Field trip and inquiry study



methods lay more emphasis on the three primary aspects of learning, namely: cognitive, affective and psychomotor. This is in accordance with what was stated by Kirschenbaum (1995) that aspects of citizenship education include: knowledge, appreciation, on top of critical thinking, communication, cooperation, and conflict resolution skills. These aspects were further expressed by Kirschenbaum (1995) who stated that its implementation required a comprehensive approach which includes inculcating (encoding) (facts), facilities (facilitating) and skills development.

The field trip and inquiry study methods are in accordance with the principles of learning being a dialogical-critical, collaborative, and cooperative experience. The field trip learning method refers to a number of basic principles of learning, and they are the principles of active student learning (student active learning, cooperative learning), and participatory learning. In addition, this method of learning is a form of change in mindset from teacher-centred to student-centred. Field trip and inquiry learning are learning techniques designed to help students understand the theory in depth through an understanding of learning-empirical practice. These methods of learning are problem-based learning that can serve as an approach program to encourage competition, responsibility and participation. Participants learn to assess and influence public policy, and develop the courage to participate in inter-fellow activities, between schools, and community members.

Some research results have shown guided inquiry and field trips to have a positive impact on the learning process. A research conducted by Koksal and Berberoglu (2014) stated that guided inquiry can improve the skills of the science process, understanding the concept and scientific attitude of students. Mahgoub and Alawad (2014) came to realise the influence of field trips on students' creative thinking skills and practice in art education. They demonstrated that traveling to nature and industrial locations can aid students in developing creativity and practice in art education. Another research showed that field trip learning can make students happy, and improve their learning ability and motivation (Behrendt & Franklin, 2014). In accordance to the

opinion of experts and the results of previously conducted researches, this study also proves that there are differences in student learning outcomes when taught with the use of field trip and inquiry methods. Moreover, the results of the study of Demirkaya and Atayeter (2011) were analysed using content analyses procedure and the implications of these findings are discussed and evaluated in terms of geography education.

Field trip study methods can improve students' ability to create and develop problem-solving skills through directly observing objects, while inquiry learning methods emphasise improving critical thinking, developing initiatives and building stronger relationships with peers. The learning process involving lecturers and students needs to be properly carried out in order to achieve learning objectives, meaning that educators must understand that among students, there is a diversity of background abilities which calls for different treatment for learners when carrying out learning activities. For that reason, learning activities require learning methods in accordance with the diversity of background of the student's abilities.

Field trip based learning has the goal of developing and implementing essential skills that are problem-solving based on self-study skills or group collaboration and acquire extensive knowledge. Teachers have an inspirational role to develop the potential and ability of students as learners. The field trip study method can improve student learning outcomes, in this case, it also increases student participation. The field trip study method places more priority on the mastery of investigation skills to overcome the proposed problem. Students are therefore trained to think, solve problems and become independent. In addition to the field trip study method, a learning method also capable of improving the ability to think critically in problem-solving situations, is the method of inquiry learning. The inquiry learning method is a student-centred learning model. Students are directed with the learning objectives to be able to master abilities and skills in accordance with the targeted competencies.

The inquiry method in the learning process of students is positioned in challenging conditions to hone scientific reasoning abilities as well as prior knowledge, in order to independently discover something new or find solutions to the encountered problems. The inquiry method creates a competitive atmosphere for the students, urging them to complete tasks to get the best result as an individual or a group. When a student discovers something new in the process of learning, he will get motivated to utilise the acquired knowledge. This is because the more knowledge he acquires, the higher the confidence in him to discover something just before anyone else does. The results of this study indicate that all the variables have roles to play in the improvement of student learning outcomes. Therefore, in the learning of history education, lecturers are required to optimise the application of appropriate learning methods, and pay attention to student achievement motivation, as they impact a strong influence on the achievement of learning outcomes in the understanding of concepts about local history.

### ***Limitations of This Study***

There are several limitations in this study. Firstly, the implementation of field trips requires to be planned carefully, ranging from submitting a letter of application to the government parties to visiting historical locations in East Nusa Tenggara. Secondly, the activity takes a very long time and cannot be implemented during lecture hours but at other times besides the lecture schedule. Thirdly, given the very difficult conditions of East Nusa Tenggara topography, the students experienced exhaustion on the way, which resulted in low concentration at the time of gathering information in the field. Fourthly, the limitations of revenue and manpower in the implementation of this research led to the organising of field trips just twice. And finally, this research is explorative. We strive to shape the child's character on the importance of understanding local history in accordance with the theoretical framework and we are giving it our best to test this study in accordance with predetermined or planned steps.



## Conclusion

Based on the results of data analysis and discussion, it is hereby concluded that there are differences in student learning outcomes of mastering the concept of local history when taught using the field trip and the inquiry learning methods. The students' learning achievement in history education at NTT (local) area of the experiment group students (taught using the field trip study method) was higher than the result of those taught using the inquiry method. This implies that the results from using field trip study methods contributed to student learning outcomes better than the results of students taught using the inquiry method. This can be seen from the average acquisition of both methods of learning. From the average of this learning result and proven by the test, it is found that field trip study method has a better influence on student learning outcomes of history, compared to the inquiry method.



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