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Improving Student Activities and Learning Outcomes through the Application of the Virtual Field Trips Learning Model

Moh. Imron Rosidi[1]✉, Ismaul Fitroh[2]
[1,2]Universitas Negeri Gorontalo, Indonesia
Korespondensi Email: mohimronrosidi@ung.ac.id✉

Abstract:

History learning in the Indonesian History during the Hindu-Buddhist Period course has not yet implemented innovative learning models and has limited historical learning resources. This has resulted in students not being interested in learning. The purpose of this study was to improve students' history learning outcomes by implementing a virtual field trip learning model. This study used classroom action research conducted in two cycles. The results of this study can be seen from the percentage of student activity and learning outcomes. Student learning activity in cycle I reached 71.17%, and in cycle II, the percentage of student learning activity reached 85.98%. In cycle I, 25 out of 37 students completed the course, or 67.57%, with a moderate category. Meanwhile, in cycle II, 31 out of 37 students completed the course, representing 83.78% with a very good category. Based on this data, the success indicators in this study have been achieved, so it can be concluded that the use of the virtual field trips learning model can improve student activity and learning outcomes.

Keywords: Student Activities, Learning Outcomes, History Learning, Virtual Field Trips.

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Introduction

Effective learning is an educational process that is planned and systematic in order to achieve optimal learning outcomes by actively involving students in meaningful learning. This learning focuses not only on the delivery of material but also on the students' understanding, appreciation, and ability to apply knowledge, attitudes, and skills in real life. Lecturers act as facilitators who are able to choose models that suit the characteristics of students, thereby creating an interactive, contextual and enjoyable learning atmosphere. With continuous feedback and evaluation, effective learning can improve learning outcomes while developing the full potential of students (Iskandar et al., 2023; Susanti & Usman, 2025).

The problem with history learning often lies in the approach, which is still oriented

towards memorising facts, dates and names of figures, so that students are not encouraged to understand the meaning and relevance of historical events to life today. Monotonous learning models and the lack of innovative learning media and contextual history learning materials also make students feel bored in history lessons. In addition, limited learning resources and a lack of variety in learning strategies result in low student participation and critical thinking skills in analysing historical events. As a result, history learning has not been fully able to optimally build historical awareness and national character. So far, the implementation of history learning in the Indonesian History of the Hindu-Buddhist Period course has resulted in low student activity and learning outcome (Rofi'ah & Hendriani, 2025).

Based on the results of observations conducted by researchers, the causes of low student learning outcomes are the lack of innovation in the learning models applied in history learning, limited learning resources, lack of learning tools, lack of student learning activities in history, lack of student interest in learning, and low historical literacy culture among students. The appropriate learning model to overcome these problems is the virtual field trips learning model. Based on the results of observations in the Indonesian History of the Hindu-Buddhist Period course, it was found that the ability to understand the learning material was relatively low. This can be seen from the fact that student learning activities only reached 62.11% and student learning outcomes were not yet complete. Of the 37 students, 21 students or 56.8% completed the course, while 16 students or 43.2% did not completed the course.

To overcome the above problems, innovation in the history learning process is needed. One way to do this is by applying learning models that increase student activity and creativity, enabling students to be more actively involved in the learning process because they have greater responsibility for their learning and allowing their creativity to develop. Of the many existing learning models, virtual field trips are a suitable model for overcoming these problems.

According to Rosidi et al., (2023) the virtual field trip learning model can help students broaden their learning experiences without being limited by space and time, as it allows them to visit historical sites, museums, or other important places digitally through technological devices. Through interactive visualisations, 360-degree images, videos, and informative narratives, students can gain a more concrete and contextual experience than just reading textbooks. This model also encourages active engagement, curiosity, and critical thinking skills among students as they observe, analyse, and discuss the information they obtain. Thus, virtual field trips not only enhance understanding of the material but also make the learning process more engaging, flexible, and relevant to technological developments in the digital age (Cheng, 2021).

The virtual field trip learning model is a technology-based learning innovation that enables students to visit specific locations virtually through digital media. The virtual field trip model is designed to provide a more concrete and contextual learning experience without having to travel directly. In its application in the classroom, lecturers act as facilitators who guide student exploration, ask thought-provoking questions, and integrate observations into learning discussions and reflections. By utilising technology, virtual field trips not only increase interest and motivation to learn, but also help students develop critical thinking, analytical, and digital literacy skills simultaneously (Sriarunrasmee et al., 2016; Klippel et al., 2019).

Virtual field trip learning models generally begin with a planning stage, in which lecturers set learning objectives, determine relevant virtual locations, and prepare

exploration guides and discussion questions. The next stage is orientation, in which students are introduced to the context of the material and the technical use of virtual media. Next, in the exploration stage, students conduct virtual visits independently or in groups by observing, noting important information, and documenting their findings. This is followed by a discussion and elaboration stage, where students present their observations, analyse the information, and relate it to the concepts they have learned. The final stage is reflection and evaluation, where lecturers provide feedback and assess students' understanding to ensure that learning objectives have been optimally achieved (Obadiora, 2016; Rosidi & Fitroh, 2021).

The virtual field trip learning models have a number of advantages, particularly in terms of flexibility, accessibility, and cost efficiency, as they allow students to visit various educational locations without being limited by distance and time. Through interactive visual displays such as 360-degree tours, videos, and digital simulations, students gain a more concrete and engaging learning experience compared to conventional methods. This model also increases student motivation and active participation, while encouraging the development of critical thinking, analytical, and digital literacy skills. In addition, virtual field trips can be integrated with various collaborative learning strategies to create a learning environment that is more innovative, contextual, and relevant to technological developments in the digital age (Kenna & Potter, 2018; Seifan et al., 2019).

By implementing the virtual field trip learning model, it is hoped that the predetermined learning objectives can be achieved and that students' activities and understanding of historical learning materials can be improved, as seen from the improvement in their learning outcomes. Learning outcomes are often used as a measure of how well students have mastered the material that has been taught.

Methods

This study is a classroom action research based on lecturer innovation to improve student activity and learning outcomes. The subjects of this study were 37 students majoring in History Education at Gorontalo State University. Classroom action research used a research design developed by Kemmis & McTaggart (1988) as follows:

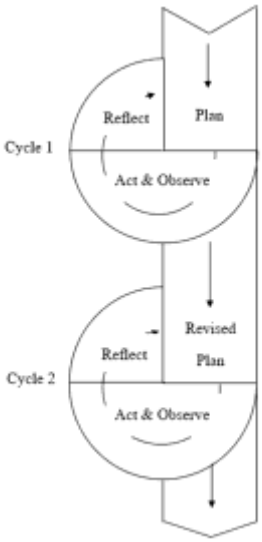

Figure 1. Kemmis and McTaggart Cycle of Classroom Action Research

To determine the completeness of student learning outcomes in a classical manner, use the following formula:

$$\frac{\text{Total Students Completed their Studies}}{\text{Total Number of Students}} \times 100\%$$

The criteria for classical learning completeness are as follows:

80% - 100% = Very high
60% - 79% = High
40% - 59% = Medium
20% - 39% = Low
0% - 19% = Very low

Results

The results of the study indicate that the implementation of the Virtual Field Trips learning model has a positive impact on increasing student activity and learning outcomes. The increase in student activity can be seen from the increase in participation in discussions, the ability to ask questions, involvement in exploring virtual material, and activeness in completing observation-based tasks. In cycle I, some students still showed moderate involvement because they were not yet accustomed to using virtual media. However, in subsequent meetings, there was a significant increase, marked by more intensive interaction between students and lecturers as well as among students in discussion groups.

The results of the research in cycle I showed that student activity and learning outcomes in Indonesian history lessons during the Hindu-Buddhist period improved significantly through the application of the virtual field trip learning model. In cycle I, the results of observations of student learning activities during the learning process reached 71.17% in the category of fairly good. Furthermore, an analysis of student learning outcomes was conducted, which revealed that out of the total number of students, 25 (67.57%) passed, while 12 (32.43%) failed.

Based on the research data collected in cycle I, there are still many shortcomings that need to be addressed immediately. Therefore, it is still very necessary to improve the virtual field trip-based history learning process, both in terms of learning activities and student learning outcomes. Consequently, improvements will be made to the learning process in cycle I.

The assessment conducted in cycle II was the same as that conducted in cycle I. The implementation of Cycle II learning, after improvements were made to the learning process in terms of both learning activities and student learning outcomes, showed an improvement over Cycle I. This can be seen from the results of observations of student activities during the learning process, which show that student learning activities in Cycle II increased by 85.98% in the Good category.

In addition, there was an improvement in student learning outcomes from cycle I to cycle II, namely cycle I from 37 students who took the test, 25 people (67.57%) passed and 12 people (32.43%) did not pass with an average score of 76.52. Meanwhile, in cycle II, 31 students (83.78%) passed and 6 students (16.22%) failed, with an average score of 88.65. For further clarification, the results of the analysis of the percentage increase in student activity and learning outcomes in both cycles can be seen in the following diagram.

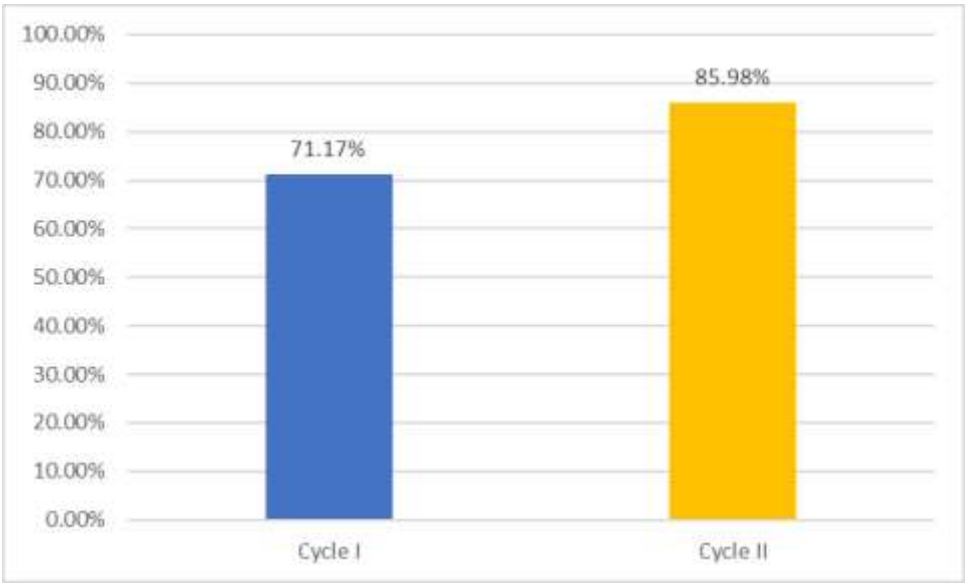

Figure 2. Comparison of Students Learning Activities between Cycle I and Cycle II

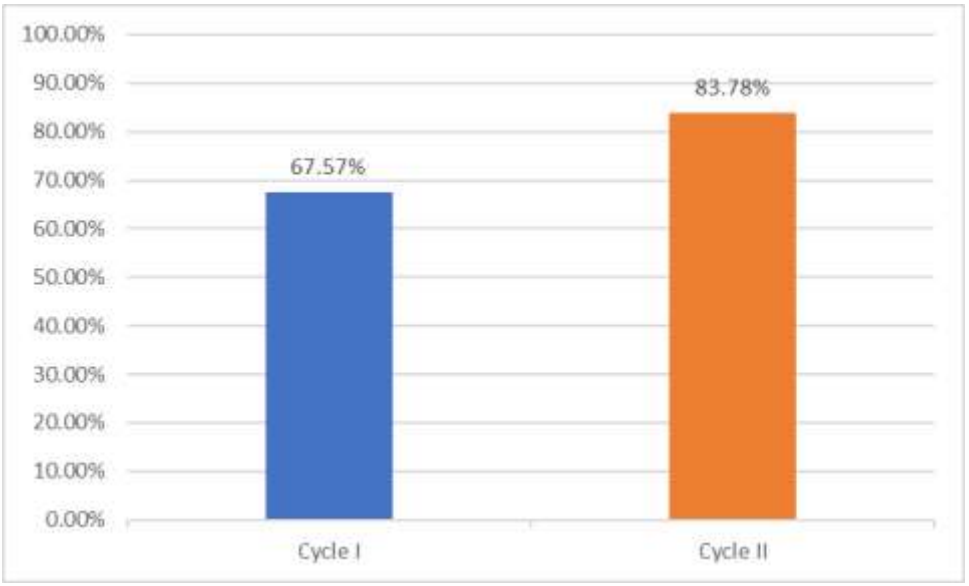

Figure 3. Comparison of Students Learning Outcomes between Cycle I and Cycle II

Research by Aldani & Tanjung (2025) shows that field trips provide various benefits for students, including improving students' understanding through direct experience at historical sites, increasing motivation to learn and active involvement in discussions, clarifying historical concepts that are difficult to understand only through books or lectures, and fostering a sense of pride and appreciation for Islamic historical heritage. Chaerani & Fanani (2024) research on the effectiveness of the virtual field trip method was measured using three indicators. From these three indicators, data was obtained on student activity scores of 96, student response rates of 94.7%, and student learning outcomes of 70.3%. From this data, the average indicator was calculated, resulting in a final score of 87% in the 'Very Effective' category. From this data, we can see that the learning method using virtual field trips in IPAS learning of the five senses material is proven to be effective. Meanwhile,

research by Youhanita & Anjani (2025) shows that VFT media is very suitable for use based on aspects of curriculum suitability, information accuracy, interactivity, and visual design. VFT can be an innovative solution in multicultural learning that is more contextual and interesting.

The implementation of this virtual field trip learning model has had a positive impact on students in the history learning process. This is because learning is no longer monotonous; instead, students are actively involved in discussions and exploration of the material. Students appear to be more enthusiastic and engaged when conducting virtual visits to locations relevant to the learning material, and are more involved in activities during the learning process. In addition, students are required to work together in groups and encourage critical thinking skills in solving problems they encounter. Based on the description of the results and discussion above, the use of the virtual field trip learning model in the Hindu-Buddhist Indonesian History course in the History Education Department at Gorontalo State University has been proven to increase student activity and learning outcomes.

Conclusion

Based on the results of this study, it can be concluded that the application of the virtual field trip model can improve the learning outcomes of History Education students at Gorontalo State University in the Indonesian History during the Hindu-Buddhist period course. This can be seen from the research data collected during two cycles. The application of the virtual field trips learning model has had a positive impact on student learning activities. This can be seen from the observation results, which show that there was an increase in student learning activities in cycle I, reaching 71.17%, and in cycle II, the percentage of student learning activities reached 85.98%. There was also an increase in student learning outcomes from cycle I to cycle II, namely in cycle I, out of 37 students who took the test, 25 (67.57%) passed and 12 (32.43%) did not pass with an average score of 76.52. Meanwhile, in cycle II, the number of students who passed increased to 31 (83.78%) and 6 (16.22%) did not pass, with an average score of 88.65. Through the application of the virtual field trips learning model, it was proven to increase student activity and learning outcomes in history learning.

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