

IMPLEMENTATION OF THE *BELAJAR BERSAMA ALAM* METHOD AND ITS EFFECT ON STUDENT LEARNING CREATIVITY IN CLASS V B AT SEKOLAH ALAM INSAN MULIA LUBUKLINGGAU

Lilis Setiawati^{1*}, Fitri Wulandari²

^{1,2} Universitas Islam Nusantara Al-Azhaar Lubuklinggau, Indonesia

Corresponden E-mail: lilissetiawati932@gmail.com¹

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi metode Belajar Bersama Alam (BBA) terhadap kreativitas belajar siswa serta mengidentifikasi faktor-faktor yang mempengaruhinya. Menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui observasi, wawancara, dan dokumentasi dengan melibatkan guru, tiga siswa, dan kepala sekolah sebagai informan. Data dianalisis menggunakan model interaktif Miles dan Huberman serta divalidasi melalui triangulasi. Hasil penelitian menunjukkan bahwa metode BBA diimplementasikan secara sistematis melalui tahap perencanaan, pelaksanaan, dan evaluasi dengan memanfaatkan lingkungan alam sebagai laboratorium belajar utama. Temuan mengungkapkan bahwa 11 dari 17 siswa menunjukkan perkembangan kreativitas yang optimal pada indikator kelancaran, keluwesan, keaslian, dan elaborasi. Namun, enam siswa lainnya belum berkembang optimal akibat hambatan psikologis internal seperti ketakutan akan kesalahan dan rendahnya kepercayaan diri, serta keterbatasan pendampingan individual guru. Sebaliknya, rasa aman, motivasi intrinsik, dan lingkungan alam yang kaya menjadi faktor pendukung utama. Kesimpulannya, meskipun BBA memberikan stimulus ekologis yang luar biasa bagi berpikir divergen, pengoptimalan dampaknya memerlukan dukungan psikologis yang berdiferensiasi untuk mengakomodasi karakteristik siswa yang beragam.

Kata kunci: Belajar Bersama Alam (BBA), Kreativitas Belajar, Pendidikan Berbasis Alam

Abstract

This study aims to describe the implementation of the Belajar Bersama Alam (BBA) method and its impact on students' learning creativity, alongside identifying the influencing factors. Employing a qualitative descriptive approach, data were collected through observations, semi-structured interviews, and documentation involving a teacher, three students, and the principal as informants. Data were analyzed using Miles and Huberman's interactive model and validated via triangulation. The findings reveal that BBA is systematically implemented through planning, execution, and evaluation stages, utilizing the natural environment as the primary learning laboratory. Results indicate that 11 out of 17 students demonstrated significant creative development across fluency, flexibility, originality, and elaboration indicators. However, six students remained suboptimal due to internal psychological barriers, such as the fear of making mistakes and low self-confidence, compounded by limited individual teacher scaffolding. Conversely, psychological safety, intrinsic motivation, and the rich natural environment served as primary supporting factors. Ultimately, while BBA provides an exceptional ecological stimulus for divergent thinking, maximizing its impact requires differentiated psychological support to accommodate diverse student characteristics.

Keywords: BBA; Learning Creativity; Nature-Based Education

INTRODUCTION

Basic education serves as the foundational pillar for shaping students' cognitive, affective, and psychomotor development (Tsani et al., 2025). However, the rapid advancement of the digital era has significantly shifted students' daily experiences, often confining their learning processes to screen-based interactions rather than direct engagement with the natural world. This phenomenon gradually distorts the authentic meaning of learning, which ideally requires children to interact directly with their environment to cultivate curiosity and holistic growth.

Consequently, there is an urgent need for educational strategies that reconnect students with their natural surroundings, moving beyond conventional classroom boundaries to provide meaningful, experiential learning opportunities.

In addressing this contemporary educational challenge, learning creativity emerges as a critical competency that must be intentionally nurtured. Creativity is no longer viewed merely as an innate artistic talent, but as a dynamic cognitive skill encompassing fluency, flexibility, originality, and elaboration in problem-solving (Witarsa et al., 2024). In the context of elementary education, creativity is the ability to generate novel and relevant ideas, which can be significantly enhanced through innovative, contextual, and student-centered learning models (Muntamah & Nawangsari, 2024). Therefore, providing students with adequate stimuli, freedom of expression, and challenging learning experiences is essential to optimize their creative potential.

To facilitate such experiential and creative learning, the *Belajar Bersama Alam* (BBA) or Learning with Nature method has been recognized as a highly effective pedagogical approach. BBA utilizes the natural environment as the primary learning laboratory, allowing students to engage in direct observation, exploration, and interactive problem-solving (Rachmawati & Minsih, 2021). By grounding abstract academic concepts in real-world environmental phenomena, the BBA method aligns seamlessly with constructivist learning theories, where students actively construct their own knowledge through authentic experiences rather than passively receiving information from the teacher (Friedrich et al., 2024; Zamuda, 2025).

Recent empirical studies corroborate the efficacy of nature-based learning in enhancing students' observational skills, critical thinking, and creative output (Lamadjido et al., 2025). Furthermore, the implementation of BBA has been shown to create adaptive, participatory, and ecologically conscious learning atmospheres that foster both academic and character development (Haryanti, 2020). Despite these documented benefits, existing literature often generalizes the outcomes of nature-based learning, leaving a critical gap in understanding how the BBA method impacts the diverse and uneven creative development of individual students within specific classroom dynamics.

Addressing this empirical gap, this study focuses on Class V B at Sekolah Alam Insan Mulia Lubuklinggau, an institution that has integrated BBA into its core curriculum. Initial observations in this specific classroom revealed an uneven development of creativity among the 17 students; while 11 students demonstrated active creative engagement, 6 students remained passive, hesitant, and reliant on teacher directives. Therefore, this research aims to systematically describe the implementation of the BBA method, analyze its impact on the indicators of students' learning creativity, and identify the supporting and inhibiting factors that influence these creative outcomes in a natural school setting.

RESEARCH METHOD

This study employed a qualitative approach with a descriptive research design to comprehensively understand the natural phenomenon of implementing the *Belajar Bersama Alam* (BBA) method and its impact on students' learning creativity. The research was conducted at Sekolah Alam Insan Mulia Lubuklinggau over a six-month period, from January to July 2026. The participants were selected through purposive sampling, comprising one Class V B homeroom teacher as the primary informant, three Class V B students as key informants, and

the school principal as an additional informant to ensure the depth, context, and completeness of the field data.

Data were gathered through three primary techniques: participatory and non-participatory observations to capture students' creative behaviors during outdoor learning sessions, semi-structured interviews to explore the perspectives of the informants, and documentation to substantiate empirical evidence such as instructional devices and student artifacts. The collected data were analyzed utilizing the interactive model proposed by Miles and Huberman, which encompasses three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification. To guarantee the trustworthiness and credibility of the findings, the researcher applied rigorous data validity checks through source triangulation, technique triangulation, and time triangulation.

RESULTS AND DISCUSSION

Results

Overview of the Research Setting and Subjects

The research was conducted at Sekolah Alam Insan Mulia Lubuklinggau, an educational institution that deeply integrates nature into its core curriculum. This school operates under the Yayasan Dzurriyyatul 'Aarif and is guided by the profound philosophy of building civilization rather than merely constructing a physical school. The geographical location of the school provides a highly conducive, natural, and serene environment that perfectly supports outdoor learning activities. Consequently, the physical setting itself acts as a primary laboratory for students to explore, observe, and interact with real-world ecological phenomena.

The specific focus of this study was Class V B, which consists of seventeen students with diverse characteristics and learning styles. The classroom atmosphere is generally dynamic, reflecting the high energy levels typical of elementary school children who thrive in active learning environments. Most of the students have been exposed to nature-based learning since their early years in the institution, allowing them to adapt well to outdoor educational settings. However, their individual responses to creative stimuli during these outdoor sessions vary significantly from one another.

To ensure comprehensive data collection, the research involved multiple key subjects who provided rich, contextual information. The primary informant was the Class V B homeroom teacher, who directly implemented the learning method and observed the students daily. Three students from Class V B were selected as key informants to provide firsthand perspectives on their learning experiences and creative processes. Additionally, the school principal served as a supplementary informant to offer broader institutional insights regarding the implementation of the nature-based curriculum.

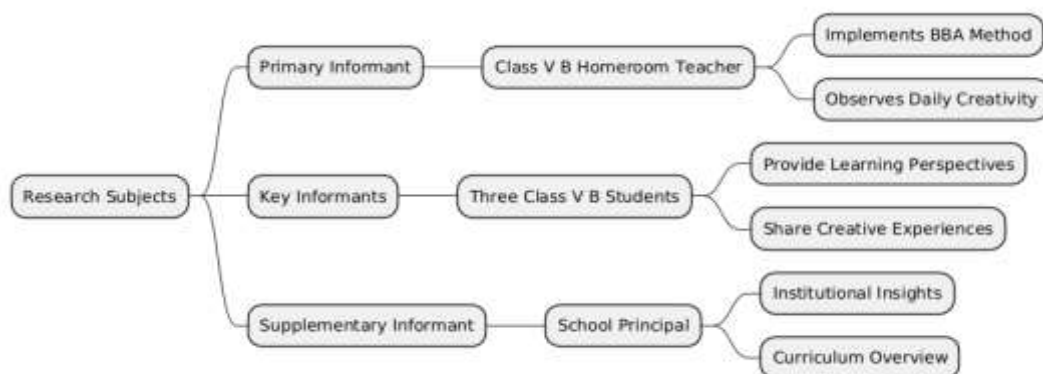


Figure 1. Research Informants and Their Roles

The Planning Stage of the BBA Method Implementation

The planning stage of the *Belajar Bersama Alam* (BBA) method at this school utilizes a unique and highly structured set of instructional devices that differ from conventional schools. Before the academic year begins, the teacher designs a comprehensive fishbone diagram to outline the major projects and overarching learning objectives for the entire semester. This macro-level plan is then broken down into a spider web concept map to connect various thematic topics across different subjects. Subsequently, the teacher develops a weekly planner to schedule specific activities, which is finally detailed into a Daily Activity Plan (DAP) that guides the minute-by-minute execution of the day's lessons.

Material selection and location determination are critical components of this planning phase, ensuring that the outdoor activities align perfectly with the curriculum. The teacher carefully analyzes whether the targeted learning materials can be effectively connected to tangible objects within the school's immediate environment. For instance, when the curriculum requires teaching about biotic and abiotic components of an ecosystem, the school yard provides an abundance of plants, animals, and physical structures for direct observation. If a specific topic requires a broader environment, such as a river ecosystem, the teacher must coordinate with the principal to secure permission and arrange logistics for an off-campus excursion.

Safety and logistical preparations are finalized through the creation of specific worksheets and the establishment of clear behavioral guidelines. The teacher prepares customized worksheets that act as guided observation sheets, ensuring that students remain focused on the learning objectives while exploring the outdoors. Furthermore, the teacher briefs the students a day in advance about the upcoming outdoor activity, instructing them to bring necessary equipment such as change of clothes or specific tools. This meticulous preparation guarantees that the transition from the classroom to the natural environment is smooth, safe, and highly productive.

Table 1. BBA Instructional Planning Tools and Their Functions

Instructional Device	Function in BBA Planning	Frequency of Use
Fishbone	Outlines major semester projects and core objectives.	Once per semester
Spider Web	Maps thematic connections across different subjects.	Once per theme
Weekly Planner	Schedules specific daily activities and outdoor locations.	Weekly
Daily Activity Plan (DAP)	Details minute-by-minute execution, including morning routines.	Daily
Worksheet	Guides student observation and data collection outdoors.	Per activity

The Execution Stage of the BBA Method Implementation

The execution of the BBA method begins after the completion of the school's mandatory morning routines, which include environmental charity, Dhuha prayer, and Quranic recitation. Once these spiritual and character-building activities are concluded, the teacher initiates the core learning session by gathering the students in a circle in the school yard. The teacher starts with an engaging ice-breaking activity and educational games, such as a marker relay game accompanied by music, to stimulate students' cognitive readiness. When the music stops, the student holding the marker must answer a question related to the day's topic, effectively bridging their prior knowledge with the new material.

Following the energizing opening, the teacher distributes the prepared worksheets and directs the students to explore the designated natural areas for direct observation. Students actively engage in identifying biotic and abiotic components, working collaboratively in small groups to document their findings on the worksheets. The natural environment serves as an interactive textbook, prompting students to ask questions, touch the objects, and discuss the ecological relationships they observe. During this phase, the teacher transitions from a traditional lecturer to an active facilitator, circulating among the groups to provide guidance without giving away direct answers.

The execution phase also incorporates multisensory learning techniques to deepen the students' connection with the material. The teacher occasionally integrates educational songs related to the topic, allowing students to memorize complex concepts through rhythm and melody. For topics that cannot be fully explored within the school premises, the teacher utilizes visual media or organizes field trips to nearby rivers or parks to provide authentic experiences. This dynamic and flexible execution ensures that the learning process remains engaging, contextual, and deeply meaningful for every student involved.

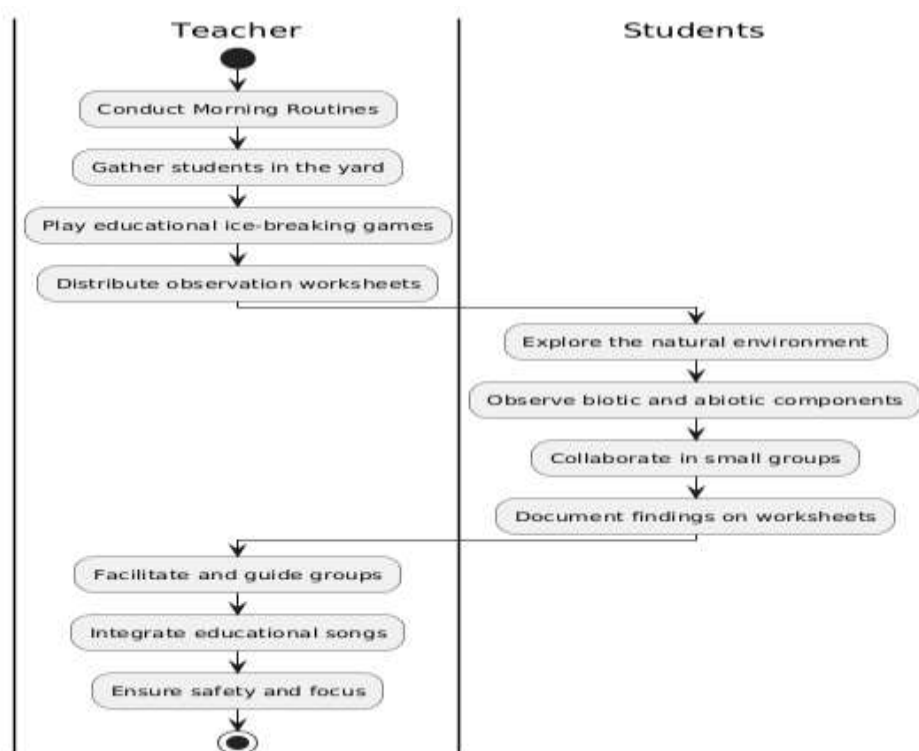


Figure 2. Teacher–Student Activities in BBA Learning

The Evaluation Stage of the BBA Method Implementation

The evaluation stage commences immediately after the students complete their outdoor exploration and return to the designated gathering area. The teacher collects the completed worksheets to assess the accuracy and depth of the students' observations during the BBA activity. Instead of immediately grading the papers, the teacher organizes a presentation session where each group or individual is invited to share their findings with the rest of the class. This public sharing platform not only evaluates their cognitive understanding but also assesses their communication skills and confidence in articulating their thoughts.

During the presentation phase, the classroom atmosphere becomes highly interactive as peers are encouraged to ask questions, provide feedback, or add supplementary information. Students actively listen to their friends' discoveries, which often sparks new ideas and prompts them to reconsider their own observations. The teacher carefully monitors these discussions, ensuring that the core learning objectives are being met while allowing the students to lead the intellectual exchange. This peer-to-peer evaluation mechanism fosters a collaborative learning environment where knowledge is co-constructed rather than passively received.

To conclude the evaluation stage, the teacher leads a comprehensive reflection and summary session to reinforce the day's lessons. The teacher provides specific, constructive feedback on both the academic content and the students' creative approaches to problem-solving during the exploration. Key concepts are repeated and connected to real-life applications to ensure the knowledge is firmly retained in the students' long-term memory. Finally, the teacher closes the session with a motivational message and a collective prayer, wrapping up the BBA implementation in a structured and meaningful manner.

Table 2. BBA Learning Evaluation Activities and Purposes

Evaluation Activity	Description	Purpose
Worksheet Collection	Gathering the physical documentation of outdoor observations.	Assess individual observation accuracy.
Student Presentations	Students share their findings and group discoveries.	Evaluate communication and comprehension.
Peer Discussion	Classmates ask questions and provide additional insights.	Foster collaborative knowledge construction.
Teacher Reflection	Providing constructive feedback on content and creativity.	Guide future learning and correct misconceptions.
Final Conclusion	Summarizing key concepts and connecting them to daily life.	Ensure long-term retention of the material.

Development of Fluency in Students' Learning Creativity

The indicator of fluency, which measures the ability to generate a large number of ideas rapidly, was highly visible during the outdoor observation sessions. When asked to identify components of the ecosystem, the majority of students in Class V B were able to quickly list numerous biotic elements such as trees, grass, butterflies, and ants, as well as abiotic elements like rocks, soil, and buildings. The natural environment provided a rich sensory input that stimulated their cognitive processes, allowing them to produce a continuous flow of relevant ideas without significant hesitation. This rapid ideation was further evidenced during the educational marker relay game, where students eagerly shouted out answers related to the topic.

However, the observation also revealed that fluency was not uniformly distributed across all seventeen students in the classroom. While most students participated enthusiastically and generated multiple ideas, a small subset exhibited noticeable hesitation when called upon to speak. Interviews with these specific students revealed that their lack of fluency was not due to a lack of knowledge, but rather a psychological barrier stemming from the fear of providing an incorrect answer. This indicates that cognitive fluency in a creative learning environment is deeply intertwined with the student's emotional security and self-confidence.

To address this disparity, the teacher actively employed strategies to encourage the quieter students to articulate their thoughts without the pressure of being perfectly right. By creating a non-judgmental atmosphere during the outdoor sessions, the teacher gradually helped these students overcome their hesitation and increase their rate of idea generation. Over the course of the research, it was observed that the combination of a stimulating natural environment and supportive teacher prompting significantly enhanced the overall fluency of the class. Ultimately, the BBA method proved highly effective in accelerating the speed and volume of students' creative ideation.

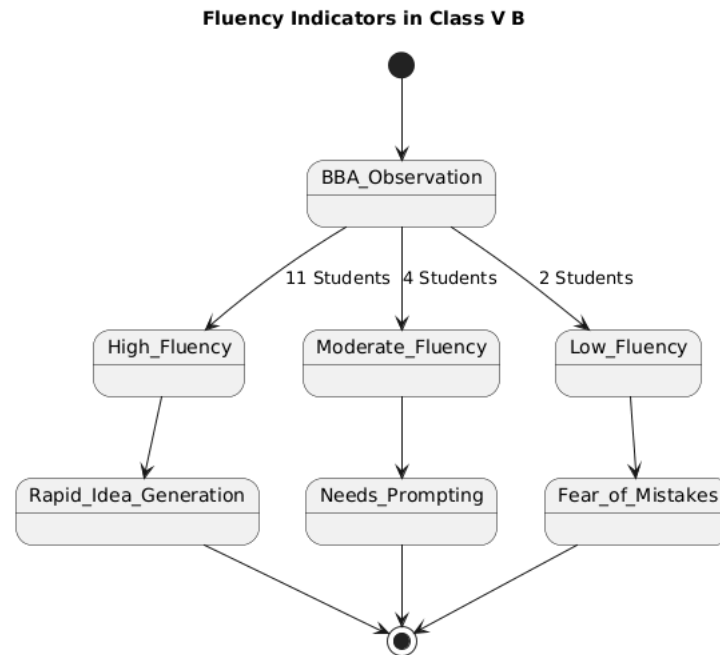


Figure 3. Students' Fluency Levels in BBA Learning

Development of Flexibility in Students' Learning Creativity

Flexibility, defined as the ability to approach problems from multiple perspectives and generate diverse solutions, was strongly cultivated through the BBA method. During group discussions about environmental issues observed in the school yard, students demonstrated an impressive capacity to shift their viewpoints and consider various angles of a single problem. For example, when discussing waste management, some students suggested recycling programs, while others proposed creating compost from organic waste or designing educational campaigns for younger students. This cognitive adaptability was a direct result of the diverse stimuli provided by the natural environment, which rarely presents problems with a single, straightforward solution.

The teacher played a crucial role in nurturing this flexibility by asking open-ended questions that required students to think beyond conventional answers. Instead of accepting the first correct solution, the teacher would challenge the students to find alternative methods or to predict the consequences of their proposed solutions. This pedagogical approach forced students to break away from rigid thinking patterns and explore unconventional ideas. Consequently, the students became more adept at modifying their strategies when their initial approaches did not yield the desired results during their outdoor experiments.

Despite the overall positive development of flexibility, the research noted that a few students still struggled to independently generate alternative solutions without external guidance. When faced with a complex environmental problem, these students tended to immediately look to the teacher for the "correct" answer rather than brainstorming different possibilities. Recognizing this, the teacher adjusted the scaffolding techniques, providing clues rather than direct answers to gradually build the students' independent problem-solving skills. Through continuous practice in the flexible environment of the BBA method, even the most rigid thinkers showed marked improvement in their cognitive adaptability over time.

Table 3. Students' Cognitive Flexibility in BBA Learning

Observation Context		Evidence of Flexibility	Areas for Improvement
Waste Management	Discussion	Suggested recycling, composting, and campaigns.	Encouraging deeper analysis of consequences.
Ecosystem Observation		Identified multiple roles for a single organism.	Reducing reliance on the teacher for clues.
Problem-Solving Games		Adapted strategies when initial rules changed.	Speeding up the cognitive shifting process.
Group Projects		Integrated different ideas from all group members.	Ensuring all voices are equally considered.

Development of Originality in Students' Learning Creativity

Originality, the capacity to produce unique and unconventional ideas, emerged beautifully as students interacted with the unstructured elements of nature. Unlike the standardized environment of a traditional classroom, the outdoors offered unpredictable and novel stimuli that inspired highly individualized responses from the students. During the presentation of their observation worksheets, several students identified and classified objects that their peers had completely overlooked, such as specific types of moss, unique insect behaviors, or the intricate root systems of weeds. These unique observations demonstrated that the BBA method successfully unlocked the students' innate curiosity and allowed their individual creative voices to shine.

One notable instance of originality occurred when a student confidently identified a seemingly insignificant plant as a crucial biotic component, a perspective that differed entirely from the rest of the class. When asked to explain this unique choice, the student provided a logical and highly original reasoning based on their personal observation of insects interacting with that specific plant. This moment highlighted the profound impact of the BBA method in fostering independent thinking and the courage to express unconventional ideas. The natural environment, with its infinite variations, served as the perfect catalyst for this type of divergent and original thought.

However, the development of originality was occasionally hindered by the natural social dynamics of elementary school children, where peer influence can be strong. Some students, particularly those who lacked self-confidence, tended to mimic the ideas presented by their more dominant peers rather than formulating their own unique perspectives. To counteract this, the teacher implemented strategies to celebrate and reward unique ideas, explicitly praising students who offered a different viewpoint. By consistently validating originality, the teacher helped create a classroom culture where being different was viewed as a strength rather than a risk.

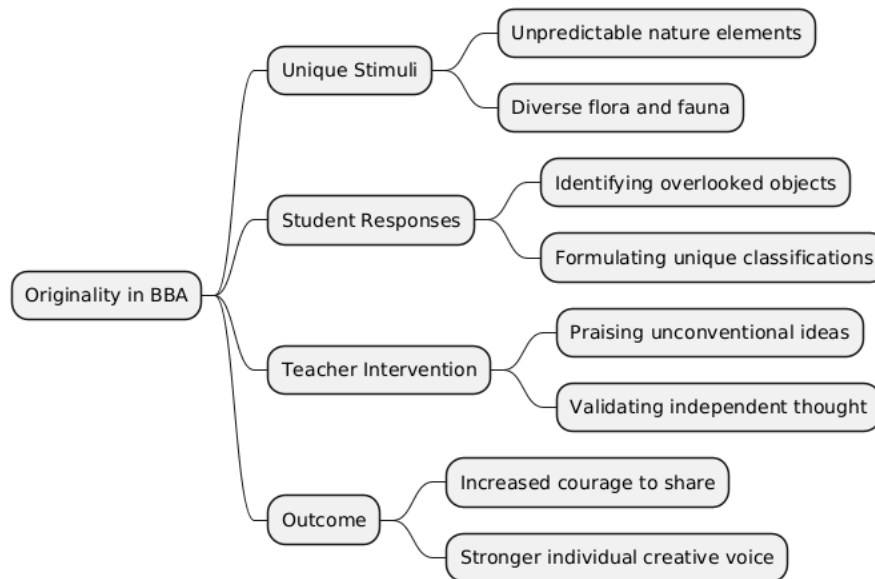


Figure 4. Development of Students' Originality in BBA Learning

Development of Elaboration in Students' Learning Creativity

Elaboration, which involves expanding, detailing, and enriching a basic idea, was significantly enhanced through the reflective and presentation phases of the BBA method. When students returned from their outdoor explorations, they were not merely asked to list what they had found, but to explain the characteristics, functions, and relationships of their discoveries. For instance, a student who identified a mango tree did not just stop at naming it; they elaborated on the texture of its leaves, the presence of small insects on its bark, and how its fallen fruits contributed to the soil. This level of detail demonstrated that the BBA method encouraged students to look beyond superficial observations and delve into the intricate complexities of the natural world.

The process of filling out the observation worksheets also played a vital role in developing elaboration skills. The worksheets were designed with prompts that required students to draw, measure, and describe their findings in detail, forcing them to articulate their thoughts comprehensively. During the group discussions, students would build upon each other's initial ideas, adding layers of information and creating a rich, multifaceted understanding of the topic. This collaborative elaboration process mirrored the scientific method, where hypotheses and observations are continuously refined and expanded through peer review and further investigation.

Nevertheless, the ability to elaborate spontaneously was a skill that required continuous nurturing, as some students naturally provided very brief and concise answers. To address this, the teacher utilized targeted questioning techniques, asking "why," "how," and "what if" questions to prompt the students to expand their initial statements. For example, if a student simply stated that a rock was an abiotic component, the teacher would ask them to describe its color, estimate its weight, and hypothesize how it was formed. Through this consistent scaffolding, students gradually learned to automatically elaborate on their ideas, transforming simple observations into comprehensive and detailed explanations.

Table 4. Elaboration Strategies and Their Impact on Students in BBA Learning

Elaboration Technique	Implementation in BBA	Impact on Students
Detailed Worksheets	Prompts requiring drawing, measuring, and describing.	Forces comprehensive articulation of thoughts.
Targeted Questioning	Teacher asks "why," "how," and "what if" questions.	Transforms simple statements into detailed explanations.
Peer Building	Students add layers of information to peers' ideas.	Creates a rich, multifaceted understanding of topics.
Reflective Presentations	Explaining characteristics and relationships of findings.	Encourages deep diving into natural complexities.

Supporting Factors Influencing Students' Creativity

The most prominent supporting factor for students' creativity during the BBA implementation was the psychological safety and comfort provided by the learning environment. Both the teacher and the principal emphasized that when students feel secure and free from the fear of harsh judgment, their creative expressions naturally flourish. The outdoor setting inherently reduced the rigid formality of a traditional classroom, allowing students to relax, move freely, and express their ideas without feeling constrained by physical walls. This sense of comfort was directly correlated with the increased willingness of students to take intellectual risks and propose unconventional ideas.

Furthermore, the intrinsic motivation generated by the engaging and varied nature of the BBA activities served as a powerful catalyst for creativity. Students exhibited high levels of enthusiasm when participating in educational games, exploring the school garden, and conducting hands-on experiments in the natural environment. The novelty of learning outside the classroom broke the monotony of routine lessons, keeping their cognitive faculties highly alert and receptive to new information. This heightened state of motivation ensured that students were not just passive recipients of knowledge, but active, creative constructors of their own learning experiences.

The physical and social environment of Sekolah Alam Insan Mulia Lubuklinggau also played an indispensable role in supporting creative development. The school's lush, green campus provided an endless array of natural resources that served as both media and sources of inspiration for the students. Additionally, the supportive and facilitative attitude of the teacher, who acted as a guide rather than a dictator, fostered a collaborative social environment where ideas were freely exchanged. The combination of a rich natural landscape, a motivating curriculum, and a supportive social dynamic created an optimal ecosystem for nurturing and sustaining student creativity.

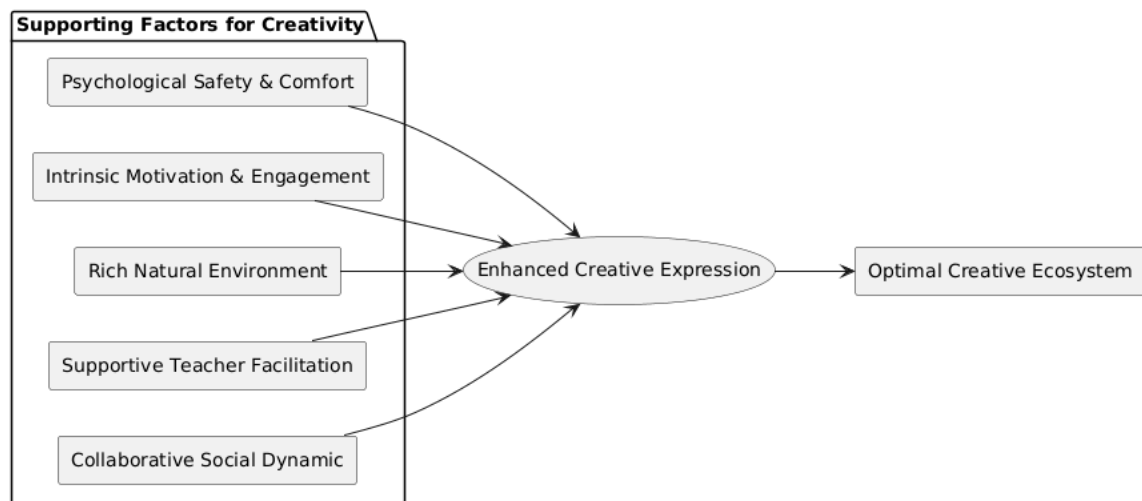


Figure 5. Supporting Factors for Students' Creativity in BBA Learning
Inhibiting Factors Influencing Students' Creativity

Despite the numerous advantages of the BBA method, the research identified several inhibiting factors that hindered the optimal creative development of certain students. The most significant internal barrier was the psychological pressure and fear of making mistakes, which paralyzed some students' willingness to share their ideas. Even in the relaxed outdoor environment, a subset of students remained highly anxious about providing the "wrong" answer, leading them to remain silent rather than risk embarrassment. This internal pressure effectively blocked their cognitive fluency and prevented their unique ideas from materializing during group discussions.

Personality traits and social dynamics also acted as notable inhibitors, particularly for students who were naturally introverted or lacked self-confidence. These students tended to be passive observers during the outdoor explorations and rarely initiated conversations or shared their findings with their peers. Their reluctance to socialize and interact limited their exposure to diverse perspectives, which in turn restricted the development of their flexibility and elaboration skills. Without active participation in the collaborative aspects of the BBA method, their creative growth remained stunted compared to their more extroverted classmates.

External factors, including limited parental attention at home and the logistical constraints of the teacher, further compounded these challenges. Some students lacked the necessary reinforcement and encouragement for their creative endeavors once they returned home, which diminished the overall impact of the school's efforts. Additionally, the teacher faced the practical limitation of being unable to provide simultaneous, individualized attention to all seventeen students during the expansive outdoor activities. Consequently, the students who required the most prompting and encouragement to overcome their creative blocks occasionally slipped through the cracks due to the teacher's divided attention.

Table 5. Inhibiting Factors of Students' Creativity in BBA Learning

Inhibiting Factor	Category	Specific Impact on Creativity
Fear of making mistakes	Internal / Psychological	Blocks fluency; prevents sharing of unique ideas.
Introversion / Low confidence	Internal / Personality	Limits social interaction; restricts exposure to diverse views.
Lack of parental attention	External / Family	Diminishes reinforcement of creative habits at home.
Teacher's divided attention	External / Logistical	Reduces individualized prompting for struggling students.

Discussion

The findings of this study demonstrate that the systematic implementation of the *Belajar Bersama Alam* (BBA) method—encompassing the stages of planning, execution, and evaluation—significantly stimulates students' learning creativity. This aligns with the constructivist theory posited by Shofiyyah et al. (2026) and Tfsholihah et al. (2026), which asserts that knowledge is actively constructed through direct experience rather than passive reception. By utilizing the natural environment as a primary laboratory, the BBA method provides authentic stimuli that trigger cognitive engagement. This is strongly supported by Shofiyyah et al. (2026) and Triadi (2025), who found that nature-based alternative education creates a highly contextual and enjoyable learning ecosystem, effectively developing both academic and socio-emotional skills. The transition from traditional classroom boundaries to outdoor exploration fundamentally shifts the students' role from passive listeners to active knowledge constructors, thereby laying a solid foundation for creative thinking.

Specifically, the outdoor execution phase of the BBA method profoundly enhanced the indicators of fluency and originality among the majority of the students. The unstructured and multisensory nature of the school environment provided a rich array of biotic and abiotic stimuli, enabling students to rapidly generate numerous ideas (fluency) and identify unconventional objects, such as specific types of moss or unique plant species (originality). This finding corroborates the research of Kusmiarti et al. (2025), Soedimardjono & P. (2021), and Suciati et al. (2024), which concluded that open nature-based learning significantly improves students' observational skills and creative output by connecting theoretical concepts with direct, tangible practices. Furthermore, Khaira & Rohmani (2026) and Ningsih et al. (2026) emphasize that the BBA method fosters an active and exploratory atmosphere where students are encouraged to ask questions and propose unique solutions, thereby nurturing the divergent thinking essential for originality.

A critical determinant of this creative success was the establishment of psychological safety and comfort, which emerged as the primary supporting factor for the 11 students who demonstrated optimal creative development. The informal setting of the outdoor learning environment, combined with the teacher's role as a facilitator, reduced the rigid formalities of a conventional classroom. This freedom of expression allowed students to take intellectual risks without the fear of harsh judgment. Ikhwan et al. (2024) and Nadia (2026) supports this dynamic, noting that the BBA method cultivates an adaptive, participatory, and highly comfortable learning atmosphere that accommodates diverse student characteristics. When students feel emotionally secure and intrinsically motivated by the engaging natural

surroundings, their cognitive flexibility and elaboration skills expand significantly, as they are no longer constrained by the anxiety of providing a "perfect" academic answer.

Conversely, the study also revealed a notable contrast, as six students failed to develop their creativity optimally due to internal psychological barriers and external logistical limitations. Despite the stimulating natural environment, these students exhibited hesitation, introversion, and a paralyzing fear of making mistakes, which stifled their fluency and flexibility. This finding challenges the assumption that nature-based learning universally guarantees creative engagement; rather, it highlights that internal psychological pressure can override environmental stimuli. Abdillah & Susilo (2026), Pristikasari et al. (2022), and Ramadan et al. (2025) acknowledge that while nature-based learning significantly boosts cognitive and creative outcomes compared to conventional methods, its effectiveness can be hindered if students lack the foundational self-confidence to engage independently. Furthermore, the teacher's limited capacity to provide simultaneous, individualized scaffolding to all seventeen students in an expansive outdoor setting meant that the more reserved students occasionally required more targeted psychological interventions to overcome their creative blocks.

In light of these contrasting outcomes, the implementation of the BBA method must be integrated with differentiated instructional strategies to address the diverse psychological and emotional needs of all students. While the natural environment provides the *stimulus* for creativity, the teacher must provide the differentiated *scaffolding* to ensure every student can process that stimulus effectively. Daulay & Nurfitriani (2026) and Rijal et al. (2025) argue that fostering creativity in elementary students requires differentiated learning approaches that accommodate varying levels of confidence and cognitive readiness. Therefore, future implementations of the BBA method should not only focus on environmental exploration but also incorporate targeted psychological support, such as peer-mentoring systems or smaller focus groups, to help introverted or anxiety-prone students overcome their internal barriers. Ultimately, maximizing learning creativity in nature-based settings requires a delicate balance between providing a free, exploratory environment and offering structured, empathetic emotional guidance.

CONCLUSION

The implementation of the *Belajar Bersama Alam* (BBA) method in Class V B at Sekolah Alam Insan Mulia Lubuklinggau is systematically executed through three comprehensive stages: planning (utilizing *fishbone*, *spider web*, *weekly planner*, DAP, and worksheets), execution (involving direct observation, exploration, educational games, and presentations in natural settings), and evaluation (encompassing reflection, peer feedback, and conclusion drawing). This nature-based pedagogical approach significantly stimulates students' learning creativity, as evidenced by 11 out of 17 students demonstrating optimal development across the four core indicators: fluency, flexibility, originality, and elaboration. These students actively generated a multitude of ideas, approached environmental problems from diverse perspectives, proposed unique solutions, and elaborated on their direct observations with remarkable detail.

Despite the overall success of the BBA method, the creative development of the remaining six students was not yet optimal, a disparity driven by a combination of specific supporting and inhibiting factors. The primary supporting factors for creative growth include a sense of psychological safety, comfort, freedom of expression, intrinsic motivation, and the rich,

contextual natural environment. Conversely, the inhibiting factors consist of internal psychological pressures (such as the fear of making mistakes), low self-confidence, introverted tendencies, limited social interaction, a lack of parental reinforcement at home, and the teacher's logistical constraints in providing simultaneous, individualized scaffolding. Consequently, while the BBA method provides an exceptional ecological stimulus for divergent thinking, maximizing its impact requires the integration of differentiated instructional strategies and targeted psychological support to help reserved students overcome their internal barriers and fully actualize their creative potential.

REFERENCES

- Abdillah, H. W. P., & Susilo, H. (2026). POGIL in biology: improving critical thinking, learning ownership, and cognitive learning outcomes. *Biosfer*, 19(1), 21–34. <https://doi.org/10.21009/biosferjpb.56144>
- Daulay, L. A., & Nurfitriani, R. (2026). Integrating Coding and Project-Based Learning to Foster Elementary Students' Creativity. *Prisma Sains : Jurnal Pengkajian Ilmu Dan Pembelajaran Matematika Dan IPA IKIP Mataram*, 14(3), 1167–1186. <https://doi.org/10.33394/j-ps.v14i3.19856>
- Friedrich, J., Fischer, M. H., & Raab, M. (2024). Invariant representations in abstract concept grounding – the physical world in grounded cognition. *Psychonomic Bulletin & Review*, 31(6), 2558–2580. <https://doi.org/10.3758/s13423-024-02522-3>
- Haryanti, D. (2020). Pengelolaan Kelas Inklusi Melalui Metode Belajar Bersama Alam (MBBA) di Sekolah Alam Bangka Belitung. *Jurnal Pendidikan Islam*, 7(2).
- Ikhwan, A., Saefrudin, Qomar, M., Zukhrufin, F. K., Triyuliasari, A., & Ismail. (2024). Social Ritual Practices as an Arena for Integration and Negotiation of Religious and Cultural Values. *International Journal of Law and Society (IJLS)*, 3(3), 255–278. <https://doi.org/10.59683/ijls.v3i3.359>
- Kusmiarti, R., Rustinar, E., Paulina, Y., & Hasibuan, A. (2025). EFFECTIVENESS OF PROJECT-BASED LEARNING IN IMPROVING STUDENT COMMUNICATION SKILLS. *JURNAL EDUSCIENCE*, 12(4), 1148–1160. <https://doi.org/10.36987/jes.v12i4.7060>
- Lamadjido, M. R., Suriaman, A., & Agussatriana, A. (2025). The Efficacy of the Anagram Technique in Stimulating EFL Learners' Creativity and Enhancing Vocabulary Mastery: An Empirical Evidence. *Journal of Language and Literature Studies*, 5(4), 1205–1214. <https://doi.org/10.36312/ty2ws452>
- Muntamah, B. S., & Nawangsari, N. A. F. (2024). Menumbuhkan Kreativitas Dengan Model Pembelajaran: Tinjauan Pustaka. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 14(1).
- Nadia, N. A. (2026). Sacred commoning in Indonesia; Faith, media, and affective praxis for environmental justice. *Wacana, Journal of the Humanities of Indonesia*, 27(2). <https://doi.org/10.17510/wacana.v27i2.2151>
- Ningsih, F. M., Solihin, M., & Adilla, U. (2026). Belajar Bersama Alam Berbasis Qur'an : Strategi Menumbuhkan Rasa Ingin tahu Siswa Kelas II Madrasah Ibtidaiyah Alam Ya Bunayya Bungo. *At Turots: Jurnal Pendidikan Islam*, 1193–1202. <https://doi.org/10.51468/jpi.v8i1.1629>
- Pristikasari, E., Jannah, M., Studi Pendidikan Dasar, P., Pendidikan Anak Usia Dini, K., & Unesa, P. (2022). Implementasi Pembelajaran Berbasis Alam dengan Loose Parts untuk

- Meningkatkan Kemampuan Kognitif dan Bahasa pada Anak TK. *Jurnal Basicedu*, 6(5), 9213–9222. <https://doi.org/10.31004/BASICEDU.V6I5.3985>
- Rachmawati, A., & Minsih. (2021). Belajar Bersama Alam Sebagai Bentuk Penerapan Ekoliterasi Pada Sekolah Alam. *Jurnal Cendekiawan*, 3(2).
- Ramadan, A. D., Wicaksana, E. J., & Mataniari, R. (2025). THE IMPACT OF PROJECT-BASED LEARNING ON CREATIVE THINKING AND COGNITIVE LEARNING OUTCOMES AMONG HIGH SCHOOL STUDENTS. *BIOMA: Jurnal Ilmiah Biologi*, 14(1), 46–57. <https://doi.org/10.26877/bioma.v14i1.1260>
- Rijal, A., Aswarliansyah, A., & Waluyo, B. (2025). Effectiveness of differentiated learning in mathematics: insights from elementary school students. *Journal of Education and Learning (EduLearn)*, 19(1), 241–248. <https://doi.org/10.11591/edulearn.v19i1.21806>
- Shofiyyah, N. A., Muharam, A., Komarudin, T. S., Juita, D. R., & Ulum, M. (2026). Reconstructing Activity-Based Learning Strategies for Students with Kinesthetic Preferences: From Passive Learning to Active Learning Experiences. *Journal of Teacher Training and Educational Research*, 4(1), 177–190. <https://doi.org/10.71280/jotter.v4i1.623>
- Soedimardjono, F. P., & P., P. (2021). Cooperative Learning Model with Jigsaw Type Improves Students' Sciences Process Skills and Learning Outcomes. *JPI (Jurnal Pendidikan Indonesia)*, 10(1), 172. <https://doi.org/10.23887/jpi-undiksha.v10i1.25203>
- Suciati, S., Silvita, S., Prasetyo, O., Fauziah, M. D., Santika, K. D., Norawi, A. M., & Rahman, H. T. (2024). Problem-Based Learning Models: Their Effectiveness in Improving Creative Thinking Skills of Students with Different Academic Skills in Science Learning. *Jurnal Pendidikan IPA Indonesia*, 12(4), 672–683. <https://doi.org/10.15294/jpii.v12i4.44752>
- Tfsholihah, V., Dewi Eko Wati, Muqawim, Riana Mashar, & Dwi Hastuti. (2026). Exploring the Natural Environment Through Direct Experience in Developing Naturalist Intelligence in Early Childhood Based on Insight. *Buletin Literasi Budaya Sekolah*, 8(1). <https://doi.org/10.23917/blbs.v8i1.17014>
- Triadi, F. (2025). Constructing Knowledge Through Memory: An Ethnographic Perspective on Cultural Recall It. *Jurnal Administrasi Publik*, 41–47. <https://doi.org/10.65943/xzhtmlq57>
- Tsani, A. F., Akbar, M. H., & Rijal, A. (2025). Pilar Pendidikan Dasar: Analisis Pengembangan Fisik Hingga Kreatifitas Di Sekolah Dasar. *Jurnal Ilmiah Research Student*, 2(1), 165–174. <https://doi.org/10.61722/jirs.v2i1.3635>
- Witarsa, R., Herlina, H., & Sofiarni, E. (2024). Kreativitas Siswa Sekolah Dasar melalui Pembelajaran Berdiferensiasi. *Journal of Education Research*, 5(2), 2085–2090. <https://doi.org/10.37985/JER.V5I2.1147>
- Khaira, Z. N., & Rohmani. (2026). The Effectiveness of Various Instructional Models on Motivation and Science Learning Outcomes Among Elementary School Students. *Journal for Lesson and Learning Studies*, 9(1), 237–253. <https://doi.org/10.23887/jlls.v9i1.113460>
- Zamuda, A. (2025). Foundational Concepts and Real-World Applications of Self-Adaptive Differential Evolution and Success History. In *Swarm Intelligence - Foundational Concepts and Real-World Applications [Working Title]*. IntechOpen. <https://doi.org/10.5772/intechopen.1010630>