

**IMPLEMENTASI METODE *OUTDOOR LEARNING* PADA
PEMBELAJARAN MELUKIS TEKNIK AKUAREL SISWA KELAS XI A
SMA LABORATORIUM UNDIKSHA SINGARAJA**

Oleh

Fira Eldiana, NIM 2112031001

Program Studi Pendidikan Seni Rupa

ABSTRAK

Penelitian ini bertujuan mendeskripsikan penerapan metode pembelajaran luar kelas pada materi melukis teknik akuarel serta mengkaji karya siswa kelas XI A SMA Laboratorium Undiksha Singaraja. Menggunakan pendekatan deskriptif kualitatif, pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, lalu dianalisis lewat tahapan reduksi, penyajian, dan penarikan kesimpulan. Temuan menunjukkan bahwa penerapan metode tersebut dijalankan secara sistematis melalui fase perencanaan, pelaksanaan, dan evaluasi. Pada tahap pelaksanaan, lingkungan sekitar sekolah dimanfaatkan sebagai sumber belajar agar siswa memperoleh pengalaman langsung melalui kegiatan mengamati objek, merancang sketsa, dan melukis menggunakan teknik akuarel. Hasil analisis membuktikan bahwa karya peserta didik mampu mengaplikasikan unsur serta prinsip seni rupa dengan tingkat penguasaan yang variatif. Keragaman dalam penentuan objek, tata letak, warna, teknik, dan pengolahan visual mencerminkan penafsiran pribadi setiap siswa dalam menerjemahkan hasil pengamatan menjadi karya seni. Dengan demikian, metode ini berhasil menghadirkan pengalaman belajar yang bermakna sekaligus mendukung siswa dalam mengolah observasi visual menjadi lukisan akuarel.

Kata Kunci: *outdoor learning*, pembelajaran seni rupa, melukis teknik akuarel

**IMPLEMENTATION OF THE OUTDOOR LEARNING METHOD IN
TEACHING WATERCOLOUR PAINTING FOR GRADE XI A STUDENTS
OF SMA LABORATORIUM UNDIKSHA SINGARAJA**

By

Fira Eldiana, NIM 2112031001

Fine Art Education Study Program

ABSTRACT

This study aims to describe the implementation of the outdoor learning method in teaching watercolor painting techniques and to examine the artworks produced by Grade XI A students at SMA Laboratorium Undiksha Singaraja. Employing a qualitative descriptive approach, data were collected through observation, interviews, and documentation, and subsequently analyzed using the stages of data reduction, data presentation, and conclusion drawing. The findings indicate that the implementation of the outdoor learning method was carried out systematically through the stages of planning, implementation, and evaluation. During the implementation stage, the school environment was utilized as a learning resource, enabling students to gain direct learning experiences by observing objects, creating sketches, and producing watercolor paintings. The analysis of the students' artworks demonstrates that they were able to apply the elements and principles of visual art with varying levels of proficiency. The diversity in object selection, composition, color application, painting techniques, and overall visual treatment reflects each student's personal interpretation in transforming observations into artistic works. Therefore, the outdoor learning method successfully provided meaningful learning experiences while supporting students in developing their visual observation skills into expressive watercolor paintings.

Keywords: outdoor learning, art education, watercolour painting