

# Outdoor Education on Students' Objectives and Responsibilities

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**Abstract:** The study was aimed at analyzing the effect of Outdoor Education on the students' objectives and responsibilities through experiential learning in outbond activities in the wild. The method was experimental design using Randomized Pretest - Posttest Comparison Group Design. The instrument in this research was done by giving questionnaire about the objective aspect and responsibility to both groups at the beginning and end of the research, to get the information and data that clearly used likert scale (Sudjana, 1998) and give the treatment of Outdoor Education to the experimental group in the form of Outbound with games in the wild. From the t test analysis, it was discovered that Outdoor Education significantly affect students' objectives and responsibilities. The result revealed that Outdoor Education with outbond activities in the wild is recommended to be used as a way of improvong students' objectives and responsibilities.

## 1 INTRODUCTION

School problems faced by students today become an obstacle in implementing a good educational process. School problems, learning problems, achievements, and potential (talent) can be the source of various pressures and frustrations. It may lead to reactions of mischievous behavior or drug abuse (Liebert, 2003). These factors can lead to a lack of confidence in students, resulting in a low sense of objectivity wherein a sense of responsibility is an aspect of self-confidence (Lauster, 1997). Self-confidence is important for everyone because it is one of the important factors in achieving one's goals, confidence is one big step forward to achieving success (Schwartz, 2007).

Self-confidence includes Objectives and responsibilities (Lauster, 1997), objective is defined as goal-oriented, not biased, realistic and the existence is not influenced by the thoughts or feelings of others (Albari, 1994). Objective people are self-confident in looking at the problem or everything in accordance with the rightness, not according to personal truth or according to himself (Lauster, 1997). The importance of objective thinking and action is deemed necessary to improve the quality of human resources today. By thinking and acting objectively then the problems faced will be resolved properly in accordance with the

perceived rightness (Marzani, 2009). The word responsibility has a further meaning when using the affix of the example is responsible to be interpreted with an attitude of someone who consciously dare to admit what he did then he dares to bear all the risks. the main concern is how to shape one's mindset so that at some point, he will have integrity, responsibility both personally and socially. In other words the responsibility meant here is an invaluable investment that is invested in a child for the future. The cultivation of a sense of responsibility can only be achieved through the educational process (Alex, 1987). The best values of morality, and personal responsibility can be obtained through outdoor activities, experience and knowledge (Yaffey, 1993).

Understanding how the results achieved from the adventure education program is largely based on theory, not on empirical research (McKenzie, 2000), therefore in this study selected Outdoor education through experiential learning in Outbound activities with games in the wild as treatment, is used to describe a variety of subjective learning experiences that include personal and social development programs (McRae, 1986). Research of learning in the wild has been conducted between 1993-2003 and found adventure programs in the wild give positive results for young people, including attitudes toward the environment, independence, confidence, self-esteem of control sources, self-efficacy, personal

effectiveness and coping strategies and interpersonal skills and social skills, such as social effectiveness, communication skills, team cohesion and teamwork (M. Rickinson, 2004). Within just five days adventure has a positive impact on social skills, interpersonal skills, leadership, and self-esteem (Wang, 2006). Research on the potential of outdoor education can provide an effective personal growth experience for school students. Cason & Gillis (1994) showed that the results of the changes achieved were low to moderate with considerable variability among the various programs (D. Cason, 1994). James T. Neill (1996) in his study showed concerns about the unpublicity of the less positive results of the study because of the important efforts of a small number of individuals and institutions (Neill, 1996). Generally, outdoor adventure programs aim to generate positive changes in participants by exposing them to adventure activities designed to encourage self-discovery and character building. Changes may include self-esteem, social attitudes, leadership, problem-solving skills, team cohesion and behavior (D. Cason, 1994). Outdoor Education is a way of achieving goals (Oliver, 1990) Outdoor Education provides an unusual atmosphere, out of their normal routine, Students are forced to go beyond their comfort zone, which encourages them to learn to interact with others (Meier, 2003).

This research is aimed to answer the question 1) is there any difference of influence of Outdoor Education on experimental group and control group to change student's confidence in objective aspect? 2) is there any difference in the effect of Outdoor Education on experimental group and control group on students' self-confidence in responsibility aspect?

## 2 METHODS

### 2.1 Participants

This research used purposive sampling technique (Mustafa, 2000) taking 40 junior high school students as samples. They were divided into two groups; 20 students as the experimental groups and all the remaining as the control group

### 2.2 Procedures

The method was experimental design using Randomized Pretest - Posttest Comparison Group (Syaodih, 2008) The research was done for 3 weeks distributed in 12 meetings.

### 2.3 Instruments

The instrument in this research is done by giving questionnaire about the objective aspect and responsibility to both groups at the beginning and end of the research, to get the information and data that clearly used likert scale (Sudjana, 1998) and give the treatment of Outdoor Education to the experimental group in the form of Outbound with games in the wild. The data analysis was carried out using t-test (Riduwan, 2008)

## 3 RESULTS AND DISCUSSION

### 3.1 The results of calculating the objective mean differences and student responsibilities between the experimental and control groups can be seen in the figure below:

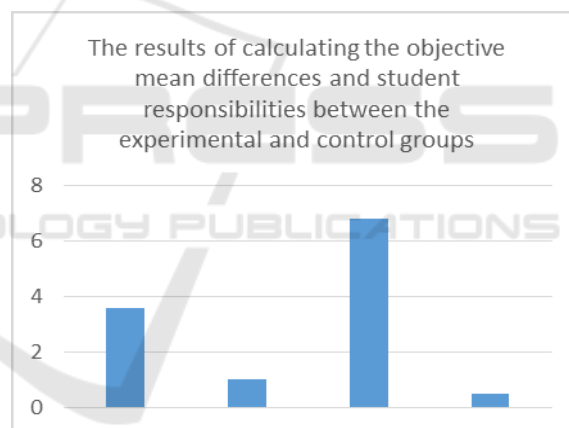


Figure 1: The results of calculating the objective mean differences and student responsibilities between the experimental and control groups.

From the result of calculating the difference of objective and responsibility means between the experimental group and the control group at the beginning and the end of the study, it can be seen that the means difference of the experimental group is greater than the control group

**3.2 There is a difference in the effect on students' confidence change on the objective aspect to be better after following Outdoor Education activities. The Gain Score Difference Test on Students' confidence in their objective aspects is described in the following table:**

Table 1: Students' Objective Score Gain Difference Experimental and Control Groups.

Test	Experimental score gain means	Control Score Gain means	T observed	Description
Initial and Final	0.35	0.05	0,89	Significant

Test of difference of experimental group gain score and control group seen from aspect of student objective at initial test and final test, it is obtained the average gain of experiment group score is bigger than the average gain of control group score, it shows a significant difference between experimental group and control group, and seen from the acquisition of  $t_{observed} = 0.89$  and  $t_{table}$  at the level of  $\alpha = 0.25$  is  $0.20$ .

If  $t_{observed}$  is greater than  $t_{table}$ , the effect is said to be significant, indicating that Outdoor Education activities positively influence to improvement aspect of student responsibility, as seen from picture below:

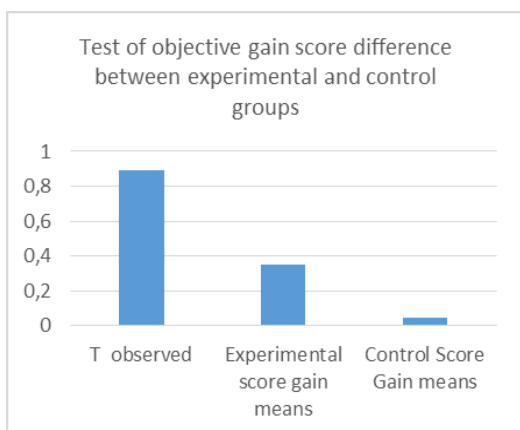


Figure 2: Test of objective gain score difference between.

**3.3 There is a difference in the effect on students' confidence change on the responsibility aspect to be better after following Outdoor Education activities. The Gain Score Difference Test on Students' confidence in their responsibility aspects is described in the following table:**

Table 2: Test of Score Gain Difference on students' responsibility Experimental and Control Groups.

Test	Experimental score gain means	Control Score Gain means	t observed	Description
Initial and Final	2.10	0.15	0.77	Significant

Est of difference of experimental group gain score and control group seen from aspect of student responsibility at initial test and final test, it is obtained the average gain of experiment group score is bigger than the average gain of control group score, it shows a significant difference between experimental group and control group, and seen from the acquisition of  $t_{observed} = 0.77$  and  $t_{table}$  at the level of  $\alpha = 0.25$  is  $0.20$ .

If  $t_{observed}$  is greater than  $t_{table}$ , the effect is said to be significant, indicating that Outdoor Education activities positively influence to improvement aspect of student responsibility, as seen from picture below:

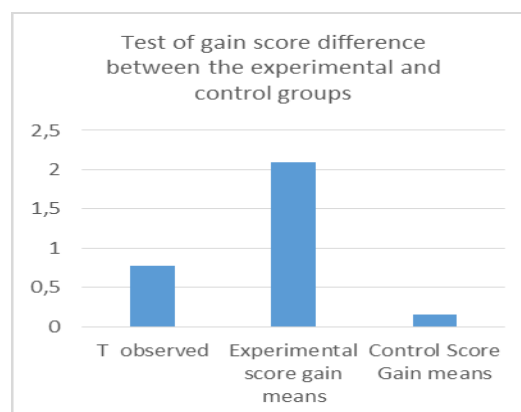


Figure 3: Test of gain score difference between the experimental and control groups

## 4 CONCLUSIONS

Outdoor Education through experiential learning in Outbound activities with games in the wild has a positive effect on the of students' objectives and responsibilities. The objectives and responsibilities of the experimental group who received the Outdoor Education treatment through experiential learning in outbound activities with games in the wild became better than the control group students who were not given the treatment.

The positive influence of Outdoor Education through experiential learning in Outbound activities with games in the wild is expected to be useful for the development of science and education, these activities can be part of the school's extra curricular activities, in the wider community this activity can be used as part of community sports activities and can be an alternative recreational activities to improve employee performance in government or private agencies.

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