

Outdoor Education toward Discipline and Self Efficacy

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Abstract: The purpose of this research was to improve discipline and self efficacy through camping and hiking outdoor education program learning model with structured and unstructured modified games. This research used experimental method with pretest and posttest two treatment design. Purposive sampling technique was used to select the sample. It was concluded that the outdoor education learning with camping and hiking activities both with structured or unstructured modified games significantly influenced discipline and self efficacy while outdoor education program gave the most significant improvement.

1 INTRODUCTION

Adolescence is an important phase in the transition phase of someone's life. During adolescence, adolescents are expected to experience a lot of changes on their development process. They experience cognitive, affective and psychomotor development process. (Duijvenvoorde, Jansen, and Huizenga, n.d.)

Some adolescents find it difficult to experience these changes, therefore they must have a great faith in being able to pass through these existing changes. Baron and Byrne (2000) stated that self efficacy is one's judgement toward his/her abilities or competence to perform tasks, to reach one goal, and to result something. Adolescents who have high self efficacy are those who believe they are able to perform their developmental tasks and tend to pass through their adolescent development well. On the other hand, adolescents with low self efficacy tend to experience confusion and troubles. However in fact, a lot of adolescent phenomena demonstrate the symptoms of low efficacy. (Dinther, Dochy, Segers, and Braeken, 2014)

Low self efficacy will be the determinant of someone's failure. The continuous failure can cause lack of interaction with the surrounding. Inferiority and introversion are shown by people whose low self esteem. Students who study school subject, for an instance, it will be difficult for those who have low self efficacy to develop themselves. It can cause them failure at doing school activities. From the fact that the researcher found on the field, the students'

self efficacy in *SMP YPI* (YPI Junior High School) can still be considered low. Therefore, it requires improvement by applying outdoor education model. Outdoor education is an educational curriculum tool where teaching and learning activities are performed outside classroom, with the goal of emerging various aspects of the students both physical or psychological. This new type of learning is able to challenge students' courageous. (Dinther et al., 2014)

Meanwhile character building is not only owned by religion study, or civic. All school subjects have the same tasks and contribution in building students' characters. Therefore, character building rightly requires a place and attention from various components such as the government, educational units, and community. The degradation of students' characters impacts both daily activities or teaching and learning process so that the students have lack of discipline toward the regulations made by schools. The development of character building can be performed everywhere, one of which outdoor education. Outdoor education is educational cross study with the goal of educating students to gain knowledge and understanding through natural approach and setting. The implementation of Outdoor Education or Extra-Classroom Education/Extra-Classroom activities in various educational units is still minimum, or it is more likely to be none. Outdoor education activities are performed only for additional activities to spend spare time after examination. Whereas, in the Competence Standard and Basic Competencies in every educational unit, Outdoor Education is clearly

mentioned in the curriculum of Physical Education subject. The existing problem is that the Physical Education teachers' poor skill in performing Outdoor Education Learning. (Santoro, Pietsch, and Borg, 2012).

Physical education teachers subconsciously prepare their learning experiences consisting of physical activities. Whereas the students are the active performers of those teaching tasks. The change of behavior will take place only if the students actively study. Thus, active participation from all students is an important principle in physical education subject. The students' active roles in learning process relate to their self-motivation to study in reaching the purpose of study. After the observation was made during the learning process in *SMP YPI* (YPI Junior High School), apparently the students do not optimally participate in the physical education study resulting some students are not disciplined. It can be seen from some students' behavior, illustrated by some students come late to certain classes, it is not everyday but some students skip classes, also some students submit their assignments late or not submit them at all, some students get in and out during certain classes although the teacher is teaching in the class, some students make too much noise in class during the study. (Abu-tineh and Sadiq, 2017).

Weak national character can be a great source to trigger improper incidents to take place. Therefore actions or activities are urgently required to reemerge the national character of the students of *SMP YPI* (YPI Junior High School), one of which is activity to improve discipline and self efficacy through outdoor education. Nowadays, there are a lot of popular physical or sport activities among people, as an example activities outside classroom or open air activities called outdoor education. Outdoor education activity is rapidly performed by all kinds of societies in Indonesia, such as business people, office workers, civil servants, and schools since it gives mentally or physically pleasure. Moreover, it has purpose to improve the ability of cooperation between people to finish a work and the most important is to build the character of *SMP YPI* (YPI Junior High School) students. Many kinds and types of activities and trainings are offered these days, two of the most popular activities are camping and hiking, the trainings designed only by doing outdoor activities, playing and thinking or observing things in the activity which then can applied in daily activities (Sumarjo, 2009:2). Therefore discipline and self efficacy coaching through camping and hiking for *SMP YPI* (YPI Junior High School) students is necessary to develop with continuous systematic and characteristic coaching model. Based on the explanation above therefore the researcher is

interested in conducted a research about "The Influence of Outdoor Education toward Discipline and Self Efficacy."

2 METHODS

The method used for this research was experimental method. The research design used was the pretest-posttest two treatment design where the pretest was in the form of the students' discipline and self efficacy value questionnaire given before giving the treatment, posttest was then done in the form of the students' discipline and self efficacy value questionnaire given after giving the treatment. The instrument used for measuring the influence of giving treatment, in this case camping and hiking, was questionnaire. Instrument to illustrate students' discipline in this school was adjusted with the characteristics owned by the students whose discipline based on Hurlock concept (1978: 82-92) regarding to students' discipline in school toward regulations, punishments, achievements and order.

Meanwhile the measuring instrument used to measure self efficacy was a scale by Ralf Schwarzer, et al (1996) and Vicki (2014) since the theoretical framework used in their research was social cognitive theory by Albert Bandura (1997), those are level, strength and generality.

3 RESULTS AND DISCUSSION

This research used two groups of sample as the media to gain the data of the research. One group was named Games A and another was named Games B. The following description is the result of discipline and self efficacy test of game A and game B groups. The result of discipline test of games A group was discovered that mean or the average value of pre test of the students' discipline of experimental group was 175.15, post test was 186.40 and n gain was 14.25. The result of self efficacy games A group was discovered that mean or or the average value of pre test of the students' self efficacy of experimental group was 83.95, post test was 93.50 and n gain was 9.55. The result of discipline test of games B group was discovered that mean or the average value of pre test of the students' discipline of games B was 172.55, post test was 185.70 and n gain was 13.15. The result of self efficacy games B group was discovered that mean or or the average value of pre test of the students' self efficacy of

games B was 84.25, post test was 91.80 and n gain was 8.35.

After conducting research about the influence of outdoor education through camping and hiking toward students' discipline and self efficacy, it is expected that it can improve students' discipline and self efficacy better. In this discussion, the researcher will answer the applied hypothesis:

Is there any influences of Outdoor Education learning toward the discipline and self efficacy of structured modified games A group in physical education subject?

Based on the data analysis, it can be concluded that the treatment of outdoor education through camping and hiking toward model A games gives a significant influence toward discipline and self efficacy. It is in line with the result of the research conducted by Tay (2006) that camping program with 3 days of adventure has significant influence in increasing students' perception toward the effectiveness aspects of life such as self efficacy, self-confidence, stress management, time efficiency, and the entire effectiveness. In addition to the impact of outdoor education, Taniguchi (2004: pg. 23) in his research stated that:

- Outdoor education is the pedagogy that utilizes challenging activities in an outdoor environment (usually meaning an environment not enclosed by manmade structures) for the personal, social, and educational development of the student.
- Outdoor education can also be taken as a new learning model especially in physical education subject to improve students' character values. (Thomas and Thomas, 2015).

Outdoor education programs need to be restructured to meet the needs of these domains such as improving problem-solving ability, psychomotor ability and sensitivity to the self which will develop confidence and positive self-concept (Harun and Salamuddin, 2013). By studying or performing outdoor activities, students can explore themselves physically using their five senses to interact with the nature as well as using their senses therefore it forms their personalities better and emerges students' character values especially their discipline. Through outdoor games, students are able to explore what they would like to perform thus it emerges students' self efficacy. (Brookes, 2007).

Through outdoor learning and performing various different activities, students seem enthusiastic about participating in learning activities. It is shown by students' being active in performing learning activities. The existence of those activities gives different learning to the students compared to the usual learning activity such as classroom learning activity.

What is the influence of Outdoor Education learning toward discipline and self efficacy of unstructured modified games B group in physical education subject?

Based on the data analysis, it can be concluded that the outdoor education treatment through camping and hiking toward model B games influences discipline and self efficacy. The following statement from the result of research conducted by Liepina and Krauksta (2014) with the title of Students' attitude to and motivation for outdoor life supports the result of this research:

"The results of the first inquiries showed that students have very small previous outdoor life experience. The study course Tourism helped students develop a positive attitude and at least short-time motivation for the development of further outdoor experience". In this outdoor research, students more actively develop their potencies without anyone's force.

Outdoor program can meet academic objectives for a course, as well as provide both social and personal benefits for students (Gregg, 2009). It is important for the teacher to structure the program in line with specific course objectives and to plan outdoor activities that are age appropriate". He then also stated that "high school and college students able to handle rural settings and more stringent physical demands." By the time it is applied to junior high school students, the influence is proven to be significant toward positive character.

Is the improvement of students' discipline and self efficacy using structured game A on experiment class higher than the students' discipline and self efficacy using unstructured game B?

Seeing from the difference of students' discipline and self efficacy gain score between treatment games A group and treatment games B group at the beginning and the end of test, N-gain value of treatment games A is higher than the N-gain value of treatment games B. The result shows that a

significant different level of students' discipline and self efficacy between the students who joining outdoor education program through camping and hiking from treatment games A group from students who join camping and hiking from treatment games B group.

This research also discusses about the difference of influence of outdoor education treatment using games A and games B through camping and hiking toward the students of *SMP YPI Bandung* (YPI Bandung Junior High School) grade VII. The result of data analysis shows the difference of influence between the given result of outdoor education treatment using games A through camping and hiking from outdoor education treatment using games B through camping and hiking, the difference is, however, insignificant. Therefore, the result shows that outdoor education through hiking and camping using games A or structured game and outdoor education through hiking and camping using games B or unstructured game similar amount of influence, however games A with structured games gives higher result than games B with unstructured games, therefore both get improvement in discipline and self efficacy with only a slight difference (Hubball and West, 2013), (Potter, Socha, and Connell, 2011), (Gregg, 2009).

In this research, modified games A model using structured games has easy to difficult characteristic. While modified games B model using unstructured games has unstructured difficulty level. Modified games A model gives more significant influence toward discipline and self efficacy than modified games B model with unstructured games. It shows that to improve discipline and self efficacy through outdoor education, modified games A model is more recommended to use that is by structural arrangement of games starting from easy characteristic to difficult characteristic. (Hubball and West, 2013), (Potter et al., 2011), Taniguchi (2004).

From the findings, it can be seen that this research gives adequate support to the previous researches, especially those that relate to the influence of outdoor education through camping and hiking toward the improvement of students' discipline and self efficacy. It is quite clear since the selected sample are adolescents, as we know that adolescents are tend to be unstable and get influenced easily by experienced situation and condition, as stated by Larson (in Santrock, 2007, pg. 20) "adolescence as a transition period from childhood to adulthood, involving biological, cognitive, and socio-emotional changes." Therefore adolescence is a transition period, changing period,

such as emotional sensitivity change, body form, role, interests, and value. It is the phase to discover self-identity and is still able to get outside and extrinsic influenced so that their discipline and self efficacy can still be emerged or improved trough camping and hiking since, unlike adults with a lot of pressures in their minds, they have characteristic of not having heavy thoughts. (Rahman, 2006).

4 CONCLUSIONS

The research above shows that Outdoor education through camping and hiking program with structured and unstructured modified games gives improvement in discipline and self efficacy. While structured modified games gives better improvement than unstructured modified games, owing the fact that the characteristic of junior high school students that still requires guidance in performing something, playing games with the easy to difficult characteristic. This outdoor education gives also benefit to the students. Consequently, instead of stopping children to play outside, the teachers and other stakeholders involved in education must provide safe and comfortable environment where they are able to enjoy and develop themselves through games. More facilities required for the children to play in school and at home will be very useful to help them develop their physics and intellect.

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