The Effect of the Outdoor Education Program Camping and Hiking toward The Social Skills and Creativity of the Students

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Abstract: The purpose of this research is to know the effect of outdoor education Program of hiking and camping experiment on social skill and creativity of student. The method used in this research is the experimental method with the pretest and post-test two treatment design. The sample in this study is 40 students of 7th grades Junior High School YPI Bandung, each of which 20 women and men. The use of the sample in this study was divided into two group, the experimental group games A and experimental group games B. Based on the results of the study, the experimental group games A showed improvement in social skills skills after being given treatment outdoor education with an average difference of 13.9, For the creativity of the experimental group A games showed an improvement in their creativity after being treatment with an average difference of 9.55. For experimental group game B showed improvement of social skill ability after being given treatment outdoor education with average difference of 15,10, while for Kreativitas experimental group of game B showed improvement of their creativity ability after being given treatment with average difference of 12,70 . Although both groups of experimental samples showed changes, it was seen that the experimental group of games B was better than the experimental group of games A. The conclusion of this research is that outdoor education gives significant influence to social skill and creativity of 7th grades junior high school student of YPI Bandung.

1 INTRODUCTION

Along with the development of the era and technology it is fitting for education to get continuous attention to improve the quality so as not to be left behind in this era of globalization. The learning process that aims to develop the full potential of the individual, nowadays the introduction of outdoor education. Outdoor education is outdoor learning, Teaching and learning through natural, community and human resources outside the classroom that involves people living together, talking, and sharing the environment for the physical, recreational, educational, social, and educational development of learners. (Higgins and Loynes, 1997; Harun and Salamuddin, 2013; Dignan, 2002; Neill, 2001). Outdoor education tries to revive the concepts of various disciplines on science, thereby also creating experience, ecology and social in the world of children and young people so that outdoor education to provide an effective development experience for students in school. (Harun and Salamuddin, 2013; Neill, 1997). Outdoor education program in this research is hiking and camping. Hiking is a relaxing activity that makes people aware of nature that is to interact with the natural environment, perhaps to connect with themselves and social (Kastenholz and Rodrigues, 2007; Ferreira, 1998). Camping is an outdoor recreation activity who away from home or environment, perhaps using a tent that involves temporary change in the new social and physical environment. The benefits of camping are also capable of making changes, physical skills, health, enjoyment, social experience, and personal calm. (Kelk, 1994; Hassell et al., 2015; Grubb and Grubb, 2013). Character forming through outdoor education program hiking and camping to be achieved is social skills and creativity. These social skills support to interact with others, so as to develop themselves because it has a social relationship capable to help positive relationships with others in order to work together, reduce psychological distress so as to achieve the development of work skills and productivity. (Maryani, 2009; Comb and Slaby, 1977; Costa, 1991). Meanwhile, creativity is useful

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dor confront, answer, and solve any problems that arise. Creativity is a state of mind in which all our intelligences work together. A creative person can approach variedly and have a variety of possible solutions to a problem. Someone who has creative potential can show the results of deeds, performance or work, both in the form of goods and ideas in a meaningful and quality. (Saebø et al., 2007; Reisman, 2013; Chen et al., 2011; Brockling, 2006). This ever-changing world needs more creative people, because the problem will be more complex and many people need creativity to solve personal and social problems and problems in education as well (Akande, 1997).

2 METHODS

In accordance with the purpose of this research is to reveal the influence of outdoor education program camping and hiking on social skills and creativity, then the research method used in this research is the experimental method using the pretest post-test two treatment design. Population in this research is junior high school student of 7th SMP YPI Bandung. for the sample in this study are 40 students divided into two groups namely group A as the group Experiment games A, and group B as the group Experimental games B with each group of 20 students. The instrument used to get data from this research is in the form of a questionary Social skills with 42 questions developed by researchers from social skills dimensions Caldarella and Merrell (1997) and questionary Creativity with 40 items of questions adopted from Afriyuandi (2014).

3 RESULTS AND DISCUSSIONS

Table 1: Statistical Computation of Social Skill and Creativity

Variable	Group	Score		Paired Sample	Indpenden
		Pretest	Post-test	Test (t-hit)	Sample Test (t-hit)
Social skill	Games a	156,8	170,75	-10,562	0,458
	Games b	156,7	171,8	-11,674	
creativity	Games a	149,35	158,9	-7,353	0,126
	Games b	146,4	159,2	-7,076	

3.1 Social Skills

3.1.1 The Effect of Outdoor Education on Social Skills on Experimental Games A Group

To analyze the average difference and before and after treatment in one group then paired samples test, following test result paired samples test on social skill in game experiment group A.

Based on table 1, it is shown that if the positive t count means the average before the test is higher than after the test and if the negative t count means the average before the test is lower than after the test of. Based on the results of paired samples test note that t table -11.185 it shows that the value of posttest is greater than the value of pretest. This means that there is an average difference in before and after treatment on social skills in the experimental group Games A.

3.1.2 The Effect of Outdoor Education on Social Skills on Experimental Games A Group

To analyze the average difference and before and after treatment in one group then paired samples test, following test result paired samples test on social skill in game experiment group A.

If the positive t count means the average before the test is higher than after the test and if the negative t count means the average before the test is lower than after the test of. Based on the results of paired samples test note that t table -11.674 it shows that the value of posttest is greater than the value of pretest. This means that there is an average difference in before and after treatment on social skills in the experimental group Games B.

3.1.3 The Effect of Outdoor Education on Social Skills on the Learners of Experimental Group Games A is Higher than the Experimental Group Games B

Next see at the differences in social skills in the experimental group games A and group experiments games B then tested independent samples test. Based on the result of independent calculation of samples test above, we get t value for social skill value is -0.458 and ttable for 95% significance level and degrees of freedom (df) = 38 obtained ttable = 2,024. The value -t count <-t table (-0.458 <-2.024) and P value (0,000 <0,05) then Ho is rejected, it means that there is a difference between the mean value of Social Skill in Game A and Game Experiments Group B.

A negative t value means that the average value of the experimental group of games A is lower than

the average value of the experimental group of games B, with a mean difference of -1,050. This means that the social skill value of the Game B experimental group is greater than 1.050 compared to the social skills of the Game A experimental group.

3.1.4 The Effect of Outdoor Education on Creativity on Experimental Games A Group

To analyze the average difference and before and after treatment in one group then paired samples test, following test result paired samples test on creativity in game experiment group A.

If the positive t count means the average before the test is higher than after the test and if the negative t count means the average before the test is lower than after the test of. Based on the results of paired samples test note that t table -7,353 it shows that the value of posttest is greater than the value of pretest. This means that there is an average difference in before and after treatment on creativity in the experimental group Games A.

3.1.5 The Effect of Outdoor Education on Creativity on Experimental Games A Group

To analyze the average difference and before and after treatment in one group then paired samples test, following test result paired samples test on creativity in game experiment group A.

If the positive t count means the average before the test is higher than after the test and if the negative t count means the average before the test is lower than after the test of. Based on the results of paired samples test note that t table -7,087 it shows that the value of posttest is greater than the value of pretest. This means that there is an average difference in before and after treatment on creativity in the experimental group Games B.

3.2 Creativity

3.2.1 The Effect of Outdoor Education on Creativity on the Learners of Experimental Group Games A is Higher than the Experimental Group Games B

Next see at the differences in social skills in the experimental group games A and group experiments games B then tested independent samples test. Based on the result of independent calculation of samples test above, we get t value for social skill value is -0.1216 and ttable for 95% significance level and degrees of freedom (df) = 38 obtained ttable = 2,024. The value -t count <-t table (-0,1216 < -2,024) and P value (0,000 <0,05) then Ho is rejected, it means that there is a difference between the mean value of creativity in Game A and Game Experiments Group B.

A negative t value means that the average value of the experimental group of games A is lower than the average value of the experimental group of games B, with a mean difference of -2,850. This means that the social skill value of the Game B experimental group is greater than 2,850 compared to the creativity of the Game A experimental group.

The results of this study show that the outdoor education programs have a positive impact on aspects of social skills and creativity of students. The results of the calculation of data analysis has been done is:

- There is an average difference before and after the outdoor treatment on the social skills of the experimental Games group A. Supported by statement Sawyers (1994) in Fatai et al. (2014) "outdoor play helps children develop knowledge , Social skills, and motor skills. Therefore, educators and teachers of young children should work to ensure outdoor environments conducive to children's play are available "which means that through outdoor games help children develop knowledge, social skills, and motor skills. Therefore educators should strive to ensure an outside environment to be conducive to the play area. The above statements support the discovery of this research that outdoor education has a significant effect on social skills;
- There is an average difference before and after the outdoor treatment on the social skills of the experimental Games group B Supported by Neill's statement (2001), "Outdoor education is considered as a cultural phenomenon, with personal and social development as the major purpose. Other goals typically relate to physical, recreational, educational, therapeutic, and environmental outcomes "which means that outdoor education is considered a cultural phenomenon, with the development of personality and social development as the primary goal of outdoor education. Other aims usually relate to physical, recreational,

educational, therapeutic, and environmental outcomes The above statement supports the findings of this study that outdoor education has a significant effect on social skills;

- The score social skills of the experimental Games group B is 1.050 greater than the social skills of the experimental Games group A. Supported by statements from Fatai et al. (2014) "through unstructured play, children enhance their cooperative and Social skills, build knowledge through imitation, and gain new insights through trial and error "meaning that through unstructured play, children can improve cooperation and social skills, build knowledge through imitation, and gain new insights through trial and error. The above statement supports the findings of this study that outdoor experimental group games B games are better than the experimental games A group;
- There is an average difference before and after the outdoor treatment on creativity of the experimental Games group A. Supported by Brown statement (2010), which is: "Learning outdoors can be enjoyable, creative, challenging and adventurous and helpful children and young people "Brown explained that learning about things outside the classroom or the outdoors can provide comfort, creativity, challenge, and adventure. It is what will help children or young people to learn from experience and grow into a society that is confident and responsible in giving value and appreciation to the environment where he lives. The above statement supports the findings of this research that outdoor education has a significant effect on creativity;
- There is an average difference before and after treatment on the creativity of the experimental group Games B. Supported by Brown's statement (2010), namely: "Learning outdoors can be enjoyable, creative, challenging and adventurous and helps children learn and learn by "Brown explained that learning about things outside the classroom or the outdoors can provide comfort, creativity, challenge, and adventure. It is what will help children or young people to learn from experience and grow into a society that is confident and responsible in giving value and appreciation to the environment where he lives. The above statement supports the findings of this research that outdoor education has a significant effect on creativity.
- The creativity value of the experiment Game group B is 2.850 larger than the creativity of the experiment Game group A. Supported by statements from Fatai et al. (2014) "... to build knowledge through imitation, and gain new insights through trial and error" which means building knowledge through imitation, and gaining insight New through trial and error. The point is that by building knowledge through imitations and new insights, learners will gain a new understanding so that he will develop it after trial and error so that it will make learners think hard to finish the game. The above statement supports the findings of this study that outdoor experimental games group B are better than the experimental games group A.

4 CONCLUSIONS

From the results of data analysis and discussion of the findings presented in the previous chapter, the following conclusions are obtained:

- There is an effect of outdoor education games A on social skills;
- There is an effect of outdoor education games B on social skills;
- Outdoor education model games B gives a more significant effect than outdoor education model games A on social skills;
- There is the effect of outdoor education games A on creativity;
- There is an effect of outdoor education games B on creativity;
- Outdoor education model games B gives a more significant effect than outdoor education model games A on creativity.

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