

## **Outdoor Education Toward Personal & Social Responsibility And Physical Fitness Level**

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### **Abstract**

The research aims to determine the impact of outdoor education activities on personal & social responsibility and physical fitness. The research method used was a Quasi-Experimental design Non-equivalent Control-Group design. The sample consisted of 40 students, then divided into two groups, the experimental group, and the control group. The instrument used was a questionnaire of Personal & Social Responsibility and a Bleep test. The analysis of the experimental group affects Personal & Social Responsibility and Physical Fitness. The results of analysis and calculation state that the Personal & Social Responsibility and physical fitness level experimental group increased compared to the control group and improving the physical fitness level of the experimental group increased by an average of 1.83 compared with the control group with an average of 0.055. In conclusion, the activity of Outdoor Education has increased the Personal & Social Responsibility and physical fitness of students.

**Keywords:** Outdoor Education, Personal & Social Responsibility, Physical Fitness Level

### **Introduction**

Physical education sport and health (PJOK) is an integral part of overall education, the purpose of learning PJOK in the Ministerial Regulation No. 22 of 2006 is to develop aspects of physical, motor skills, thinking skills, social, reasoning, emotional, moral and make the sport as a pattern healthy living (Pendidikan, 2018). The growing issue of students in school tend to be indifferent to any activity in teaching physical education, in practice in the field of learning PJOK tends to reflect the approach of coaching, bound with technical and operational guidelines curricula, poor creativity, and the poor will be the order of value, learning objectives PJOK purely only develop aspects of physical skills are dominant, while cultivation and appreciation of the value of "physical education" is neglected. the results research from (Mutohir & et al, 1996) (Maksum & et al, 1996) showed that the program of physical Education more emphasis on the results of the skills and performance rather than taking into account the needs of students as subjects students even as the object of learners as long as on the field. the presentation of the material, you should pay attention to the different characteristics of the diversity of students both horizontally (the difference in class) and vertically (grade level difference), so that students do activities with pleasure because according to their ability (Kennedy & Russell, 2021).

The structure of physical education according to (Wuest & Lombardo, 1994) in KTSP 2006 explains that the purpose of physical education at the end anchored on the activity of lifelong active lifestyle for students. There is some scope in physical education as a tool for physical education objectives to be reached, including rhythmic activities, games, aquatic (if

possible), life skills in the wild, and exercise classes (Kervinen, Uitto, & Juuti, 2020). The life skills curriculum is not as superior in the wild as PJOK subject matter, in the scope of life skills in the wild are outside the classroom education learning materials (Outdoor Education) with Standard of Competence: 1. practice the basics of navigating in the outdoors and values contained therein, Outdoor Activities PJOK education is a subject of learning outside of the classroom or outside the school, with activities in the open like playing in the park, in the village or the beach, camping, adventure, and other interesting activities conducted outside the classroom (James & Williams, 2017).

Facts on the ground that memorable sports were exhausting, painful, and monotonous, so the role of a teacher or teaching austerity provides alternative programs so that students are motivated to follow learning. (Rea, 2008) revealed that the use of outdoor learning methods could be an alternative to teachers' teaching. Provide it with activities in outdoor education students are expected to improve their knowledge of the natural surroundings, increase a sense of community, and personal and social responsibility, and improve their fitness level (Svobodová, Mísařová, Durna, & Hofmann, 2020). In connection with the presentation of the background and issues on the above and based on the three objectives of education namely cognitive, affective and psychomotor education through outdoor activity researcher is interested in examining the "Influence of outdoor education on personal and social responsibility as well as the level of physical fitness in students.

## **Methods**

This study uses a Quasi-Experimental research design using a nonequivalent (pretest and posttest) Control-Group Design (Creswell, 2014). The study involved secondary school students in class VIII as participants. The reason is that the election based on the number of previous studies that have shown in Chapter II proved that the characteristics of junior high school students may be affected by a variety of treatments given. Place of study is, Ciwangun Indah Camp (CIC Bandung), Ticks Curug Cibodas and Gunung Putri Lembang (Lembang, Bandung).

## **Population and Sample**

Research Sites in this study are the CIC (Ciwangun Indah Camp), Curug Cibodas Ticks Lembang, and Gunung Putri (Lembang, Bandung). The time duration of the study 26 days refers to the study of (Neff, 1975) revealed that the "Program camping in the wild for 26 days, along with individual and group counseling influence the attitudes and academic motivation of female students". The division into a 9-week meeting, execution on Friday, Saturday, and Sunday. The population in this research is all class VIII SMPN 2 Pasundan Cimahi a total of 11 classes. The research sample in this study a class VIII C with a sampling technique using cluster sampling, and then divided into two equal groups using random assignment, group A as treatments outdoor activities and group B as control with conventional models.

## **Instrument**

The instrument has an important role in the research. As for the use of the instrument in this study were a questionnaire of personal and social responsibility and physical fitness tests (physical fitness test)

The questionnaire study aims to measure the level of personal responsibility and social (personal and social responsibility), taken from research (Biscaia, Ferreira, Martins, & Rosado, 2015) PSRQ (Personal and Social Responsibility Questionnaire) of Watson et al (2003), and later modified by (Li, Pickering, & Rukavina, 2008), which amounted to 14 items. Researchers decided to make some adjustments and additions point statement from the viewpoint of junior high school students. Item number questionnaire statements obtained as many as 48 questions, will be re-tested to determine the validity and reliability after these adjustments. Furthermore, measuring the physical fitness (physical fitness) to test aerobic capacity has been described in

chapter II (Suntoda, 2007) describes test aerobic capacity, namely, durability General (cardiorespiratory endurance) measurements can Running a multi-stage (bleep test).

**Result**

*Effect of Outdoor Education Activity Against Student Personal & Social Responsibility (Experimental Group)*

After the data through the process of testing new then be processed and the results as in Table 1.

Table 1 Paired Samples Test Personal & Social Responsibility (Experiment)

	Paired Differences	t	df	Sig. (2-tailed)					
					Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
								Lower	Upper
Pair 1 VAR00001 VAR00002	-7.25000	7.26111	1.62363	-10.64830 -3.85170	-4.465	19	.000		

Table 1 is the result of hypothesis testing personal and social responsibility experimental group with a value of t = -4.465, significance of = 0.000, t-table (19) = 2.09302.

Decision Criteria:

- Value or significance probability value > 0.05, Ho accepted
- Value or significance probability value < 0.05, Ho is rejected

Seen from Table 1 that Sig (2tailed) 0.00 > 0.05 or Ho rejected, meaning that there is significant influence from outdoor activity education to personal and social responsibility of students. *Effect of Outdoor Education Activity Against Student Personal & Social Responsibility (Control Group)*

After the data through the process of testing new then be processed and the results as in Table 2.

Table 2. Paired Samples Test Personal & Social Responsibility (Control)

	Paired Differences	t	df	Sig. (2-tailed)					
					Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
								Lower	Upper
Pair 1 VAR00003 VAR00004	-2.35000	9.12068	2.03945	-6.61861 1.91861	-1.152	19	.264		

Table 2 is the result of hypothesis testing personal and social responsibility of the control group with a value of t = -1.152, significance of = 0.264, t-table (19) = 2.09302.

Decision Criteria:

- Significance value or probability value > 0.05, Ho accepted
- Significance value or probability value < 0.05, Ho is rejected

Table 2 shows that Sig (2-tailed) 0.264 > 0.05 or Ho accepted, meaning that there is no significant effect of outdoor activity education to personal and social responsibility of students.

*Effect of Outdoor Education Activity Against Physical Fitness Level (Experiment)*

After the data through the process of testing new then be processed and the results as in table 3.

Table 3 Paired Samples Physical Fitness Test (Experiment)

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	VAR00001 VAR00002	--1.83000	.89449	.20001	-2.24863	-1.41137	-9.149 19	.000

Table 3 is the result of hypothesis testing physical fitness experimental group with a value of  $t = -9.149$ , significance of  $= 0.000$ ,  $t$ -table (19) = 2.09302.

Decision Criteria:

Significance value or probability value  $> 0.05$ ,  $H_0$  accepted

Significance value or probability value  $< 0.05$ ,  $H_0$  is rejected

Table 3 shows that the two tailed Sig:  $0.00 > 0.05$  or  $H_0$  rejected, meaning that there are significant outdoor activity education to the level of physical fitness of students.

*Effect of Outdoor Education Activity Against Physical Fitness Level (Control Group)*

After the data through the process of testing new then be processed and the results as in Table 4.

Table 4. Paired Samples Physical Fitness Test (Control)

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	VAR00007 VAR00008	.05500	.61685	.13793	-.23369	.34369	.399 19	.695

Table 4 is the result of hypothesis testing physical fitness control group with a value of  $t = 0.399$ , significance of  $= 0.693$ ,  $t$ -table (19) = 2.09302.

Decision Criteria:

Significance value or probability value  $> 0.05$ ,  $H_0$  accepted

Significance value or probability value  $< 0.05$ ,  $H_0$  is rejected

Table 4 shows that the 2-tailed Sig:  $0.695 > 0.05$  or  $H_0$  accepted, meaning that there is no influence of outdoor education activity on the level of physical fitness of students.

*Differences Between Experiment Group and Control Group (Activities Outdoor Education) Personal & Social Responsibility Against Students*

After the data through the process of testing new then be processed and the results as in table 5.

Table 5. Data t-test experimental group and the control group

**Independent Samples Test**

		Levene's Testt-test for Equality of Means for Equality of Variances							
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
VAR00001	Equal variances assumed	2.463	.125	2880	38	.048	4.90000	2.60682	- .37724 10.17724
	Equal variances not assumed			2.88036	182	.048	4.90000	2.60682	- .38596 10.18596

Table 5 is a hypothesis test result differences between the experimental group and the control group (outdoor activity education) to the personal and social responsibility.

Decision Criteria:

Significance value or probability value > 0.05, Ho accepted

Significance value or probability value < 0.05, Ho is rejected

Table 5 shows that Sig (2 tailed) 0048 > 0.05 Ho is rejected, it means There are differences in the effect of outdoor activity education (experimental and control groups) to the personal and social responsibility of students, the experimental group more effectively with an average increase of 7:25 compared to the control group average increase 2:35.

*Differences between the experimental group and the control group (outdoor activity education) to the level of physical fitness of students*

After the data through the process of testing new then be processed and the results as in Table 6

Table 6. Data t-test experimental group and the control group

**Independent Samples Test**

		Levene's t-test for Equality of Means Test for Equality of Variances							
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
VAR00001	Equal variances assumed	4.463	.041	7.75838		.000	1.88500	.24296	1.393152.37685
	Equal variances not assumed			7.75833	738	.000	1.88500	.24296	1.391102.37890

Decision Criteria:

Significance value or probability value > 0.05, Ho accepted

Significance value or probability value < 0.05, Ho is rejected

Table 6 shows that Sig (2tailed)  $0:00 < 0:05$  or  $H_0$  rejected, meaning There is a difference between the experimental group and the control group (outdoor activity education) to the level of physical fitness of students. The experimental group had an average increase of 1.83 greater than the control group with decreased fitness -0055.

### **Discussion**

The discussion in this research aims to explain and interpret the research findings. After analysis of each variable and then do the calculation to interpret the differences between the effects of experimental variables and control of personal and social responsibility as well as the physical fitness of students. in this study, researchers tested two groups of samples: those outdoor activities camping, and group education programs do not perform these activities (control).

Their influence activities outdoor education personal & social responsibility against students. The results stated that the experimental group with a value of  $t = 4.465$  and  $sig = 0.000 < 0.05$ ,  $df$  t-table 19 is 2.09302, Reject  $H_0$  if  $T\text{-count} > T\text{-table}$ , Accept  $H_0$  if  $T\text{-count} < T\text{-table}$ , Decision =  $4.465 > 2.09302$ ,  $T\text{-count} > T\text{-table}$ ,  $H_0$  is rejected. Means a significant influence on the outdoor education students' personal and social responsibility.

There is effect of outdoor education activity against physical fitness level students. The results stated that the experimental group with  $T\text{-count}$  right into 9.149 -9.149,  $df$  t-table 19 is 2.09302, Reject  $H_0$  if  $T\text{-count} > T\text{-table}$ , Accept  $H_0$  if  $T\text{-count} < T\text{-tables}$ , Decisions =  $9.149 > 2.09302$ ,  $T\text{-count} > T\text{-table}$ ,  $H_0$  is rejected. Table 2 shows that tailed Sig:  $0.00 > 0.05$  or  $H_0$  rejected, meaning that there is significant Outdoor Education activity on the level of physical fitness of students.

There are differences in the effect of outdoor activity education on personal and social responsibility as well as the physical fitness of students. These results indicate that to improve physical fitness the activities of camping, but if you want to increase  $VO_{2max}$  need any special training to do to improve the point of  $VO_{2max}$ , the average increase in fitness of students showed an increase in the experimental group had an average improvement of physical fitness of 1.83 compared to the control group with decreased fitness level 0055.

### **Conclusion**

Based on the results of data processing and analysis, the following conclusions: By using the Outdoor Education program can improve the quality of personal and social responsibility as well as the physical fitness of students.

### **Suggestion**

From the results of research related to outdoor education, it turns out that there are many more things that can be explored, for example related to levels of anxiety, levels of confidence and so on. Therefore, the authors recommend further research related to outdoor education.

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