



Outdoor Education Intervention for Increasing Student Assertive Attitude

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Abstract

This research examined the impact of outdoor education on student assertive attitude in Laboratorium Percontohan UPI Elementary School, Tasikmalaya Campus, Indonesia. The problems gained by the researcher in the learning process was the negative behavior that the researcher aimed to study. The samples of the study were 32 students chosen through a purposive sampling technique. The experimental method was used in this study. The data were obtained through an Assertive Scale questionnaire. The researcher conducted an initial study with the result 0,662. The final score of the research was 0,504, showing that Outdoor Education had a significant impact on assertive attitude development. This finding shows that outdoor education can be an alternative for the teachers of Physical Education at elementary schools to implement moral and ethics learning as well as a learning variation. The further research is suggested to conduct a research related to other affective aspects, such as emotion and empathy. The outdoor education indirectly gives impacts on the student attitude and acts as a self-reminder.

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INTRODUCTION

The learning process conducted by students currently brings a challenge in carrying out a good educational process (van Hooijdonk, Mainhard, Kroesbergen, & van Tartwijk, 2020). In this modern era, more students do negative things which lead to deviant behavior in their growth and development stages, commonly referred to as juvenile delinquency. Numbers of news in electronic media and newspapers about students involved in drugs, fights, free sex and other deviant behaviors both at school and outside of school prove the portrait of students today. Violation of school rules committed by students includes using communication device during class hours, truanting, skipping classes, destroying school facilities, and other unsavory behaviors. The phenomena depict a portrait of students who do not dare to express their own urges and opinions that might happen, so the individuals will be exploited and easily influenced by others.

The number of problems in schools students face nowadays becomes an obstacle in implementing a good educational process. In modern times, more students do harmful things that lead to deviant behavior in their growth and development, which is commonly referred to as a child or adolescent delinquency (Richter, Appel, & Calio, 2014). There is a lot of news in electronic media and newspapers about students getting involved in brawls, drugs, fights, free sex, and other deviant behavior both in school and outside school. Those phenomena represented the portrait of students today; even more, it has reached the primary education level (Potard, Lancelot, & Courtois, 2018).

It is possible to experience some unstructured play opportunities from an early age, where children can decide what to do freely, with whom and how, the measures to increase self-esteem, autonomy, and trust (Bento & Dias, 2017). School is a place of learning for students, such as UPI Tasikmalaya Pilot Laboratory Primary School. In their daily activities, just like any other school, students carry out various school subjects activities. There have been reported violations of school rules committed by students at UPI Tasikmalaya Pilot Laboratory primary school, including bringing and using communication devices during class hours, being absent during the lesson, skipping school, destroying school facilities, and other less commendable behavior. It was recorded in the case handling book that many violations were committed by students. The phenomena depict a portrait of students who do not dare to express their

urges and opinions that might happen so that the individuals will be easily exploited and influenced by others. Various student violations at UPI Tasikmalaya Pilot Laboratory primary school show that schools' assertiveness needs to be developed in a sustainable manner.

School programs need innovative breakthroughs to support overall student development. Outdoor learning can be used as an alternative solution. It has been shown that participation in outdoor activities improves emotional well-being because the natural environment can moderate the impact of stress, which results in decreased anxiety and depression (Field, Lauzon, & Meldrum, 2016). The effect of such a relationship with nature shifts to everyday life and makes a lasting diversion of a way of thinking. It has been reported that outdoor education can change the way of thinking and even good for maintaining health and focus on keeping cultural dynamics that support the appreciation of nature, diverse senses, and assertiveness (Bartholomeu, Montiel, Fiamenghi, & Machado, 2016).

The Researcher considered the nation's generation needs in-depth knowledge of character education in order to be independent individuals, as well as a foundation to pursue into higher education and to build characters full of confidence and self-motivation to be lifelong learners. Young generation of the nation must possess strong assertive attitude, so there will grow the confidence to do various things and in any circumstances later on. Sedentary in assertive attitude is very important, so then it is given outdoor education treatment (Marsh & Martin, 2011). The leadership will emerge in an individual and will grow faith in completing every task because of the confidence that arises in that person; and the people surrounding will feel the positive impact (Warren et al., 2014). Therefore, researcher is interested to figure out how big the impact of outdoor education is on the assertive attitude of the students at UPI Tasikmalaya Pilot Laboratory primary school.

METHOD

The research method was experimental using the True Experiment design with pretest-posttest control group design (Sun, Yao, & Carretero, 2014). A preliminary test was conducted to identify the assertive attitude of the primary school students, and figure out any changes of attitude in the learning.

The subjects involved in this study were children aged 10-11, which were students in UPI Tasikmalaya Pilot Laboratory Primary School. A total of 32 children was taken as the sample using a purposive sampling approach divided into the experimental group (17 students) and the control group (16 students). The instrument used in this study was a closed questionnaire, in which the respondents were asked to choose one of the answers according to its characteristics by giving a cross mark (X) or a checklist (√). The instrument was quite representative and can contribute to obtaining needed data to see the subjects' attitudes and behavior.

RESULTS AND DISCUSSION

Data were obtained in this study by first conducting a preliminary test to determine the initial data or attitudes before given the outdoor education method. After the treatment, the researcher then performed a final test to determine whether or not there was an improvement due to this method. SPSS version 22 application was employed in the data processing method (Acton, Miller, Maltby, & Fullerton, 2009). The following are the results of data processing taken by researchers in the form of the SPSS Version 22 application.

Table 1. Hypothesis Testing

	Variable	Sig	α	Conclusion
Pair 1	AS ConPretest - AS Con Posttest	0.00	0.05	Significant
Pair 2	AS Exp Pretest - AS Exp Posttest	0.00		Significant

From the test results in Table 1, it can be concluded that there was a significant impact of outdoor education on improving the experimental group's assertive attitude. Therefore, the learning process in outdoor education activities basically provides the broadest possible opportunity to gain direct experience (Unnever & Cornell, 2003). The students have the chance to deal with mastery of learning concepts and knowledge related to humans and natural resources, life skills that bring health, prosperity, creativity, a way of life that is refreshing and fun, and a positive attitude that reflects the harmony of human and nature (Zamani, 2017). There are three main concepts of outdoor education: the learning process, outdoor activities, and the environment's concept.

First, the learning process concept implies that learning through outdoor activities is an interdisciplinary learning process through a series of activities designed to be carried out outside the classroom. Second, this approach consciously exploits the potential of natural arrangements to contribute to physical and mental development. Third, by increasing awareness of the reciprocal relationship with nature, the program changes attitudes and behavior towards nature (Hsieh & Stright, 2012).

Assertive attitude is very influential in many human behaviors and mental health; even listening to and playing music is very significant in influencing someone's appearance and socializing patterns. People who consider themselves unwanted, worthless, or inadequate tend to act as they please (Degé, Wehrum, Stark, & Schwarzer, 2014). Those with negative self-concepts who tend to behave defiantly argue that children with emotional disorders, by definition, have significant relation with alienation, antisocial behavior, lack of appropriate adult-adult relationships, and poor self-concept (Stopa, Brown, & Hirsch, 2012).

Assertive behavior is not formed from birth but develops gradually and can be influenced by interpersonal and cultural experiences that give a positive feeling of understanding the individual, and is learned through a collection of social interactions and experiences with others. Someone with a positive self-concept can explore their world in a whole concept (Posavac & Posavac, 2019).

CONCLUSION

In accordance with the factual conditions, the researcher concluded that this study has a significant impact on changing attitudes with the learning method. The influence of physical activities such as running or playing in the open air are outstanding, even better if conducted on a highland such as a mountain that varies in its beautiful topography. The natural landscape changes will make the mind and mood more comfortable and better, like meditation, and creating a positive self-concept in children. When someone can have hopes or goals, they will be able to appreciate life more from the results of treatment during the learning conduct.

Behavioral changes in the learning process occur due to interactions with the environment. Commonly interactions occur on purpose. Thus, a learning process is said to be successful when there are changes in the learners. Conversely, if there is no change in the individuals, learning has not been said

to be successful.

Character education through outdoor learning activities is expected to reach a change in behavior. The researcher wants to note that outdoor education is an educational activity carried out in the open air. All learning activities that are usually carried out in a school environment are transferred to hills, rivers, caves, beaches, and various places in nature. These activities aim to develop all the potential that students have in terms of skills, knowledge, and attitudes and how to instill the love for nature in the learners. It has been shown that participation in outdoor activities improves emotional well-being because the natural environment can moderate the effects of stress, resulting in a decrease of anxiety and depression, as well as positive attitude growth.

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