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The influence of outside education activities against arousal in elementary school

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Abstract

The success of teaching and learning can not be separated from various aspects such as teachers, facilities and infrastructure, learning methods and students themselves. Of all these aspects, the most important role is the motivation of student learning itself. physical education provides opportunities for students to develop their confidence and ability to master basic movement skills that will encourage their participation in various physical activities. While the purpose of this research is to find out how much influence outdoor education activities have on arousal in elementary schools. The method used in this study is the experimental method, and using the research design "One-Group Pretest-Posttest Design". Based on the analysis of the results of the study and the discussion obtained the value of t count 27.09, t table 2.03 with a significance value of 0.000. The average value of the pretest results was 93.1, while the average posttest result is 116.5 which has a difference of 23.3. thus it can be concluded that the alternative hypothesis is accepted meaning that there is a significant effect of Outdoor Education activities on Arousal in Primary Schools.

Keywords: Outdoor education, arousal, elementary schools

Introduction

The teacher must be able to introduce and bring the child to the dimensions of the experience of motion, thinking, and attitudes appropriate for the child, so that after school children remain motivated to be involved in sports activities. It is not uncommon for students to feel fed up with monotonous learning methods, saturation often reduces concentration and makes them not achieve maximum results. Including elementary school students who sometimes feel bored with their daily learning activities.

To overcome this boredom, teachers and schools are expected to make efforts that can revive the passion of students in learning, one of them is to provide fun activities in spare time, for example with educational activities outside the classroom.

From outdoor education activities, various potentials that can provide positive values for the personal formation of students can be explored, such as physical, social, intellectual, spiritual, psychological and emotional.

Through outdoor education activities the mind of a child who is feeling bored and not excited can be refreshed. This is because when doing activities outside the classroom the child will be happy and get rid of their boredom. In activities outside the classroom we can insert activities that can stimulate the interest and increase the enthusiasm of children in learning and give students awareness of the importance of doing sports activities, so that outside of sports lessons at school students remain motivated and passionate in sports.

Theoretical Review

Definition of Outdoor Education

According to Priest and Gass in Neil (2006: 70) there are four forms of Outdoor Education programs with their aims and objectives, namely:

1. Recreational, the program whose goal is to change the way of thinking. The goal is to relax, have fun and enjoy. For example surfing for fun.
2. Educational, the target program is to change the way people feel and think. With the aim to learn skills or information. For example, classes learn how to explore the wild or geographic field tours.

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3. Developmental, the aim of the program is to change the way a person feels, thinks and behaves, with the aim of experiencing personal growth. For example programs exploring the wild on target, to encourage personal abilities, test endurance, develop personal goals, set yourself and create personal self-esteem.
4. Therapeutic / Redirectional, the target program is to change the way a person feels, thinks, behaves and opposes, the aim is to correct individual or group problems, for example, low-security prisons are allowed to take hiking classes and work on a mountain habitat restoration program as part of prisoner pre-learning^[1].

Meanwhile, according to Riskomar in Estiningrum (2015: 7) stated that

"Outdoor classes are an ideal place, especially for conducting learning processes based on experience / experimental learning. The combination of aspects of the natural environment and various games provides opportunities for students to change various patterns of behavior and habits of daily activities through a process that is fun and full of excitement"^[2].

By utilizing learning resources outside the classroom, students can gain a new atmosphere that can make them more happy, so the work will take place dynamically and effectively. From the description above, it can be concluded that the outdoor education learning model is a model used by teachers in learning activities carried out outside the classroom.

Saturation can be caused because all this time the learning process is always done in the classroom, this is the background of the emergence of outdoor education or the concept of learning outside the classroom. Outdoor education is defined as education that takes place outside the classroom that involves experiences that require student participation to follow the adventure challenges that are the basis of outdoor activities such as hiking, hiking, camping, etc. (Hamalik, Oemar, (2004: 9)^[3].

According to Hamalik (Oemar, 20: 13) argues that the procedure for preparing learning with Outdoor Education is as follows:

1. The teacher formulates carefully the planned learning experience
2. Determine the activities to be used, Hiking activities
3. Teachers try to present experiences that are challenging and motivating
4. Determine the time of the activity implementation
5. Determine Hiking travel routes
6. Students can work individually or in groups
7. Students actively participate in forming experiences
8. After that the teacher explains about the rules in learning by Hiking^[4]

Arousal Improvement Through Outdoor Education Activities

Outdoor education activities can be used in intra-curricular activities, extra-curricular activities, or as a means to channel hobbies for adults and children. Activities like this provide an opportunity for every individual to do sports activities with a pleasant feeling so that it stimulates every individual to

exercise for a long time without feeling tired as soon as in general due to having a pleasant experience.

It is possible that this out-of-class education has an influence on students' excitement to gain experience and reflect on it. Diverse out-of-class activities including walking on paddy fields, vegetable gardens, going up and down hills, crossing rivers and exploring caves creates challenging and exciting conditions.

Sports Psychology

Husdarta (2010: 4) states, that

"Sports psychology is a field of study that applies the principles of psychology in sports settings to boost the quality of student personality and sports performance, both individual and group performance"^[5].

The development of sports psychology is marked by considerable effort in assessing symptoms in sports situations that need to be studied by sports psychologists, including the motivation to exercise, learn movement, emotional maturity, boredom, stress, anxiety, frustration, attribution, arousal, aggressiveness, mental training, peak appearance and so on.

Strength or weakness of motivation to exercise for example, will determine a person's enthusiasm to exercise. The situation will also determine whether or not many children, mothers, and parents do sports, will even determine the enthusiasm and enthusiasm of the athletes when participating in the competition.

Sports psychology is not only a science to explain, predict and control the behavior of athletes in a match, but can also be used to study the behavioral symptoms and experiences of individuals who carry out sports activities both in children, adults and the elderly.

Motivational and Arousal in Sports

This is in line with Loehr's statement in Komarudin (2017: 24) which explains explicitly that when you lose your passion and cannot find a reasonable reason, you have stopped being competitive.

Related to the points above, motivation can be defined as an encouragement that comes from within or from outside the individual to carry out an activity that can guarantee the activity, and can determine the direction, direction and magnitude of the efforts made so as to achieve the stated goals^[6].

Arousal

Mylsidayu, Apta 2014: 39. Arousal is a person's emotional state related to passion, lust, enthusiasm, motivated, or awakening. So the arousal can move from a state that is full of enthusiasm, passion, or resurrection, to the opposite state which is not excited, not at all excited, or lazy. Emotions like this greatly affect a person's performance in completing cognitive tasks such as remembering, learning, making decisions and solving problems^[7].

Meanwhile, Robert and Daniel in Rohmansyah 2017: 60, said that Arousal is a symptom that shows an increase in physiological and psychological activity in a person^[8]. In line with the above statement, it can be explained that arousal is a level of excitement that can be described in a continuum.

¹ Effective leadership in adventure programming (3rded.). Champaign, IL: Human Kinetics

² Riskomar in Estiningrum. (2011). Implementasi Model pembelajaran Outdoor Activity untuk Meningkatkan Motivasi Belajar Peserta Didik Siswa Kelas V SD Negeri 3 Karangklesem: Purwokerto: Universitas Muhammadiyah Purwokerto

³ Hamalik, Oemar, (2004), Proses Belajar Mengajar, Jakarta Bumi Aksara

⁴ Ibid

⁵ Husdarta. (2010). Psikologi Olahraga: Bandung: Alfabeta.

⁶ Komarudin. (2017). Psikologi Olahraga: Bandung: PT. Remaja Rosdakarya Offset.

⁷ Mylsidayu, Apta. (2014). Psikologi Olahraga: Jakarta: PT. Bumi Aksara.

⁸ Rohmansyah. (2017) Kecemasan Dalam Olahraga, Journal Ilmiah PENJAS, ISSN : 2442-3874 Vol.3 No.1, Januari

There is the lowest arousal level and the highest arousal level that a person can experience, so that between the two levels the pattern or degree of arousal is obtained. An example in real life is in the case of two soccer teams fighting for a world championship trophy, it can be said that the players are in a very passionate condition which is characterized by high tension, conversely when students fall asleep in class because they consider the presentation delivered by the speaker is not interesting, then the student is in a low arousal condition.

Strengthened by Setyobroto in Mylsidayu (2014: 39) which states arousal is inevitable such as the emergence of physical tension / tension and stress.

Cox stated in Mylsidayu (2014: 39) that

"Arousal is an increase in sympathetic nervous system activity which shows an increase in physiological activity and cannot be used to indicate certain emotional states, both when facing joy or pleasure or fear and tension, all of which will cause arousal" ^[9].

Based on the explanation above, it can be concluded that arousal is an inevitable increase in psychological, physiological and sympathetic nervous system that underlies the readiness of individuals to behave, be creative, think and move. Arousal felt by athletes or students must be in sufficient portions, namely at the point that shows enthusiasm that is not excessive or vice versa not less so that the appearance is optimal.

Arousal in Sport

Humans cannot avoid being influenced by emotions. Psychological conditions can be divided into two kinds, namely those that support appearance and those that inhibit appearance so that it can interfere with performance. Psychological aspects that support achievement include; high motivation, strong aspirations, personality maturity. While aspects that interfere with achievement include; anxiety, tension, low motivation, fear, and so on.

Research Methods

The method used in this study is the experimental method. Sugiyono (2010: 72) explains that: "The experimental method is a research method used to look for the effect of certain treatments on others under controlled conditions" ^[10].

While the research design used in this study is to use the research design "One-Group Pretest-Posttest Design." (Sugiyono, 2010: 74)

Information

O1 : Pretest (before being treated)

X : treatment (treatment given)

O2 : Posttest (after being treated) ^[11]

Results

The data used to analyze the results of this study are data obtained from the initial test and the final test on outdoor education activities in order to improve arousal in Physical Education lessons in elementary schools.

Data were then analyzed through statistical tests to determine the level of difference between the initial and final test results. Data validity test conducted by the author in SPSS (Statistical Product and Service Solution) research Persi 24, As for the

validity test is the Y variable questionnaire item score, the results of the validity test will be compared with the rtable product moment with N = 34 at a significance level of 5% if the r count is greater than the rtable then the item is declared valid whereas if it is smaller then the item is declared not valid.

As for the sample size (N) of 34 obtained rtable product moment values of 0.374. Whereas the validity test results for all items for the Y variable are as follows:

Table 1: Validity Test Results for All Item Items Arousal questionnaire instrument (Variable Y) in SPSS

No. Item	r hitung	r table	Ket.
1	0,492	0,339	Valid
2	0,382	0,339	Valid
3	0,587	0,339	Valid
4	0,372	0,339	Valid
5	0,356	0,339	Valid
6	0,380	0,339	Valid
7	0,349	0,339	Valid
8	0,379	0,339	Valid
9	0,442	0,339	Valid
10	0,445	0,339	Valid
11	0,420	0,339	Valid
12	0,422	0,339	Valid
13	0,436	0,339	Valid
14	0,411	0,339	Valid
15	0,563	0,339	Valid
16	0,592	0,339	Valid
17	0,558	0,339	Valid
18	0,676	0,339	Valid
19	0,560	0,339	Valid
20	0,682	0,339	Valid
21	0,663	0,339	Valid
22	0,489	0,339	Valid
23	0,505	0,339	Valid
24	0,501	0,339	Valid
25	0,342	0,339	Valid

From the results of the above data the significance value obtained from the pretest data is 0.20. Because the significance value is more than $\alpha = 0.05$, the hypothesis is accepted. So, it can be concluded that the results of the posttest data are taken from a normally distributed population. Because it can be seen that all data have sig.> 0.05, the pretest and posttest variables are normally distributed.

1. Homogeneity Test

Homogeneity Test aims to determine the similarity of variance, or test that the data obtained comes from a homogeneous population. Homogeneity test is performed on the two groups of data to be tested differently. The following homogeneity test results:

Table 2: Homogeneity Test Results of Research Data

Test of Homogeneity of Variances			
Results			
Levene Statistic	df1	df2	Sig.
3.501	1	66	.066

From the above data, the significance value obtained from the calculation of the average pretest and posttest experimental grade was 0.66. Because the significance value is more than $\alpha = 0.05$, the hypothesis is accepted. So it can be concluded that the pretest and posttest data have the same variance alias homogeneous.

⁹ Mylsidayu, Apta. (2014). Psikologi Olahraga: Jakarta: PT. Bumi Aksara.

¹⁰ Sugiyono. (2010). Metode Penelitian Kuantitatif, Kualitatif dan R & D. Bandung: Alfabeta.

¹¹ Ibid

2. Test Analysis with Paired T-test or Paired T-Test

Table 3: Pretest-Posttest Analysis

No.	34 children	X	Y	d _i (x _i -y _i)	(\bar{d} - d _i)	(\bar{d} - d _i) ²
1	Total	3166	3960	-794	1.8	845.86
2	Average	93.1	116.5	-23.3		

Note: The greater the value, the greater the arousal level of the child

$$t = \frac{-23.3}{\frac{5.06}{\sqrt{34}}}$$

In the table, the average difference is = $\bar{d} = \frac{\sum d_i}{n} = -23.3$

$$t = \frac{-23.3}{0.86} = -27.09$$

a. Determine the standard deviation

$$Sd = \sqrt{\frac{\sum(\bar{d} - d_i)^2}{n-1}}$$

$$Sd = \sqrt{\frac{845.86}{33}} = 5.06$$

b. Determine t arithmetic

$$t = \frac{\bar{d}}{\frac{Sd}{\sqrt{n}}}$$

c. Determine t table with free degrees = n-1 = 33

The significance level $\alpha = 0.05$, t (0.05; 33) = 2.03
The level of significance $\alpha = 0.01$, t (0.01; 33) = 2.73

d. Compares between t arithmetic and t tables

It is known that t arithmetic = -27.09 so that It arithmetic I = 27.09

It counts I = 27.09 > t (0.05; 33) = 2.03

Because I t count I > t table, the data is significantly different or Ho is rejected at the significance level $\alpha = 0.005$

So as

It counts I = 27.09 > t (0.01; 33) = 2.73

Because It counts I > t table, the data is significantly different or Ho is rejected at the significance level $\alpha = 0.001$

While in this analysis the authors also use SPSS (Statistical Product Service Solution) 24, with the following analysis results:

Table 4: Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	93.1176	34	6.57712	1.12797
	Post-Test	116.4706	34	4.64651	.79687

Table 5: Paired Samples Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	34	.642	.000

Table 6: Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Dev.	Std. Error	Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-23.35294	5.06253	.86822	-25.11934	-21.58654	-26.898	33	.000

As a rule of decision making

- 1) If the Sig. (2-tailed) < 0.05, there is a significant difference between the data in the pre-test and post-test.
- 2) If the Sig. (2-tailed) > 0.05 then there is no significant difference between the data in the pre-test and post-test.

Based on the Output Paired Sample T-Test it is known that the value of sig. (2-tailed) of 0.000, it can be concluded that there are significant differences between the arousal in the pre-test and post-test data.

Research result

Because the alternative hypothesis (Ha) is accepted and Ho is rejected at the significance values $\alpha = 0.05$ and $\alpha = 0.01$, with the average grade or Arousal level of the child before Outdoor

Education activities = 93.1

e. Research result

Because the alternative hypothesis (Ha) is accepted and Ho is rejected at the significance values $\alpha = 0.05$ and $\alpha = 0.01$, with the average grade or Arousal level of the child before Outdoor Education activities = 93.1, while the value after the Outdoor Education activity = 116.5 which has a very large difference is 23.3. then it can be concluded Arousal children or their enthusiasm in exercising on physical education lessons increases.

Discussion of Research Results

Based on research that has been done shows that there are some positive changes implemented in out-of-school

education or outdoor education such as, can reduce stress and improve mood, specifically increase children's enthusiasm in sports, generally improve students' observation abilities, foster empathy and recognize and do new things, foster student confidence and arouse motivation and increase love for the environment.

The selection of outdoor education activities as an effort to increase excitement is because in outdoor education students can feel the natural presence and be able to see things around, freeing students from the crush of the atmosphere and rhythm of the learning routines they experience. The atmosphere is fresh and beautiful, the birds singing, the swishing of water and the gusts of wind can encourage the intensity of student involvement, both physically, mentally, psychologically and even spiritually. This is the basis that to create an Outdoor education program, does not require a large fee, but can be done in the environment around the school so that it can also absorb aspects of local wisdom.

Although outdoor education is not included in the formal curriculum and the type is tailored to the character of each school, each student is expected to participate in camping activities at least twice in every four years of schooling.

Conclusion

Based on the results of data processing, it can be concluded that: There is a significant effect of outdoor education on arousal of elementary school students.

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